References to figures and photographs appear in *italic* type; those in **bold** type refer to tables.

<b>A</b>	Barry M 6 10 11
A	Barry, M. 6, 10, 11 Bateman, T. 287
aboriginal peoples 68	Beelmann, A. 267
abuse and trauma 117, 134, 215, 229	behaviour, reasons for 6, 84, 239–40
and offending behaviour 10	belief
victims of 81, 83, 85, 97	see faith
young women and 100	Beyond Youth Custody (BYC) 44, 46–7,
adultification 130–1, 239	49, 51
adults 199	Black and mixed heritage boys 278, 282,
Black men and masculinity 138, 141	284, 285
Black men serving long sentences 80	adultification of Black boys 130-1
care-experienced adults 112	Black boys and desistance 134-6
and desistance 38, 63, 77, 176 and difference with children 7–16, 175–8	desistance and CRT 136-42
ex-prisoners self-construction 4–5	experiences with YJS 84
and labelling 41	lives and racism 128–30
representations of women 102	racialisation and CRT 131-2
and time 57–8, 62, 68	spaces/communities 132–4
women with criminal records 101	youth development 61
women's desistance narratives 5	Black Lives Matter (BLM) 137–8, 142
adversial environment 245, 247, 249, 280	Black people 159, 199
African Caribbean boys	Black children 84, 87
see Black and mixed heritage boys	Black masculinity 138
age	Caribbean girls and exclusion 100
age-crime curve 4, 259	men 84–5
of criminal responsibility 77, 106, 285–6	men serving long sentences 80
see also maturation	spaces/communities 132–4 see also Black and mixed heritage boys
agency 16, 39, 43, 49, 77, 176, 205,	Bottoms, A. 6, 8, 13, 268
268, 285	Bowling, B. 9
Akomolafe, B. 65	boys and young men 7, 9, 13
Allnock, D. 100	and powerlessness 11
anger control 267	school exclusion 84, 99
antisocial behaviour 8, 178, 202, 205,	and time 65–6
261, 267	see also Black and mixed heritage boys
art, engagement through see Summer Arts Colleges (SAC)	Brazil, research in 6, 14
assessment framework 1, 17, 18, 39	breach/non-compliance 232, 255, 256, 279
and investigations 251	Brierley, A. 221
ASSET 17, 18, 39–40	British Asian girls and restorative
AssetPlus 18–19, 22–3, 24, 178–80, 283	justice 116
training and evaluation 182-7	Bronfenbrenner, U. 58, 60–1
attention deficit hypractivity disorder	Brown, K. 84
(ADHD) 267	Bugnon, G. 14
attitudinal change and SAC	bullying 101, 106, 267
programme 201–2, 205–6	Burgess, W.A. 161–2
austerity 104, 188	Bushway, S. 5
Australia 12, 61–2, 66, 67–8	С
В	Cahill, H. 217
Barcode of Desistance (BoD) 246, 258-9,	Cambridgeshire 27, 262
258, 259	care system 285
,	V

care work 103	Chile 6, 13
care-experienced girls 10, 97–9, 102,	chronosystem 58, 60–2
123, 199	citizenship 103–4
diversion and restorative justice 114–16	civil servants and religious literacy 157–8
independent living 121–2	Clarke, B. 134
positive relationships 118–20	class 18, 98, 105, 130, 135
and stigma 116–17	working-class people 99, 105
victimisation and mental health 117–18	co-creative action research 140–1
and the youth justice system 112–14	cognitive change
caring justice 280	see maturation
caring relationships	collaborative work
see relationships	see participatory practice
Carlile, Lord 259	collective responsibility 60, 81
Carr, S. 280, 281	colonial histories 61–2
Carroll, A. 267	community resources, for Black boys 140–1
Carvalho, H. 97	Compass Project (TCP) 262, 264, 268-9,
Case, Stephen 21, 77, 286, 287	270, <b>270</b>
cautions	compliance 213–14, 257
see pre-court disposals	Constructive Working (CW) 38, 44–8
change, theory of	co-production 212, 215, 218, 282
see theory of change	'county lines' 80, 85, 134, 239
charitable sector 285	courts and sentencing 185-6, 232, 246, 279
Child First approach 10, 23, 113, 221, 232	children in court 247–8
and desistance 19–21, 37, 178, 187, 213	community sentences 1, 229, 280
framework 43	convictions 106, 250, 258, 279
and HMIP 82–3	court delays 79
and joined-up policies 123	court orders 26, 139, 215, 216, 222,
and non-conviction remittals 247	229, 257
and positive outcomes 286–7	magistrates 186, 279
and pro-sociality 264	non-conviction remittals 249–53, 255–6
and theory of change 48–50, 50–2	sentencing and children 250
children	young women in court 102–3
and agency 176–7	see also Guernsey Model; remittals
benefits of desistance 82–6	COVID-19 114, 156, 187
best interests of 20, 37, 48	Coyle, B. 8
child rights 59–60	Creaney, S. 213, 281, 284, 285
childcare 98, 105, 106	Crewe, B. 230
and desistance narratives 84–6	Crime and Disorder Act 1998 15, 37, 39
exploitation and vulnerability 41, 75, 83,	criminal justice system
84–6, 195, 217, 229	and Black people 84
faith journeys of 153	and Black/mixed heritage boys 10,
lives and experiences 17–18, 81–2	128–31, 135–6
and an offender identity 74–6	care-experienced children 112
responsibilisation of 21, 38, 77–8, 86	and care-experienced girls 114, 120
SEND and disabled children 99	children in 25, 41
see also boys and young men; children's	and desistance thinking 230, 232, 241
perceptions; girls and young	journeys through 73, 78
women; maturation	see also youth justice service (YJS)
Children's Hearing System (CHS) 245–6,	criminal records 101–3
254–5	disclosure of 98, 106
children's perceptions 6, 16, 17–18,	criminal responsibility 6, 77, 106, 285–6
213, 281	criminalisation, reducing 114–16
of being listened to 216, 236, 238	criminogenic labels
children's voices 217, 218	see labelling
of court delays 79 fugitivity 63–5	Critical Race Theory 128, 131–2, 136–42 cultural associations 129–30
of selves 8, 12, 44, 47	custody 40, 47, 67, 180, 181  Beyond Youth Custody (BVC) 11–12
of time 60–2, 63–6, 67, 68	Beyond Youth Custody (BYC) 11–12,
view of support 21	44, 46–7, 52

Black children in 128 care-experienced children in 10 care-experienced girls in 97–8, 112 Constructive Working (CW) 44 and education 195, 207 and Guernsey Model 250–1 training for Black boys 135 Youth Custody service 51–2	Disclosure and Barring Service 101, 284 discrimination 46 see also race and racism disempowerment 5, 10, 26, 116, 138, 213, 216, 247 diversionary practices 49, 114–16, 123, 203, 279 drift 76, 177, 179
D	drugs, illegal 80, 85, 133, 134 Duke, K. 217
Dadvand, B. 217 Day, A.M. 23, 83–4	E
decision-making 43, 212, 215, 216–17, 221, 281 delinquents 13, 38, 58, 267 peer groups 9, 195, 203, 204 demonisation	Early Intervention Foundation 230 Edinburgh Study of Youth Transitions and Crime 99, 176 education 9, 98, 116, 183, 195, 207, 237 Arts qualification 200, 203
of Black people 129 of women 102 desistance	failing Black boys 132, 136, 139 inclusive system 285
about/what is desistance 1–6 Barcode of Desistance (BoD) 246 and Black/mixed heritage boys 134–6, 136–42, 140–1 and care-experienced girls 112–16 and Child First 19–21	literacy/numeracy 197, 199, 200, 217 SEND and disabled children 99 see also school Ellison, C.W. 161–2 emotional development 264–5, 267 employment 4, 9, 77, 133, 263, 280
and children 87–8, 277–8 concepts and confusion 175–8, 188 desistance thinking 73–6, 76–82 differences between children and adults 7–8 and education 195 and the evidence base 4–6	and criminal records 102, 106 and education 195 low pay 104, 138 precarious employment 104 engagement 43, 46, 199–200, 235, 258 engaged staff 231
and faith 151–3 and identity 12–15 implementation and obstacles 21–4, 178–82, 282	with ETE 196–7 voluntary engagement 256 see also Summer Arts Colleges (SAC) ETE
and maturation 8–11 and non-conviction remittals 245–6, 260 and participatory practices 221–2 and peer support 218–21 primary/secondary desistance 150 and psychological strategies 262 and rehabilitation 78–81 and relationships 11–12, 228, 240 research on children and desistance 5–7 and resilience 15–16 and risk management 38–40 and SAC programme 195, 202–6 as a social justice issue 278–9 tertiary desistance 16 theories of 3–6, 62, 74–6, 86, 149–51,	engagement with 196–7, 200, 201 tracking 198, 206 ethnicity 7, 117  Evans, R. 280, 285 everyday life 61, 113, 214, 216 of Black boys 140 life events 48, 77, 121, 263 limited life choices 77 lived experience 218–21, 230, 238, 281 lives of little value 106 postcolonial Other 132 racism 129–30, 131, 137 real issues 85 exclusion 130, 138
262–5 training 182–7 and YJS decision-makers 78–9 and youth justice 16–19 Dinham, A. 157, 158–9 disability 99, 103, 105 disadvantaged groups see marginalised groups	faith children's journeys of 153 and desistance 151–3 Faith, Spirituality and Religion model 148 Faith Development Model 154 faith terminology 147–9 and Generation Z 153–6

chowledge and skills 159–63 eligious literacy 156–9 pirituality frameworks 161–2 ee also religion; spirituality milies and Black/mixed heritage boys 128, 130, 138, 139 family violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	Home Office 122, 130 Independent Parliamentarians' Inquiry 259 law and order mantra 286 Ministry of Justice 6, 81, 122, 157, 198 New Labour 23 welfare in Britain 103–5 see also police Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation Guernsey Model 250
pirituality frameworks 161–2  ee also religion; spirituality milies and Black/mixed heritage boys 128, 130, 138, 139  amily violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	law and order mantra 286 Ministry of Justice 6, 81, 122, 157, 198 New Labour 23 welfare in Britain 103–5 see also police Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
ee also religion; spirituality milies and Black/mixed heritage boys 128, 130, 138, 139 family violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	Ministry of Justice 6, 81, 122, 157, 198 New Labour 23 welfare in Britain 103–5 see also police Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
milies and Black/mixed heritage boys 128, 130, 138, 139 family violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	New Labour 23 welfare in Britain 103–5 see also police Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
milies and Black/mixed heritage boys 128, 130, 138, 139 family violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	New Labour 23 welfare in Britain 103–5 see also police Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
138, 139 amily violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	welfare in Britain 103–5 see also police Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
138, 139 amily violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	see also police Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
amily violence 97, 100, 104, 270 generational disadvantage 138 and girls and young women 104–5, 122	Graham, J. 9 Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
generational disadvantage 138 and girls and young women 104–5, 122	Gray, P. 10, 21 Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
and girls and young women 104–5, 122	Greater Manchester 212 growing out of offending 1, 4, 5 see also maturation
	growing out of offending 1, 4, 5 see also maturation
and Chiernesy Model 251 253	see also maturation
and Guernsey Model 251, 253	
and harm/violence 112, 117	
mportance of 4, 9, 10, 232	
nstability in 268	Barcode of Desistance (BoD) 258–9
and SHiFT 229, 235, 237, 238, 240	Office of the Children's Convenor
upportive relationships in 10	(OCC) 245–6, 250–5, <i>252</i>
rrall, S. 3, 5, 14, 150	guilt 27, 80, 81, 251, 254, 267–8
rguson, Ann 65–6	Gypsy Roma children 100
ICA' assessment tool 162–3	Н
ancial security 105, 106	11
rst Time Child Entrants	Haigh, Y. 12
(FTCEs) 247, 254	Haines, Kevin 21, 77, 279, 281
zpatrick, C. 15	Hampson, K.S. 22, 83, 279, 282, 283, 284
zpatrick, E. 11	Hazel, N. 249–50, 286, 287
wler, J.W. 152, 153, 159	health needs 217, 218
e school meals 99	health workers and spirituality
sh 'AIR' 45, 50	frameworks 162
gitivity 58, 63–5	HM Inspectorate of Probation (HMIP) 21,
nding 186, 187, 283, 285	23, 52, 213, 279
rness, S. 161	desistance concept confusion 19, 181
•	Hodgson, J. 116
	Home Office 122, 230
ngs 83, 84–5, 133–4, 138	'hooks for change' 5, 153
nder	housing 121, 132, 136, 138, 263
gendered judgements 117	Hulley, S. 80
punishment 105	-
neration theory 153, 156	
eneration Z, the faith of 153–6	identity 8, 19, 247
lligan, P. 161	Black identity 138
ordano, P.C. 5	building identities 256–8
els and young women 7, 9, 46, 116, 278	complex ethnic identities 135
spirations of 123	development of 280–1
eriminal records 101–3	and emotions 264–5, 267
mpact of welfare system on 103–5	fluid identities 130, 140, 141
nedia representation 101–3	future selves 12, 13, 14
nental health 284	identity change 4–5, 12–15, 207, 264
needing early support 124	identity change and faith 151–2
ounishment at school 99–101	interactional identity 5, 45–6, 49, 150
ounishment by the state 97–8	and morality 261
ee also care-experienced girls	offender identity 74–5, 76–7, 86, 281
roux, H.A. 64	self-worth 19, 20, 138, 183
ood Lives model 175, 176, 178	sense of self 97, 101, 215
ove, W.R. 264	see also pro-social behaviours
vernment	incapacitation and SAC programme 202–3
APPG on Religious Education 157,	independent living after care 121–2
159, 160	Independent Parliamentarians' Inquiry 259
Coalition government 18	indigenous peoples 68
Conservative government 188	concepts of time 65, 66
vernment APPG on Religious Education 157,	incapacitation and SAC programme 2 independent living after care 121–2

individualisation and responsibilisation 77–8 inequalities 10, 18, 81, 84, 88, 103 experienced by girls 116	marginalised groups 46, 103, 216 Black boys 132 children 99, 195
see also Black and mixed heritage boys	girls and young women 97, 102, 106, 285
inspections 23, 83, 180-2	Maruna, S. 4, 8, 63, 82, 150, 151,
institutions outside youth justice 278	258–29, 264
interventions 51, 124, 135, 141, 149,	masculinity 85, 135, 138
176, 213	Mason, P. 280
Child First approach 19–21, 48–50	maturation 7-8, 8-11, 149, 177, 229, 259, 264
Children's Hearing System (CHS) 245-6	McAra, S. 58, 84, 99, 228
Compass Project (TCP) 261–2, 269	McGuire, M.B. 160
Constructive Working (CW) 44–8	McMahon, G. 9, 12, 229
and desistance 20–3	McNeill, F. 3, 74, 81, 113, 115,
Early Intervention Programme 230	150, 178
and Guernsey Model 251–3	McVie, L. 58, 84, 99, 228
and law-abiding morality 266-8	media representations of women 101-3
participatory practice 213–14, 218	men
Positive Youth Justice (PYJ)	see adults; boys and young men
model 38, 41–3	mental health 106, 284, 285
psychological strategies 27	and girls in care 117–18
Summer Arts Colleges (SAC) 194, 205, 207	services 121–2
Swansea Model 245–6	mentors 219–20, 221
J	peer mentors 139–40, 216, 284, 285 Miller, P. 100
Johns, D. 11, 77, 78, 280, 281	Miller, W. 163
Johnson, K. 3	minimal intervention 58, 69
'joint enterprise' 80	Ministry of Justice 6, 81, 122, 157, 198
Jump, D. 9, 12, 229	minority ethnic communities 5, 10, 46,
Just for Kids Law 80	87, 102, 103, 120, 199
K	misogyny 98, 103
	mixed heritage
Key Elements of Effective Practice	see Black and mixed heritage boys
(KEEPS) 17, 39	Mockler, N. 82
knives 49, 133, 140	moral panics 102
L	morality, law-abiding 261–2, 264–5
	morality-strengthening programme 268–9
labelling 10, 38, 47, 75, 116, 247,	Moten, F. 64
270, 279	mothers, young 9, 98, 101, 103, 106, 122
Lammy, D. 135	and welfare benefits 104
Laub, J.H. 77, 176, 263, 264	motivating children 19, 46
LGBT+ girls 120	Mulvey, E.P. 8
Liebling, A. 230	Murray, Cathy 13–14
life events	Muslim children 159
see everyday life	Myles, K. 218
literacy/numeracy 197, 199, 200, 217	N
Little, Ross 279, 281	
London gangs 134	narratives 8, 47, 62, 150
lone parents	for Black boys 137
see parenthood	desistance narratives 82–4
long-term development 15–16,	National Association for Youth Justice
50, 281	(NAYJ) 2, 6, 277, 286
see also identity; maturation	national standards 20, 229, 232, 241, 279
Lösel, F. 267	needs, unmet 217, 218, 232, 241, 280
Love, Bettina 67–8	tailoring to needs 236
Lundy, L. 217	neglect 100, 217, 229
	neurodevelopment 285
M	neurodiverse children 278
magistrate training 186, 279	normative offending 1, 5, 18
Mann, R. 82	Nugent, B. 3, 6, 150

0	Positive Youth Justice (PYJ) model 38,
offending	41–3, 51, 213
binary view of 13, 60	postcolonialism and Othering
and Black boys 139	see Othering
gaps between offences 63, 258–9, 263, 281	poverty 10, 18, 85–6, 88, 99, 132, 134, 138
not identifying as an offender 13–14	welfare in Britain 103–5
offending, prevention of 45, 52, 78, 81–2,	power dynamics 213, 214, 216, 217, 218, 230
231, 286	Powers of Criminal Court (Sentencing)
ASSET/KEEPs 17	Act 2000 231
and Child First 43–4	practitioners/professionals
Child First approach 20, 49–50	assessments 17–18
and Guernsey Model 249	and child relationship 213, 216
and PYJ 41	communication and training 178–80
and resilience 15 RFPP 38–9, 73	and desistance 82-4, 83-4
	failing children 239-40
and SAC programme 194, 203 and YJS 37	good practice 122
see also desistance; interventions	inconsistent practice 279
Office of the Children's Convenor (OCC)	and participatory practices 221-2
see Guernsey Model	reflections of a 245–6
Osler, A. 99, 100	relationships 11–12, 43, 118, 123,
Othering 83-4, 128, 129, 132, 134, 137, 139	231–3, 256–8, 279–80
over-representation concept 57, 84–5, 87	and religious literacy 158–9, 159–63
<b>D</b>	and risk paradigm 17
P	and structural obstacles 78
parenthood 11, 122, 263	time/funding issues 186–7
lone/absent parents 103, 104, 105, 138	and training 21–2, 182–7, 187–8
mothers 9, 98, 101, 103, 106, 122	pre-court disposals 1, 7, 75, 101, 116, 249 Prevent 159
participatory practice 212–16, 281	primary desistance 150
barriers to 217–18	Prior, D. 280
and desistance 221–2	prison 135, 230, 238
meaning of participation 216–17	programmes/training about offences 49
Paternoster, R. 5	pro-social behaviours 38, 51–2, 152,
peer support 139–40, 214 and desistance 218–21	219, 281
personal deficits 38–9, 115, 175, 207,	identity development 44-8, 177-8, 232
218, 258	and morality 266
Phillips, J. 74	and peer groups 195
physical appearance 129	and relationships 264
Piaget, J. 153	psychological strategies 261, 262
placements, changing 118, 120, 237, 280	public sector workers and religious
places/spaces 136, 137, 138, 140, 141, 214	literacy 158–63
dangerous communities 133	Q
of worship 152	
police 131, 137, 140, 185, 237, 279, 284	quantitative judgements 40, 81–2, 178
and Black boys 134	R
child interviewees 80, 249	racism 57 61_2 68 84_5 128
Met Police 'gangs matrix' 83	racism 57, 61–2, 68, 84–5, 128 and Black boys 129–32, 134–6, 136–8
PACE 1984 78 PNC 256	racial violence 67
policing and racism 57	redemption scripts 4, 150
stop and search 78, 134, 140	Referral Orders 247–8, 254–5
Police, Crime, Sentencing and Courts Act	reflective practice 159, 283
2022 181, 188	rehabilitation 78–81
political economy in Britain 103–5	Reid, E. 85
Posick, C. 77	relationships 18–19, 20
positive work 49, 183, 240, 256, 266	caring relationships 11, 279-80, 283-4
and faith 156	and desistance 256-8
positive outcomes 50 51 286	in faith settings 152

importance of 263	Scotland 6, 10, 11, 13-14, 176
improved by SAC programme 204–5	Children's Hearing System (CHS) 245-6.
long-term relationships 280	254–5, 260
positive relationships 10, 43, 118–20	school exclusion study 99–100
professional 11–12	secondary desistance 150
relationship-based work 219, 228–33,	secure care 98
236–8, 256–8, 280	secure schools 67
stable relationships 46	self-control 8
trusting relationships 16, 230–3, 240, 241	self-efficacy 197, 198, 202, 205-7, 219
religion	self-worth 19, 120, 138, 183
and desistance 151–3	sense of belonging 99, 150, 151, 152–3
Faith, Spirituality and Religion	serious/persistent offenders 7, 102, 115,
model 148	134, 139, 228–9, 251
religion and belief framework 161	sexual offences 100, 102, 115, 117, 175
Religious Commitment Inventory	sexual exploitation 113
(RCI) 163	shame 13, 27, 62, 85, 101–3, 116,
religious literacy 284	264, 267–8
religious literacy training 156–9, 159–63	Shapland, J. 5, 6, 8, 13, 14
religious terminology 147–9	Sharpe, G. 6, 101, 278, 284, 285
see also faith; spirituality	Shaw, M. 157
remittals 245	Sheffield 8, 13
and conviction differences 254–5	SHiFT 229, 233–40, 241
non-conviction remittals 249–53, 255–6	Shover, N. 264
1 /	Situational Action Theory (SAT) 5, 207,
Reyond Youth Cutody (RVC) 11–12	
Beyond Youth Custody (BYC) 11–12, 44, 46–7	262, 265–6, 269 Smith D 21
and care-experienced girls 97–8,	Smith, R. 21
	social capital 133, 136, 222, 267
121–2, 123	and SAC programme 203–5
Constructive Working (CW) 38, 44	social Context 4, 8, 18, 19, 270
and education 195, 207	Social Discipline Window 248, 248
rehabilitation 78–81	social inclusion 49, 50, 99
restorative approaches 19, 114–16, 251	social justice 278, 287
rights 37, 43, 59–60, 69, 216, 246–7	social media 88, 102
risk paradigm 17–19, 22–3, 37,	social networks 12, 195
175–6, 232	social responsibility 156
HMIP and risk/desistance	see also morality, law-abiding
concepts 181–2	social work 245
risk management and desistance 38–40	and spirituality framework 161
and theory of change 40–1	staff turnover 118, 119
road traffic offences 253	socio-economic factors 10, 39, 77, 85–6,
Rocque, M. 7/	97, 112, 132, 270
Rodriguez, L.J. 68	social background 98
role models 43, 120, 136, 139, 220, 221	socio-structural support 24, 25–6, 287
Rosier, T. 282, 284	see also structural contexts
S	Spacey, M. 219
	special educational needs (SEND) 99, 199
Sampson, R.J. 7, 77, 176, 263, 264	spirit murder 67–8
sanctions, welfare 104–5	spirituality 147–8, 148, 282
Scaled Approach 17, 232	and desistance 151–3
Schinkel, M. 3, 150	of Generation Z 156
school 9, 284	professional frameworks 161–2
bullying 98, 101, 106	Spiritual Criminology 147, 163
exclusion 84, 98, 99, 101, 139, 195, 199	see also faith; religion
mental health provision 285	stability 263
need for wellbeing support 106	Stacey, M. 82
punishment of girls 99–101	staff turnover 118, 119, 280, 283
pupil referral units (PRU) 139	Staines, J. 278, 279, 280, 284, 285
see also education	Stephenson, M. 278, 285
Schubert, C.A. 8	Stern, J. 61

stigmatisation 10, 49 and care-experienced girls 116 Stone, N. 103 stop and search 78, 134, 140 strengths-based working 18, 19, 20, 22, 213 BYC/CW model 46 and Child First 43, 48 and desistance approaches 175–8,	trauma 120, 215, 229, 238, 241, 283, 284 and Black/mixed heritage boys 134–6, 137 generational trauma 138 and mental health support 117–18 witnessing crime 270 Trivedi-Bateman, N. 280 trust and relationships see relationships
180, 182 structural contexts 11, 76, 77, 80, 97, 112, 150, 263 structural barriers 10, 20, 21, 48, 61, 106, 114, 195 structural racism 129, 131, 132 structural support 43, 45–6, 215 Summer Arts Colleges (SAC) 194, 196 attitudinal change/shifts 201–2, 205–6 and desistance 202–6 participants and outcomes 198–202 success of the 206–7 and theory of change 196–8 supervisory relationships	U Ukrainian War 187 Unitas training 187 United Nations 285 Convention on the Rights of the Child 37, 59, 216, 246–7 on UK welfare system 103 United States 6, 39 credible messengers 221 serious offenders study 8 Universal Credit 104 Unlock 102
see practitioners/professionals support 280 for girls in care 119–20 lack of for Black boys 263 long-term support 229 outside justice system 280 provided by faith 151, 152 providing support across services 285 support principles 46, 49, 98 see also structural contexts	V Vaneigem, R. 57–8 victimisation 11, 25, 116, 123, 127, 239, 270 violence 100, 101, 102, 133, 134, 136, 140 faced by Black boys 137 perceived violence of Black boys 131  W Wainwright, J. 278, 281, 282, 284 Wales 10, 11, 19–20, 22, 256 research in 77
Swansea Model 245–6, 255 Szifris, K. 229, 230, 234, 280, 285	research in 77 Swansea Model 246, 254–5 training in 182–7
	Warner, K. 81–2
Taylor, Charlie 19–20 temporal ecologies 60–3 Thatcher, Margaret 103 theory of change 38, 48–50, 50–2, 197 developing a pro-social identity 44–8 and risk management 40–1 and SAC programme 196–8, 202 Thompson, N. 219 time 280, 281, 283, 285	Weaver, B. /4 welfare system 278, 285 anti-youth system 98 welfare in Britain 103–5 and young women 97, 106 wellbeing 153, 264, 284 see also faith Western understandings of time 66 White people 5, 129, 130, 131
and desistance thinking 4, 58–9, 69 escaping adult time 65–6 fugitivity 63–5 and human development 60–2 perceptions of 57, 66–8 spent on AssetPlus completion 184 Timpson review of school exclusion 99 Toor, S. 116 training 17, 21–2, 116, 136, 279, 284 lack of for Black boys 135	exclusion from White society 132 girls and exclusion 100 Wigzell, A. 21, 75, 76, 233, 286 Williams, P. 134 Williams, R. 21 women see adults; girls and young women workload 241, 280, 283 Wyman, P.A. 267
in religious literacy 157–9 see also practitioners; youth justice service	Young, T. 80
(YJS) 'trap life' 83, 85	youth culture 64 Youth Ink 214, 219, 221, 222, 285

youth justice 277, 279-80, 285-7
youth justice service (YJS)
adversial approach of 245, 247
and arts programme 194, 207
Black boys experience with 84
and care-experienced girls 112-14, 123
and 'cultural blindness'; 83
decision makers in 78-9
and desistance concepts 16-19, 175-8
and desistance confusion 178-80
desistance in practice 21–4, 83
desistance thinking 1–2, 73–8
desistance training 182–7
diversionary and restorative practices
114–16

and inspections 179–82 and non-conviction remittals 255–6 and participatory practices 212–18 policy and children's lives 84–6 practice and policy 283–4 PYJ/CW 37–8, 41–3, 44–4 reflections of a youth justice officer 245–9 relationship-based work 228–33, 240–1 and religious literacy 159–63 training 24–287, 182–7 YOTs 19, 120, 198, 233, 255, 256 YOTs and desistance 83–4 see also ASSET; Child First approach