An tÚdarás Póilíneachta
Policing Authority

Policing Authority

Academic Engagement Event 2020

September 2020

'CHILDREN, YOUNG PEOPLE AND THE POLICE: BUILDING CONFIDENCE AND TRUST'

70+	1	2	6
PARTICIPANTS	KEYNOTE SPEAKER	BREAKOUT ROOMS	WORKSHOPS

PLENARY

'INCREASING TRUSTWORTHINESS OF THE POLICE IN THE EYES OF CHILDREN BY ADOPTING A CHILD-FIRST APPROACH'.

KEITH FRASER

MAIN THEMES

VOICE AND NEEDS OF YOUNG PEOPLE
INNOVATIVE RESEARCH
CHILD-FIRST APPROACH
MULTIDISCIPLINARY APPROACH
BLAME
ACTION RESEARCH
DIVERSITY
DATA
POLICE ACADEMIC PARTNERSHIPS
TRUST
POLICE EXPERTISE
TRAUMA-INFORMED POLICING
POLICE LEADERSHIP
STIGMA
MEANINGFUL INTERACTIONS
DIVERSITY
COLLABORATIVE RESEARCH
BRAIN DEVELOPMENT
RESTORATIVE JUSTICE

WORKSHOPS

'CHALLENGING THE STIGMA OF CRIMINALISED IDENTITY IN YOUNG PEOPLE'

DR JO DEAKIN

'MEASUREMENT AND DATA IN YOUTH JUSTICE SYSTEMS AND PROGRAMMES'

JOHN REDDY

'THE NEEDS AND VOICE OF YOUNG PEOPLE IN CONTACT WITH THE POLICE'

ASHLING GOLDEN

DR LUCY MICHAEL

'DIVERSITY, EQUALITY, INTEGRATION AND POLICING IN IRELAND'

ROSE DOWLING

'YOUTH COMMISSIONS ON POLICE AND CRIME: PARTNERSHIPS BETWEEN YOUNG PEOPLE, POLICE AND POLICE & CRIME COMMISSIONERS'

DR ADAM CRAWFORD

'PROMOTING POLICE-ACADEMIC RESEARCH PARTNERSHIPS'

1   Introduction

The Authority regularly engages with researchers and academics working in the field of policing services or oversight, both to develop a better sense of current research outputs and capacity in the sector, and also to cultivate the development of policing research in Ireland.

To further foster this engagement, the Policing Authority held an online webinar for academics, researchers, and participants from some relevant criminal justice agencies on the 10th of September on the theme of 'Children, young people and the police: building confidence and trust', with eight speakers and 70 attendees in total. The keynote presentation was delivered by Mr. Keith Fraser (Chair of the Youth Justice Board of England and Wales) and this was followed by inputs from a range of speakers with significant experience in the area of children and youth justice.

Structure of the event

The focus of the event was on facilitating interaction and discussion between the participants and the speakers themselves; hence the introduction of two 'small group' sessions to facilitate this networking.

- The first discussion group session followed the presentation by the key speaker Mr Keith Fraser and participants were placed in small groups to consider the specific role of research in fostering confidence and trust between young people, children and the police. A summary of the feedback from these sessions is in section 5.
- The second group session divided the webinar into 6 workshops. Each workshop had a practitioner/researcher speaking about their work in the area of young people and policing. The aim of this session was to provide a conducive environment for participants to discuss the issues raised by the presentation. A broad summary of the discussions in each workshop is included in section 3.

In her introduction, Authority member Judith Gillespie welcomed the fact that there were so many people who want to contribute to the conversation. Following a brief outline of the role of the Authority in relation to overseeing policing performance, Ms Gillespie stressed the importance the Authority places on the relationship between the Garda Síochána and young people. She mentioned some of the work the Authority has undertaken to highlight and address the issues facing children and young people, including:

- **Code of Ethics:** drafted by the Authority as one of its first actions in 2016, the Garda Síochána Code of Ethics specifically references children as requiring special consideration because of their age and vulnerability;
- **Surveying of Public Attitudes:** the addition of a booster sample of young people to the Garda Public Attitudes Survey on young people's trust and confidence in the Garda Síochána allows inclusion of the voice of the child;
- **Themed meetings:** public meetings on topics such as Juvenile Diversion and child sexual abuse have helped to highlight the importance of these issues;
- **Visits to Youth Diversion Schemes**: Authority members have had the opportunity to witness the positive outcomes such restorative processes can have;
- **Funding of research**: on children and policing in Ireland.

Ms Gillespie outlined that engagement with academics and researchers **adds huge value** to the Authority's understanding of policing, and that she hoped that this event would give the Authority a sense of the available and potential future research in the field. She also pointed out that academics are also citizens with lived experience of policing.

Finally she stressed that there has never been a more **important time** than now to consider the relationship between young people and policing. The international literature not only suggests that young people are more likely to be victims of crime, but that they are arguably also being affected the most by Covid-19 restrictions. The **quality of the relationship** between young people and policing has never been more critically important.

2   Plenary: 'Increasing Trustworthiness of the Police in the Eyes of Children by Adopting a Child-First Approach'

The keynote speaker was Mr Keith Fraser, who was recently appointed Chair of the Youth Justice Board of England and Wales, and was previously a Superintendent and Chief Inspector in the West Midlands Police. His presentation, titled 'Increasing Trustworthiness of the Police in the Eyes of Children by Adopting a Child-First Approach' was based on the implementation, function, and advantages of the Child-First approach used by the Youth Justice Board for England and Wales. His presentation is summarised briefly below.

In his presentation Mr Fraser outlined a number of key points around the 'Child-First approach' taken by the Youth Justice Board. A recording of the full presentation is available on the Policing Authority website, but some of the key themes and issues touched on in the presentation and the discussion which followed are outlined briefly below. They include:

- **Why use the Child-First approach?** The presentation looked at the science behind brain development in young people, indicating that a child's brain is not fully developed until far into their early 20s: 'While the actions may be grown up, the child behind them is not';

- **Defining a Child-First approach**: while there is no concrete definition, the Youth Justice Board is looking at four key factors:

    - What is in the best interest of the child?

    - How the youth justice system can develop children's individual capacities, through the way they are engaged and worked with?

    - How can they collaborate with children in a way that is meaningful to them?

    - The promotion and use of non-criminalising options, where appropriate;

- **Building a trusting relationship**: this was a central element in the presentation and in the questions which followed. Developing a trusting relationship with children is imperative as it allows the youth justice system to gain an understanding of the motives and variables at play in that child's life. This relationship is then used as a catalyst for change;

- **The impact of trauma**: being trauma-informed is an important part of the Child-First approach. Adverse childhood experiences and trauma that go unrecognised often lead to significant social and cognitive effects. This can lead to a misinformed perception of children

as they progress through the youth justice system, often being treated as adults who deserve punishment, rather than as a vulnerable group;

- **The importance of diversion**: diversion is a cornerstone of the Child-First approach. Mr Fraser provided the example of the Wales pre-court Diversion Process, called the Bureau, which assesses, assists, and supports the child who comes in contact with the law. By using joint involvement between the child, the child's family or carer, and the police, it creates a joint decision making process which chooses non-criminalising consequences;

- **Drawing on expertise**: Mr Fraser referenced a range of research that the Youth Justice Board draws on, including the use of user-testing groups from the justice innovation sector made up of academics, police, and social workers. User-testing groups are used as an evaluating method to determine if the service/program being implemented in the justice system is valuable for its intended users.[1]

A Q&A session followed. Responding to questions, Mr Fraser discussed the **role of leadership and culture** in police forces in sustaining progressive protocols, reviewing the **age of criminal responsibility** in England and Wales, and the place of **restorative justice within the Child-First approach,** amongst other matters.

3 Workshop Sessions

There followed six workshops, led by speakers across a range of topics. Speakers presented for around 10 minutes followed by a discussion with participants. Brief summary notes below pull out some key issues and themes discussed. Where available, slides created and used by the speakers in their presentations are available on our website.

3.1 Workshop 1: 'Challenging the Stigma of Criminalised Identity in Young People' (Dr Jo Deakin)

In this workshop Dr Jo Deakin talked about the effects that stigmatisation and labelling young people as potential offenders have on them[2]. By placing criminalising identities on children at a young age it creates a structural and contextual issue for them. This stems from a systematic failure to treat and respect each child's needs and wants, as it does not put the needs of the child first. These criminogenic stigmas can begin at a very young age and lead to separation from their peers in school, and behavioural issues. There is a need to challenge this in order to ensure that every child receives equal and fair treatment and chances in life.

Formation of criminalised identities begins with the interaction between young people and police at a community level. Some themes discussed in the context of challenging stigmatisation of young people included:

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[1] Hagan, M. (2019). 'User Testing New Ideas – A very practical guide on how to recruit, schedule, and conduct early stage user testing sessions for ideas for new services' v2.
https://docs.google.com/presentation/d/12PGBEsFPKqlZYcfh2PStezHm02cJHK2_1cmTM41J2ZM/edit#slide=id.g2a08aa3bb5_0_21

[2] Deakin, J., Fox, C., & Matos, R. (2020). Labelled as 'risky' in an era of control: How young people experience and respond to the stigma of criminalized identities. European Journal of Criminology.

- **Challenging stigmas**: the first step is for community police to have a greater interaction with young people, and develop positive relationships with them;

- **Changing the 'them' and 'us' relationship**: in labelled communities (often those displaying a high number of deprivation indicators) young people feel they are heavily policed and heavily regulated, which furthers the detachment from societal norms;

- **Understanding variation of treatment:** positive interaction and engagements with police occur, but this varies across the socioeconomic spectrum;

- **Reconsidering punishment**: the current punitive political rhetoric is resulting in a climate of regulation, criminalisation and reduced life chances, only fuelling stigma more;

- **Rebuilding trust**: there is a wider need to pivot policy for future generations, as some young people do not trust the police or feel trusted by them.

Dr Deakin concluded by setting out guidelines that can help to challenge stigma and labelling, through encouraging effective dyadic relationships in policing and interventions:

1. Listening, hearing, responding and using appropriate (non-stigmatising) language allows building of relationships of understanding;

2. Focusing on developmental elements and future opportunities can lead a young person towards better choices and away from the criminal label;

3. It is important to create safe spaces to allow young people to engage with support workers and carers honestly;

4. Interventions that are co-created by young people and law enforcement are more likely to be engaging and successful for young people.

Themes that arose during the discussion included: the tendency of young people and the police to focus on negative interactions whilst there is **learning** to be gained **from positive interactions** and relationships between young people and the police; the need to acknowledge **young people's views, experience and wisdom** in forming policy; the need to look at **building capacity** in police officers to deal with young people without panic, through training, and also bridging the **gap** between theory and practice; the importance of treating young people with respect **and treating children as children and as individuals**, rather than as young offenders or gang members; the potential for the **erosion of trust** during the recent Covid-19 restrictions; and the 'teachable moment' of the Black Lives Matter movement.

3.2   Workshop 2: 'Measurement and Data in Youth Justice Systems and Programmes' (John Reddy)

In this workshop, John Reddy presented some outcomes of the 'Making it Count' project[3], completed in 2019, as part of the Research Evidence into Policy, Programs and Practice (REPPP)

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[3] Reddy, J. and Redmond, S. (2019). Improving the Measurement of Effectiveness in the Irish Youth Justice System 2019. Research Evidence into Policy, Programs and Practice (REPPP).
http://www.iyjs.ie/en/IYJS/Making%20it%20Count%20(2019)%20IYJS.pdf/Files/Making%20it%20Count%20(2019)%20IYJS.pdf

project[4], a strategic research partnership between the University of Limerick and the Department of Children and Youth Affairs. The Making it Count project compared data infrastructure across 6 police jurisdictions, and in Ireland. Some of the themes discussed were:

- **The importance of data:** decision makers use the data that is provided to them to inform policy. The quality of the data provided must, therefore, be of good quality: accurate, timely and responsive to information needs or gaps. When good data are used, good decisions can be made. In addition, collecting and measuring data is an important tool for holding service providers and the government accountable;

- **Data infrastructure:** the Irish system compared favourably to the other jurisdictions in the study and was found to require further development in cross-agency data collection and sharing, system-wide electronic data reporting hubs and databases, regular youth-specific crime surveys, and expert committees to evaluate and benchmark evidence-based practices and interventions;

- **Evidence of changes in a young person's life**: the presentation outlined work done during 2019 and ongoing in 2020 to inform data practices and the measurement of outcomes for young people in youth justice programmes (with all other currently collected and reported data); in particular, to measure 'soft outcomes' e.g. behaviour change, change in attitudes, self-esteem, impulsivity and improved regulation of emotions; and efforts to incorporate practitioner observation and recording of changes for young people in Ireland's 105 Garda Youth Diversion Projects.

The discussion following the presentation discussed the importance of **including children in research** about them; the use of **administrative data** and associated problems; issues related to **surveying young people,** amongst other topics.

3.3   Workshop 3: 'The Needs and Voice of Young People in Contact with the Police' (Ashling Golden)

Ashling Golden is the Justice Team Leader with the Solas Project, which works face to face with young people in programmes such as Rua, Compass and the Yard. **The Rua Project** located in the Liberties and reaching into Crumlin and Drimnagh in Dublin, works with re-offending young people who mostly deal with socio-economic trauma. The work described showed how these young people have low education levels and the majority have an addiction to a certain degree, with the most prevalent being cocaine or marijuana. Nearly everyone taking part in this project was reported to have a negative view of the police and would not go to them for help.

- **Time and a trusting relationship:** is key to the work being done by the justice team in the Solas Project. It was made clear that young people are often reluctant to join the programme initially and it takes persistent effort from the leaders to convince the children to join. It was explained that the leaders must show the young people that they won't give up or abandon them and that it is in their best interest to join the program.

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[4] Research Evidence into Policy, Programs and Practice (REPPP) Project webpage: https://www.ul.ie/engage/node/4291

- **Cognitive position change:** is the first pillar of need for the young people involved. This is to enable the young people to form a different view of themselves and the possibilities in life. The young people in the programme typically only know what they *don't* want and not what they *do* want to get out of life, sadly due to the fact that they never believed there was more to life than the addiction and crime they have experienced.

- **Structural and societal problems:** which include addiction and homelessness are only a small example of the problems facing these young people. It was explained how these make it seem impossible for young people to leave the life of crime, and how it deters any small desire to want to change, as most young people don't have the support and resources needed to move away from this life.

- **The Criminal Justice System:** is the final pillar in the success of rehabilitating young people involved in the project. The presentation examined how the justice system holds people back from change by instilling curfews, probation and other barriers, such as long waiting periods for court dates, making it more difficult for them to leave the criminal behaviour behind.

The discussion that followed focused around the themes of **education** and introducing children to the Garda Síochána at a younger age to create a relationship of understanding from the start. It was also established that **a change of tone**, to more positive openness, within the Garda Síochána was necessary for the relationship with young people to change. The final theme discussed was that of **prevention** - investing more in prevention programmes does benefit society economically and improves the safety of the public.

3.4   Workshop 4: 'Diversity, Equality, Integration and Policing in Ireland'
(Dr Lucy Michael)

In this workshop, Dr Lucy Michael discussed the factors affecting trust between the Garda Síochána and young people, including fairness, effectiveness, shared values, commitment to local community, procedural justice and police legitimacy. The implications of these interconnected themes were presented in the context of diverse communities, ranging from a focus on the first encounter young people have with the Garda Síochána; the idea of young people as the holders of rights, rather than potential offenders; police accountability; community policing evaluations; and the value of cross-level local relationships that support respectful interactions in the community. **Procedural justice** was stressed as this is perceived as a real issue for communities and a range of issues around this were discussed including:

- **Factors affecting trust**: some of the issues discussed included that young people's first encounter with the Garda Síochána is often as a child in a family that has complained of local harassment. However the response received often involved investigation of their immigration status, which shapes the young person's view of Garda members;

- **Low trust among those reporting hate crimes**: Dr Michael went on saying that INAR Irish Network Against Racism (INAR) have previously reported such low trust, and the Garda Síochána had suggested this may be due to experiences in previous countries of residence. However expanded questioning shows that this does not seem to be the case, that it is

specific to the Garda Síochána, and that generally immigrants have become less, rather than more, trusting;

- **The 'police gaze'**: referencing work carried out in Balbriggan, Dr Michael suggested that public order policing was replacing engagement with young people, to display to the community that young people are being controlled. Young people from minority ethnic backgrounds feel more scrutinised, or marked as different. Many migrant families report feeling 'other' and that they are seen as a problem in their community. The example of photos of the Garda Síochána checking in on white Irish families during the initial Covid-19 lockdown as a symbol of community policing was contrasted with the differing experiences of families from ethnic minority backgrounds, and particularly the use of extended powers during this period against Black boys;

- **Citizens-in-waiting**: young people are often seen as citizens-in-waiting but this status is doubly problematic if citizenship is not clear-cut. Some of the issues experienced by these young people included the fear of being the 'last man standing' and the fear of the public order van, as well as a feeling of being seen as interchangeable. In these communities, there seems to be much more awareness of rights among young people than their parents;

- **Community policing:** problematic aspects addressed included structural issues, that community policing was not appropriately linked to Ethnic Liaison Teams and that it is not traditionally seen as high status within the Garda Síochána.

The discussion was wide-ranging and included **disappointment** with the findings related to the poor trust with the Garda Síochána and the work that still needs to be done to build trust; research on **procedural justice** in Australia which helped to build trust; the **importance of local experience and contacts** (rather than social media) in shaping police legitimacy; the **diversity of the police workforce** in the context of a majority white workforce and how to build community trust in this context.

3.5 Workshop 5: 'Youth Commissions on Police and Crime: Partnerships between Young People, Police and Police and Crime Commissioners (PCCs)'

(Rose Dowling)

Rose Dowling is a founder of Leaders Unlocked, who pride themselves on enabling young people and underrepresented groups to have a stronger voice on the issues that affect their lives. The Youth Commission model was set up in the UK to enable young people to influence policing decisions in their area by working with the Police and Crime Commissioners (PCCs). The appointed Youth Commissioners are in a position to speak, grow and challenge the PCCs with the aid of structured workshops. This provides a safe and trusting way to express themselves and become solution focussed, while helping to develop an ethical framework. For her presentation Ms Dowling invited two Youth Commissioners to give first-hand accounts of their experience.

- **Youth Commissioners** Gabby and Katie described their reasons for getting involved with Leaders Unlocked. Gabby described how she found herself unemployed after graduating in criminal justice. Her experience with the youth commission led to her deciding that she wanted to work with communities. While Youth Commissioner Katie stated that she always

wanted to be a police officer, she described how her experience in the youth commission taught her that a lot of change is needed within policing. She learned that she can challenge the views of others, and it gave her the confidence to speak up.

- **Restorative Justice** was one of the themes in focus in this presentation. By bringing together a large and diverse community, for example in Nottingham City, it creates an opportunity to instigate a positive relationship with the police. Over-involving the police can create a negative effect on building trust, so maintaining the independence of the Youth Commissions was essential.

- **Opinions and attitude** towards police was highlighted as a problematic area. The initial attitude exhibited by police officers is one of reservation towards young people and not wanting to engage in a communicative relationship. The Youth Commission is tasked with challenging that attitude and breaking down the barrier of silence, encouraging young people to engage in communication.

The discussion following the presentation not only discussed restorative justice and attitudes towards police to a further level, but also **the research methods** used by the Youth Commission and **recording** the progress being made.

3.6 Workshop 6: 'Promoting Police-Academic Research Partnerships' (Professor Adam Crawford)

Prof. Crawford began his presentation by explaining the importance of fostering sustainable relationships that deliver organisational change through research co-production, knowledge exchange and data mobilisation.

- **Research co-production**: this combines products and users of the knowledge to not only identify the results but also focus on creating and implementing an actual change in societal problems. It benefits society and academia by creating a mutual respect between the user and producer of knowledge. Co-production also combines parties with different aims in the interest of making one commonly agreed knowledge that is socially dispersed and relational;

- **Interagency work**: there are many challenges in combining the diverse interests, priorities, goals and values of different organisations and institutions. Some of these problems include cultural differences between organisations, institutional defensiveness and power dynamics;

- **Success and challenges**: a clear set of principles is needed for co-production to be a success. The open, dynamic and flexible nature of co-production, however, means that these challenges are never settled. There must be mutual respect and recognition of these differences in order to function.

In the discussion that followed the participants discussed issues relating to **implementation** of the information resulting from the research. Participants felt it was important for the information to be resourced and **not just valued by academics**. It was felt more focus should be placed on the values of **infrastructure and the relationships**. The theme of **data** and the readiness and accessibility of this data was also discussed.

4   Closing Remarks

Professor Ursula Kilkelly wrapped up the afternoon's session, focusing on how to develop a research agenda which has impact, drawing on her extensive research experience generally, as well as on the specific research funded by the Authority under its 2019 Research Bursary on the experiences of young people being interviewed by the Garda Síochána.

Her remarks outlined some of the challenges and benefits of this type of research, which she suggested include ensuring for researchers that their research is relevant and has impact, and enriches them with real world experiences. For policy makers it ensures policy is progressive, influenced by the latest thinking and scholarship, and challenges ideas. Research of this type also, critically, allows access for policy makers (or bodies like the Garda Síochána and the Policing Authority) to voices that are seldom heard and difficult to engage directly. Prof. Kilkelly touched on a range of aspects of research partnerships and collaborations from the differing perspective of researchers and policy making bodies, concluding by stressing the responsibility of everyone, whether researcher or policy maker, to involve young people in their work, and the necessity to talk with them directly, hear what they have to say, and take it on board.

5   Feedback from the Discussion Room

Table 1: Feedback from First Discussion Rooms	
Main Theme 1: How has Research Helped/is Helping?	**Sub-themes**
Leadership was identified as important to change culture in police services. It was recalled that not so long ago in Ireland, research found that being a community police officer was not seen as an important function.	Leadership; police culture; community policing
Research has been key to showing that people under 24 should also be treated with specific care.	Brain development; age of criminal responsibility
Research was described as helpful in presenting the voices and experiences of children and young people, to inform practice in a meaningful way.	Voice/experience of the child; implementation
Research has been identified as a useful tool to promote relationship-based working between police, children and young people, as well as other key stakeholders.	Relationship-based working; multidisciplinary collaboration
Research can inform problem solving around potential and existing barriers to trusting relationships between children, young people and the police.	Identifying barriers
Research has shown that mistrust is ingrained in the relationships between police and young people.	Relationship
In France, an undercover journalist recently published findings regarding the aggressive nature of some police in dealing with children.[5]	Police culture
Research in Gloucester was discussed whereby youths at risk of contact with authorities engaged in creative arts with great success. Both young people and police found different perspectives from this.[6]	Innovative practices

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[5] 'FLIC' - https://www.theguardian.com/world/2020/sep/03/french-reporter-who-joined-police-exposes-racism-and-violence-valentin-gendrot
[6] Payne, B. et al. (2016). The Gloucestershire youth forum evaluation. University of Gloucestershire https://core.ac.uk/download/pdf/287022074.pdf

Main Theme 2: How could Research Help Further?	Sub-themes
Further research should listen to the voice of the child, as it is key, and in doing so research would result in more sustainable outcomes.	Voice of the child; sustainable research findings
Further research should consider the opportunity to study how young people view the Garda Síochána, follow young people over time and see how their relationships with the Garda Síochána evolve.	Longitudinal research; youth-police relationships
Collaborative research between the police and academia was identified as a promising practice.	Police-research partnerships
Research both at a higher level and greater depth was identified as a current need in the field.	Research needs
Action research studying pilot(s) (with a view to scaling up) and evidence-based intervention(s) from another country were seen as ways to learn from the implementation.	Action research; implementation
It was suggested that research could be undertaken to see if children, whose situations/cases were case managed, displayed a different attitude to the Garda Síochána compared with those who did not have that opportunity.	Impact; Youth Diversion
Listening to all types of young people, and not just having them handpicked so they say the right thing, has been deemed as crucial.	Voice of the child; diversity
Research studying the relationship of the police with children was regarded as limited and exploring issues of respect between children and the police should be considered.	Relationship
Research was seen as helpful to strengthen the argument that the age limit for Youth Diversion should be increased, and also to see the potential merits of linking in with the adult caution scheme.	Youth Diversion
Research was identified as a tool to convey children and young people's views and experiences to decision makers, who do not usually get to hear them otherwise.	Decision making; voice of the child
Further research regarding Ireland's Juvenile Diversion Programme was identified as a current need in the field. This would facilitate police understanding that the groups of children are not just 'pesky kids' and review how a welfare approach can be taken, rather than the public order offences route.	Youth Diversion; relationship

Main Theme 3: Obstacles to Research	Sub-themes
Giving the child a voice in the process was identified as difficult. It was reported that children don't necessarily think in future terms, that they need support to have a degree of agency. Obstacles at a societal level were discussed, e.g. regarding cultural expectations of crime and punishment with sometimes little appreciation of the impact of trauma or the development of the child, trust and legitimacy as a result of the way children are treated in the community, not just within the diversion project.	Societal expectations; voice of the child
The fear of 'retraumatising' children was perceived as an obstacle for researchers to including the voice of the child in research projects. However, little research is available that supports this view. Concrete actions must be taken in meaningful ways that really help children and young people realise their right to participate.	Voice of the child
Engaging with young people who have been through the criminal justice system was identified as challenging as their level of trust is usually low.	Trust
Ethically speaking, engaging with children in research in general, not just in policing, was identified as challenging. However, it was reiterated that it remains crucially important as it produces rich information and empowers children.	Voice of the child; child empowerment
Main Theme 4: Beyond Research	**Sub-themes**
Research was seen as plentiful but the main problem identified was the implementation of research in an operational setting in the police services.	Implementation
Sharing research findings and implementing ideas into policy and practice was identified as important.	Sharing findings; implementation
After discussing the community policing aspects of the recent Commission on the Future of Policing (COFP), it was seen as important to emulate the positive outcomes of the Bail Supervision Scheme as a template for collaboration towards supporting children in the Criminal Justice System.	COFP; Bail supervision Scheme
Giving consideration to the roles of stakeholders and local professionals in framing the research was raised as an important step in academic research, as well as getting approval and access to young people.	Local stakeholders
Language used around children and young people was identified as important.	Language

6   Biographies

6.1   Judith Gillespie

Judith Gillespie is a member of the Policing Authority and was a serving police officer for 32 years, leaving the Police Service of Northern Ireland as Deputy Chief Constable in 2014. In addition to running her own consultancy business, being a Visiting Professor at Ulster University, and her voluntary work in a number of areas, she is a member of the Probation Board for Northern Ireland. Ms Gillespie has also been appointed as the independent chair of the working group set up by the Northern Ireland Executive to examine Magdalene laundries, mother and baby homes and historical clerical child abuse.

6.2   Keith Fraser

Keith Fraser has over 30 years of operational policing experience, operating at a senior level in some of the most complex organisations within the policing and criminal justice sectors in England and Wales.

In January 2018, Mr Fraser was appointed as a board member of the Youth Justice Board, and then as Chair in April 2020. He is also the Non-Executive Director/Trustee at the Work Force Development Trust Limited, Advisor for the National Police Chiefs Council Digital Engagement Project for Young People, Chair of Employability UK and an Ambassador for Clean Sheet.

Prior to this, Mr Fraser was a Superintendent and Chief Inspector in the West Midlands Police, having joined the Metropolitan Police Service as a Constable. During his service he produced the 2016-19 Preventing Gang Involvement and Youth Violence Strategy and the supporting business plan, for City of Wolverhampton council, where he was also the Chair of the authority's statutory Youth Offending Management Board. He then led an innovative preventative project, targeting over 7,000 young people, working with Sport England.

6.3   Dr Jo Deakin

Dr Jo Deakin is Senior Lecturer in Criminology and Criminal Justice at the University of Manchester. Dr Deakin's research is situated at the intersection between youth work, justice and social policy addressing young people's responses to aspects of criminalisation, social control and stigma. Her recent project, PROMISE (European Commission, Horizon 2020) is a study of youth in conflict with authority across Europe. Drawing on this data, Dr Deakin's work explores the ways in which stigma is reproduced through interactions and interventions that label young people.

Dr Deakin has a particular expertise in participatory research, engaging vulnerable and hard to reach groups at all stages of her projects, including pioneering a peer-research method with young migrant men, and using arts-based methods and mixed media to disseminate findings and increase impact with policy makers, stakeholders and young people. She is an active member of the British Society of Criminology and a member of the Research Advisory Group at the Howard League for Penal Reform.

6.4   John Reddy

Mr Reddy's recent professional background is in research, evaluation and policy development across a range of child and family prevention and early intervention, social crime prevention, addiction and support programmes.

Since completing a Master's Degree in Community Development at NUI Galway in 2008, he has worked as researcher and evaluator on numerous research and programme evaluation projects on behalf of the UNESCO Child and Family Research Centre (UCFRC) at NUI Galway and the Research Evidence into Policy, Programmes, and Practice (REPPP) project at the University of Limerick (UL), among others. Mr Reddy is currently the lead researcher on the 'Making it Count' project, which studies how to make better use of evidence generated routinely in the youth justice system, in order to inform youth justice policy and practice.

6.5   Ashling Golden

Ms Golden is team leader over the Justice Programmes in Solas Project. These projects actively engage young people aged 15-24 who are no longer suitable for diversion, are before the courts or are in prison and returning to the community post custody. She works face-to-face with young people, while also managing the staff and activities. Previously, Ashling worked for eight years in a Garda Youth Diversion Project in Dublin's North Inner City, as well as with Roca in Boston, an organisation focused on young gang members.

Ms Golden has a BA in Public Administration and Community Development from the University of Limerick, as well as a Master's in Youth and Community Work from NUI Maynooth. She completed a Level 7 qualification in Youth Justice, a Level 8 in Restorative Practice and Mediation and is currently undertaking a Master's degree in Criminology in TU Dublin.

6.6   Dr Lucy Michael

Dr Lucy Michael is a sociologist in practice and consultant on equality and integration issues. She is also a Commission Member on the Irish Human Rights and Equality Commission.

Her work particularly addresses racist discrimination and violence, experiences of victims, and the roles of statutory institutions and civil society in combating hate crime and exclusion. She is author (with Bryan Fanning) of "Immigrants as Outsiders in the Two Irelands" (MUP, 2019), and (with Samantha Schulz) of "Unsettling Whiteness" (Brill, 2019).

Dr Michael has conducted research with a wide range of public and private sector bodies including the International Organisation for Migration, UK Home Office and European Network Against Racism. She is co-author with INAR of the iReport.ie reporting system used to map racist incidents in Ireland. She previously held lecturing posts at Ulster University and University of Hull, and is a former President of the Sociological Association of Ireland.

6.7   Rose Dowling

Rose Dowling is the founder and CEO of 'Leaders Unlocked', an award-winning social enterprise that enables young people to have a stronger voice on issues that affect them in society. Leaders Unlocked supports young adults across the UK to play a leadership role in addressing the issues they are passionate about - including criminal justice, policing, education and health.

Within the policing sector, Rose has developed the innovative Youth Commission model, which has now been adopted in 13 police forces across England and Wales, and which allows young people to influence decisions about policing and crime prevention in their areas.

6.8   Professor Adam Crawford

Adam Crawford is the Director of the Leeds Social Sciences Institute (LSSI) at the University of Leeds, where he is Professor of Criminology and Criminal Justice. In 2013 he established the N8 Policing Research Partnership, a collaboration between eight universities and policing partners in the north of England, and was Director until early 2020. His research has focused on policing, urban security, restorative justice and victims of crime.

He is a Fellow of the Academy of Social Sciences and, in 2016, was made an Honorary Lifetime member of the British Society of Criminology. Recent books include: "Legitimacy and Compliance in Criminal Justice" (2013) and "International and Comparative Criminal Justice and Urban Governance" (2011). He has published in academic journals including the British Journal of Criminology, Policing & Society, Theoretical Criminology and Urban Studies. From 2010-15, he was the Editor-in-Chief of the journal *Criminology and Criminal Justice*.

6.9   Professor Ursula Kilkelly

Professor Ursula Kilkelly is a professor of law at University College Cork, who has published nearly 100 articles, books and research reports on children's rights and youth justice, including policing and Garda Diversion. At UCC, she has taught Juvenile Justice for over 20 years on the LLM programme and she is co-editor of *Youth Justice*, the Sage journal.

Prof. Kilkelly is Principal Investigator (PI) on a major Irish Research Council COALESCE grant to develop research-informed youth justice policy in Ireland, and is co-PI with Dr Louise Forde on one of the first research bursaries awarded by the Policing Authority, to explore children's experiences of their rights during police questioning. She chairs the Board of Management of Oberstown Children Detention Campus (www.oberstown.com). Her profile is available at http://research.ucc.ie/profiles/B012/ukilkelly and she is on Twitter @ukilkelly.