

# Youth Participation in Reshaping Criminal Justice and Penal Reform:

## Participation Methodology

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# **Background to Our Youth Participation Work**

The Howard League works for less crime, safer communities and fewer people in prison. We campaign to build a more effective criminal justice system where fewer people are sent to prison and re-offending rates are decreased.

## **Legal Service**

Our legal service for children and young people in custody was established over a decade ago. We provide children and young people in, or affected by, the criminal justice system with legal advice and assistance in relation to prison and public law and criminal appeals. We help young people to improve their treatment and conditions and try to make sure they are released from prison safely with the support they are entitled to. Our youth participation initiative developed from our legal work.

## **U R Boss**

Our work with young people through our legal advice service highlighted that young people are the experts of their own experiences. However, children and young adults in the criminal justice system are often ignored, left out or silenced. The Big Lottery Fund supported the establishment of the Howard League's U R Boss project, a five-year programme that offered youth participation opportunities and an enhanced legal advice service to children and young adults across England. U R Boss concluded in summer 2014.

## **Young Adults Maturity Project**

Following on from the conclusion of U R Boss, the Howard League, in partnership with the Transition to Adulthood alliance and with support from the Barrow Cadbury Trust, began exploring the issue of maturity and young adulthood. The Maturity Project found that our criminal justice system is failing to support young adults adequately by not offering a distinct approach that recognises their development and varying levels of maturity.

## **Big Lottery Fund 2015**

We continue to recognise that encouraging young people to have their say is very important. Through our participation work, children and young people continue to design and guide penal policy, the broad aim being to ensure young people within the criminal justice system become active citizens so they can both understand the law but also influence law, policy and practice development so it best reflects their needs.

In April 2015, the Howard League received a national grant from the Big Lottery Fund and its Reaching Communities programme. This grant will support the charity's legal advice and youth participation work over a three year period.

# Key Participation Activities

## Participation and Legal Pop-up Sessions

One of our substantial Big Lottery Fund work goals is to develop and deliver interactive sessions in secure institutions and in the community, combining legal education and youth participation. The broad aim is to ensure young people within the criminal justice system can both understand the law but also influence law, policy and practice development so it best reflects their needs.

The Young Adults Maturity Project identified that the sentencing process can have an extremely negative impact on young people and their experience of the criminal justice system. Our legal team have also taken a number of calls from young people expressing difficulties they have faced during the sentencing process. Therefore, the key topic we have focussed on with young people is the sentencing of children.

We have delivered 10 sessions to a total of 40 young people aged 16-23 years old. The vast majority of the young people were 16-17 years old.

The sessions are built up of interactive and varied group work activities to explore the topic of sentencing and what it means to young people. Please see attached session plan which illustrates the types of activities used in the timeframe of a single session.

## Session Activity Examples

Please see Appendix items in cross-reference to this section. The session plan in particular provides a detailed explanation of how the activities are structured within a session.

### Icebreakers / Energisers

This is a great way to build rapport, get everyone energised and sets up the session on a fun and positive note.

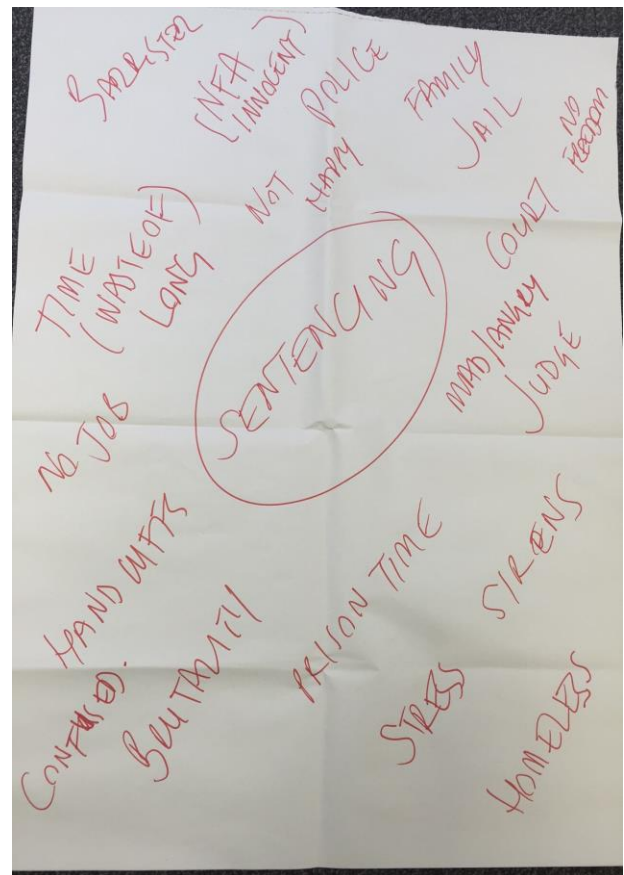
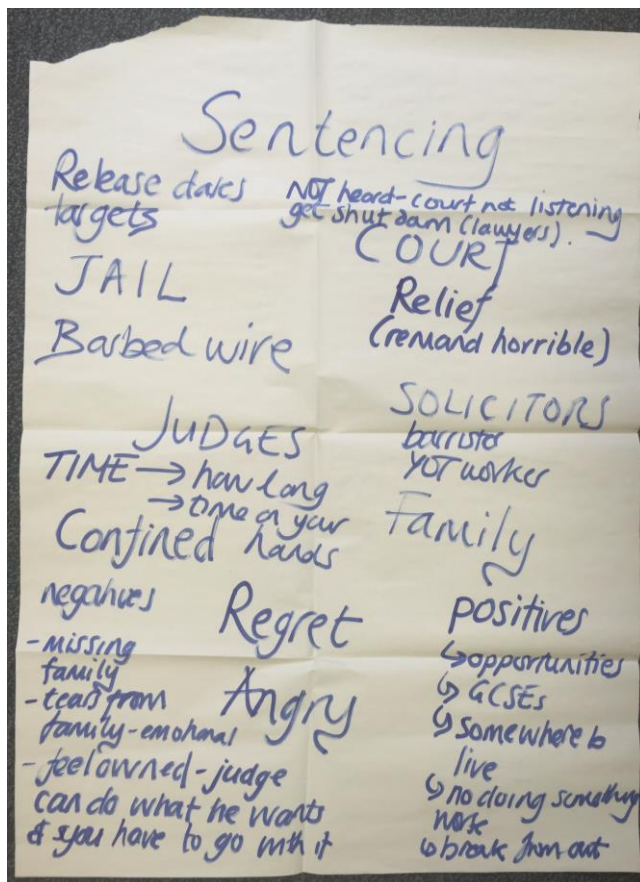
Example:

*Zip, Zap, Boing:* All players stand in a circle facing inwards. The starting player points to one of the people next to them and says 'zip'. That person continues passing the 'zip' around the circle in that same direction. At any time, any player can face the person passing the 'zip' to them and say 'boing', this will send the zip back around the circle in the opposite direction to which it came. Also, at any time, any player can face someone across the circle and shout 'zap'. The person who picks up the 'zap' has to then restart passing 'zip' around the circle in a direction of their choice. If anyone hesitates, says the wrong word or points in the wrong direction they are out. The game ends when two people are left in the circle.

## Brainstorms

This is a very well established group discussion activity. It is a good way of focussing the session and getting young people to think broadly about the topic in question. For example, in a sentencing context we asked the young people to feedback words or phrases that reflect their understanding and experience of sentencing. We helped the young people to focus by prompting them to think about places, people, feelings, actions.

The following brainstorms were done with groups of young people at a Young Offenders Institution and Youth Offending Service:



## 'Agree or Disagree'

The purpose of this activity is to build the young people's awareness of factual information about the topic and to draw out their thoughts, opinions, experiences and observations of the topic. It's a good way of getting everyone on their feet to keep energy up and momentum going.

Get group to stand in the middle of the room. Read statement to them. Ask group to decide (as individuals) whether they agree or disagree with the statement. According to their decision, ask those who agree to stand at one end of the room, and those who disagree to stand at the opposite end of the room. Those who are not sure can stay in the middle. Ask

each cluster of people why they agree or disagree. Hold group discussion. Make notes on a white board/clip chart. Feedback any factual information that is relevant about that statement. Do this using at least three statements.

Examples of sentencing specific statements:

- The colour of your skin can make a difference to whether a Judge or Magistrate decides to send you to custody
- Young people always understand the sentence they have been given
- Magistrates and Judges never treat young people with respect in the Court room

## Case Studies

This is a great way to give young people some context and can provide a great basis for group discussion. We used the following hypothetical case study in our sentencing sessions about a boy named 'Jake':

Jake is 15.

He was arrested for taking a moped without consent while staying out with friends. He also had a flip-knife and a spliff in his pocket. His friend gave him the knife to look after.

Jake's first contact with police was at the age of 13.

Jake has previous convictions for criminal damage, shoplifting and interfering with a motor vehicle.

Jake lives with his mum. They argue a lot.

Jake's dad went to prison when Jake was 12. Jake's mum found this hard to cope with. Jake went into care for a few months last year.

Jake hardly ever goes to school.


We used the case study to inform discussion about: what the court should be taking into account when sentencing Jake according to the law; what professionals think would happen in reality; and what could make sentencing better for Jake.

## Worksheets

Worksheets are a great way to focus group discussion, document young people's views and are a brilliant visual aid.

Below is an example of a worksheet activity we used in one of our sessions about sentencing:

the **Howard League** for **Penal Reform**



**Judges and Magistrates have to follow a set of rules when sentencing children.**

These are called **SENTENCING PRINCIPLES.**

The questions below reflect the Sentencing Principles. They are questions Judges and Magistrates are supposed to ask themselves when sentencing children.

Think about your experiences and what you know about sentencing.

Read the questions and put a ✓ or ✗ in the green boxes.

Sentencing Principles: Questions	DO Judges and Magistrates ask themselves this?	SHOULD Judges and Magistrates ask themselves this?
1. Will this sentence stop young people re-offending?		
2. How will this sentence impact on the welfare of this young person?		
3. Will this sentence give the young person a chance to learn from his/her mistakes?		
4. Is what the young person has done serious enough for me to send him/her to jail?		
5. Was this young person mature enough to understand the effect of their actions on other people?		
6. Will this sentence make the young person feel labelled as a criminal?		

## **Other Participation Activities**

### **Sentencing Questionnaire**

To complement our group work sessions with young people surrounding sentencing, we wanted to reach a much greater number of those young people who are hardest to reach to get their views of sentencing.

We developed a short questionnaire (Appendix 3) that was sent to over 100 children and young people in custody. All the young people who were sent the questionnaire had previously made contact with our legal service. The questions were born out of our group work session activities. Two young people in the community supported in the development of the final version of this questionnaire to ensure it is as young person friendly as possible. We received 35 responses from young people ages 16-24 years old.



# Lessons Learnt

Below are some key learnings from our work with young people, specifically in relation to our legal pop-up sessions:

- Group size should be small – we recommend no more than 7 young people in a session
- Sessions shouldn't last more than 1 hour
- Activities must be varied and interactive. For example:
  - Activities that involve movement (e.g. young people standing up and moving around the room)
  - Use of visual aids (e.g. diagrams, pictures, stickers)
  - Lecturing does not work – keeping the sessions interactive and group discussion focused
- Keep sessions direct and succinct – be very clear about who you are, why you are there and what you will be doing in the sessions and with the information afterwards
- Incentivise the sessions
  - Be clear from the outset that the young people will be helping to make wider, positive change
  - Provide sweets during the sessions (if permitted)
  - Provide young people with certificates and achievement letters
- Expect to have to be flexible on the day and go prepared to adapt the session if needed:
  - life in custody and behaviour can be unpredictable and you have to be prepared to adapt to the environment on the day
- Ensure best efforts are made in advance to ascertain any relevant risk and needs considerations for the group and the individuals within in it – get to know your group:
  - Physical needs (e.g. do any of the young people have hearing, sight, mobility or physical illness needs that will have to be considered when planning the session)
  - Learning needs (e.g. what is the literacy level of the young people in the group?)
  - Cultural or religious considerations (for e.g. if young people are fasting or have religious dietary requirements it may not be appropriate to bring in sweets)
  - Legal matters ongoing (e.g. a young person due to be sentenced imminently may find a session on sentencing particularly emotive)
  - Mental or emotional health (e.g. do any young people struggle in group settings; are any of the young people currently touched by bereavement or troubling anniversaries that may impact their wellbeing)
- Double check what resources are available/permitted in advance:
  - For example, blu-tac is not permitted. Some institutions will only allow certain types of pen. Sweets are sometimes not permitted
  - Keep session resources basic
- Ensure you have enough people facilitating to allow for one person to take session notes
- Make sure time is allocated to collect young people's feedback and ethnicity and diversity monitoring information

## **Appendix**

1. Participation and legal pop-up session plan (completed)
2. Risk and needs assessment tool template
3. Sentencing questionnaire template
4. Participation certificate
5. Participation achievement letter
6. Feedback form
7. Ethnicity and diversity monitoring form
8. Further session activities

## Legal 'Pop-up' and Participation Sessions

### Session Plan - Sentencing

**Session Type:** Participation / Legal Education Pop-Up Group Work Session

**Venue:**

**Date & Time:**

**Facilitators:** Youth Participation Officer – Howard League  
Legal Director – Howard League

**Host Key Contact:** xxxxx

Time	Facilitator	Activity	Summary / Purpose	Description / Notes	Resources
5 mins 14:00- 14:05		Welcome and Registration	<p>To set up the session and make YP aware of:</p> <ul style="list-style-type: none"> <li>• Who we are</li> <li>• Why we are here</li> <li>• What we will be doing in the session</li> </ul>	<p>YP to fill in register (full name and prison number)</p> <p>Everyone, including staff, to fill in a name label. Encourage YP to use shortened name if they like.</p> <p>Give following info to the group:</p> <ul style="list-style-type: none"> <li>• What the Howard League is and broadly what work does the charity do?</li> <li>• What does the Legal Team do?</li> <li>• What is Youth Participation?</li> <li>• The topic area today is the sentencing of</li> </ul>	<p>Register</p> <p>Sticky labels</p> <p>Writing pens (custody friendly if applicable)</p> <p>Advice Line Leaflets / UR Boss / Participation</p>

				<p>children:</p> <p>YP worked with us to produce a report on maturity stating that age in years doesn't show the whole picture about a young person's situation. That report highlighted that the sentencing process is a problematic stage of the criminal justice system for children and young adults (can be confusing, life changing, inconsistent and unfair). We want to learn more about how sentencing impacts YP so we can tell those who are in charge of improving policy and practice what young people say needs to change/what works. We'd like to explore what you think and also discuss what the law is currently telling us. We are working towards consulting the Sentencing Council on their proposed new guidelines and to create a publication for professionals who work with young people.</p> <p>Explain to the group that we have various interactive activities to get through and it is designed to be enjoyable.</p>	publications
5 mins 14:05- 14:10		Keeping Safe & Code of Conduct	Confidentiality & Safeguarding	<p>Explain the following to the group:</p> <p>We must keep everything we talk about confidential. i.e. <b>what we talk about in this room, stays in this room.</b> However, <b>if we are worried about your safety or the safety of someone else, we have a duty to act upon</b></p>	

				<p><b>this and speak to other professionals.</b></p> <p><b>Keep yourself safe</b> – we will discuss our experiences and issues that people may find sensitive. So, talk about things you are comfortable with the group knowing. If you feel uncomfortable at any time, please let one of the staff members know so we can talk to you quietly about this. This is supposed to be an enjoyable session and we must keep ourselves safe. Everyone is different and are effected by different things.</p> <p>Main <b>code of conduct</b> points for todays group work:</p> <p><b>Listen</b> to each other.  <b>Participate</b> to get as much out of the session as you can.  <b>Ask</b> if you don't understand something.  <b>Respect</b> others in the group and their opinions – even if you don't agree.  Don't <b>interrupt</b> one another.  Avoid <b>put-downs</b> (even if you just mean to be funny).  Everyone to <b>share responsibility</b> in achieving tasks.  Try not to take over and make sure you allow others <b>space to speak</b>.  Try not to <b>distract</b> or annoy anyone else.</p>	
5 mins		Icebreaker	Fun game to encourage	<i>Zip, Zap, Boing:</i> All players stand in a circle	Sweets

14:10-14:15			the group to work positively together and to warm up the session	<p>facing inwards. The starting player points to one of the people next to them and says 'zip'. That person continues passing the 'zip' around the circle in that same direction. At any time, any player can face the person passing the 'zip' to them and say 'boing', this will send the zip back around the circle in the opposite direction to which it came. Also, at any time, any player can face someone across the circle and shout 'zap'. The person who picks up the 'zap' has to then restart passing 'zip' around the circle in a direction of their choice. If anyone hesitates, says the wrong word or points in the wrong direction they are out. The game ends when two people are left in the circle.</p> <p>Hand bag of sweet to share (if appropriate)</p>	
5 mins 14:15-14:20		Brainstorm	Brainstorm – sentencing To identify what YP associate with sentencing	<p>Whole group brainstorm. Ask YP to feedback words or phrases that reflect their understanding and experience of sentencing.</p> <p>Explain this might be <b>places, people, feelings, actions</b></p> <p>Discuss brainstorm as a group. Point out if predominantly negative or positive words/phrases.</p>	Flip chart and pens
10 mins		Agree /	To identify YP	If possible, stick/prop the two laminated '✓' &	Agree/Disagr

14:20-14:30		Disagree	<p>perceptions surrounding sentencing.</p> <p>Exercise focuses on perceptions of fairness in sentencing and Court room practice/interactions</p>	<p>‘x’ posters on wall. Each stuck on either side of the room.</p> <p>Get group to stand in the middle of the room. Read statement to them. Ask group to decide (as individuals) whether they agree or disagree with the statement. According to their decision, ask those who agree to stand at the ‘✓’ poster, and those who disagree to stand at the ‘x’ poster. Those who are not sure can stay in the middle.</p> <p>Ask each cluster of people why they agree, disagree or are unsure. Hold group discussion writing main points on flip chart paper. Feedback any factual information that is relevant about that statement (where applicable).</p> <p>Repeat this process using at least three statements.</p>	<p>ee statement sheet</p> <p>Laminated ‘✓’ &amp; ‘x’ posters</p> <p>Flip chart and pens</p>
20 mins 14:30-14:50		‘Light Bulb’ – Sentencing Principles & ‘Jake’	To explore the Sentencing Council’s draft overarching principles guidelines (specifically: sentencing principles and mitigating factors)	<p>Reiterate to the YP that one of the reasons we are looking at sentencing is because we want to respond to the changes the Sentencing Council have proposed to make to Sentencing Guidelines. So, we are going to look at two elements of these today.</p> <p><b><u>Exercise 1: ‘Light Bulb’ - Sentencing Principles</u></b></p>	<p>Writing pens</p> <p>‘Light Bulb’ worksheets</p> <p>‘Jake’ case study sheets (short version)</p>

				<p>YP's to be given a 'Light Bulb' worksheet. Facilitator to explain:</p> <p>Judges and Magistrates are required to follow Sentencing Guidelines. <b>Sentencing Guidelines are in place to help Judges and Magistrates decide the appropriate sentence for a criminal offence and to ensure consistency.</b> Within the Guidelines are a set of broad rules for Judges and Magistrates to go by called 'Sentencing Principles'.</p> <p>YP to be asked to think about their experiences and what they know about sentencing and to read the statements (1-7) and put a ✓ or ✗ in the green boxes to confirm whether or not they think these principles ARE followed and whether or not they think they SHOULD be followed. Facilitator to guide the group through each statement one-by-one and to hold discussion amongst the group.</p> <p><b><u>Exercise 2: 'Jake' - Mitigating Factors</u></b></p> <p>Young people to be given a 'Jake' case study sheet. Facilitator to read this to the group.</p> <p>Facilitator to explain what a 'mitigating factor' is:</p>	<p>Laminated poster of Jake</p> <p>Laminated blank answer labels</p> <p>Dry marker pen (for use on laminate).</p> <p>Flip chart paper and pens.</p>
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				<p>A mitigating factor, in law, is any information or evidence presented to the court regarding the young person or the circumstances of the crime that might result in reduced charges or a lesser sentence.</p> <p><b>YP to be asked:</b></p> <ul style="list-style-type: none"> <li>• <b>List the most important mitigating factors in Jake's case.</b> These are written on Velcro stickers and placed around the poster of Jake.</li> <li>• <b>What other mitigating factors might apply to YP like Jake?</b></li> <li>• <b>Do YP think Judges and Magistrates take mitigating factors into account in sentencing?</b></li> </ul> <p>e.g. Mitigation in Jake's case: Unstable upbringing/time 'looked after', exposure to drugs, lack of school attendance, lack of familial support/presence, exposure to criminal behaviour</p>	
10 mins 14:50-15:00		Round up, close session and evaluation	<p>To summarise what has been covered in the session and what will happen next</p> <p>To thank YP and prepare them for leaving the session.</p>	<p>Summarise what has been covered in the session.</p> <p>Thank YP for their contributions.</p> <p>Explain what HL will be doing with this information now (Sentencing Council and</p>	<p>Feedback forms</p> <p>Equality &amp; Diversity forms</p>

			<p>To gather feedback and monitoring information.</p>	<p>publication for professionals).</p> <p>Ask YP to fill in a feedback form about their experience of the session.</p> <p>Ask YP to fill in Equality and Diversity form.</p> <p>Make clear they do not have to fill these sheets in but it will help us make future sessions enjoyable and to allow us the information we need to monitor who we work with. They can make the sheets anonymous if they wish.</p> <p>Explain that YP participation certificates and accompanying achievement letters will be sent to staff to give to the young people at a later date. They will have a chance to let us know if they want to keep in touch when they receive their letter.</p>	<p>Writing pens</p>
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**Youth Participation  
Risk & Needs Assessment  
Group Work (Secure Setting)**

**Session Summary/Title:**

**Venue:**

**Date of Session:**

**Facilitators:**

<b>Identified Need / Risk</b>	<b>Details</b>	<b>Suggested Actions to Address Needs and Risk</b>	<b>Action Taken in Advance of Session</b>
<b>Young person is not safe to take part in group work</b>	Owing to historical or current behaviour evidenced.	Seek feedback from host institution prior to session when ascertaining which young people are eligible to take part	
<b>Inappropriate conduct by staff</b>	If any member of staff (from The Howard League or host institution) poses a risk or any perceived risk to young people or other staff members	All staff from The Howard League who work with young people to be fully DBS checked and approved upon joining the organisation.  All staff from The Howard League to be briefed on child protection and safeguarding policy upon joining the organisation.	

		<p>Any concerns felt by any member of staff, or raised by any young person/people, should be reported to the appropriate management team and recorded appropriately.</p> <p>Thereupon a decision must be made by staff as to whether the individual should continue working with young people or other staff members.</p>	
<p><b>Aggressive or inappropriate behaviour by young person</b></p>	<p>If any young person poses a risk or any perceived risk to other young people or staff</p>	<p>All young people taking part should have the group work code of conduct explained to them from the outset of the session.</p> <p>Seek feedback from host institution prior to session as to whether any of the young people have any behavioural, mental health, emotional or learning needs that may impact upon their behaviour (example: ADHD, Asperger's, Dyslexia). If so, session plan to be adapted to minimize risk.</p> <p>If during the session such behaviour is evidenced or perceived likely, young person will cease working within the group for the remainder of the session. Seek feedback from host institution to decide whether that</p>	

		<p>young person can go forward and join the group for future sessions.</p> <p>If the incident is minimal and the decision is taken to re-integrate the young person back into future group work, the code of conduct should be revisited with the young person.</p> <p>If the decision is made to disengage with the young person that decision should be explained to the young person, with the support of the host venue staff where appropriate.</p>	
<b>Young person is taken ill or injured during session</b>	Some session activities may involve the use of edible prizes	<p>Seek feedback from host institution prior to session regarding the following:</p> <ul style="list-style-type: none"> <li>• Have any of the young people taking part got food allergies/intolerances</li> <li>• Have any of the young people taking part got any known medical conditions or are currently unwell (example: asthma, heart conditions, sickness etc)</li> </ul> <p>Seek feedback from host institution prior to/on the day of the session as to which staff member(s) should be notified if young person does fall ill.</p>	

<p><b>Young person adversely effected by topic(s) discussed</b></p>	<p>It is expected and deemed acceptable that young people may feel mildly provoked or effected by contentious topics likely to be relevant to them. Action must be taken if there is risk or perceived risk of heightened reactions</p>	<p>The Howard League to consider this risk when putting session plan of activities together. Being mindful of triggers and impact.</p> <p>Seek feedback from host institution prior to the session as to whether any of the young people taking part are likely to be adversely impacted by session proposed. Decide whether it is appropriate for the young people identified to take part.</p> <p>All young people taking part should be informed of how best to keep themselves safe in a session at the outset of that session. At this stage 1:1 support should be offered and made available to young people throughout the session.</p> <p>Any concerns felt by staff members about a young person's welfare should be shared with the host institution where appropriate to ensure continued support can be provided (duty, and limits of the duty, of confidentiality to be born in mind).</p>	
<p><b>Young person discloses confidential</b></p>		<p>All young people taking part should be informed of the duty, and limits of the duty, of confidentiality in the</p>	

<p><b>information or safeguarding issue about himself / herself or about another young person</b></p>		<p>context of disclosing information about themselves or others (i.e. what information must be shared with whom).</p> <p>If disclosure is made, a staff member to speak to the young person 1:1 and reiterate the information about confidentiality and to check their current welfare. Staff to follow The Howard League safeguarding protocol. Safeguarding Leads to be informed if serious disclosure is made. All disclosure information to be appropriately recorded.</p>	
<p><b>Young person struggles to follow the activities</b></p>	<p>It is expected that the young people taking part in a session will have varying levels of educational ability and experience</p> <p>It is expected that the young people taking part may not have English as a first language</p>	<p>The Howard League to consider this risk when putting session plan of activities together. Being mindful of varying ability levels.</p> <p>Seek feedback from host institution prior to the session as to whether any of the young people selected to take part have any notable learning needs (example: poor literacy, dyslexia, speech (including language barriers) etc).</p> <p>Decide whether it is appropriate for any of the young people in question to safely take part.</p>	

<b>Other</b>	<p>Any other risk / needs relevant to the group work planned</p> <p>e.g. <u>cultural or religious</u> considerations; specific <u>gender</u> considerations; <u>legal matters</u> ongoing to be considered for individual young person; or any <u>sensitive matters</u> such as bereavement or emotive anniversaries on the day of the session</p>		
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**NB: The aim of this document is to assess the health, safety and welfare needs of all young people and staff involved in group work within a secure setting. It is designed to cover work and sessions with groups of young people, with one or more staff present, in custody. It will implement all legal requirements and ensure safeguarding practices are upheld to a high standard. It will also be used to ensure assessment and procedures are put in place to avoid putting young people in circumstances where they could be subject to disciplinary procedure, reoffend, be violated or violate others, or where staff or young people are put at risk.**

**Staff must record all incidents or concerns during meetings, as part of a wider routine record keeping process.**



## How we work with young people...

### Legal Advice

We give children and young people in custody (up to the age of 21 years old) FREE and confidential legal advice.

**Free Legal Advice Line: 0808 801 0308 open Monday to Friday 9am-12pm and 2pm-5pm (this number is automatically on your pin).**

### Youth Participation

We want to give young people the chance to have their say about issues that are important to them.

We want to make sure that young people's views influence the work we do.

Tell us if you want to hear more about how you could be involved in our youth participation programme.

**Please tick the box that applies to you and fill in your details:**

- ☐ **Yes, tell me more about how I can be involved in the participation work**  
☐ **No, don't tell me more about the participation work**

Name:	Prison Number:
Date of Birth:	Age:
Ethnicity:	Gender:
Current Address:	



## the Howard League for Penal Reform



The Howard League is turning 150 years old this year. We would like you to help us celebrate.

Over the past 150 years we have fought to protect the rights of children and young adults in prison.

We need young people to tell us what they think so that we can make sure we are fighting for the right things.

As part of our youth participation work, we are looking at the sentencing of young people.

**We would be really pleased if you would fill in this very quick questionnaire about sentencing and send it back to us in the pre-paid envelope as soon as possible.**

What you tell us in this questionnaire:

- may be put on display at a birthday exhibition at the House of Commons
- will be presented to professionals and experts at our yearly conference
- will feed into our work with lots of other organisations looking to make sentencing better for young people

**Just before you start...**



We do lots of things at the Howard League.  
But, one thing we can't do is read minds!

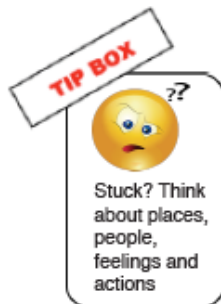
We really want to know your views!

**Explain what you mean as clearly as  
you can.**

Thank you!

**1. What comes into your head when you think about getting sentenced at Court?**

Write down some words or phrases or draw some pictures in the brain bubble:



Stuck? Think  
about places,  
people,  
feelings and  
actions

**2. Do you think jail sentences stop young people doing more crime when they get out of jail? (tick one of the boxes)**

- ☐ Yes  
☐ No

Reason for your answer:.....

**3. What do you think Judges think about the young people they sentence?**

Write some words or draw some pictures in the thought bubble:



**4. Do you think Judges listen to the views of the young person they are sentencing? (tick one of the boxes)**

- ☐ Yes  
☐ No

Reason for your answer:.....

**5. Do you think Judges treat the young people they sentence with respect? (tick one of the boxes)**

- ☐ Yes  
☐ No

Reason for your answer:.....

**6. Use the box to tell us any further thoughts you may have about sentencing:**



You're almost finished! Please turn over to fill the last important section in!



the **Howard League** for **Penal Reform**

*Certificate  
of  
Participation*

*awarded to*

*'Joe Bloggs'*

*for*

*successfully completing two legal participation sessions about sentencing*

*on 1<sup>st</sup> and 11<sup>th</sup> December 2015*

*Signed by Shelley Jones, Youth Participation Officer*

*Date*

Mr Joe Bloggs A123456  
HMYOI Mount View  
Yorkshire  
LS16 5AW

8 July 2016



Dear Joe,

**The Howard League – Participation Session – Letter of Achievement**

I wanted to thank you for taking part in the participation session on 7 July 2016. The session was about the sentencing of children within the criminal justice system.

Your hard work and energy made the session really positive, and you shared some really interesting opinions and thoughts with the group. It was great fun working with you.

**Here is a reminder of what you achieved as part of a team during the session:**

- **You took part in a group discussion about what the word ‘sentencing’ means to you**
- **You talked about your own experiences and gave your opinions about a series of statements about sentencing**
- **You learnt what rules Judges and Magistrates have to follow when sentencing children**
- **You worked through a case study about a young man called ‘Jake’ to learn more about mitigation**
- **You told us what mitigating factors you thought were most important for a Judge or Magistrate to think about when sentencing a child**

The ideas you shared with us will help with our feedback to the Sentencing Council over the next few weeks. Your views on what is important to young people will help us build a document to help professionals understand how best to work with young people who are being sentenced.

Your participation and feedback has been very important in making sure we are delivering sessions that young people find enjoyable and feel confident their views are being listened too.

**Keep this letter safe with your certificate as it will remind you of what you achieved in the session.**

As well as doing group-work sessions, I also do participation work with individuals too. This can involve me meeting with young people, speaking over the phone or

writing to them. I support them to give their ideas about the work we are doing and share their experiences. As an organisation we want young people to help us make change.

**Can you please let me know whether or not you would like me to keep in touch with you by filling in the 'Keep in Touch Form' and sending it back to me.**

**Remember that we run a free and confidential advice line: 0808 801 0308. This number should already be on your pin. Please call our Legal Team if you ever need any legal advice.**

Once again, thank you so much for all your hard work and being such great company.

All my very best wishes,

Youth Participation Officer



**THANK YOU** for being part of our participation session.

**We want to make sure that all the sessions we deliver are the best they can be. So, please tell us what you think about today's session.**

1. Name (optional):

.....

2. Did you enjoy taking part in the sessions?

- ☐ Yes
- ☐ No
- ☐ Not sure

3. What was your favourite activity or part of the sessions?

- ☐ Icebreaker (Zip-Zap-Boing)
- ☐ Brainstorming Sentencing
- ☐ Agree or Disagree
- ☐ Light Bulb – Sentencing Principles
- ☐ Jake

4. Did you learn anything new in the sessions?

- ☐ Yes
- ☐ No
- ☐ Not sure

If yes, what did you learn?

5. Do you feel like your views and opinions have been listened to?

- ☐ Yes
- ☐ No
- ☐ Not sure

6. Was the length of the session:

- ☐ Too long
- ☐ Too short
- ☐ Just right

7. Did you think the Howard League staff worked well with the group?

- ☐ Yes
- ☐ No
- ☐ Not sure

8. Is there anything we could do to make the sessions better?

- ☐ Yes
- ☐ No
- ☐ Not sure

If yes, what?

9. If you have anything else you would like to say about the sessions, please write it below:



## ETHNICITY & DIVERSITY MONITORING FORM

Please circle or tick the answer you agree with, or write in your answer.

<b>1. First Name:</b>		<b>2. Surname:</b>	
<b>3. Age:</b>		<b>4. Date of Birth:</b>	
<b>5. Gender:</b>	Male	Female	Other: _____

### 6. What is your ethnicity?

Black or Black British African		White British	
Black or Black British Caribbean		White Irish	
Black or Black British Other		White Other	
Gypsy / Traveller		Mixed White and Black African	
Chinese		Mixed White and Black Caribbean	
Arab		Mixed White and Asian	
Asian or Asian British Indian		Mixed Other	
Asian or Asian British Pakistani		Prefer not to say	
Asian or Asian British Other		Other: _____	
Asian or Asian British Bangladeshi			

### 7. What is your religion?

No religion		Muslim	
Buddhist		Sikh	
Christian		Prefer not to say	
Hindu		Other: _____	
Jewish			



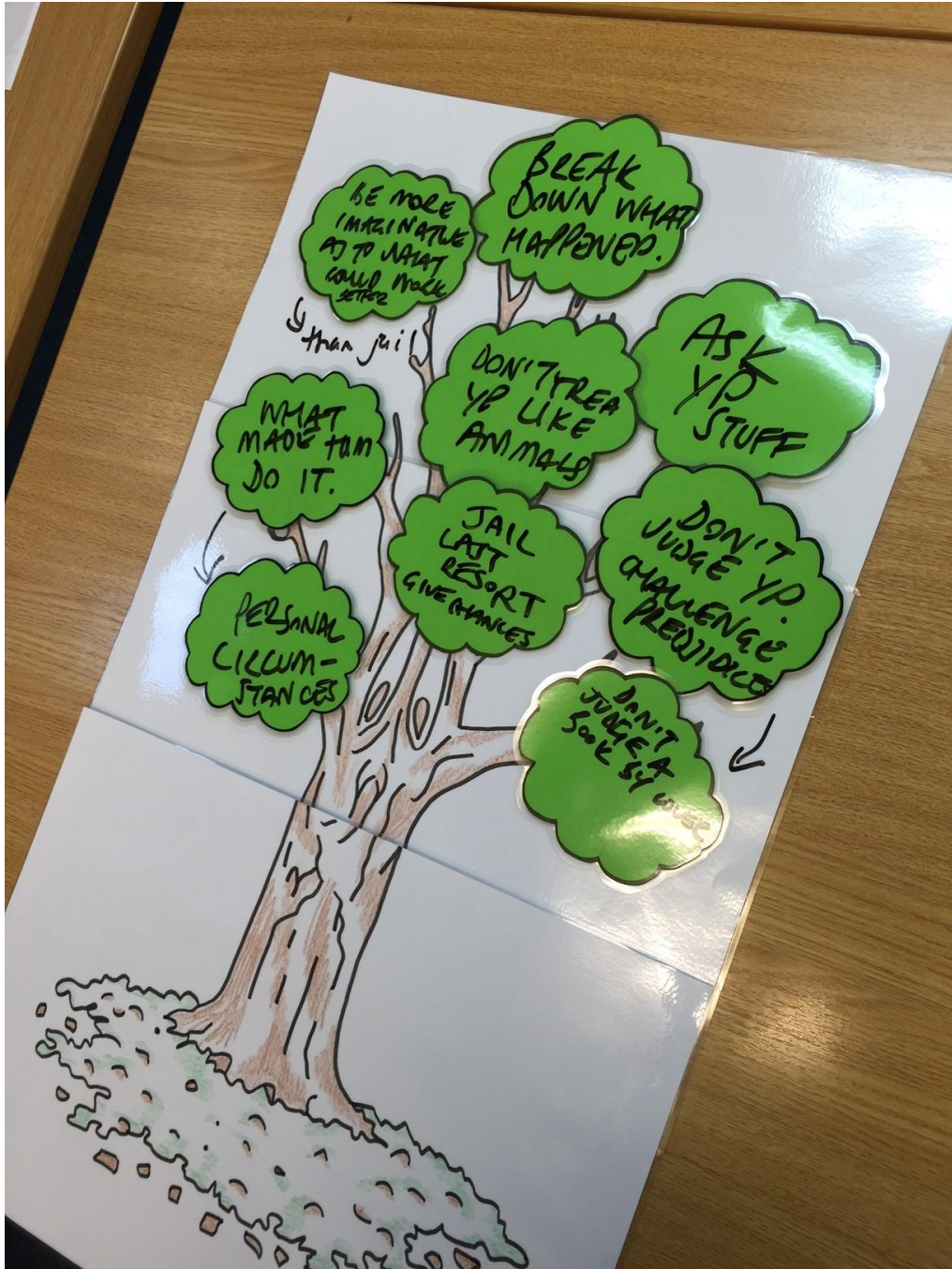
8. What is your sexuality?			
Bisexual		Lesbian	
Gay		Prefer not to say	
Heterosexual		Other: _____	
9. Are you disabled?	YES		NO
If yes, what disabilities do you have?	Physical Impairment		Sensory Impairment
	Mental Health Condition		Learning difficulty
	Cognitive Impairment		Long standing illness
	Prefer not to say		Other : _____

Signature: \_\_\_\_\_



## Further Session Activities

### 'Dream Tree'



This image is of a 'Dream Tree'. The leaves are written on and attached to the bare tree using Velcro. The idea of the activity was to explore how the young people believe the current system could be altered to better engage children in their sentencing experience and ultimate sentence. The resource can be wiped clean and utilised again in other sessions.

## 'Post-it Notes – Sunshine and Raincloud'



The above activity is used to draw out young people's perceptions of positive and negative elements to sentencing. It is a self-reflective exercise that young people do not have to speak about to the group. It gives young people a chance to say things they may not wish to say in a group context, or feedback ideas they hadn't voiced during the session.

In this instance, the young people were given two 'post it' stickers. Each young person was asked to write down one thing they thought should happen around sentencing that would make it a better experience for young people. On their other sticker, each young person was asked to write down something they thought makes sentencing a negative experience for young people. The stickers were then stuck on the posters (sunshine (+) poster or raincloud (-) poster).