



Participation Pack

Serious Violence and Knife Crime



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Foreword

Thank you for taking the time to use this pack and activities with young people you work with to share their feedback and experiences of serious violence.

My role as Police and Crime Commissioner (PCC) is to be the voice of the people and hold Dorset Police to account. The purpose of this pack with supporting activities is to support my Office to hear the voice of Dorset's children and young people.

I want to better understand children and young people's experiences of serious violence and knife crime in Dorset and their ideas on how to improve safety for all our communities. This is an important part of a wider information gathering exercise which will bring together data and lived experience to form a clearer picture and help us invest in initiatives that ensure Dorset remains one of the safest county's to live.

This pack is a comprehensive guide to support practitioners from across the two local authority areas to involve young people in conversations about serious violence. Your experience around this topic may vary so we encourage you to use the information in the pack as necessary.

The pack is in two parts, the first part is all the information you will need as a practitioner ahead of running the activities. The second part are the activities. The activities will take the group on a journey learning about what serious violence is, how communities are affected, myth busting around reasons people carry knives, places to get support and people to tell.

Why are we asking children and young people their views?

The serious violence duty mentions specific groups of young people who are more likely to be affected by serious violence and therefore extra effort is made in order to hear from these young people.

We want to ensure the views of those who have lived experience inform the work we do to reduce serious violence. This participation pack is designed to support the OPCC's wider youth participation strategy which can be found on our website: [Dorset PCC Engagement | Get Involved](#)
[: Dorset Police & Crime Commissioner](#)

Thank you again for supporting the young people you work with to share their views about such an important topic.

Our Engagement Model

We acknowledge that for many reasons, children and young people may feel reluctant to share their lived experience of serious violence with us. We have therefore developed this tool to support those working with young people to capture their voice and share it with us.

To ensure this is meaningful for young people, voice is not enough. We need to facilitate a two-way ongoing conversation where young people see the impact of sharing their voice on decision making. Following each cycle of youth participation, the Police and Crime Commissioner will feedback to young people on any questions they have raised and on how their voice has made a difference.

We will use this method of participation to further develop the routes young people can use to share their voice which will include focus groups with young people named in the serious violence duty and a youth voice network.

What is Participation?

Principles of Participation

- Ensure children and young people understand their rights
- It's their choice to be involved, don't force them to take part if they aren't comfortable and make sure they fully understand their involvement
- Make sure they fully understand how their views will be used
- Value all views
- Close the loop; how do you plan to feedback the outcomes of their views being shared?

The United Nations Convention on the Rights of the Child contains 52 standards that set out the Rights of the Child.

- **Article 12:** Children and young people have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.
- **Article 13:** Children and young people have the right to get and to share information, as long as the information is not damaging to them or others.
- **Article 17:** Children and young people have the right to receive, seek and give information.
- **Article 23:** Disabled children and young people have the right to active participation in their community
- **Article 2:** Requires all of the rights in the convention on the Rights of the Child to be implemented for every child, without discrimination.

Benefits and Barriers to Participation

Benefits:

- Build self confidence
- Empowerment
- Learning new skills
- Connecting with other children and young people
- Opportunity to influence and have their voice heard

Barriers:

- Lack of confidence
- Resources
- Time
- Availability

What is Serious Violence?

Serious violence includes offences which cause the most harm to our community and include:

- Murder and attempted murder
- Knife crime
- Grievous Bodily Harm (GBH)
- Domestic Abuse
- Sexual Violence

There is no national definition of serious violence but Dorset and BCP Community Safety Partnerships have identified this list as the most serious in our area.

What is the Serious Violence Duty?

The Serious Violence Duty makes councils, police, health and other local services work together to share information and identify activities to prevent and reduce serious violence.

Keeping Safe

When conducting participation activities related to serious violence and knife crime we need to take steps to support young peoples psychological safety and physical safety. All activities related to this tool kit should be delivered through trauma informed engagement and practitioners need to follow relevant safeguarding procedures if a disclosure is made by a young person during the activity.

Trauma-Informed Engagement

Trauma-informed engagement means interacting with individuals, particularly those who have experienced trauma, in a way that is sensitive to that trauma. The goal is to create a safe space and supportive environment that minimises the risk of re-traumatisation and promotes healing and empowerment.

Key Principles of trauma-informed engagement include:

Safety: Ensuring physical, emotional and psychological safety for individuals is paramount. This includes creating environments where people feel secure and respected.

Trustworthiness and Transparency: Building trust through clear communication and transparency in decision-making processes helps individuals feel secure and valued.

Peer Support: Encouraging relationships that support healing, whether through professional support or community-based connections, recognises the importance of shared experiences in recovery.

Collaboration: Acknowledging the importance of partnership, the principle promotes power-sharing and collaboration between service providers and individuals.

Empowerment: Voice and choice: Empowering individuals by honouring their autonomy and giving them a voice in their care or engagement helps in their recovery journey. This principle emphasises the importance of recognising and building strength.

Cultural Considerations: Being mindful of and responsive to cultural, historical and gender differences is essential in understanding the unique experiences of trauma of survivors and ensuring that services are equitable and inclusive.

We ask you to take a trauma informed approach when using this participation pack. Please consider how conversations about serious violence and knife crime may affect your young people.

Safeguarding

In order to ensure the safeguarding of the young people taking part in the activities in this pack please consider the following:

1. Talk to young people about what confidentiality means and that you may need to share information onwards if there is a disclosure made.
2. Ensure young people understand the content of the activities and that if they wish, they do not need to take part.
3. Consider having a trusted adult available during and after the activities for young people to talk to if they have any concerns or worries about the content.
4. Get consent from the young people stating they are happy to take part in the activity.
5. Familiarise yourself with your own organisations safeguarding policy.
6. Ensure that you give young people information on what to do if they are worried about themselves or a friend.

Below are details of our local reporting processes and safeguarding resources that you may find helpful:

In an emergency always call 999

BCP Area	<p>Concerns about a child living in the BCP area? Contact Children's First Response Hub</p> <p>If you're a member of the public please telephone, 01202 123334 or e-mail the team at childrensfirstresponse@bcpcouncil.gov.uk</p> <p>If you're a professional please complete the Inter-Agency Referral Form.</p> <p>First Response Hub opening hours: Monday to Thursday, 8:30am to 5:15pm and Friday, 8.30am to 4.45pm. The out of hours service offer emergency support for any child who is in crisis, needs urgent help or is at serious risk of significant harm.</p>
Dorset County Area	<p>Concerned about a child living in the Dorset County area? Family Support and Advice Line</p> <p>If you're worried about the safety or wellbeing of a child or young person who lives in Dorset contact the Family Support and Advice Line.</p> <p>Name: Single point of contact for safeguarding concerns Tel: 01305 228558</p> <p>Monday to Friday: 8am to 10pm</p> <p>Saturday, Sunday and bank holidays: 9am to 10pm</p> <p>For out of hours emergencies call: 01305 221000</p>
NSPCC	<p>Professionals</p> <p>You can contact the NSPCC Helpline by calling 0808 800 5000, emailing help@NSPCC.org.uk or completing the report abuse online form.</p> <p>Children and young people</p> <p>Childline offers free, confidential advice and support whatever your worry, whenever you need help.</p> <p>0800 1111</p>

Fearless	<p>What is Fearless?</p> <p>Fearless enables young people to pass on information about crime 100% anonymously.</p> <p>0800 555 111</p> <p><u>Fearless: Anonymous Reporting for a Safer Community Crimestoppers</u></p>
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CPI Form	<p>Community Partnership Intelligence Form</p> <p>This is an online form for professionals to share intelligence related to adults of concern, locations of concern or children at risk. Your concerns may relate to county lines, gang activity, knife crime, child abuse, sexual offenses or any other crimes you feel Dorset Police needs to be aware of.</p> <p>This form can be used to share information you have heard from children and young people you are supporting and does not require you to provide their details.</p> <p><u>Community partnership intelligence Dorset Police</u></p>
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Session plans

Activity 1: Set Boundaries

Aim: To introduce the sessions, set boundaries and prepare the young people to be at ease and in a place where they feel ready to reflect and talk openly. Please ensure you have considered all aspects of safeguarding by referring to the 'Keeping Safe' section of this pack before starting the activities.

Resources:

- Tube of toothpaste.
- Piece of card.

Part One: Review your established ground rules and ask the group if they feel there is anything additional you need to add to make sure we all feel safe to talk about serious violence and knife crime.

Part Two:

1. Ask for a volunteer (or nominate someone).
2. Hand them a sheet of card and tube of toothpaste – tell them their task is to empty the contents of the toothpaste onto the sheet of card.
3. When they have done this ask them to hand the card to the person sitting next to them. Tell that person their task is to put all the toothpaste back in the tube – but explain that they can't cut the tube and there can't be a single bit of toothpaste left on the card or their hands.
4. Ask the rest of the group to help them/ give them ideas - the group should quickly come to conclusion that it's not possible.
5. Questions for the whole group:

a. What has this exercise got to do with confidentiality in a group?

b. How is the toothpaste like information that we share?

6. The group may come to this conclusion, but if necessary explain the following points:

a. Once information is shared in a group setting we can never completely control what happens to it

b. While we are all committed to respecting each other's privacy we need to recognise that we can't guarantee that someone might not accidentally share something.

c. For this reason we all need to make sure we are only sharing information in a group that we feel comfortable to share.

7. Thank the volunteers and the group for taking part.

Activity 2: What is Serious Violence?

Aim: For children and young people to learn and understand what serious violence is. Please ensure you have considered all aspects of safeguarding by referring to page 8 and 9 of this pack before starting the activity.

Resources:

- **Serious Violence flash cards (Annex)**
- **Young People's Questionnaire**

Part One: Using serious violence flash cards from the resource pack lay them out in the space you have and ask young people to categorise them as being or not being serious violence based on their knowledge.

All of the cards describe things which are illegal and by no means is one better than the other. We are asking the group to decide which crimes would come under the heading of "Serious Violence" in Dorset and BCP.

Whilst the group are doing this, encourage conversation as to why they think what they do.

Part Two: When the cards have been categorised go through each card and reveal if it comes under the local definition of "serious violence" and how this might impact the group.

Tip: Young people tend to be surprised that arson and kidnapping aren't serious violence as they can tend to involve hurting someone. This is because if someone is hurt during the crime the perpetrator will be charged with two offences e.g Arson and GBH.

Young people are also surprised that possession of a weapon is serious violence. This is due to the "intent" behind carrying a knife. Ask the group to list reasons why someone may choose to carry a knife. Do any of the reasons have a positive intent? Or are they generally negative reasons?

Part Three: Ask the group to complete the "Young People's Questionnaire" either via this link: <https://www.surveymonkey.com/r/97DGB8F> or by printing copies of the questionnaire later in this document.

It is important that young people complete the questionnaire before taking part in the next activity.

Record the findings: Please use the sessions feedback form to capture conversations the group have and any points you feel would be helpful.

Activity 3: Knife Crime

Aim: To bust myths around serious violence and for young people to feel confident and empowered advocating the truth about the topic.

Resources:

- **Knife Crime Truth or Lie questions (Annex)**

Step 2: Ask the group to stand in the middle of the room labelling one side “Truth” and the other side “Lie”.

Read out each card and ask the group to move to the side of the room they think is relevant for each statement you read out.

Once each young person has chosen a side of the room, give them the answer and encourage the group to discuss their thoughts on each question and the correct answer.

Prompt Questions:

- Why do you think that one was a truth/lie?
- Were you surprised with the answer?

Step 3: As a group discuss who young people might tell if they were worried about someone carrying a knife or being involved in serious violence.

Prompt Questions:

- Who might you be able to turn to when you're concerned about you/your friends safety?
- If you do not feel comfortable talking to your parent or carer, who else is there that you could speak to?

Step 4: Please use the session feedback form to record conversations throughout the activity. We would like to understand young people's views and hear the impact of the activity.

- What are the main discussion points?
- Did the activity change any of the young people's views?
- Did you hear anything surprising?

Activity 4: Wash Up

Aim: To check in with young people, find out how they found the session, and if they need any support.

Step 1: Serious violence and knife crime are complex issues which need a whole community response. What commitments could we as a group agree to make a difference in our community?

- Pledge not to carry a knife.
- Challenge friends views and opinions about knife crime
- Share the details of this consultation with my peers to support decisions makers and have a better understanding of young people's lived experience

Step 2: Have you captured all the views, thoughts and conversations that took place during the activity on the session feedback form?

Were there any key points that came up during the activities that you think would be useful for us to know?

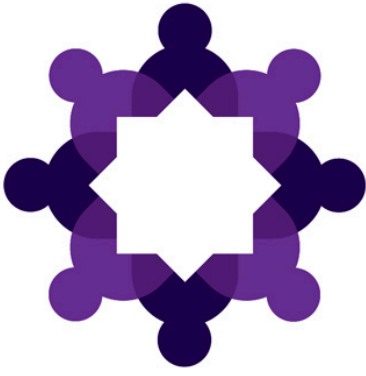
Are there any questions related to serious violence and knife crime the group would like to put to the Police and Crime Commissioner? How would the group like to receive feedback? (in writing or a video response?)

Step 3: Key considerations:

- Have you checked in with your young people?
- How are they feeling?
- Were there any concerns you need to share onwards?

Step 4: Considerations for young people:

- How are you feeling?
- Do you need further support or a conversation around any concerns?
- Do you have any other questions you need answering?



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Session Feedback Form (Facilitators)

Who are your young people?

Thank you for completing the activities within this Participation Pack. In this section we will ask you information about the session you have just run so we can understand the demographic of the young people who took part and measure the impact that it has had on them.

1. Session/Group Name:

Please ensure that the group name recorded here is the same on the young people's feedback form.

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2. Location:

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3. The Serious Violence Duty outlines specific groups whose views should be sought, these young people are from seldom heard groups and who are more likely to be affected by serious violence. We want to ensure those who have lived experience inform the work we do.

Tell us about the number of young people with different types of lived experience involved in this activity:

- Looked After Child
- Care Leaver
- Not in Education
- Youth Justice Involved
- Minority Ethnic Background
- Those Causing Violence
- Victim of Crime

4. Is there anything else you'd like us to know about the young people involved in this activity?

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Facilitators Feedback Form

Please use the following to record your facilitators notes which were taken during the activities.

5. What did you hear the young people talking about whilst they were completing the feedback form?

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6. Activity One – What is serious violence?

Things to consider:

- *What were the young peoples reactions to seeing what is/isn't serious violence/ were they surprised?*
- *Do they feel serious violence affects their community?*
- *What were the main discussion points?*
- *Did the activity change the young people's responses from what they wrote on the feedback form?*
- *Did you hear anything surprising?*

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7. Activity Two – Your experience of serious violence.

Things to consider:

- *Do they experience serious violence in their community?*
- *What were the main discussion points?*
- *Did the activity change the young people's responses from what they wrote on the feedback form?*
- *Did you hear anything surprising?*

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8. Activity Three – Truth or Lie.

Things to consider:

- *Were the majority of responses correct or incorrect?*
- *Were they surprised by the answers?*
- *What were the main discussion points?*
- *Did the activity change the young people's responses from what they wrote on the feedback form?*

- *Did you hear anything surprising?*

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9. Do you think these activities changed the young people's views on serious violence?

- Yes
- Somewhat
- No, not at all

10. Is there any other feedback from the activities you would like to share with us? Including feedback on the overall participation pack and how we might improve.

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Please email your form to: youthvoice@dorset.pnn.police.uk

Serious Violence Flash Cards

GBH

(Grievous Bodily Harm)

Is the most serious form of non-fatal assault as the injuries are deemed to cause serious detriment to a victim's health.

Robbery

A robbery is when someone takes something from you with violence or threats - usually (but not always) in the street or another public place.

Stalking

Stalking is fixated, obsessive, unwanted and repeated behaviour that makes a person feel pestered and harassed.

Murder/ Attempt Murder

This is an act in when a human causes the death of another human. A murder or attempt murder may result from accidental, reckless, or negligent acts even if there is no intent to cause harm.

Kidnapping

Kidnapping involves the taking of a person from one place to another against their will, often by physical force. It can also include the confinement of a person to a controlled space without their consent.

Cyberbullying

Cyberbullying is using the internet or mobile technology to harass, intimidate, or cause harm to another.

Dangerous Driving

Is when the person's driving falls far below the standard expected of a competent and careful driver and it would be obvious that driving in that way would be dangerous.

Violent Disorder

Is committed where 3 or more persons together, use or threaten unlawful violence that taken together could "cause a person of reasonable firmness to fear for their safety."

Riots (Public Disorder)

Where 12 or more people who are in the same place use or threaten violence and would cause someone present at the scene to fear for their personal safety.

Violence with Injury

(Where a bladed item was used)
Offences that involve physical force or the threat of force against another person.

Possession of Weapon

Carrying an illegal weapon such as a knife, guns or firearms without 'good reason'.

Examples of good reasons include: taking knives you use at work to and from work. Taking knives to a gallery or museum to be exhibited the knife is going to be used for theatre, film, television, historical re-enactment or religious purposes, e.g. the kirpan some Sikhs carry.

Criminal Damage

Deliberately causing damage to or destroying the property of another person is a criminal offence.

Possession of Drugs

Carrying controlled drugs even if you did not know what you had was a controlled drug or if the drugs are yours or not.

Sexual Violence

Any kind of sexual activity or act that was unwanted or happened without consent.

Domestic Abuse

An incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour within the context of a relationship.

Serious Violence Flash Cards Answer Sheet

Serious Violence includes offences which cause the most harm to the community and includes:

- | | |
|---|-------------------------------------|
| ✓ Murder/Attempt Murder | ✗ Possession of drugs |
| ✓ Grievous Bodily Harm | ✗ Stalking |
| ✓ Robbery | ✗ Dangerous Driving |
| ✓ Possession of a weapon | ✗ Cyber Bullying |
| ✓ Sexual Violence | ✗ Kidnapping |
| ✓ Domestic Abuse | ✗ Arson |
| ✓ Any violence with injury where a bladed weapon is used | ✗ Theft |
| | ✗ Violent Disorder and Riots |

There is no national definition of serious violence but Dorset and BCP have agreed on these as the most serious for our county.

Truth or Lie Questions

Carrying a knife provides a person with protection?



This is a lie - It has been proven that if you carry a knife, you are more likely to be hurt or threatened by someone else

If you stab someone and they die, you could face a life sentence?



This is true - Even if you didn't mean to kill, or just wanted to scare them you could still end up serving a life sentence

There are safe places on the body to stab someone?



This is a lie - Any stab wound could be fatal

Knife crime can affect anyone.



This is true - It can have an impact on everyone, not just people in gangs. Innocent people, can get caught up in the middle of arguments and end up hurt

Carrying a knife for protection is ok.



This is a lie - It has been proven that if you carry a knife, you are more likely to be hurt or threatened by someone else

I can carry a knife if I am using it for work or religious reasons.



This is true - Some of the reasons which are legal reasons to carry a knife include taking a knife you use at work to and from work, or carrying knives that are for religious purposes (e.g. some Sikhs carry the kirpan)

Most young people carry a knife.



This is a lie - Actually 99% of young people DO NOT carry a knife

I won't go to prison if I carry a knife and don't use it.



This is a lie - Carrying a knife could mean up to 5 years in prison, even if it is not used

You must be over 18 to buy a knife.



This is true - A person must be over 18 to buy a knife. This includes cutlery and kitchen knives

The Police can stop and search me if they think I am carrying a knife.



This is true - Police have the power to stop and search any person if they have "reasonable grounds" to suspect that a person may be carrying something that is against the law or could cause harm to others

There is no point in reporting someone for carrying a knife.



This is a lie- It is important to tell someone if you know someone is carrying a knife. Did you know you could report completely anonymously on the Fearless website?