

Police Service of Northern Ireland

ABSTRACT – This document applies to all members of the PSNI who come into contact or are involved with children and young people

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POLICY DIRECTIVE

PSNI POLICING WITH CHILDREN AND YOUNG PEOPLE

1. POLICY IDENTIFICATION

POLICY TITLE: Policing with Children and Young People

POLICY OWNERSHIP:

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BRANCH	Community Safety
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POLICY APPROVED BY:

CCF REF/OTHER	ACC Criminal Justice
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2. POLICY STATEMENTS

- (1) (a) The Police Service of Northern Ireland (PSNI) will work in partnership with statutory and voluntary agencies, the business sector and the community to provide a co-ordinated, consistent and appropriate approach for all interactions with young people.
 - (b) The Police Service recognises the need to engage effectively in a consistent manner with children and young people through consultation to ensure our service delivery reflects their needs and protects their rights.
- (2) **Who does this Policy apply to?**
- (a) To ensure a consistent approach within Northern Ireland, the Police Service will follow the guidance set out by Office of First Minister Deputy First Minister (OFMDFM) and this Policy will apply to everyone up to the age of 18 years and young people with disabilities and care leavers up to the age of 21.
 - (b) Making contact with youth is an extremely important aspect of the PSNI's work, whether that be by way of educational outreach, offence behaviour or behaviour that gives concern for their safety and well-being.

3. INTRODUCTION

(1) Summary

- (a) This Policy draws on the aims and objectives identified at a national level through the Association of Chief Police Officers' (ACPO) strategy for children and young people and has been developed taking full cognisance of the issues concerning young people and policing in Northern Ireland. This will enhance and expand upon the work already undertaken with children and young people in the community.
- (b) Police engagement with children and young people from an early age can only pay dividends, supporting communities and building positive relationships thereby encouraging young people to play an active part in society. The Policy also takes account of the fact that today's children and young people will be tomorrow's potential public representatives, professional employees and employers, police officers, and other opinion formers within Northern Ireland society.
- (c) **Negative Stereotyping:** There are many circumstances where children and young people come into contact with police. This can sometimes arise out of complaints from members of the community, which are based on a negative perception associated with the young people concerned, rather than based on evidence or fact. Part of this can be attributed to a lack of understanding of youth culture and a lack of understanding of the needs and concerns of the young people involved.
- (d) It is recognised that mid to late teenage years are a difficult time whereby some young people come into contact with the criminal justice system, and this policy through the key themes outlined below, aims to assist the Police Service to manage this. The Policy recognises the challenges facing children and young people in their interaction with police and the need to embrace a positive service delivery approach.
- (e) **It is important to remember however in all interactions with police that the vast majority of children and young people do not engage in anti-social or criminal behaviour, and it is vital that the Service engage with children and young people in an open minded manner to understand and address their concerns in the most appropriate way for each individual. In doing so, consideration of wider familial or situational factors of each individual needs to be recognised. It is also important to bear in mind that young people are much more likely to be victims of crime than older people.**

- (f) As a report on the attitudes and experiences of young people in North Belfast has shown, many young people have negative views of the police and this should be borne in mind when dealing with them. (The report can be found at http://www.nipolicingboard.org.uk/youth_survey.pdf)
- (g) In providing guidance to Districts this Policy seeks to provide a framework for officers to have confidence in their interaction with children and young people.

(2) Aims and Objectives

(1) The aims and objectives of the PSNI's Youth Policy are documented under five headings:

- (a) Engagement with children and young people;
- (b) Children and young people as victims and witnesses;
- (c) Crime prevention and the safety of children and young people;
- (d) Crime reduction - Interventions by Police;
- (e) Human resource development to support specialist roles and the organisation at large;

(2) It is incumbent on Districts to consider the objectives under each aim.

(3) Engagement with Children and Young People

(a) Aim

The PSNI will seek to build and maintain positive relationships, with and between all children and young people, based on constructive dialogue.

(b) Objectives

- (i) To treat children and young people with dignity, understanding and respect, and listen to their views on key policing issues which affect them.
- (ii) To develop effective consultation and involvement with a representative range of children and young people, through appropriate strategic, and district level mechanisms.
- (iii) To ensure a particular focus on the development of effective engagement with vulnerable, isolated, and hard to reach groups, including those from minority ethnic or other communities, and those with a disability.
- (iv) To work in partnership with other key agencies involved in the provision of services for children and young people with a view to contributing to, and learning from their engagement with this sector of the community.
- (v) To work in partnership with the education sector, in particular, through the vehicle of the Citizenship and Safety Education (CASE) programme and associated initiatives, to promote and encourage good citizenship among children and young people [see 4(b)(ii)].
- (vi) To research and identify appropriate good practice from other Police services, Youth Justice agencies and the Voluntary/Community sectors, for development and dissemination within Districts.

(4) Children and Young People as Victims and Witnesses

(a) Aim

- (i) To provide children, young people, and their parents and carers, with appropriate support and information to help to prevent and reduce the likelihood of being subjected to crime and to deal effectively with any crime they may experience.
- (ii) To ensure that children and young people are provided with the best available information to enable them to avoid crime and disorder.

(b) Objectives

- (i) To increase levels of reassurance and confidence within children and young people, and their parents and carers, regarding the reporting and investigation of crimes involving young victims and witnesses.
- (ii) To work in partnership with the Education system through the delivery of the Citizenship and Safety Education (CASE) programme and related initiatives to:
 - (aa) Support and educate children and young people to become good citizens;
 - (bb) Prevent children and young people from becoming involved in crime;
 - (cc) Divert children and young people away from crime;
 - (dd) Educate children and young people regarding the consequences of crime as victims and perpetrators.
- (iii) With our partners in the Criminal Justice System, to maximise the use of special measures for children and young people as vulnerable witnesses at Crown Court and in the Youth Court (Legislation referring to special measures can be found at <http://www.opsi.gov.uk/si/si1999/19992789.htm> and in **Article 6c of Anti Social Behaviour (NI) Order 2004 for special measures for witnesses in proceedings for Anti Social Behaviour Orders**).
- (iv) To ensure that effective information sharing mechanisms are in place internally and externally to assist with the identification and assessment of the needs of young people as victims and witnesses.
- (v) To ensure the robust investigation of all reported incidents of bullying where there is evidence of a crime having been committed, and the provision of appropriate support through a partnership approach.

(5) Crime Prevention and the Safety of Children and Young People

(a) Aim

To identify those children and young persons at risk of becoming involved in offending or anti-social behaviour and to work with partner agencies in the provision of appropriate support and intervention.

(b) Objectives

- (i) Through the Youth Diversion Scheme framework to identify children and young persons at risk of offending and subsequent social exclusion.
- (ii) To take a lead role in sharing information with other key agencies to identify and assess those at greatest risk, developing protocols to allow this to happen.

- (iii) To work with partners regarding the development of and access to individual support and intervention programmes for those identified at risk.
- (iv) To develop and implement the use of Acceptable Behaviour Contracts across all Districts as a corporate responsibility where appropriate, and complementary to the use of other statutory diversionary interventions.
- (v) To develop the appropriate use of restorative interventions as a problem solving tool to address the behaviours of children and young persons which fall short of being criminal, but which are perceived to be anti-social (acting in a manner that caused or was likely to cause harassment, alarm or distress).
- (vi) To research and develop in partnership with other agencies the targeted provision of appropriate diversionary programmes/measures for children and young persons.

(6) Area Children and Young People's Committees – Service Procedure 10/99

- (a) As part of the process of consultation each HSS Board has established an Area Children and Young People's Committee (ACYPC) chaired by the Director of Social Services who will have overall responsibility for producing the Children's Services Plans (CSP). The PSNI is one of a core group of agencies represented on each of the ACYPC's.
- (b) PSNI will have representation on the 4 ACYPCs by personnel from the Community Safety Branch and personnel from CARE within the Criminal Justice Department. Close liaison between these 2 branches will be required to ensure that police input into these committees is both uniform and co-ordinated.

(7) Sub-Committees

- (a) Each ACYPC committee has an area of work, which is undertaken by a number of sub groups, which are represented by the statutory, voluntary, and community organisations. The groups will focus on differing aspects of children's lives, for example young people and crime, children in care and disability, which will require police representation at a more local level.
- (b) Police representatives sitting on sub groups will liaise closely with those representatives sitting on the strategic group of the ACYPC.

(8) Crime Reduction - Interventions by Police

(a) Aim

- (i) To deal promptly, effectively and fairly with children and young persons who have offended.
- (ii) To have a consistent and proportionate response across all Districts.
- (iii) To enable children and young persons to understand the impact and consequences of their offending behaviour, to take responsibility for their actions, and to make changes regarding their future behaviour.

(b) Objectives

- (i) To ensure, when appropriate, the utilisation of the Youth Diversion Scheme when dealing with children and young people who have offended.
- (ii) To ensure the PSNI meets agreed organisational standards and procedures from first contact to eventual outcome.

- (iii) To ensure that children and young persons who offend are dealt with in a manner which is consistent with the Human Rights Act 1998, the UN Convention on the Rights of the Child and the legal requirements highlighted in section 3(3).
- (iv) To ensure information sharing takes place with key agencies compliant with legal and policy directives.
- (v) To engage victims through the use of restorative interventions to explore the harm caused, and better inform children and young persons with a view to preventing further offending/anti social behaviour.
- (vi) To engage in a multi-agency approach to secure the provision of appropriate interventions and support for the children or young persons and their parents or carers.
- (vii) To work in partnership with other agencies to identify and respond effectively to priority young offenders.

(9) Human Resource Development to support Specialist roles and the Organisation at large

(a) Aim

- (i) To ensure the staff of the PSNI who have regular focused contact with children and young persons are appropriately vetted and selected and have appropriate skills to effectively perform their role.
- (ii) To ensure the PSNI provides appropriate and adequate training for staff working with children and young persons.

(b) Objectives

- (i) To clearly define roles and responsibilities for police officers in respect of those policy areas which involve significant interaction with children and young persons.
- (ii) To maintain appropriate role profiles based on the Integrated Competency Framework - see PoliceNet.
- (iii) To identify training needs and requirements for those staff, ensuring the provision of such training, in particular with regards to children and young people who are minority groupings and hard to reach.
- (iv) To ensure that officers are trained for the role of restorative caution and informed warning delivery and to maintain practice standards in the use of restorative interventions.
- (v) To ensure that only those officers who have received recognised accredited training, can deliver the CASE Programme in educational establishments.
- (vi) To pursue external evaluation and validation of key policies and interventions through the medium of children and young people.

(3) Legal Basis

- (1) Police officers have a duty according to Section 32 of the Police (NI) Act 2000.
 - (a) To protect life and property;
 - (b) To preserve order;
 - (c) To prevent the commission of offences; and

- (d) Where an offence has been committed, to take measures to bring the offender to justice.
- (2) When carrying out these duties police officers shall protect human dignity and uphold the human rights of all persons as enshrined in the European Convention on Human Rights (ECHR) which applies equally to children and young people as it does to adults.
- (3) In addition to these, the United Nations Convention on the Rights of the Child (UNCRC) should be applied in its entirety, but particular attention should be given to the following core principles:
- (a) The Right to Life (Article 6);
 - (b) The best interests of the child must be paramount (Article 3);
 - (c) The State has a duty to protect children from all forms of violence (Article 19).
 - (d) Children have a right not to be discriminated against (Article 2);
 - (e) Children have a right to be heard and to have their opinions taken into account (Articles 12 and 13);
- (4) The above principles should be considered and applied in police interactions with children and in the writing of Policy and Service Procedures which have the potential to impact on the rights of children and young people. Summary of the UNCRC articles included in Appendix 'A' and a more detailed version for use by Policy writers can be found by following the links below: http://shaaisobs02/united_nations_convention_on_the_rights_of_the_child.pdf. Further information is available by clicking on this link <http://www2.ohchr.org/english/bodies/crc/index.htm>
- (5) Officers are to ensure that they have regard to the welfare of children and young people whilst exercising their core functions, section 53(3) of the Justice (NI) Act 2002.
- (6) The following non-binding human rights standards should also be applied to police interactions with children and young people:
- (a) UN standard Minimum Rules for the administration of Juvenile Justice: the Beijing Rules (1985);
 - (b) UN Minimum Rules for Non-Custodial Measures: the Tokyo Rules (1990);
 - (c) UN Guidelines for the Prevention of Juvenile Delinquency: the Riyadh Guidelines (1990).

4. IMPLICATIONS OF THE POLICY

The following implications were considered:

(1) Financial and Efficiency Implications

- (a) The aim of this Policy is to provide a consistent and professional policing service across all districts in respect of engagement with children and young people. This will be achieved by building on existing resources, structures and procedures.
- (b) There are no immediate financial implications for the implementation of this Policy.

(2) Human Resources/Training

- (a) Community Safety Branch (CSB) is responsible for the provision of training of Community and Schools' Involvement Officers and also restorative justice training for those officers tasked with working within communities and with children and young people. The contents of this Policy Directive should be incorporated into training given to all officers in respect of diversity.

- (b) Human Resources (HR) Department will be required to work closely with Districts and Departments with regards to the design of specialist/corporate role profiles to ensure correct selection procedures can be actioned.
- (c) District Commanders will assess training needs that can be tailored to local needs in relation to the content of this Policy Directive. Where this is considered necessary, an interagency approach is recommended. An example of such an approach is the delivery to officers of Assist and Safetalk Training which is dedicated to the recognition and prevention of suicidal ideation and self harming.
- (d) Training, Education & Development Branch will be required to assess the contents of this Policy Directive with regard to curriculum design and the training and development of student officers, detectives and managers.

(3) Partnerships

- (a) As outlined in “Policing with the Community in Northern Ireland” a major objective of community policing is to establish active partnerships between the police, the community and other relevant bodies through which crime, service delivery and police-community relations can be analysed and appropriate solutions designed and implemented.
- (b) The Police Service will continue to work to establish new, and build on existing partnerships with community, voluntary and statutory agencies who engage with and support, children and young people.

(4) Risks

- (a) In carrying out its functions in relation to children and young people, the police service will have due regard to the need to promote equality of opportunity. It must be borne in mind that some children or young persons will require more support or assistance than others according to their specific needs, in order to provide a consistent service.
- (b) By not fully implementing this Policy the PSNI will be failing in its duties under Section 32 of the Police (NI) Act and its responsibilities under Human Rights legislation and Section 75 of the Northern Ireland Act 2000.

(5) Consultation

- (a) The following police officers and departments were consulted:

- (i) Police Service/Chief Constable’s Forum;
- (ii) Legal Adviser;
- (iii) Human Rights Legal Adviser;
- (iv) District Commanders;
- (v) Training, Education and Development Branch;
- (vi) Superintendents’ Association;
- (vii) Police Federation.

- (b) The following voluntary and statutory agencies were also consulted:

- (i) Children’s Law Centre;
- (ii) Include Youth;

- (iii) NI Human Rights Commission;
- (iv) Northern Ireland Commissioner for Children and Young People (NICCY);
- (v) Northern Ireland Office (NIO), Community Safety and Central Management Units;
- (vi) Northern Ireland Education and Library Boards;
- (vii) Northern Ireland Health and Social Services Board – Children’s Planning Committees;
- (viii) British Irish Rights Watch;
- (ix) Probation Board;
- (x) Youth Justice Agency (YJA);
- (xi) Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO);
- (xii) Youth Action;
- (xiii) Barnardos;
- (xiv) Parents Advice Centre;
- (xv) National Society for the Prevention of Cruelty to Children (NSPCC);
- (xvi) Public Prosecution Service (PPS).

5. HUMAN RIGHTS/UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)/EQUALITY/CODE OF ETHICS/FREEDOM OF INFORMATION

- (1) This Policy potentially engages Article 5, 6 and 8 of the ECHR. Any rights engaged under the terms of this Policy will be necessary and proportionate to the prevention of crime, in the interests of public safety and for the protection of the rights and freedoms of others.
 - (a) **Article 5:** The right to liberty.
 - (b) **Article 6:** The right to a fair hearing.
 - (c) **Article 8:** The right to respect for home and family life. ECHR applies equally to children and young people as it does to adults.
- (2) This Policy is deemed to be Human Rights and UNCRC compliant; it has been screened for Section 75 considerations and meets integrity standards. This Policy Directive should be read in conjunction with the Code of Ethics for the PSNI. It is considered that in its implementation, the Policy would have a neutral or positive impact on children and young people, and therefore an Equality Impact Assessment (EQIA) would not be considered necessary.
- (3) This Policy and the accompanying Procedure and Guidance are suitable for public disclosure (Internet) in accordance with Freedom of Information Act 2000.

- (4) In addition to these, the UNCRC should be applied in its entirety, but particular attention should be given to the following core principles:
- (a) The Right to Life (Article 6)
 - (b) The best interests of the child must be paramount (Article 3);
 - (c) The State has a duty to protect children from all forms of violence (Article 19).
 - (d) Children have a right not to be discriminated against (Article 2);
 - (e) Children have a right to be heard and to have their opinions taken into account. (Articles 12 and 13);
- (5) The above principles should be considered and applied in police interactions with children, and in the writing of Policy Directives and Service Procedures which have the potential to impact on the rights of children and young people. Summary of all the (UNCRC) articles are included in Appendix 'A' and a more detailed version for use by Policy writers, is available on PoliceNet by following the links below:
http://lshaaaisobs02/united_nations_convention_on_the_rights_of_the_child.pdf
- (6) Officers are to ensure that they have regard to the welfare of children and young people whilst exercising their core functions, section 53(3) of the Justice (NI) Act 2002.
- (7) The following non-binding human rights standards should also be applied to police interactions with children and young people:
- (a) UN Standard Minimum Rules for the administration of Juvenile Justice: the Beijing Rules (1985);
 - (b) UN Minimum Rules for Non-Custodial Measures: the Tokyo Rules (1990);
 - (c) UN Guidelines for the Prevention of Juvenile Delinquency: the Riyadh Guidelines (1990)
- (8) Due to the vulnerable nature of children and young people, it is extremely important that all officers engaging with them ensure that every effort is made to inform children and young people of their rights.

6. REVIEW

- (a) This Policy will be reviewed three-yearly. The next review of this Policy will take place on or before 28 July 2012. Inspector, Community Safety, Lisnasharragh will undertake the Review.
- (b) Any feedback in relation to this Policy should be forwarded to the Inspector, Youth Issues Team CSB, Lisnasharragh.

SECTION 7

PROCEDURES AND GUIDANCE

1. SERVICE DELIVERY

(1) Section 32(5) of the Police (Northern Ireland) Act 2000 states:

“Police officers shall, so far as practicable, carry out their functions in co-operation with, and with the aim of securing the support of, the local community.”

These statutory responsibilities require officers to ensure that their duties are discharged in a manner, which safeguards and promotes the needs and welfare of children and young people.

- (2) In order to build and maintain positive relationships with and between all children and young people officers must be visible and accessible where resources and security allow. Members, especially Neighbourhood Policing Teams, should use foot patrolling to enhance contact and familiarity with children and young people. Every opportunity for dialogue in the community builds confidence in the Service to reduce crime, the fear of crime and increase reassurance. The PSNI recognise the possible potential for negative interactions with children and young people whilst officers are on foot patrol, for this reason this Policy provides positive guidance for all engagements with those most likely to come into contact with police.
- (3) Negative Stereotyping: In the past, the term **“Youths causing Annoyance”** has been applied to circumstances where complaints are made by people in the community, based on a negative perception of young people, rather than based on evidence or fact, and has become everyday parlance within policing circles. Usage of this term has been challenged by young people and by agencies representing their views. The term is subjective and should no longer be used in this context. Instead reports of this type should be described in terms of the offence(s) or behaviour evidenced or alleged. eg rowdy/inconsiderate behaviour, anti-social behaviour, noise nuisance.
- (4) Communicating important messages to young people is easier and more impactful if delivered by local officers who are known. The initiatives mentioned in 6 below allow officers to be seen as individuals, whilst also addressing important issues that can have a long-term effect on crime, policing and the protection of the young people involved. A brief description of some of these is set out in Point 6 below, but for a fuller explanation please contact CSB Lisnasharragh.

2. PROBLEM SOLVING

Where problems exist, children and young people must be seen as part of the solution and not just part of the problem. This will be facilitated through dialogue and engagement. Problem solving models such as SARA can be used and within this it is possible to identify and develop solutions in partnership with others such as Youth Diversion, Crime Prevention, Community Safety, Crime Analysts and various groups representing young people. In addition, through consultation with children and young people in Youth Independent Advisory Groups (YIAGs), District Policing Partnerships (DPPs), 6th Form Seminars, CASE delivery etc, clear guidance can be given on police powers, and the rights and responsibilities of children and young people. By involving those agencies that work with marginalised and hard to reach children and young people, (such as The Children’s Law Centre, Include Youth, Gay and Lesbian Youth in Northern Ireland (GLYNI) -, District resources can be effectively manipulated to address specific issues. Please see 6(6) below Youth Engagement.

3. PARTNERSHIP

- (1) Once again, the emphasis of working in partnership is a local approach to local problems. The involvement of children and young people needs to go beyond purely consultation. A multitude of issues can be explored through active engagement of individuals and representative bodies and community groups such as, the YMCA, Include Youth, local councils, 4change programmes, and youth forums etc. Urzone website provides a means of direct access through schools and youth groups allowing for the exploration of a range of issues. Organisations such as Northern Ireland (NI) Children's Commissioner, Youth Parliament and Youth Panels will allow matters to be addressed by children and young people head-on and provide feedback of mutual benefit. Information in relation to Youth issues and policing can be found on the youth webpage of the external website at <http://www.psni.police.uk/index/youth.htm>. In partnership with the Department of Education, an Education Adviser has been appointed to the Police Service. Through this position local problems and issues relating to children and young people can be identified and addressed on a Service-wide level.
- (2) There are numerous examples of good practice initiatives operating within the PSNI, details of some of these are attached at 6 below.

4. EMPOWERMENT

Engagement with children and young people, whether through IAGs, problem solving approaches or other interaction has clear potential to allow them to have a direct influence on the type of policing for their area, and the priorities that police should concentrate upon. Officers should be careful not to underestimate the influence or advice that young people can bring when asked to solve problems that affect them.

5. ACCOUNTABILITY

- (1) Where consultative fora are established involving young people, accountability should be established. DPPs have an obligation to consult (including youth) and this is crucial to the development and maintenance of public confidence in, and support for, the police. Fully supported fora that are focused on children and young people are an obvious and ideal way to interact with this section of the community to encompass those who have offended or are at risk of offending and those who are marginalised. Specialist groupings, education representatives, students and young people themselves amongst others are potential members of such forums.
- (2) Further information and guidelines can be found within the Policing with the Community Implementation Plan and within the attached Guidance document for YIAGs.

6. GOOD PRACTICE INITIATIVES

- (1) **The Citizenship and Safety Education (CASE) Programme:** This programme has been developed in an attempt to establish close links between the police and the school community through the themes of protection, education and prevention. CASE provides a platform for police to work in partnership with teachers and parents to present information and to promote skills, attitudes and values that encourage responsible behaviour and empower young people to make informed lifestyle choices. Officers delivering the CASE programme receive accredited, externally recognised training and are fully proficient in classroom management skills and lesson planning. They are assisted by the Education Adviser in the development of all teaching materials.
 - (a) The Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) has accredited the CASE programme which means that the programme is endorsed as a means of delivery of key themes inherent in the Revised Curriculum. The Revised Curriculum states that young people should have the opportunity to develop as individuals and as contributors to society. The CASE programme complements these two areas as follows:

- (b) **An Individual:** The programme informs young people of their rights and responsibilities. It promotes personal safety and encourages young people to take responsibility for their choices and actions.
 - (c) **A Contributor to society:** The programme cultivates respect for the rights of others regardless of gender, creed or race. It explores the interdependence of people and communities and explores multiculturalism and sectarianism in our society.
 - (d) **Training:** Officers undergo bespoke accredited training to enable them to deliver the CASE programme. This training lasts several weeks and requires the officer to submit a portfolio upon completion of the course. Officers now have the opportunity to receive drugs training facilitated by appropriately qualified and accredited trainers. This follows on from CASE training. CSB pays for these courses and it is essential that Districts are judicious in their choice of officer(s) to attend such training. Certain key selection criteria are implemented by CSB, working closely with the organisation's Education Advisor, Operational Planning Departments and HR Departments.
- (2) **Road Safety:** A revised memo of understanding has been drafted in conjunction with the Department of the Environment (DOE), which enables the PSNI to make a fundamental contribution towards casualty reduction not only through enforcement but also through education in schools and other venues. Officers who have undergone suitable training will deliver Road Safety to the post primary sector. These officers will either be Road Policing Education Officers or will have successfully completed accredited CASE Training. A comprehensive range of teaching materials are available to those officers through the CASE programme and the "Right to Drive, Right to Life" teaching pack.
- (3) **Urzone** – The Urzone website is designed to complement the lessons delivered by CASE trained officers in schools. Its target audience is 10-14 year olds, however the site contains a wealth of information for parents and teachers. The issues dealt with in the site include bullying, drug abuse and underage drinking. There are a number of sections offering advice and information on the site, along with links to other relevant sites; in fact there is even an interactive facility contained in the "Ur Questions" section, which allows young people to seek advice from police officers online. Urzone is a site that is dedicated to young people and the issues that affect them. (www.urzone.com)
- (4) **Bee Safe Project:** This project is a proactive, multi-agency community safety initiative where police are one of the key partner agencies.
- (5) **District Initiative:** The West Belfast Essential Services Support Group involves emergency services and other local agencies working in partnership to reduce attacks on their services and staff. This partnership has been in existence for several years and has in the past, received funding from the Community Safety Unit to allow it to develop into an education programme. The Education package, which has been designed by the Education Adviser from the Police Service is aimed at children in Primary 7 before they move to their second level education. Material is also being designed for the post primary sector. The education package includes a DVD made by the partnership and includes all partners involved in the Support Group.

- (6) **Youth Engagement:** The Foundation Faculty working alongside CSB and in partnership with Youth Agencies and Community Groups facilitates a consultation programme which provides a mechanism for engagement of young people from varying backgrounds, from both urban and rural areas across the province, with Student Officers. This is a two-way process which provides an awareness of our procedures, and seeks to gather the views and opinions of young people as to how they perceive and experience the delivery of policing in their areas, providing an opportunity for them to challenge our policies and procedures at both local and strategic levels. At the same time Student Officers gain an awareness and better understanding of the impact of police actions on the lives of individual young people and how this can influence their future behaviour. The programme has also proved beneficial for use by Districts in circumstances where, due to local difficulties, a severe breakdown has occurred in relationships between police and young people within the community. In such cases, it can be helpful and indeed powerful for local young people to have direct dialogue with police officers and an insight into the delivery of policing. To maximise the benefits of this process, local Neighbourhood officers will participate so that valuable contacts and relationships are formed, which are subsequently taken forward and built on locally. The effect of the process is to challenge attitudes and negative stereotyping on the part of both police and young people and enable young people to positively influence policing delivery in their own locality. Issues raised and lessons learned from all youth consultation are used to inform policy-making in relation to youth issues, as well as informing tactical policing within Districts.
- (7) It is recommended that Youth Independent Advisory Groups should be set up in all Districts to facilitate effective consultation and engagement at District level, in relation to policing issues which affect young people. These groups should be consulted in relation to:
- (a) Determining local policing priorities;
 - (b) Handling Critical incidents,
 - (c) Investigating specific crimes, which have a direct effect on young people;
 - (d) Planning operations for events involving young people;
 - (e) Dealing with anti-social behaviour;
 - (f) Carrying out community impact assessments;
 - (g) Police engagement with young people within communities.

See Guidance document at Appendix 'C'.

7. INTERNAL LINKS

- (1) The following related instructions refer:
- (a) Policy Directive 06/05 - Police Service of Northern Ireland Child Protection Policy;
 - (b) Policy Directive 05/06 – Dealing with Victims and Witnesses;
 - (c) Service Procedure No 29/00 – Additional Vetting for CARE, Community Affairs and Domestic Violence Officers;
 - (d) Service Procedure No 44/01 - Service Charging Policy;
 - (e) Service Procedure No 58/02 – Relationships of Trust.
 - (f) Service Procedure No 33/04 - Introduction of Support Services at all Criminal Courts in Northern Ireland for Vulnerable and Intimidated Witnesses;

- (g) Service Procedure No 17/08 - Youth Diversion Scheme;
- (h) Policing with the Community Implementation Plan.

SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for the child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

Children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

Children have the right to a legally registered name and nationality. They also have the right to know, and as far as possible, be cared for by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good.

Article 10

Families who live in different countries should be allowed to move between those countries.

Article 11

Governments should take steps to stop children being taken out of their country illegally.

Article 12

Children have the right to be heard regarding decisions affecting them, and to have their opinions taken into account.

Article 13

Children have the right to get, and share information, as long as the information is not damaging.

Article 14

Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping others from enjoying their rights.

Article 15

Children have the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have the right to privacy. The law should protect them against attacks on their way of life, family and their home.

Article 17

Children have the right to reliable information from the mass media.

Article 18

Both parents should share responsibility for bringing up their children, and should always consider what is best for each child.

Article 19

Governments should ensure children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20

If children cannot be looked after by their own family, they must be looked after by people who respect their religion, culture and language.

Article 21

If a child is adopted, the first concern is what is best for the child.

Article 22

Children who come to a country as refugees have the same rights as those born there.

Article 23

If children are disabled, they should receive care and support to enable them to live full lives.

Article 24

Children have the right to good health care, clean water, nutritious food and a clean environment.

Article 25

Children who are looked after by a local authority should have their situation reviewed regularly.

Article 26

The government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical needs.

Article 28

Children have a right to education. Discipline in schools should respect children's dignity.

Article 29

Education should develop children's personality and talents and encourage them to respect their parents, their own and others cultures.

Article 30

Children have the right to learn and use the language and customs of their family.

Article 31

Children have the right to relax and play and join in a wide range of activities.

Article 32

Governments should protect children from work that is dangerous or might harm their education.

Article 33

The government should provide ways of protecting children from drugs.

Article 34

The government should protect children from sexual abuse.

Article 35

The government should make sure children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly, or put in prison with adults.

Article 38

Governments should not allow children under 16 to join the army.

Article 39

If children are neglected or abused, children should receive special help to restore their self-respect.

Article 40

If children are accused of breaking the law they should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the convention, then those laws should stay.

Article 42

The government should make the convention known to all parents and children.

Articles 43-54 are about how adults and governments should work together to make sure all children get their rights.

NON-BINDING HUMAN RIGHTS STANDARDS

1. UN standard Minimum Rules for the administration of Juvenile Justice: the Beijing Rules (1985)

- (a) This wide-ranging document that includes statements on:
 - (i) The purpose of juvenile justice, diversion and discretion;
 - (ii) The principle of proportionality in sentencing;
 - (iii) The need for specialisation within the police;
 - (iv) Child participation and legal representation.
- (b) It sets out guiding principles for adjudication and deposition, including the least possible use of institutionalisation, and it prioritises research.

2. UN Guidelines for the Prevention of Juvenile Delinquency: the Riyadh Guidelines (1990)

These guidelines propose a “child-centred orientation”. “Young persons should have an active role and partnership within society and should not be considered as mere objects of socialisation and control” (Article 1.3). They state that “the successful prevention of juvenile delinquency requires efforts on the part of the entire society” (Article 1.2), and place responsibility for prevention on the family, school, community and media. They also emphasise the need for appropriate legislation (including an ombudsman), policy development and research.

3. UN Minimum Rules for Non-Custodial Measures: the Tokyo Rules (1990)

These are intended to promote “greater community involvement in the management of criminal justice, in the treatment of offenders” and to “promote among offenders a sense of responsibility towards society”. The rules embody some of the concepts of restorative justice. They cover pre-trial, diversion, sentencing and post-trial issues.

Section 1

**RATIONALE FOR INTRODUCTION OF
YOUTH INDEPENDENT ADVISORY GROUPS (YIAGs)**

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1. BACKGROUND

- (1) The Stephen Lawrence Inquiry Report (1999) criticised the Metropolitan Police Service for its loss of contact with communities, in particular black communities. The report recommended the involvement of local people in policing (Recommendations 2 (iv), 28, 30 and 50). In response to this, the Metropolitan Police established their IAG in 1999. Since then, Independent Advisory Groups (IAGs) have been set up by other forces and have been increasingly influential in shaping police policy and service provision, improving decision-making and operational outcomes.
- (2) The District Policing Partnership (DPP) public consultation survey (May 2006) outlined a number of key facts including the need for police to engage more effectively with children and young people in an effort to address issues such as youths perceived to be causing annoyance etc.
- (3) Advisors often have the ability and insight to anticipate how local people will interpret police actions/responses, and their contribution can help to avert a Critical Incident. In the event of such an Incident, Independent Advisors can provide a different perspective on the causes and impact, both within a particular community and between communities. Policing responses and actions can be shaped to take account of these views and perceptions, addressing issues that have the potential to lead to a rapid deterioration in police/community relationships. In the wider scheme of things, advantages can be achieved in:
 - (a) Enhanced engagement with communities;
 - (b) Joint problem solving with local people;
 - (c) Enhanced information and intelligence flows;
 - (d) Increased trust and confidence in local policing.
- (4) IAGs are an important part of the tool-kit of options to improve community consultation and engagement with hard to reach groups and people who are not usually involved in dialogue with police, either because they:
 - (a) Are socially excluded (eg members of remote rural communities, socio-economic deprivation, language/cultural barriers, social invisibility);
 - (b) Are difficult to engage with in a positive way (eg suspicious of the police);
 - (c) Are challenging to listen to (eg critical of police);
 - (d) Have difficulty in communicating.
- (5) Her Majesty's Inspectorate of Constabulary (HMIC) in the report 'Policing London – Winning Consent,' has acknowledged IAGs as good practice. Also in the report 'Winning the Race – Embracing Diversity', HMIC "commends the groups as a positive step in improving accountability through a transparent approach."
- (6) The building and management of such a group does not happen overnight. Investment of time and effort is crucial to developing the good relationships and respect that are the hallmark of a successful IAG. This is a point given particular emphasis in the evaluation carried out by the Northern Ireland Commissioner for Children and Young People (NICCY) on the four pilot Youth Independent Advisory Groups (YIAGS) introduced by the PSNI. The pilots were located strategically across NI, in Armagh, Down, Fermanagh, and Foyle, allowing for a wide-ranging geographical representation and feedback from those young people involved. (See Recommendations from NICCY/PSNI Evaluation Section 2 page 8.)

2. AIM

To enhance relationships between the Police Service of Northern Ireland (PSNI) and children and young people, ensuring that their needs and concerns are acknowledged and considered. PSNI will endeavour to host and facilitate Young People's IAGs across each District within the Service.

3. OBJECTIVES

- (1) The Police Service will facilitate and encourage honest and open discussion between all representatives of the group to enhance relationships and service delivery to all children and young people within Northern Ireland.
- (2) The IAG will provide a forum for members to raise issues/concerns relating to policing, with the Police Service at both a strategic and operational level.
- (3) By discussing and developing policies/decisions which may impact specifically on children and young people within Northern Ireland.
- (4) The Police Service will provide regular feedback on issues of interest to the group.

4. RATIONALE

- (1) It is the right of children and young people to be involved in the decisions that affect them. (Article 12 – UN Convention on the Rights of the Child) (UNCRC).
- (2) Information can be gained from the perspective of children and young people as valuable members of our community regarding their changing attitudes and needs, and what in their view constitutes quality of service provision and barriers to accessing that service.
- (3) The group will hopefully bring fresh perspectives and new ideas regarding their changing attitudes and needs, planning for policing of relevant events and future policymaking.
- (4) Services can be delivered based on actual needs rather than presumed needs, ensuring more effective targeting of limited resources.
- (5) Children and young people can develop a better understanding of the organisational needs and constraints.
- (6) Children can benefit from improved services which are more responsive to their needs.
- (7) Membership will enable young people to realise their full potential as individuals and as participative and responsible members of society and to assist with leadership training for group members.
- (8) In short, members are given the opportunity to express their views and ideas about something relevant to them, these are recorded and consideration given as to action(s). If proposals are not acted upon advisors should at the very least receive some form of communication outlining outcomes, both positive and negative. Members will be made aware of the impact of their views on decisions and planning.

5. FRAMEWORK FOR CONSTITUTION (PROPOSAL)

This framework is seen as non-prescriptive in that it provides guidance as to how the constitution of a YIAG should look. When functional it should be the position of each new group to devise their own constitution based on the information below.

- (1) Name: Young Persons Independent Advisory Group. (If agreeable to members).
- (2) Membership: Age category to be 13 – 18 years (with the proviso of extending to 21 years for members with Special Needs.) Membership of the group should reflect the cultural, economic, gender, sexual orientation, and the differing levels of ability within our society and may be representative of a community in its broadest sense, however any attempt to be comprehensively inclusive or representative is likely to fail. Members will be expected to contribute to the group as fully as possible during meetings and any sub-groups.
- (3) Terms of Reference: It will be the responsibility of each group to determine their own TOR, however consideration needs to be afforded to areas such as Health and Safety as well as 'Rights' etc. (Please see Appendix 'J').
- (4) Termination: The terms and conditions for leaving the IAG may be determined by the membership. However emphasis should be placed on commitment, rather than an easy option out.
- (5) Confidentiality: must be respected within the group. Opinions expressed within the group should not be discussed outside the group or attributed to individual members, unless at the request of the group and the individual(s). Please see Section 2 paragraph 7 for exceptions.
- (6) Finance: It is expected that Districts will be responsible for expenditure for costs of Venues, transportation etc. It should be the case that no individual member is disadvantaged financially by attendance at meetings. All funding opportunities should be explored such as Policing with the Community Fund.
- (7) Complaints: Any complaint against a police officer within the group must be dealt with in accordance with PSNI policies and procedures. Where a complaint or conflict of interest arises between one member of the group and another member other than a police officer, measures can be drawn up to outline how to deal with that incident, taking into account legislation such as Equality and Human Rights. All complaints should be handled sensitively and treated with the utmost confidentiality.
- (8) Discipline: Disciplinary matters can be addressed by the group such as, abusive behaviour/language, breaches of confidence etc. A Group Contract should be drawn up and agreed so that members understand from the outset the standards expected of them.
- (9) Structure: Each district should determine the size of its YIAG. It would be advisable that each area has a 'pool' of people available to draw on in, an effort to have good representation at each district meeting.
- (10) Meetings: Frequency of meetings will be on a monthly or bi-monthly basis as circumstances dictate. However the needs of members must be taken into consideration so that young people are not placed under undue pressure and appropriate consideration is given to education and other demands on their time.
- (11) Communication: Correspondence will be by post, email or text message as agreed by the membership. Details will be collated and held by a member of the Executive Panel.

Section 2

PRACTICE AND PROCEDURES FOR YOUTH INDEPENDENT ADVISORY GROUPS (YIAGs)

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1. PURPOSE/ROLE OF A YOUTH IAG

- (1) To critically appraise police policies and Procedures.
- (2) To make objective assessments of what they experience as members of their community, in terms of policing service delivery.
- (3) To reflect the interests and views of members of the communities policed.
- (4) To participate in training and awareness, particularly in relation to policing and how it impacts on children and young people.

This is not intended to be a comfortable relationship, rather that of a 'Critical Friend', to give young people a voice in their policing service locally and regionally. Members should be prepared to challenge policy, practice and procedures and provide constructive advice, based on being a member of the community, a member of a particular community, or indeed as an individual.

2. STRUCTURE

- (1) A Database of 30 – 40 members is suggested, with as far as possible an equal representation of members selected from each Area across the District. Frequency of meetings is an issue for the membership of each group to decide, but it is recommended that they should take place at least bi-monthly to maintain momentum and interest.
- (2) Sub-Groups, made up of a smaller number of advisors, may be appointed to focus on and address specific issues.
- (3) It is recommended in the Northern Ireland Commissioner for Children and Young People (NICCY)/PSNI Evaluation (see attached) that a lay person, properly vetted, and with particular interest and skill in working with young people should be sought to take on the role of project worker, taking responsibility for the day to day administration of the IAG, ie arrange meetings, send out invitations, organise events etc. This would also enhance the independent aspect of the group and free up police officers to continue with their own role and prepare for meetings, collating information in response to questions raised etc. One of our pilot areas (Down) appointed a part-time co-ordinator to fulfil such a role, which has allowed for better coordination and managing of the group as well as freeing up time for the police co-ordinator to address policing issues relative to the groups work.
- (4) Minutes should be formally recorded and actions raised. Initially this function may be carried out by co-ordinators, however the ultimate aim should be that, as soon as possible, the young people should fulfil these duties by electing members for the offices of Chairperson, Vice Chair and Secretary etc. Training in skills required for these functions can be arranged through Community Safety Branch (CSB), Lisnasharragh.
- (5) There will need to be a Police co-ordinator who will manage the group from a policing perspective, however this should where at all possible be carried out in partnership with a community/youth worker for the reasons outlined above. The coordinator's role needs some sort of consistency and ways to communicate share and learn between each co-ordinator from differing districts. Although each group will have its own identity, there should be a degree of commonality in the working structures, ie, how feedback is given to the IAGs from District Commanders; how IAGs and the work they do are recognised and how funding will be managed and distributed.

* Help and advice will be available from 'C' District when establishing your YIAG's. Contact can be made via Sergeant Emerson, Community Safety, Downpatrick.

3. REPRESENTATION

- (1) We would wish to obtain views and opinions from a range of people proposing a number of different perspectives, including those who will represent a more challenging viewpoint, such as marginalised youth. An IAG can be representative of a community in its broadest sense, but any attempt to be comprehensively inclusive or representative is likely to fail. Individuals are only representative of their own beliefs and opinions though they may be reflective of their communities rather than representative.
- (2) Consider venues which are suitable to the membership eg accessibility to young people from rural areas, availability of disabled access etc.
- (3) Ensure the use of training, materials and language is age appropriate for the target audience.

4. MEMBERS (SELECTION)

- (1) It is not considered good practice to utilise other established youth groups to achieve our aim of consulting with children and young people. It is essential to the consultation process, to establish a dedicated IAG in relation to policing and youth issues, with members who are independent of Police, of each other, and of other organisations.
- (2) Criminal Convictions are not of themselves a bar to membership, however they may have to be taken into consideration, when selection is taking place and in the event of consultation processes such as critical incidents.
- (3) It is suggested that a substantial database of members be maintained, bearing in mind the difficulty in securing attendance of young people at certain times of year. On a district-wide basis this may mean selecting a similar number from each area, to ensure equity. Where an IAG is over-subscribed a waiting list will be maintained for membership, given that membership will be constantly changing as young people move on in life to either the workplace or further/higher education.
- (4) A list of contact organisations who may be able to help with selection are attached (Appendix 'D').
- (5) Local contacts, schools and partner agencies/organisations can be asked to canvass their young people for proposed members. Please find attached Consultation Letter (Appendix 'E').
- (6) Reply Slip for Nominations (Appendix 'F').

5. PERMISSIONS

- (1) Written permission of parents/guardians for attendance of young people at meetings and specific events is essential and can be obtained on the form provided in this pack (Appendix 'G').
- (2) There may be occasions whereby the taking of photographs is required for use in the local press or police in-house magazines. Ensure that permission is obtained from both individuals and parent/guardian (if under 18 years).

6. FORMAT OF MEETINGS

- (1) Try to maintain a suitable balance between the ratios of young people to adults attending meetings.
- (2) Initially various methods including Icebreakers may be used to help young members get to know one another, and gain confidence in freely expressing their views. Materials used at meetings should be age appropriate and enough time should be set aside to ensure that participants understand what it is that is being asked of them or they are being consulted about, and to allow time for the group to discuss among themselves, as part of the process of coming to a general view.
- (3) Allow a break during the meeting and provide refreshments appropriate to the age range of the young people, ensuring that any specific dietary requirements are catered for.
- (4) It will be crucial to take into consideration school holidays and exam times, when deciding the timings of meetings, to maximise attendance:
 - (a) For your guidance, sample Terms of Reference (Appendix 'J');
 - (b) Group Contracts (Appendix 'K');
 - (c) Action Plan Template (Appendix 'L').

7. CONFIDENTIALITY

- (1) Confidentiality should be respected within the group, opinions expressed within meetings should not be discussed outside the group or attributed to individual members, unless at the request of the group/individual. However it should be made clear that exceptions to this rule will apply:
 - (a) Where a disclosure is made to a police officer which indicates that any person may be at risk of significant harm;
 - (b) To prevent a crime;
 - (c) Information relating to the commission of an offence.
- (2) As police officers we are duty-bound to take action, or to pass information on to the relevant authorities.

8. CHILD PROTECTION ISSUES

- (1) Child Protection appropriate vetting checks must be carried out through Access NI., on those Police Officers/Project Workers interacting directly with young people. Costs for this service will be borne by the District.
- (2) Child Protection Training must be provided for officers and Project Workers. This can be arranged via CSB, Lisnasharragh.
- (3) It is the responsibility of the parent/guardian to ensure the safety of a young person when travelling to and from IAG meetings.

9. FINANCE

- (1) Any costs incurred for hiring of venues, refreshments, team building etc, will be met by the District. It is suggested that Districts may wish to make application for funding for this initiative, through a number of avenues, such as the Policing with the Community Fund, through Community Safety Partnerships (CSPs) or The Big Deal Participation funding programmes, etc.
- (2) No young person should be financially disadvantaged by their membership of an IAG, and it is important that advisors feel valued. The attached Expenses Forms (Appendices 'H' and 'I') should be made available to members to claim any reasonable expenses incurred for travel. Expenses should be paid as quickly and efficiently as possible. Any costs incurred by Young Carers to allow them time to attend meetings, should also be taken into consideration for payment. Proper auditing procedures should be put in place for expenses so any costs are accountable and open and transparent to monitoring.
- (3) To ensure maximum organisational gains from the financial and human resources committed, Districts should keep focused on the potential outcomes and should not attempt to shortcut processes. Gain, in this case, is the delivery of a better Police Service for young people across Northern Ireland.
- (4) From NICCY/PSNI Evaluation:
 - (a) In real terms this means the benefit of participation with young people will ultimately be a resource saving programme, as more young people engage, building relationships, assisting in reducing youth crime and bringing new ideas about how we should police our community more effectively;
 - (b) Therefore policing on the ground is benefiting, and so the resource demands on Districts are reduced over time.

10. TRAINING ISSUES

- (1) Awareness of roles and specialisms within PSNI should also be incorporated into regular meetings, in order to equip members with the knowledge and skills to fulfil their role more effectively.
- (2) Training in committee skills such as minute taking and chairing meetings, can be offered to young people. This can be arranged via CSB.
- (3) It is recommended that IAG members attend a DPP Meeting, and are encouraged to contribute questions and views on a regular basis.
- (4) Members will be encouraged to participate and engage in the PSNI critical incident training, which will be arranged through CSB.
- (5) Corporate Policy will apply to police officers' involvement with YIAGs. Please see:
 - (a) Policy Directive 13/06 - PSNI Policing with Children and Young People;
 - (b) Policy Directive 06/05 - Child Protection Policy;
 - (c) Service Procedure No 58/02 - Relationships of Trust.

11. CRITICAL INCIDENTS

- (1) Members will be asked to assist with real time Critical Incidents based on having particular expertise or knowledge, which is useful to the police.

NB: Critical Incident is defined as any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family, or the community.

- (2) Early consultation and discussion may often identify factors that could prevent an avoidable critical incident, or could appropriately inform the operational response to an incident, whilst reducing the possible negative impact on the community eg dispelling damaging rumour and misinformation. Consultation as part of a Community Impact Assessment can identify specific factors which have potential for damaging police/community relationships eg timing of a Search Operation which will impact on the everyday life of a community.
- (3) Specialist knowledge and understanding can assist Senior Investigating Officers (SIOs) to focus their prioritised lines of enquiry. Identifiable IAG members may be able to help introduce Enquiry Teams into communities and achieve greater co-operation.
- (4) Increased trust and confidence leads to enhanced information/intelligence flows and improved effectiveness of local policing.
- (5) IAG Members should NOT:
 - (a) Seek or meet witnesses or victims;
 - (b) Visit crime scenes during active investigations;
 - (c) Be put in a position where they may become witnesses as a result of their role as advisors.

12. FEEDBACK

- (1) It is important to provide feedback to explain how you/the organisation took account of the views put forward in any consultation, how they were used to develop alternative policy or practice, or to put measures in place to limit the negative effect of a particular policy or practice. For children and young people it is especially important to provide this as soon as possible after the process, while issues are still fresh in their minds. If consultation has been face-to-face feedback should be given in the same way. Outcomes should be set out clearly, and if suggestions have not been taken on board, explain as fully and sensitively as possible, the reasons why that decision was taken.
- (2) These steps will help to develop relationships.

13. RECOGNITION

- (1) Members will receive Achievement Certificates in recognition of their contribution, to specific pieces of work for the group and their potential positive influence on policing within the community.
- (2) There are obvious benefits to being a member of the group on a young person's Curriculum Vitae (CV), and these can be placed within the young person's Record of Achievement.

14. MEDIA STRATEGY

Press releases should be made in liaison with Press Office.

15. NICCY/PSNI EVALUATION

All participants overwhelmingly commended the contribution made by NICCY Participation Officers.

(1) Progress

- (a) Different levels of achievements were noted from different IAGs reflecting various group dynamics meaning that different groups of young people develop at different rates of time.
- (b) Some groups felt that they hadn't achieved as much as they could have but as recognised by the quote below, the fact that a group is there and is building its own capacity for the future, is in itself, an important milestone.

"It is good to celebrate the successes of the IAGs without putting pressure on them to perform or keep up with other groups, as there are different variables at play in each area."

NICCY Participation Officer

"There needs to be recognition that some members of the group are meeting more than once a month with PSNI Co-ordinators to cover 'work', ie time allowed for sub committee meetings."

NICCY Participation Officer

"Definitely a project worker is required for an IAG to succeed long term. It gives us the chance to step back slightly and be involved in issues of concern, rather than the administration"

Co-ordinator – Police Officer

- (c) The co-ordinator's role needs some sort of consistency and ways to communicate, share and learn between each other. Although each group will have its own identity, there should be a degree of commonality in the working structures, ie, how feedback is given to the IAGs from District Commanders; how IAGs and the work they do are recognized and how funding will be managed and distributed.

(2) Development

- (a) The building and management of such a group does not happen overnight. Investment of time and effort is crucial to developing the good relationships and respect that are the hallmark of a successful IAG. This is a point given particular emphasis in the evaluation.
- (b) It was noted that the IAGs needs more awareness, both within the local community but also within the police service.

"The IAGs also need to be seen as something useful and not just as a way of 'ticking another box' in relation to community consultation."

- (c) As in all organisations, each of the IAGs need to develop, select new members, and be ambitious in what they can achieve and the difference they can make.
- (d) There were numerous suggestions to involve more young people:
 - (i) Word of mouth;
 - (ii) Empower the IAG member to identify gaps in the membership and actively select;
 - (iii) Promotion of IAGs at Youth Events;
 - (iv) Canvassing all schools in the area (through Principals; politics teachers, citizenship teacher, etc);

- (v) Youth clubs;
- (vi) Press releases promoting work and achievements by groups;
- (vii) Information events
- (e) Each IAG and local environment is different so there cannot be a 'one cap fits all' approach to involving more young people
- (f) Each IAG should strive to have a membership that is representative of its young people, including those most marginalised.

"There needs to be a lot of groundwork with school/community groups in each area to ensure that the groups are well represented (section 75) - this takes time."

NICCY Participation Officer

- (g) However, it should be noted that the IAGs should not be the only mechanism for the PSNI to hear the voices of those most marginalised young people.
- (h) There needs to be recognition of the time required for young people to work on projects/activities. They cannot be expected to have the same 'turn around' time as adults.
- (i) Involvement in police training is a positive step and should be built on.
- (j) Locally, the coordinators do have responsibility to maintain the momentum and ensure that interest levels are maintained through creative thinking and appropriate structures. It is worth noting that compared to similar structures in the UK, the pace of development of the local IAGs have outstripped others' experiences.

'COLLEAGUES IN ENGLAND ARE AMAZED AT HOW MUCH WE HAVE ACHIEVED SO FAR'

Community Safety Branch Officer

"Young people are our future and we are committed to supporting and working with them. I am looking forward to hearing of the progress the YIAG and indeed, to seeing this project rolled out over the coming year."

Deputy Chief Constable, Paul Leighton,

Dispatch Newsletter, February 2008

16. NICCY RECOMMENDATIONS

The PSNI should:

- (1) Maintain the existence of the YIAGs;
- (2) Expand the current number of four YIAGs to eight YIAGs reflecting the eight Districts;
- (3) District Commanders should have the ultimate responsibility for each IAGs (working closely with CSB). Regular contact between District Commanders and the IAGs are essential to maintain a co-operative two-way communication system;

- (4) Give the co-ordinators the time *and* the human and financial resources needed to support the development of the IAGs, removing the current 'bolt-on' characteristics of the role. Define the roles and responsibilities of an IAG co-ordinator and ensure that they are consistent throughout each District;
- (5) Facilitate learning and exchange of experiences between the pilot YIAGs and new YIAGs;
- (6) Identify and harness independent support for each Youth IAG. PSNI should consider recruiting independent, paid, part-time facilitators to support and advocate for each IAG;
- (7) A long term financial plan to ensure not only the survival of the YIAGs but future growth needs be developed. This may come from a variety of sources but it is vital that there is core support for the IAGs, through each District from a central sources. Other sources should be explored including CSB and the CSPs;
- (8) YIAGs should also source funding though programme like the Big Deal (subject to the groups being properly constituted);
- (9) Benchmark changes to policing in real terms – prove that the PSNI is listening to young people. Identify positive changes in policing, highlight the positive contribution young people can make – evidence the work;
- (10) Involvement in police training is a positive step and should be built upon. There should be further development with student officers on the issues of working with young people and young people rights;
- (11) Existing IAG co-ordinators are enthusiastic, dedicated and able to communicate with young people. Future co-ordinators should have similar competencies and believe in the importance of the participation of young people;
- (12) Explore opportunities for training PSNI staff in working with young people. Develop partnerships with organisation like Participation Network (who have a remit to train statutory agencies in ways to work with young people) and Include Youth (who have great experience in working with marginalised young people, especially those in the Criminal Justice System). Use this opportunity to positively change policing for young people;
- (13) Develop networks with other youth organisations to expand the cultural and social representation of IAG members;
- (14) Ensure the IAGs are given their independence. They need to be seen to be working in partnership with the PSNI and others (Policing Board);
- (15) Be aware of the need for a balance between young peoples' interest areas (their own action plan) and police work and police needs;
- (16) Recognise the time required for young people to work on projects/activities. The completion of projects cannot be expected to have the same 'turn around' time as they would for adults;
- (17) Make IAGs an integral part of PSNI strategic plans throughout Northern Ireland. Again, ensure resources are available. There may be logistical challenges ahead in the short term but a commitment to young people can only benefit policing in the long run.

16. ACHIEVEMENTS TO DATE

- (1) Members of existing IAGs have looked at and devised a youth-friendly version of the PSNI Youth Strategy, which has been published and is now in the public domain.
- (2) Members have devised their own logo for use on all documentation, and this is incorporated into the above document.
- (3) Young people have been actively involved in the developing of local policing plans as well as being a member of the community safety meetings.
- (4) Members of the Down Group attended the National IAG Conference in Blackpool in November 2007 and made a presentation to a European Union Delegation in Downpatrick.
- (5) Young people have taken part in, and completed Critical Incident Training, during which they advised senior officers on true-to-life, real time scenarios.
- (6) Young people have spent time shadowing student officers at the Foundation faculty, to give them a flavour of the Training programme.
- (7) Each Group has taken part in an ongoing process of Consultation and dialogue with Student Officers, and young people from mainstream education and 'seldom heard' backgrounds on issues of Human Rights, Personal Safety and Drugs and Alcohol.
- (8) The above is in addition to the training and ongoing consultation work around local issues within the members' own communities.

17. BIBLIOGRAPHY

In the preparation of this guidance, information has been gathered by drawing on the experience of officers involved in the Pilot Scheme and from the following sources:

- (1) Let's Talk Let's Listen - Equality Commission Guidance;
- (2) IAGs - Association of Chief Police Officers (ACPO) Guidance;
- (3) 'Voices for Change' – Review and Evaluation of PSNI YIGAs Pilot Project by the Northern Ireland Commissioner for Children and Young People, Author Ken Smyth, Participation Manager;
- (4) Guidance on IAGs – Association of Police Authorities.

LIST OF CONTACTS FOR STATUTORY AND VOLUNTARY ORGANISATIONS

The following organisations may be of assistance in providing advice on consulting children and young people or making contact with young people for the purpose of promoting Independent Advisory Groups (IAGs) for Youth.

Northern Ireland Commissioner for Children and Young People
Millennium House,
17-25 Great Victoria Street
Belfast
BT2 7BA
Tel: 028 90 31 6616

Include Youth
Alpha House
Rosemary Street
Belfast
BT1 1QA
Tel: 028 9031 1007

Disability Action
Portside Business Park
189 Airport Road West
Belfast
BT3 9ED
Tel: 028 9029 7880

Coleraine Youth Forum
The Base
18 Waterside
Coleraine
BT51 3DP
Tel: 028 7032 7084

Chinese Welfare Association
133-135 University Street
Belfast
Bt7 1HP
Tel: 028 9028 8277

Children in NI
Unit 9
40 Montgomery Road
Belfast
Tel: 028 9040 1290

Barnyards
542-544 Upper Newtownards Road
Belfast
BT4 3HE
Tel: 028 9067 2366

Gay and Lesbian Youth Northern Ireland
Cathedral Buildings
64 Belfast
BT1 2GT
Tel: 028 9027 8636

Gingerbread Northern Ireland
169 University Street
Belfast
BT7 1HR
Tel: 028 9023 1417

Indian Community Centre
86 Clifton Street
Belfast
BT13 1AB
Tel: 028 9024 9746

MENCAP
Segal House
Annadale Avenue
Belfast
BT7 3JH
Tel: 028 9069 135

Omagh Youth Council NI
Unit 9
Upper Main Street,
Strabane
County Tyrone.
Tel: 028 7188 4646

VOYPIC (NI)
9-11 Botanic Avenue
Belfast
BT7 1JG
Tel: 028 9024 4888

Royal National Institute for the Blind
40 Linenhall Street
Belfast
BT2 8BA
Tel: 028 90 329 373

Royal National Institute for the Deaf
People (NI)
Wilton House
College Square North
Belfast
BT1 6AR
Tel 028 9023 9619

(Letter headed Paper)

CONSULTATION LETTER TEMPLATE

Dear Sir/Madam,

The late Northern Ireland Commissioner for Children and Young People, Nigel Williams, stated that the "Views and thoughts of young people are not considered nor taken into consideration by professionals". It has been established that there is a real need for consultation with children and young people and the police.

A "Children and Young Persons Independent Advisory Group (IAG)" on policing has been piloted in each of four areas across the province and it is now intended to establish further groups in every District.

The purpose of this advisory group is to focus on young persons (13 to 18 years of age), with as diverse a range of backgrounds as possible. This will provide an opportunity for young people to

- Provide constructive criticism of police practice and procedure,
- Identify policing issues of concern to young people
- Discuss possible resolutions; and
- Identify positive aspects of police services.

Participation Officers from the N.I Commission for Children and Young People have been actively involved in the Pilot Scheme and undertook the Evaluation.

We are asking you to nominate persons who would consider participation in this advisory group. I enclose a reply slip for your convenience to be returned by **(date)** to enable us to inform them of the date and venue of the first meeting.

Parental/guardian consent is mandatory for all young people and a consent form will be enclosed with notice of the first meeting.

I look forward to hearing from you

RSVP TO:

The above address

REPLY SLIP FOR NOMINATIONS

SCHOOL/YOUTH GROUP:
CONTACT DETAILS:

NAME:	ADDRESS:	TEL:

PARENTAL CONSENT

In order to help me contact you more easily regarding future events, please provide the following information:

Name:
D.O.B.
Address:
School:
Email:
Tel. No.

Community Safety Sergeant
District

Tel:



Monthly Meetings at -----.

I consent to _____ participating in the above meetings.
Signed: _____ Parent/Guardian. Tel No. _____
Does the IAG member have any specific dietary requirements/medical needs.

Please provide an emergency contact number for Parent/Guardian-----



EXPENSES FORM (BANK DETAILS)

DATE: _____ VENUE: _____

PART A – Details

Name: _____

Address: _____

To be confirmed

PART B – Expenses

I travelled by: (tick one)
 Bus ___ Train ___ Other _____ (Specify)

Expense incurred: _____

Private Vehicle: _____ miles
 @ .40p per mile.

Please attach a receipt if one is available

PART C – Bank Details

Bank/Building Society _____

Branch Address: _____

Account Title: _____

Account No: _____

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Sort Code: _____

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PART D – Declaration

I certify that the details, which I have provided, are correct and that I incurred the expenses indicated.

Signature: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

EXPENSES CLAIM FORM

DATE: _____ VENUE: _____

PART A – Details

Name: _____

Address: _____

PART B – Expenses

I travelled by: (tick one)

Bus__ Train__ Other_____ (Specify)

Expense incurred: _____

Private Vehicle: _____ miles

@ .40p per mile.

Please attach a receipt if one is available

PART D – Declaration

I certify that the details, which I have provided, are correct and that I incurred the expenses indicated.

Signature: _____ Date: _____

Signature of

Parent/Guardian: _____ Date: _____

TERMS OF REFERENCE (SAMPLE)

1. PURPOSE

- (1) To break down barriers between young people and the PSNI (Police Service of Northern Ireland);
- (2) To help understand the positions of the PSNI and young people;
- (3) Informing policing practice with regards interactions with young people;
- (4) To help young people understand the PSNI and their role;
- (5) To link with other advisory groups and panels;
- (6) To set an example for other young people;
- (7) To act as an intermediary between PSNI and young people;
- (8) To have a signposting role for young people.

2. SELECTION

- (1) Members of the group must be from 13-18 years;
- (2) Pupils will come forward based on their interest and the Independent Advisory Group (IAG) members will select those they feel are appropriate for the group;

3. LEAVING

If a member wants to leave they must contact the group co-ordinator as soon as possible to let them know.

4. CONFIDENCE

- (1) All members must agree to keep any conversation taken place at meetings confidential;
- (2) Everyone has an opinion which must be respected;
- (3) Members who leave the group must agree to maintain confidentiality.

5. DISCIPLINE

It must be understood and explained to all panel members the position of the PSNI on disclosures of illegal behaviour and child protection. A breach of these policies must be treated seriously and investigated.

6. MEETINGS

- (1) Meetings are to be held once a month;
- (2) Roles and committee positions to be discussed and confirmed at a later date;
- (3) Minutes are to be taken by the co-ordinator and sent out by Community Safety Partnership (CSP) Group.

7. COMMUNICATION WITH THE PSNI

- (1) This is an essential part of the terms of reference. The group wants to ensure a process of communication where their views are listened to and feedback given.
- (2) Advanced notice will be given to the PSNI based on the group's action plan of upcoming discussions, to ensure their presence at meetings.
- (3) Feedback will be arranged at the time with consultation from the PSNI.

GROUP CONTRACT (SAMPLE)

1. LISTEN TO ONE ANOTHER
2. RESPECT OPINIONS OF OTHERS
3. CONFIDENTIALITY – WHAT IS SAID IN THE ROOM, STAYS IN THE ROOM (EXCEPTION – CHILD PROTECTION/CRIMINAL MATTERS)
4. MAXIMUM PARTICIPATION
5. REQUIREMENT FOR MINIMUM ATTENDANCE AT MEETINGS
6. BREAK FOR REFRESHMENTS
7. AGREED TIMINGS FOR MEETINGS
8. AGREED CONTACT FOR ARRANGING MEETINGS (ie via text/email/telephone/letter)

ACTION PLAN (SAMPLE)

Priority (1)	Time Line	Resources	Actions	Comments