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The VOW Project

VOW: Children's Rights & Wellbeing Impact Assessment (CRWIA) statement

The VOW Project delivers a range of services to young people aged between 10-24 years.

The VOW Project is a unit made up of 3 Plain Clothes Constables and a Uniformed Sergeant. There are also 3 mentors with lived experience of prison, trauma and addiction who work in partnership with Police to overcome barriers and offer the following support:

There are two strands to the VOW project. The first is the delivery of TYLA (Turn Your Life Around Talks). These are delivered to school pupils aged 10 years plus. These talks utilise the Mentors to share their experience through school talks, with the aim being to improve young people's awareness of issues and increase their confidence in seeking help where required.

The second strand of the project is working with young people aged 16-24 years involved in criminality to provide support and co-ordinate services to ensure that the young person receives their bespoke program to deter them from criminality and improve their outcomes in relation to wellbeing and education/employment. This support can include:

- **Reducing Offending - Emotional Wellbeing - Housing/Benefits**
- **Drug/Alcohol Dependency/Recovery Services - Employment/Training Opportunities**

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Delivery areas: City of Edinburgh and surrounding suburbs.

- 1- Which articles of the UNCRC does this policy/measure impact on? (Highlighted in Green)
- 2- What impact will your policy/measure have on children’s rights? (Examples within Column’s) – To add examples

Article 3 (best interests of the child)	TYLA talks delivered on request by schools, based on need. Client based activity is a voluntary project with consent and co-operation of the young person who have ownership of their plan. Working alongside parent / carer / lead professional. Staff are aware of child and adult protection protocols and escalation processes.
Article 6 (life, survival, and development)	Through partnership work provision of food parcels, technology to reduce digital exclusion, gym memberships, travel passes, training and qualifications leading to employment. Support process through criminal justice system and reduction of offending.
Article 18 (parental responsibilities and state assistance)	Engagement and appropriate information sharing with both parents, lead professionals and other key stakeholders to encourage and enhance familial relationships. All parties included in decision making process where applicable.
Article 19 (protection from violence, abuse, and neglect)	Educate children through TYLA talks to avoid harm and to seek assistance when required. Reducing threat, risk and harm. Identify risks, implement safety plans with partner. Submit information and intelligence to relevant partners via appropriate channels.

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Article 24 (Health and Health services)	Signposting to addiction services and General Practice. Partnerships provide nutritious food supply to mitigate malnourishment. Provision of counselling services to address trauma and support mental health. Through partnerships a focus is placed on physical and mental benefits of leisure and play and culture. Gym memberships Yoga Referrals into organisations in relation to music and the arts Encouragement to participate in team sport
Article 27 (Adequate standard of living)	Housing support Benefits DWP Interview preparation Assistance to access additional support from local partner agencies
Article 29 (Goals of education)	Establish a plan in relation to key interests skills to be developed or enhanced. Training and qualifications with Access To Industry Education and qualifications through Projekt 42
Article 33 (Protection from drug abuse)	Signposting to drug addiction and health services. Engagement with housing at local authority and Registered Social Landlords to reduce vulnerabilities and exposure. Identification of those vulnerable and utilising links with NHS assertive outreach and fast track referral to drug and alcohol services.
Article 39 (recovery from trauma and reintegration)	Trauma informed approach via peer mentor lived experience. Understanding of adverse childhood experiences. Partnerships with counselling services, bereavement support, health services, drug and alcohol support.

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Article 40 (Juvenile justice)	Link with Police Scotland Youth Justice Sergeant with overview of offending across Edinburgh. Signposting to diversion from prosecution where appropriate. Supporting young people through the criminal justice process. Aim to reduce or eliminate offending.
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3- Will there be different impacts on different groups of children and young people?

The project does not proactively target any groups of children or young people in relation to membership of a social group / protected characteristics. However, does stipulate age criteria with lower and an upper limit.

The VOW project has been funded to work with children and young people aged between 10-24 years (10 – 16 years relates to TYLA talks only). Referrals can be made for support from the project, if the young person meets the following criteria:

- Committed two or more offences in the last 12 months.
- Reside within and / or has an offending history in Edinburgh
- Aged 16 and over.
- **The young person must show a willingness to reduce their offending.**

4- If a negative impact is assessed for any area of rights or any group of children and young people, can you explain why this is necessary and proportionate? What options have you considered to modify the proposal, or migrate the impact?

The VOW project does not have any negative impact upon the rights of any groups of children and/or young people.

5- How will the policy/measure give better or further effect to the implementation of the UNCRC in Scotland?

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The VOW project works directly with children and young people from a variety of different backgrounds but in most cases they come from childhood adversity and/or have experienced trauma and have involvement in criminality. The project aims to have a significant positive impact on the young person's learning and understanding and look at options on how to cope through various supports as well as educating the individual on their rights and how to utilise these. The programme will also provide the children and young people with increased opportunities in the hope to secure a positive destination through employment, education or training to reach their fullest potential.

6- How have you consulted with relevant stakeholders, including involving children and young people in the development of the policy/measure?

The VOW project is a voluntary project whereby each young person's engagement is key.

If the young person makes the decision to commit to the Project they will complete an assessment and consent to information about themselves to be shared. This allows the VOW Project to create a tailored plan and monitor and review their progress. The young person can disengage at any time, whether this be through choice, following supports or if the timing is not right for the individual.

The sharing of information between agencies assist the project to provide the best service for the young person's needs. Information about the young person will only be provided to those who need it for the purposes of the young person's care or for achieving VOW Project objectives namely:

- Reducing drug and alcohol linked offending
- Reducing anti-social behaviour
- Promoting community safety and well-being
- Reducing the fear of crime
- Encouraging offenders to become involved in training and work initiatives.

The information shared will be accurate, relevant and proportionate and will comply with data protection legislation.

Each young person's case is designed with the centre focus on the young person's views, goals and achievable outcomes.

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7- What evidence have you used to inform your assessment?

We have collated feedback through evaluations with children and young people and have captured their individual experiences through quotes to reflect their involvement with the project. We have regular discussions/team conferences with Cashback partners and statutory and third sector partners to ensure we are up to date and relevant as well as having an oversight of each client's support package. Where appropriate and consent is given we have also involved the young person's parents/ guardians / lead professionals to highlight their views on the engagement from the young person since having the support of the VOW Project and how such engagement has impacted the development of young person through diversion.

8- How will the impact of the policy/measure be monitored?

The four police officers who work within the VOW Project will be responsible for monitoring the impact at a service level. The officers each day provide updates on interactions and meetings this is also fed back to line management and recorded appropriately. The VOW Project currently collate monthly and quarterly returns to document the work conducted in the form of case studies and submit to stakeholders.

9- How will you communicate to children and young people the impact of the policy/measure on their rights?

Young people are informed about their rights from the initial discussions when signing with the VOW Project. Staff involved in the Project also provide information as to what the Project intends to offer to ensure everyone's interests are best served in providing

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support, care and compassion to all those involved in an attempt to promote healing, address the underpinning issues, prevent future harm and restore relationships wherever this is possible.

10- Sign and date

Policy Lead Signature & Date of Sign Off: Inspector Gordon Duff, Prevention, Intervention and Partnerships, Police Scotland, Edinburgh, 04/12/2023.

Deputy Director Signature & Date of Sign Off: Sergeant Valerie Gray, Prevention, Intervention and Partnerships, Police Scotland, Edinburgh, 04/12/2023.

Link to UNCRC articles:

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

Wellbeing Indicators

Safe:	Protected from abuse, neglect or harm at home, at school and in the community.
Healthy:	Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices

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Achieving:	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community
Nurtured:	Having a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting
Active:	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
Respected:	Having the opportunity, along with carers, to be heard and involved in decisions that affect them.
Responsible:	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
Included:	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

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