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| **Programme: Promoting Positive Engagement for Young People at Risk of Offending** |
| Case Study: Volunteer Coordinator | YJS worked with a 17-year-old Somali male who had become looked after by the local authority because of gender issues which caused conflict within his household, possibly due to cultural beliefs. He had received an Out of Court Disposal (YRD) for the offences of Criminal Damage Under £5000 and Assault by Beating. The offences were committed within the residential care home setting as a consequence of this child wanting to move on from that setting to a more independent provision. The offence occurred between the child and the care home manager.As part of his OOCD he agreed to engage with a face-to-face restorative meeting. This was facilitated by the Reparation Coordinator and the Volunteer Coordinator, who have been trained in facilitating restorative meetings through the restorative Justice Council. During the meeting they discussed who had been affected by their actions and we were able to explore with the child, their views on how things could have been done differently as they have subsequently found themselves in similar circumstances which had a more positive outcome. The victim was looking for reassurance with respect to comment the perpetrator had made in anger at the time of the incident. The child reassured the victim that he was not that person any longer and that the comments were made in anger and frustration as he felt unheard in his requests to move on. The outcome of the meeting was that the victim expressed a wish to shake hands and was grateful for the clarity provided, they also reflected back all of the positive activities and occasions the young person had had with staff whilst living at that home. The child reflected on these and was happy for the care manager to relay to staff at the care home how he had been doing since he moved on and also asked the victim to pass on an apology to the rest of the staff for his actions. As the child was thought highly of in the care home, discussions were held to consider a reunion with the staff as he cared for them as they did for him. The restorative meeting was successful, the child shared they felt their views were heard and that the opportunity to repair harm was a positive experience for them.The child completed their YRD successfully Since they received this OOCD, there was no re-offending and there is a period of destistance of over twelve months.  |
| Case Study: Divert | \*Changed name Adil\* Male, aged 17.  Intervention start date: 23.05.24Intervention end date: 28.08.24  Background:* Adil is from a Somali background and identifies as a black male. Although he didn’t disclose to his case manager, Adil is a transgender male, case manager is aware of this by accessing CareFirst (Children Services database) reports.
* Adil’s family are Muslim, which caused issues when he first began identifying as transgender as this is considered ‘haram’ (forbidden) in Islam. His family does not accept his identity, and he was threatened by his family including his father who was residing out of the country. Adil does not have a relationship with his father and there are reports that his father previously threatened to come to the UK and kill him because he didn’t accept his identity as transgender.
* Adil was sent to Somalia when he was approx. 8 years old as his mother did not like his ‘tomboyish’ behaviour. He said in Somalia he fears if he was sent there again, he would be burned alive as that is what they do to people like him.
* As a result of the tension between Adil and his family, Adi was placed outside of the home by Childrens Services into residential care in 2022. He was moved to four different homes between 2022-2024 for different reasons, some to do with his behaviour.

Adil had significant disruption to his education. He left primary school in the UK whilst in year 5 and went to Somaliland for 2 years. When he returned, he said was not enrolled in school and was engaging in online school. He attended high school in year 9 for a few months. Adil advised that it was ‘wild’ here and he was excluded on occasions and was involved in a fight.* Records suggest that Adil was excluded for verbal abuse and threatening behaviour towards adults, and disruptive behaviour. Adil did not attend mainstream school in year 10 and 11 but he had a private tutor in year 11.

Offence: Assault by beating and criminal damage to property valued under £5000 in August 2023. Adil was referred to Divert in May 2024. His case originally went to court as he was given advice by a solicitor to not accept responsibility for the offence despite CCTV footage of the incident. Adil had committed this offence towards staff at the residential placement, mostly towards the residential manager. Adil was referred for an OOCD after court and was issued with a Youth Restorative Disposal and agreed to engage with Divert. Strengths:* Adil was extremely engaging and talkative with me from the offset and demonstrated confidence and positive engagement with professionals.
* Adil was reflective of his behaviour.
* Adil was motivated to succeed and further his education, training and employment. He had a plan for his future to become an electrician and was actively taking steps to make this happen. He was engaging with education to gain his GCSE English and Maths with the hopes of acquiring an electrician apprenticeship. Adil was working in a hotel to earn money and worked many hours within the week which he said helped keep him out of trouble as well as helped him save for his future.
* Adil was working towards getting his own property through a training tenancy. To do this he made sure he was sticking to the rules in his placement and his behaviour had significantly improved since a period of disruptive and negative behaviours with other young people in the placement.
* Adil demonstrated to case manager great maturity when he was faced with issues with other young people in the placement home. Other young people were causing significant disruption in the home including inappropriate sexual behaviour, abuse of staff and Adil, drug use in the home, and persistent noisy and disrespectful behaviour. Adil didn’t react to this behaviour and persisted in arranging meetings to speak with managers and directors of the company. This took much longer, and Adil demonstrated patience whilst dealing with this. Eventually, the young people were removed from the home. Adil was praised by the managers and other staff members for how he dealt with this.

Concerns: * There were some previous concerns highlighted on CareFirst that were indicative of Child Criminal Exploitation (CCE). Adil was transparent with CM regarding previous involvement in drug dealing, this helped to form discussions and explore the topic together, supporting in YP understanding CCE and the support available to him.
* Adil was smoking cannabis daily.
* There were concerns around his behaviour in the placement addresses previously, although this has recently improved, it was imperative that Adil maintained positive behaviour.
* Concerns around harm to Adil from his family or others in the community.

Interventions delivered: * Consequences of crime - Complete
* Consequential thinking and Victim Empathy - Complete
* Restorative meeting - Complete

Engagement in intervention: Adil engaged thoroughly in interventions and reflected on his behaviour. He attended all agreed sessions and elicited discussions on a range of topics and critically reflected on his behaviour and his housemates’ behaviour who he used to be friends with. He showed a great deal of thought about his future ETE plans. There had not been any further issues with Adil’s family regarding his transition, and Adil knew he could reach out to trusted adults for support with this matter if he needed. There were also no further concerns regarding substance use as positively Adil had decided to stop using cannabis. During the intervention there were not any further CCE concerns either, however discussions with YP and CM helped to support understanding of CCE and how YP can keep himself safe. Adil spoke reflectively on ‘the things he used to be involved in’ and about how he is much better off earning money legitimately and getting his education. As part of his intervention plan, Adil agreed to engage in a face-to-face restorative meeting with the victim (residential home manager) to repair the harm caused. Adil engaged in the meeting and both parties were able to tell their side about the incident and how it impacted them. Adil advised that the reason he committed the offence was because he felt that no one was listening to him about not wanting to live at the placement anymore, so he felt he needed to ‘take matters into his own hands’. During the meeting, Adil heard that the residential manager had been trying to advocate for him, but it was social services decision to keep him in the home. Both parties respectfully heard each other and appreciated the meeting, and the outcome was so positive that they shook hands at the end and made plans for Adil to meet with some of the other staff members that he missed from the home. Adil was reflective whilst hearing the impact his behaviour had on the victim, and he responded with maturity and integrity. Near the end of the intervention, Adil was offered his training tenancy flat and was excited about this. He requested that when he moves in, he would like his case manager to come and visit the flat to see it. He felt he had moved on from the offence, and that the restorative meeting gave him closure to encourage him to move on and start life as an adult. He turned 18 shortly after the intervention ended and moved into his flat a few weeks later.  |
| Case Study: RIVE | R is a serving Police Officer in South Wales Police; he works within the Firearms section. Whilst on patrol with a colleague they have seen the young person P walking down the street with what was believed to be a spliff in his mouth.The Officers where in a vehicle at the time and have signalled to P to put the spliff away or he would be arrested. P has then entered a shop and the other officer has followed P into the shop and has asked him to leave the store as they believe he had drugs in his possession.P has then been escorted out of the shop; he has then tried to run away to avoid being arrested. R seeing the way he believed P was going to run gave chase and tackled him to the floor. It was whilst P has tried to get away, he has swung both his arm and his leg out as if to stop R from detaining him.Before the meeting the 2 trained facilitators met with R and P to prepare them for the restorative process. They discussed the goals of the meeting the impact of the crime, the importance of taking responsibility for their actions. Both parties were encouraged to express their feelings and needs during the meeting.The restorative meeting took place in a neutral location with R, RIVEO, P, CYJS case manager and the 2 facilitators.R shared his experience of the incident and described how this had evoked feelings in relation to his own youth, how he has links to the area and how he understands how hard it can be growing up in the area. R also shared his motivation into taking part in the restorative meeting, some of which was to offer support to P, whilst increasing P’s awareness and understanding of how his behaviour can impact on others, and the community.P although a little apprehensive at times in the meeting, engaged well and was able to give his account of his actions and how he was feeling at the time.P acknowledged although he may not have intentionally caused harm to R, he accepted what R had said and apologised for his actions. R was able to share with P an understanding of how difficult things can be growing up, and through his own life experiences R was able to share with P that although we make mistakes in life, he can turn his life around with the right help and support.P was glad that he had the opportunity to take part in the process, which has given him the opportunity to apologise, whilst acknowledging that whilst receiving positive support he has been able to make positive changes in his lifestyle.The case study illustrates that positive outcomes can result from a Restorative Approaches (RA) meeting. Through open dialogue empathy and accountability RA can help people to move forward in their lives and through the actions and words offered to R by P this has also given P the opportunity to take responsibility for his actions and rebuild trust with the Police and the community. |
| Case Study: Crossroads | Male– 15 **The concerns within the referral to Crossroads Prevention** – The Crossroads Prevention Service received a referral from Education Services due to a number of behaviours that were causing concern. The school had recognised a decline in O’s behaviour - they felt that they had been unsafe and caused injury to other peers within the school setting. There had been patterns of criminal damage and regular truanting from the school site. There were also incidents of negative/unhelpful behaviours including threats of violence towards staff members and other students in school. The behaviour further escalated resulting in a physical fight with other peers where O caused injury to several persons. A temporary measure was put in place to remove O from the main school site whilst a plan of education was provided within an alternative provision. **Strengths** – O had many recognised talents with sport, especially within rugby and his academic ability within school. **New School Placement** – As a result of O’s negative behaviours their mother took responsibility to apply for alternative school placements in Cardiff. The application process was eventually successful resulting in them being accepted to a new school. **Trauma** – O’s parent acknowledges the impact of trauma as O witnessed physical fights between their parents in the past. This resulted in O having no contact with their natural father. Throughout intervention support O was provided with the space to discuss their thoughts and feelings. **Anger** – Anger and the resulting unhelpful behaviours was viewed as one of the key areas of need by both professionals and O’s mother. O agreed to support recognising the concerns and actively engaged with their intervention support throughout (7months). This support was very much child focused as they engaged with dialogue exploring their emotions and triggers, yet also recognised that sport was a healthy avenue for them to channel their anger and energy. **Rugby** – O has a natural gift for the game of rugby, and this has formed part of his identity. Unfortunately, O lost their place within the prior school rugby team due to their behaviours, this is viewed to have had a significant impact on them. The Crossroads Service actively encouraged O to keep a keen interest in the sport, whilst focusing on getting into the new school rugby team. O trained weekly to gain a place in the new school team whilst also joining a local club team, this provided a continuous focus on ruby. The school team had recognised playing success as they made it to the school’s cup final within Cardiff Arms Park. **A better school experience** – There was a noticeable improvement with school as O achieved attendance figures of 97%. They also developed new friendships and a renewed focus on their education. **Recognition of change** – There was a noticeable sustained change with behaviours as O was now focused on their education, rugby and formation of new friendships. **Supporting their interest** – The Crossroads Service supported O’s rugby interest by proving them with a new set of rugby boots. On the closure of O’s intervention support both O and their mother felt confident to end the support, they were aware of the service should they want to access support in the future. O “these were the boots I wanted as my pair had ripped”. |