



Shaping Data Ethics:

A Young People's Deliberative Forum

A Report

15th November 2022

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For citation: Lowe, T., Massie, R., Lowe, K., Goodenough, T., Graham, M., Savić Kallesøe, S., Sahan, K., Johnson, T., Savić, L., & Sheehan, M., (2023), 'Shaping Data Ethics: A Young People's Deliberative Forum A Report', *Thames Valley VRU*, Available at: [Insert URL], [Date Accessed].

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Executive Summary

The idea of problem-oriented policing originated with Herman Goldstein in 1979 in an attempt to re-orient policing towards the effective identification, analysis, and resolution of problems. Much of the work that has gone into this form of approach, of which a public health approach is arguably an example, has centred on more effective uses of data in order to be proactive in responding to crime.

Such growth in data use brings with it an accompanying necessity for oversight and scrutiny, particularly given growing public concern more broadly around how data gets used, by whom, and for what purpose. A typical response to this need is to establish appropriate ethical governance, including committees, frameworks, principles, and so on. However, many committee models tend to remain more within the remit of your standard committee structure that includes standing members discussing and analysing a use case. The question remains, however, of *why*? Why those particular people? What gives those individuals and those individuals only the ability to make ethical decisions for others? And so on.

It is here that it is important to return to the words of Herman Goldstein himself, who orients us towards the importance of community involvement as essential to the proactive approach of problem oriented policing:

If the procedures for addressing community problems are widened and given greater visibility, policing decisions will be aired, resulting in greater involvement of the community in these decisions and the articulation of more precise guidance to operating police officers. That would all be for the good...¹

We have taken this emphasis on community involvement seriously in the development of our model for a committee that moves beyond the remit of standard approaches. The function of the standing Committee in our approach is to operate as a steering group that helps to identify who needs to be involved in order to make an effective and legitimate decision. The community is then involved in the decision-making based on the steering of the Committee. By doing this, we have sought to bring discussions at the forefront of academic research to the core of our approach. This report details the outcomes of the first deliberative event that we have developed as part of this model in order to embed the community in discussions around use cases.

During the course of 2022 the VRU, along with colleagues at the Ethox Centre, delivered a programme of work focused on public involvement in the ethical decision-making of the VRU Data Ethics Committee. This Committee has been sitting since October 2021 and, as part of its process, includes

¹ Goldstein, (2015), 47-48.

the involvement of the public to enhance its consideration of ethical issues in use cases being presented to it. For this project we worked with a number of local schools across Oxfordshire.

Broadly speaking, the project aimed to provide the students with the tools and skills to consider a use case currently being presented to the Committee on the social contagion of violence. This report will focus on this programme of work and will be fed into the Committee in support of its decision-making on the social contagion work.²

We provided the students with two separate workshops to warm them into the process and to learn about a topic that was ultimately unfamiliar to them. The first session provided a higher level and more theoretical engagement with the issues, looking at types of police practice and the ethics of them, and also issues surrounding the privacy of particular forms of data. The second workshop was practically focused, asking the students to put themselves in the shoes of professionals considering the ethical implications of sharing information. This led to a final event on the 15th of November 2022 at the Big Data Institute entitled *Shaping Data Ethics: A Young People's Deliberative Forum*.³ At this forum we posed one central question to the students:

Should interventions based on peer network data be implemented in the Thames Valley area?

To support the students to answer this question we structured the day through a bottom up approach, helping the students build a map of ideas on individual tables to build into a deliberation as a whole body of people. They had the opportunity to develop an initial 'dump' of ideas on ethics and social contagion, before gradually refining this in relation to a list of 4 proposed interventions for those identified through the peer network data. These options were:

1. Enhanced enforcement for co-offenders of violent events
2. Blended support for co-offenders of violent events
3. Monthly enforcement review of highest harm networks
4. Blended support for highest harm networks

There were subtle differences developed between each of these possible interventions and, of course, the students could also recommend that there was no intervention. For the purposes of this summary, we will focus on the overall recommendation they made as a body of people.

- The students recommended intervention over no intervention, although there was one group that disagreed and wanted to recommend that none of the options were pursued.

² It is crucial to note that, as this piece of work is about decision-making (and is not a research project), the report will not outline research questions and methods and so on.

³ Please see Lowe (2023) for a blog discussing the event.

- Through their deliberation, the students identified option 4 as an appropriate option for intervention, provided it was supplemented by aspects of option 2. Briefly, option 4 would use the sum of the Cambridge Crime Harm Index to identify high harm networks, including victims, for intervention. This intervention would start with support, unless there was no engagement at which point enforcement options would be considered in the event of criminal activity.
- Students were concerned, however, that option 4 left little room for transparency, with the possibility someone may be picked up for an intervention without being able to be told why they were picked up for it. As option 2 had more distinct triggers for engagement, they wanted to supplement 4 with this aspect of transparency from option 2.
- They preferred option 4 because it supports victims and suspects, provided a chance for support before enforcement, and would be multi-agency delivery.
- There were some caveats to this recommendation. The primary one was around stop and search with some concern that instances of this would increase with any intervention. Such issues should have particular attention paid to them.
- There were some concerns over speed of identification for prevention.
- It was also considered important to think about how any intervention would be 'graded', with the suggestion it might be wise to consider providing levels of an intervention if possible.

Having provided this overview of the outcome, we shall now delve more into the detail. This will begin with an introduction to the project, including the use case and some of the rationale, before giving more detail on the workshop sessions and the main event itself.



Figure 1 Whole group photo from the 15th November

1.0 Introduction- Overview

1.1 The use case

As noted above, we undertook the programme of work at the request of the Committee in relation to a use case that was presented to it in April 2022.⁴ Broadly understood, the use case at issue builds on research, predominantly conducted within America, which indicates that gun violence spreads through networks as a disease may spread through a network. Green et al state:

Taken together, the results of these studies suggest that the diffusion of gun violence might occur through person-to-person interactions, in a process akin to the epidemiological transmission of a blood-borne pathogen.⁵

The Green article modelled the relationships between individuals based on who offends with who and argued that ‘63.1% of the 11,123 gun violence episodes in the network during the study period were attributable to social contagion’.⁶ They further argued that an appropriate mechanism for responding to such contagion is the deployment of public health approaches to prevention, which can seek to provide wider support for those in harm’s way, as well as those who are causing the harm.

The VRU was awarded funding by the Home Office to conduct similar research within the Thames Valley. Like much of the other research, the work in Thames Valley requires the use of statistical models that are similar to those that might map the spread of diseases such as COVID-19. As such, the research is pioneering in the UK and, given that the research may lead to interventions or activity off the back of its findings, it was deemed appropriate and important that this was presented to the Data Ethics Committee.

When the work went to the Committee for the first time two key questions were posed that made the need to involve the community, specifically young people, apparent:

1. Whilst you may find that the data shows a connection between x individual and y individual, which might indicate that they are more likely to be at risk of violence, individuals may articulate their relationship to the individual they are connected to in the data differently. So, how do young people understand their connections with one another?⁷

⁴ Thames Valley VRU, [260422-Data-Ethics-Committee-Minutes.pdf \(tvru.co.uk\)](https://www.tvru.co.uk/260422-Data-Ethics-Committee-Minutes.pdf), [Accessed: 06/01/2023].

⁵ Green et. al.; 2017, 326.

⁶ Ibid, 330.

⁷ Take for example the data set of a family tree. Whilst you would be closely connected to your brother within the data set, this does not mean you have a close relationship with them.

2. The second question focused on interventions. So, if a relationship was found that seemed salient, what might be done with that information? Who would the intervention target? What would be done with them? And so on.

With these questions posed and, given that many of the interventions the VRU conducts focus on young people, an action was taken from the meeting to engage with young people in the decision-making process.

It is important to pause here to acknowledge that the language of contagion in relation to the spread of violence is not without its critics or problems. There is a distinction drawn in the literature between violence spreading like a contagion through a network, and the idea that violence diffuses through a network due to the adoption of sets of behaviours by others. Part of the problem with the language of contagion is that it is difficult to see how someone might ‘catch’ violence from someone else. Rather, an individual must adopt particular sets of behaviours that may be violent or more likely to fall into violence. Some such as Damon Centola have argued that there may be differences between the contagion model, where an individual could become infected with something through short exposure (and, therefore, could be based on weak connections between individuals) and a diffusion model of behaviour which would take account of the fact that an individual is influenced by multiple relationships of varying intensities (i.e. relations between different people are stronger than others).⁸ Additionally, it could be the case that you need a proportion of a network behaving in such a way that the behaviour becomes a norm and is adopted more widely in the network. In summary, where a disease could spread through minimal interactions between individuals, the diffusion of behaviour is likely to depend on more complex relations.⁹

Given this, an important questions arises to answer: why use the language of contagion when discussing this with the young people for this project? Primarily we used the contagion language as it was this language that was predominant in initial discussions with the Committee. However, there are wider arguments to justify this use, particularly given that we were talking to the young people about public health models for crime prevention. Continuing with the contagion language made more sense in this context to ensure clarity for the participants as to what was at issue and to avoid general confusion about the use case. Whilst it would have been ideal to be able to discuss the distinctions between these different languages in the literature, time was limited and there were other factors for the project that were more important, such as supporting the participants to develop the skills to be

⁸ Centola, 2018.

⁹ Written with the support of Lewis Prescott-Mayling and his PhD upgrade document. Prescott-Mayling: 2022.

critical, for example. As such, we continued to use the language of contagion for the purpose of this project.

1.2 Brief overview

In response to this request from the Committee, a programme of work was developed to engage local young people in Oxfordshire around the social contagion work. The programme engaged 4 schools in Oxfordshire: The Cherwell School, Henry Box School, Wheatley Park School, and The Oxford Academy.¹⁰ See figure 2 for the locations of the school in relation to the site of the main event.

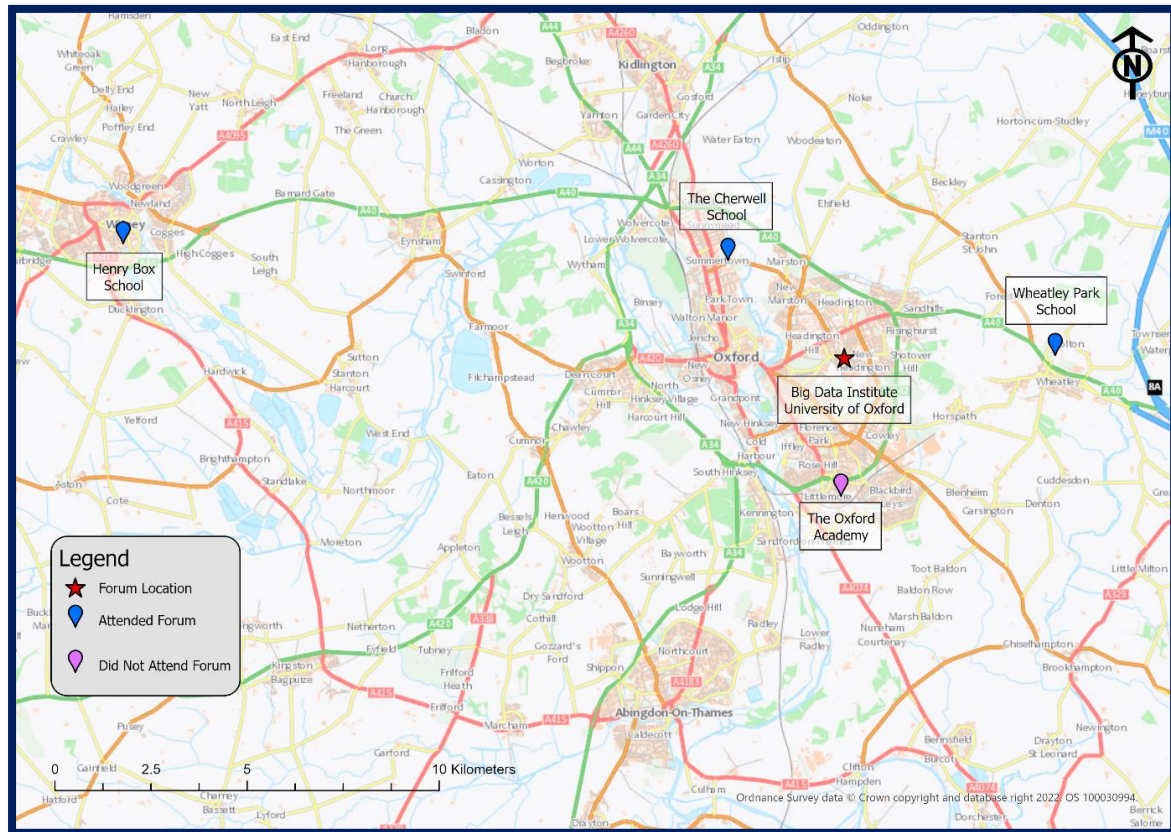


Figure 2 School locations in relation to the Big Data Institute

Given that we were going to be asking the students to think about new and innovative work and, given that questions around data and data ethics are not covered in the curriculum, this programme did not just include the final forum but included workshop sessions prior to the main day. We provided two workshop sessions in the school environment, the first focusing on police ethics and general questions

¹⁰ Please note that The Oxford Academy dropped off the programme after the first workshop. More detail on this is provided in section 1.5.

in data ethics, and the second providing a practical exercise for the students to think through the ethics of data sharing and use.

For various reasons that will be explained later, we ended up with three schools for the final event (Cherwell, Henry Box, and Wheatley). Through the workshop sessions, we supported between 80 and 100 students in thinking about data ethics and we ended up with roughly 65 students for the deliberative forum held on 15th November 2022 at the Big Data Institute, University of Oxford.

1.3 Why these schools?

An obvious question here presents itself: why these schools? Or indeed, why conduct this work in schools in the first place, rather than somewhere else?

The answer to these questions can take a number of forms. We must acknowledge that community involvement is immensely difficult and this is the first attempt at achieving this as part of the Committee model. As such, it was important to go to an accessible community of young people. The Data Ethics Committee is also a new project that is building its profile, and so sourcing people to offer their views can be tricky. With this being an initial pilot seeking to engage young people, working with schools made sense in order to ensure we could access appropriate numbers of students from differing backgrounds.

Access to the schools was eased through the Schools Policing Lead in the VRU who had spent time as a schools officer in Oxford. Consequently, they had good connections into local schools. This made them an appropriate choice for our pilot. The schools themselves cover a range of areas such as Blackbird Leys and Barton, two relatively deprived estates in Oxfordshire, and schools like Cherwell attract students in from all over Oxfordshire. Cherwell provided a school that was directly based in a city environment; Wheatley Park is just outside of Oxford and so provides access to different individuals, and the same with Henry Box which is based in Witney, Oxfordshire. So we had a school situated in Oxford, one just outside, and one from a different and much smaller town (Witney), likely to cover students from some rural communities. We hoped this would give access to students from different backgrounds and from areas that face different issues.

1.4 Limitations

Evident limitations exist with what we have been able to achieve thus far. One of the obvious ones is that the Thames Valley is a diverse region covering Oxfordshire, Buckinghamshire, Berkshire, and Milton Keynes. All of the schools we have worked with as part of this process are in Oxfordshire, and the issues that pertain in Buckinghamshire and Berkshire may well be very different with big towns like Reading and Slough within them. The idea of the sessions has not been to have the students 'speak

for' others who were not involved in the process, but to try to expand the range of individuals who influence decisions on our activity and who might come from different backgrounds.

In addition to the limitation identified above, there is also the problem that the individuals we are accessing might not be the exact kinds of people who would receive any intervention resulting from the social contagion research.

Finally, the individuals taking part self-selected to be involved in the programme. As such, student views may not be representative of the population, in the sense of running across views that are pro police through to anti police. We do not think this has been a huge issue for the project as the students had a variety of views, some of which were critical and some of which were supportive of the police. There is, however, the problem that those self-selecting from a 6th form environment are not those that have been excluded from school and so are perhaps less likely to be directly part of the cohort that may be targeted by any intervention.¹¹ However, it is important to note that it's likely there would have been students in the room that have had interactions with the criminal justice system in various different ways.

Whilst acknowledging these drawbacks, it is important to emphasise that we do not know the backgrounds of the students and what interactions they may or may not have had with the police or statutory agencies. Whilst there are limits to who we can access and who we have accessed, this is a pilot of a new process that seeks to take community involvement seriously. Whilst such involvement will always have its limitations due to the limited resources that can be put into this work, and the problem of how you access the communities that you most need to hear from is a difficult one, this is a serious effort to move in the right direction.

Before moving on it is worth noting a final thing. Evidently this report is being written up after the fact and based on a general map of the views of the room on the final day. Whilst every effort has been made to ensure this is an accurate representation of the views of the room, we cannot guarantee some of this has not been affected in the write up.

1.5 Issues

As with any project such as this, there were a number of issues that arose during the course of implementation. Initially, the three schools brought onto the project were Cherwell School, The Oxford Academy, and Wheatley Park. We ran an initial session at Oxford Academy in July and had two

¹¹ Although it should be noted that not all interventions must be targeted at offenders or co-offenders. It is possible that someone may have been victimised within these contexts and will end up in high harm networks as a result. This means someone who does not commit crime may end up part of the cohort. Please note that there are a number of studies and reports that note a close connection between school exclusions and increased presence of those excluded within the criminal justice system.

sessions scheduled at Cherwell and Wheatley on the days that were 38 degrees. As such, these two sessions were cancelled and the timeframe for engagement pre the main event was condensed into September and October. Additionally, The Oxford Academy ended up dropping out of the programme due to lack of student numbers. This is likely due to limitations in the way the initial session was run. Firstly, it was another warm day, but we perhaps were not as prepared as we could have been to deliver the session, with the activities being more conversational. On the recognition that students struggled to keep engaged in the session when run like this, we introduced an activity for the second half of the session to change things up and sustain engagement in future sessions.¹²

To counter the dropping off of The Oxford Academy from the programme, we brought in Henry Box to add another element to the groups we might be reaching, but also to ensure there were sufficient numbers on the day. Due to being added to the programme at a later date, and desire from the school to reduce missed contact time for the students in their lessons, we were only able to deliver one training session at Henry Box rather than the desired two.

In addition, there was a clash of timetables for some of the students at the Cherwell School where the final day clashed with some mock exams. This meant that a number could not attend the final day. These students attended all workshop sessions but, with them not attending the final event, we asked for further students to be added who only received the second workshop in the pre-engagement. As such, about 50% of the Cherwell students attending the final day had experienced both workshops, and about 50% experienced only the second one.



Figure 3 One of the workshop sessions at Cherwell School



Figure 4 One of the workshop sessions at Cherwell School

¹² Please see section 2.0 for more detail on how the training sessions were run.

1.6 Summation

So far, we have provided a brief overview of the programme of work. In essence, it forms part of our innovative model for our Ethics Committee, that Committee requested engagement with young people be carried out, so we designed and delivered a programme of work culminating in a deliberative forum to contribute to the decision-making process of the Committee. As such, this process has been a pilot of devolved, deliberative decision-making to ensure community involvement in recommendation-making. Having set this up, we will now run through the structure of the programme and the outcomes from the day in detail, and the recommendations for the Committee.

2.0 The build up

2.1 Overview

As noted previously, the programme of work we designed involved delivering some workshop sessions in the schools prior to the main event on the 15th. Before detailing the main event, a brief summary of the separate workshops and what we did with the students, along with some brief reflections on improvements, will be provided.¹³

2.2 Workshop one

The first workshop focused on providing the students with a base for thinking about ethical problems in policing more generally, and introduced thinking about data and the relationships between different pieces of data. It involved two discrete activities.

The first activity provided two different examples of police activity and asked the students to discuss them.¹⁴ The first example of police activity was a more typical police example involving a stop and search in Liverpool. The second focused on Operation Paramount, an example of a public health approach that uses data to identify individuals who have had parents go to prison to provide them with early support. The students discussed each example, considering the ethics of each news story as a way of both warming them into the conversations, and thinking through the ethics of very different examples of ‘policing’. This afforded them a chance to consider the benefits and pitfalls of both kinds of example. Using Paramount also provided a more data driven example to lead into the second activity.

The second activity, found in appendix two, asked the students to consider different kinds of data and information that might be held about someone and got them to think through how personal they thought that information was. They ranked each category on a sliding scale, with one being the least personal and ten being the most personal. Facilitators on each table supported them to think about these categories together as well. The purpose of this activity was to get the students thinking through in detail issues surrounding the use and sharing of information, building on their discussion of a concrete example of such use in activity one (Operation Paramount).

2.2.1 Reflections

To reflect on the sessions at each point requires two things. The first is anything that we might be able to improve about the session, the second anything observed by those running the sessions about how the students engaged and so on.

¹³ Please note, the workshop sessions were roughly 3 hours long each. Please see appendix five for example running orders for workshop one and workshop two.

¹⁴ Both examples can be found in appendix one.

In terms of possible points of improvement, there might be a way of contextualising the first activity discussing different methods of policing in a broader context. We attempted to do this by having one of the facilitators who was a serving police officer, or former serving police officer, provide a short talk on policing for the students. Whether this effectively conveyed how new some of the data-based approaches are is perhaps unclear. Both approaches are contestable as many people will see the police's job as being to respond to crime and catch criminals, not prevent it, and others will see it as to prevent crime.¹⁵ Framing these approaches in the wider context of these debates may be a more effective way to frame the session, as it would draw out more about what the students think about prevention, reaction, reliance on data and so on prior to the main event. This would streamline the process, allowing the students to provide their initial thoughts on the *concept* of these different methods of policing.

Further to this, it may have been beneficial to provide some information on stop and search powers that the police have, and how performance on stop and search is measured. Stop and search, as we will see later, became a sticking point for discussion at the main event. Providing some information in these sessions about what can and cannot be done, and how the police are held to account over the use of these powers, may have provided benefits for the main day and created a greater connection between the initial sessions and the main day.

With the activity on privacy, orienting the activity so it has two parts may provide some distinct benefits. The activity mainly relied on getting students to think about the different kinds of data and their sensitivity or privacy, asking them to discuss why they might consider something more private or less private. The discussions did bring out the ways that some information might be connected together, but it might be better in future to build this in as a more distinct part of the activity. The first part would focus on the different kinds of data, in which they presumably would touch on some of the connections, but the activity could then move on to focus on whether the students saw connections between the different kinds of data and whether that changed their perspective on how private the information was. Or, alternatively, if people's data, that they may see as individual to them, connects them to other people. This latter option might have provided real benefits for the main day, with the use case focusing on connections between people and with collateral intrusion being discussed at that day.

Despite these possible improvements, the general view from facilitators was that these sessions ran very well. The students seemed to particularly enjoy the activity on data privacy and the different categories of data. One facilitator observed that the students were enthusiastic in the sessions they

¹⁵ Indeed, prevention of crime is included in the oath that Officers swear.

supported and that when it came to the first activity the students were generally more interested in the stop and search example than Operation Paramount. At one of the schools, the students thought that each stop and search should be approached with a completely open mind, leaving prior knowledge of the area, gang activity etc out of the way when they make their decision. Whilst this facilitator felt that an introduction to stop and search powers might be useful, many of the people reading the article would not have awareness of such powers, and so perhaps the raw reaction of the students was more realistic.

2.3 Workshop two

The second workshop sought to be more practically oriented and involved just the one activity, which tried to put the students in the position of a public sector professional who is considering whether to share information. The students were split into three groups (one acting as the police, one acting as a GP, and the other as a school). They were given a fictional story about a young person's life and provided with some general information that all of them knew, and specific information that only that agency knew. They had to debate whether they wanted to share their information with the other tables.¹⁶

Once this decision was made, we then helped facilitate any sharing and they were asked to review their decision. If they felt they wanted to get information from a specific table that they did not have they had to come up with arguments to persuade the other table to share their information. At each point of the exercise, they were asked to revisit their decisions and whether they were happy with them. Finally, they were given some consequences for their choices (some good, some bad) to discuss. These consequences were set up to provide different talking points with some being positive for data sharing, some negative for data sharing, some positive for not sharing and some negative for not sharing. This was to ensure balance when discussing the issues and to see whether this changed the minds of the students at all in whatever direction. Whilst these were hypothetical consequences, they mirror the often complex outcomes that present themselves to professionals. Evidently the language of positive and negative used here is for brevity as many of the consequences in real life are unlikely to be so clear cut.¹⁷

¹⁶ The students could choose to share with no one, choose to share with only one other agency, or choose to share with all of them. If they shared their information with another table, they had to share all of it.

¹⁷ It is worth noting that once the activity was concluded, we presented them with two videos focused on introducing the social contagion of violence concept that they would discuss on the final day. The first was a video that explained the premise of social networks and social network analysis by Nicholas Christakis particularly through the example of obesity. This video also presented some problems for such analysis. We then showed them a second video on the contagion of violence specifically by Gary Slutkin to specify the social network work in relation to the topic they would discuss. These videos can be found in appendix 4.

This workshop thus sought to build on the previous one where the students had considered examples of police practice and the sensitivity of different kinds of data. This got them to think about, given the complex array of consequences that might arise for sharing/not sharing or using information, what they might do.¹⁸



Figure 5 One of the workshop sessions in action at Henry Box

2.3.1 Reflections

Overall, feedback from the facilitators on this session was that it was exceptional. The activity drew out all sorts of observations from the students and got them thinking in a different way. Throughout this activity, the students were incredibly animated and passionate, with one making an impassioned speech to another table about the importance of sharing their data.

There are perhaps a couple of points for consideration here in terms of any improvements. One may be that, broadly, the decisions about data sharing do not just relate to the circumstances of the specific individual. It could be that we think that 1 out of these 10 people has a 90% chance of falling into a problem, but we do not know which one. If we share the data on all 10, even though 9 of them will not have any problems, it may benefit the 1 individual. The activity was focused more on individual circumstance rather than this kind of example. This may be something to think about as the activity is developed, although the purpose of the activity was to get them to consider a particular type of case that might be realistic. We wanted them to constantly rethink and question their own decision-making so they could see all the various different angles that a professional may have to consider. The benefit

¹⁸ Please see appendix three for the activity

of providing an example about an individual was that it allowed the students to role play more effectively as they cared about the consequences for the person.

One other point of consideration would be the consequences that were provided. Partially due to time constraints and complications, we provided an array of consequences for the decisions that were less specific to the kind of decision the group had made. We wanted the consequences to serve a couple of functions. One was that if a group were to make their decision quickly we would have a way of throwing that decision into the air, getting them to discuss the issues further. This was very much a practical consideration. Secondly, we wanted to provide an array of options to the students that ran across the range of negative and positive consequences, but that perhaps might not have one that obviously stands out as the most concerning, or compelling, consequence. This would force the students to think through the nuances from either side and consider, on balance, whether they were more concerned by the negative consequences than they were compelled by the positive ones.

However, it may be possible in future for us to rethink the function of the consequences. We could do this by making the consequences slightly looser. This could be through asking the students what they think the consequences might be, or to give them statements that x happened, but that there was an unintended effect of sharing the information that might mirror the more complex consequences in real life. Doing something like this might be more effective at immersing the students in the activity further. As it stands, the activity was perhaps very immersive until we arrived at the consequences, at which point, with the consequences being less specific, they came out of that immersion.

One facilitator observed that the distance between the sessions and the main day meant they were not sure how much the students remembered.¹⁹ This may be because some of the students were not able to receive every session for reasons discussed earlier. We also spaced things out partially at the request of the schools and our own need to have time to sort the relevant logistics. It is definitely something to consider in future, however, if the events do not involve students but involve people with different demands on their time.

Having said this and noted these possible improvements, it is important to emphasise just how engaged the students were with the activity. This model of a practical ethical exercise for the students drew reactions that none of us expected. It is worth noting a particular set of observations from one of the facilitators:

¹⁹ 'I wonder if having the preparation workshops a bit closer to the day would have helped, as I got the sense that most of the students didn't really remember what had been discussed at those sessions by the time they got to the Oxford day.'

These workshops were really well-devised and clearly helped the [Young People] ‘perform’ better at the final event (many of those who spoke most confidently were also those who had taken the opportunity to ask lots of questions and lead discussion at the workshops). In addition to being better able to understand and articulate their thoughts on the concepts/ideas, these types of events are really important because some of the voices we really want to hear from are likely to belong to those who will benefit from the additional trust engendered through familiarity and knowing their thoughts/contributions are already respected and wanted.

This encapsulates perfectly why we took the approach that we did. It is perhaps unusual to run lead up sessions before such an event, but we took it that such groundwork would be essential for a number of reasons. The first is related to knowledge and experience talking about the issues. As we have noted, these issues are particularly unusual ones for school age students to discuss and work through. Thinking about ethics and ethical issues is hard, but talking about the ethics of statistical modelling, data etc. is an additional ask that requires additional support. Further to this, we recognised the importance of trying to build relationships with the students first in aid of them becoming more comfortable to express their thoughts and ideas.

2.4 [How did the training relate to the main event?](#)

The workshops were aimed at helping the students to do a number of things that would support the main day. Firstly, it got them used to the facilitators and the leads for the day so they would feel more comfortable and relaxed. Secondly, it got them used to articulating their thoughts on unusual problems that they do not have much experience thinking about. Finally, with the support of the facilitators, it helped them think through some key and foundational issues regarding data use to prep them for thinking these issues through on the main day. Without doing this work first, there was a risk that the success of the main event, and the process of getting recommendations from the young people, would be extremely limited. A building and bottom-up approach was needed to ensure that the students could engage most effectively and had the best opportunity possible to offer their perspectives on the social contagion use case, whether those perspectives were in favour of or against.

Fundamentally, the ask for the students at the deliberative forum would be for them to think through police activity that is powered through data. As such, it was important for these workshops to consider three key things. The first being what sort of things do the police do and how might we think about the ethics of that? The second being how do we think about data and the use of it? And finally how do we think about the ethics of the police using data? Each of the activities were designed to ensure that consideration had been given to each of these points. The first workshop considered these

questions in a more theoretical and, perhaps, isolated sense. The second workshop actively considered these things together and asked the students to consider good and bad actions and their consequences without really knowing what the 'right' option is.

3.0 Shaping Data Ethics: A Young People's Deliberative Forum

On the 15th November the students came together from the various different schools at the Big Data Institute. The purpose of the day was to get the students to build on the skills they had been developing throughout the programme to provide thoughts and recommendations on the social contagion use case that was proposed to the Committee. In order to do this, a central question for the day was established:

Core Question: Should interventions based on peer network data be implemented in the Thames Valley area?

3.1 How the day was structured

In order to support the students to answer the above question, the day had to be carefully constructed in order to ensure they had the best opportunity possible to provide their thoughts. Many deliberative forums would tend to run for a number of days but, due to limitations with removing the students from their school work, our event had to be run on a singular day to avoid impacting contact time in school too heavily. With this in mind the structure of the day, and the way the ideas would be built throughout, was crucial for helping the students to formulate and articulate ideas in what was a short time frame.

The structure for the day was as follows in figure 6:

High-level overview:

Arrival/Settle in 0900-0915

- | | |
|---|---|
| <p>1. Part I Overview/Introduction 0915-1015</p> <ul style="list-style-type: none"> a. Welcome and Introduction 0915-0920 b. Role/rules for discussion/day 0920-0925 c. Group work (Icebreaker) 0925-0936 d. Feedback (Plenary) 0936-0939 e. Public Health Approaches to Policing (Talk) 0939-0943 f. Data Ethics (TVT) Talk 0943-0950 g. Group work on Data Ethics 0950-1015 <p style="text-align: center;"><i>Coffee Break- 1015-1045</i></p> <p>2. Part II Facts 1045-1110</p> <ul style="list-style-type: none"> a. Possible Interventions Talk 1045-1052 b. Clarification Group Work 1052-1057 c. Plenary Feedback 1057-1110 <p>3. Part III Framework 1110-1215</p> <ul style="list-style-type: none"> a. Set-up 1110-1115 b. Group Work 1115-1140 c. Plenary Feedback 1140-1215 <p style="text-align: center;"><i>Lunch 1215-1300</i></p> | <p>4. Part IV Developing a Recommendation 1300-1435</p> <ul style="list-style-type: none"> a. Set up 1300-1305 b. Groups to Decide what they want to Recommend 1305-1335 c. Plenary 1: Feedback 1335-1400 d. Making a recommendation 1400-1415 e. Presenting the recommendation 1415-1435 <p style="text-align: center;"><i>Break 1435-1450</i></p> <p>5. Part V Panel 1450-1545</p> <ul style="list-style-type: none"> a. Introduction to the session 1450-1453 b. Panellist Introductions 1453- 1503 c. Brief outline of the day 1503- 1510 d. Recommendations 1510-1525 e. Panel response and questions 1525-1540 <p style="text-align: center;"><i>Thanks and Close 1540-1545</i></p> |
|---|---|

Figure 6 High-level overview of the structure for the day

The structure sought to build a recommendation from the students from the ground up. Part I provided an opportunity for the students to warm into the day with some icebreaker sessions and opportunities to hear from members of the VRU on public health approaches to policing. This included

a general presentation of the use case they would be discussing. It also sought to make clear what the question was, and provided an opportunity for the students to start discussing, in a very general sense, their values when thinking about the police using data. This was designed to act as an initial ‘dump’ of ideas that could be built upon and refined through the rest of the day.

Having been provided with a general overview, part II sought to provide relevant facts to the students, by proposing possible interventions that might result from the social contagion research. They were presented with 4 main options of things that could be done, along with the possibility that nothing is done. A presentation was provided on these options and an opportunity provided for the students to ask questions of experts on social contagion from within the VRU. These experts were also on hand throughout the day should the students have further questions for clarification in their discussions. This started to refine the general set of values developed in part I into a more manageable set of considerations and questions.



Figure 7 Prof Mark Sheehan introducing the students to the day

Part III then asked the students to focus on developing a framework to answer the overall question they had been presented with for the day. The students, having all the relevant facts, could refine their thoughts further to consider what matters in making a decision between the various different options they had available to them, which they would then use in their deliberation as a whole body later in the day.

Part IV then sought to develop the recommendation and how the students wanted to present that recommendation. They first had an opportunity to identify their recommendations on their tables to feed into a wider group conversation. With the support of the leads for the day, they would then have the opportunity to discuss their recommendations as a room, identifying why they wanted to go in favour of certain options over others, how they have handled disagreements, whether there were any disagreements with the emerging recommendation, and so on.

Finally, in part V, they had the opportunity to present their recommendations to a panel including Matthew Barber, the Police and Crime Commissioner for Thames Valley, Supt Dave Horsburgh, the Local Police Area Commander for South & Vale, and Supt Stan Gilmour, VRU Director. The panellists were then presented with opportunities to ask questions of the recommendations and express their thoughts on what the students had said.



Figure 8 The panel responding to the students

Throughout the process of the day the students developed a map of their thoughts. This was done individually on each table with the support of their table facilitators and then used to feed into wider discussion. As this was fed into the wider discussion, themes and ideas were drawn from what the students were saying and written on the walls around the room by the leads. As the themes were captured within the room map, the students were consistently asked if they were happy with the way things were being captured to ensure it reflected their views. In essence, the development of the map operated as a live thematic analysis of the emerging ideas. The concept of the day was to build the recommendation through a gradual refining of their thoughts. As mentioned previously, the students were supported by various table facilitators. These facilitators had a range of backgrounds from a

former Headteacher working in the VRU, current or former police officers, and DPhil students and academics from the university.

3.2 What were their options for recommendation?

The day centred on the different options the students had to decide between. These options were developed as realistic things that might be done and presented to the students with the opportunities for questions. The list of options are below:

1. Enhanced enforcement for co-offenders of violent events
2. Blended support for co-offenders of violent events
3. Monthly enforcement review of highest harm networks
4. Blended support for highest harm networks

Additionally, the students could recommend no intervention. If the students did want to recommend no intervention then they had to articulate their reasons for this, but this was left down to them. In terms of the detail around the other four options there were a variety of key differences between them that we will now articulate.

Option 1: option 1 would target individuals who have previously offended alongside someone recently involved in a serious violence offence. The process of identification would be to run an automated social network connection overnight which would look for previous co-offenders with the offender. If identified the individual would be subject to heightened enforcement and their engagement would not be voluntary, as it would be a police managed intervention specifically focused on increased attention to an individual and subsequent enforcement should they commit crime.

Option 2: option 2 targeted the same individuals as option 1 and would be identified in the same way. In contrast to option one, though, the individual would not in the first instance be subject to heightened enforcement. Instead, they would be contacted by charity workers who would offer them support and help. If the individual refused this support and continued to offend, then they would be subject to the same heightened enforcement activity as in option 1. The management of this intervention would also be different, in that it would be managed by a steering group chaired by a community member.

Option 3: option 3 would focus on harm networks rather than individual co-offenders. The target would be individuals identified as closely connected in a group with high harm (including suspects and victims). They would be identified through overnight social network creation, but this network would only be created once a month. The intervention would be similar to option one, where there would be heightened enforcement with no voluntary engagement and it would be managed by the police.

Option 4: option 4 would target the same individuals as option 3 and be identified in the same way. However, as with option 2, the intervention would involve offers of support from charity workers followed by heightened enforcement if they refuse to engage and they commit a crime. Again, as with option 2, the intervention would be managed by a steering group chaired by a community member.

As per the nature of the central question for the day it was also possible for the students to recommend none of the above options, and recommend that there should be no intervention off the back of the research at all. To be clear, though, this was not included in the main presentation of the interventions in this section. We thought long and hard about the central question we wanted to ask the students and made it a straight yes or no question (should we intervene or not) to try to make it clear that no intervention was a possible option as well.²⁰

To clarify these options it is worth spelling out some of the major differences between them:

1. Options 1 and 2 are only interested in offenders where options 3 and 4 are also interested in victims
2. Options 1 and 3 would be police led interventions where options 2 and 4 would be led by the community and backed up by enforcement if necessary
3. In options 1 and 2 there is a specific trigger, such as a stabbing, that would bring someone to the attention of the intervention. In 3 and 4 there is no specific trigger as it would rely on total harm in a network likely calculated through the sum of the crime harm index.²¹ As a result, in options 3 and 4, it may be more difficult to explain to an individual why they have been picked up for an intervention, as there might be less specific detail around this.²²

3.3 Questions

Going into detail on the general values identified in part I of the day is probably not necessary in this report as the questions, framework, and recommendations were refined versions of this. They were refined on the basis of student discussion and deliberation to draw out their key points and themes throughout the day. For those who are interested in an overview of what came up in these discussions, you can find this in appendix seven. For the main body of the report, however, we will skip straight to the questions the students had for the interventions they were presented with.

²⁰ However, we have discussed this in reflections on the main day as it is something we could, perhaps, have been clearer on and that would have benefited from being in the pack/presentation.

²¹ Sherman et al, 2016. The actual harm index itself can be found on the Cambridge Centre for Evidence Based Policing website here: [Crime Harm Index — Cambridge Centre for Evidence-Based Policing Ltd. \(cambridge-ebp.co.uk\)](https://www.cambridge-centre-for-evidence-based-policing.co.uk/).

²² The handout on the interventions provided to the students is in appendix six.

Questions for the interventions

1. How are the highest harm networks identified?
 - a. How would the algorithm work? (biases in the data?)
 - b. How up to date is the data?
 - c. Where does the data come from? (Broader issues?)
2. Who makes the decision about when and how to intervene?
 - a. Who does the door knocking?
 - b. Concerns around labelling and who manages the interventions
 - i. Rehabilitation?
3. Option 3- no support (for victims) and cannot say why there is heightened enforcement. Why?
4. What distinguishes the options? (rationale)

Broadly the questions focused on a few key points, namely the mechanisms for identifying harm networks in options 3 and 4 and the way that the data played a part in such identification. The students wanted to understand more about how people would be identified and whether there would be any bias within the data that would potentially target specific communities. This tied in to concerns about where the data came from and how frequently such data was received, to ensure that there is an up to date picture of what is going on. So understanding more about the data and how that helps to identify people was the initial focus of the questions.

Secondly, there was a reasonable amount of time spent discussing and questioning who makes decisions on when and how to intervene with an individual. So once a high harm network has been identified and there is intervention activity carried out, what is done and who does it? Accompanying questions to this focused on who actually carries out the contact with any individual. If the wrong person contacts them, there were questions around whether this would lead to the individual being labelled and risk their rehabilitation.

A couple of other questions presented themselves, particularly around option 3. Questions were posed to understand why there was no support within this option, particularly if there was a focus on victims as well as suspects. They also wanted to understand why, in options 3 and 4, when there is the potential for heightened enforcement, that there was no way of explaining why such heightened enforcement exists.

Finally the students wanted to understand more about what distinguished the various options. Evidently there are several options which have points of commonality. Being really clear on the ways these options are distinct and their differences was considered important for the process of recommendations, so clarificatory questions on these distinctions were posed to the presenters.

3.4 Framework

Having posed these questions, the next task for the students was to identify a framework. What do they think mattered to answer the central question for the day? To be clear, the point of this section was not to establish the specific answer to the central question, but to set up how the students wanted to judge whether there should be an intervention and, if so, what that should be.

Below is a summation of the points the students developed for thinking about what mattered to answer the question.

Framework

1. Enforcement seems an aggressive place to start (blunt)
 - a. Support seems more nuanced
 - b. However, who provides this support (which agencies) matters
 - i. Support allows for understanding and the tailoring of approaches
2. Evidence of the interventions working is important
 - a. About the network of effectiveness
 - b. Who judges this is also important
3. 2 ties in with efficiency
 - a. Doing things that work best in a way that 'costs' the least for all involved
4. Communication crucial
 - a. Provides best fit for support/enforcement
 - b. Communication should be with
 - i. Outside parties/families
 - ii. Using social media?
5. Influences on the individual matters
 - a. Their connection to social groups
 - b. Relationships to institutions
 - c. Embedded social attitudes and trust
 - d. Wider 'social determinants'
6. Possible hierarchy of interventions
 - a. Start with lesser interventions and get more immediate
 - b. Triggers and stages
 - c. Thresholds
7. Relationships between social groups and response
 - a. Approach and attitude towards the intervention might vary (and matter)
8. (Prevention)
 - a. Why wait?
 - b. When to intervene? (speed/logistics)

Considerations for the framework started with the issue of enforcement. The students thought it mattered where an intervention starts from, and that enforcement seems a particularly aggressive place to start any engagement. They thought that support seemed more nuanced and allows for a more tailored approach to the individual. Following on from their questions to the presenters, they believed that who provides the support matters a great deal. Engaging through the wrong people in

the first instance risks labelling and stigmatising individuals who might be engaged, particularly if engagement started with the police.

Considering the evidence for an intervention and whether the intervention is working was another key part of the framework. This split into a couple of key points on the effectiveness of the network analysis and the intervention, and also who judges whether such an intervention or analysis is effective. This tied in with point 3 around efficiency. Knowing that something is working in terms of the network analysis and the intervention ensures that things are being done in the most effective way possible that costs the least for all involved. Partly the question here seemed to centre on whether the effort that might be placed into a network analysis for identifying the appropriate individual is worth it, and the best value for money, along with whether the interventions get positive results.

Tying in with some of the concerns around tailoring of approaches to individuals, point 4 identifies the importance of communication for the students. With effective communication with the identified individuals they believed it would be possible to ensure a balanced 'best fit' possible for the support and/or enforcement. Such tailoring was believed to be immensely important and ties in with the initial concerns identified around enforcement being blunt as an option (and presumably less effective as a result). Such communication was believed to be important not just in terms of who such communication is with, but how that communication occurs. Not only did the students think it would be important to communicate with the individual, but also their family and other people close to the targeted person. This would include explaining to the individuals and their families the reasons for the targeting by support or enforcement and the importance of being clear, open, and honest as to what was happening and why. Additionally, the method of communication was considered important, with the suggestion that social media might help engage young people.

Some of these points around communication with family tied in closely with point 5 around the influences at play on the individual. There are a number of influences that were thought to be important to consider. Primarily, the social groups someone operates within could be central to understanding how to communicate with an individual. Such peer groups might affect how someone relates to institutions, so would also affect which organisations (police, third sector etc.) should be responsible for leading any intervention. There may be embedded attitudes and trust issues that need to be worked through to identify who should deliver such engagement and that would affect the individual's engagement. Wider social determinants were also considered to matter, such as issues of poverty that might pertain in an individual's life that would need to be considered, along with the cultural and social factors that might affect their perceptions of different organisations. This ties

closely to point 7 as well on the relationships between social groups and possible responses to intervention, in that social groups might influence an individual's attitude towards any engagement.

Developing some of these points further, the students believed that considering a possible hierarchy of interventions for individuals matters in point 6. Rather than seeking to go straight in for enforcement or support, thinking through the level of support or enforcement that could be offered is an important initial consideration. Considering various different triggers, stages, and thresholds for different kinds of intervention may be relevant for avoiding engaging with someone ineffectively. The question of thresholds was seen to matter in a variety of different ways. There could be thresholds, for example, for the type of crime committed, consistency of criminal behaviour and its severity, or the level of support already offered to the individual could be considered to matter to ensure the right kind of intervention is offered to the right person. The primary reason that this was considered to be important was the risk of the support and intervention around the person collapsing if the support were not built with the individual and their backing.



Figure 9 Dr Tim Lowe leading discussion at the forum

Finally, in point 8, the importance of preventing crime was identified. The students thought you would not want to wait until an individual is already committing crime to be engaging with them. Prevention is important and the speed and logistics of any intervention is also important to ensure we do not wait until it is too late. Having said that, evidently some of the other considerations that the students

identified in the framework and questions caveat some of these points, in making sure we understand we are identifying the right people and the data is accurate enough to do that.

3.5 Recommendations

Having developed these various discussions throughout the day and built their thoughts from the ground up the students were finally asked to develop their recommendations. Initially, this was conducted on their tables to provide the opportunity for the students to apply their framework to the options in a more direct way. By doing this they could feed their thoughts on what they wanted to recommend into a wider group deliberation. Initially, we will focus on the result of the whole room deliberation. Section 3.6 deals more explicitly with the discussion on each table.

Overall the wider deliberation saw the students in favour of intervention, although there was one table that was more vocal in disagreeing with the options for intervention that they were presented with, to the extent of not wanting to recommend any of the presented options. The majority view favoured option 4 provided that it was supplemented by aspects of option 2.

Table one below outlines the reasons for rejecting options 1 and 3 and favouring option 4 supplemented by 2.

Why not option 1 or 3	Why options 4 and 2
It is possible that innocent people might get targeted.	There was a desire to merge 4 and 2 together. In option 2 there was considered to be the benefit of transparency. If this transparency could be 'added' to option 4 so that it is clearer why someone might be picked for intervention, then option 4 would be considered the desirable intervention.
The options are more of an attempt to remove someone from society than rehabilitate them	People delivering in option 4 would not be primarily the police- 'normal people' and relatable.
It is common for there to be negative perceptions of the police so they might not be the best group to lead any intervention	Victims and suspects helped in 4
These options do not provide support for people	Multi-agency support is good
Concern with option 3 that monthly identification might be too slow and that it would not, therefore, be preventative	Chance to help before enforcement
Further concern with 3 that someone might not be told the detail of why they are referred and that this may lead to a lack of accountability and leave room for bias	4 overall better than 2 as crimes in 2 would be identified in 4 anyway. Need way of grading support depending on the individual
	4 does not label
	4 leads to earlier support

Table 1 Reasons for Recommendation

The reasons for choosing intervention over no intervention are evident from this table. The students valued prevention over reaction and valued providing help and support to people. These reasons fed into the conversations around which intervention is appropriate. The reasons for rejecting options 1 and 3 included concerns around the lack of prevention within the approach, as it is reacting to a triggering event rather than proactively trying to prevent issues from arising. However, whilst a proactive approach was considered important, in line with some of the points identified in the framework, enforcement may be too aggressive a place to start when there may be some questions around the data. 1 and 3 were rejected, therefore, partly on the basis that it is possible that innocent people may be targeted and that, in the case of option 3, the inability to clearly articulate reasons for an intervention means there may be a resulting lack of accountability and room for bias. This concerned the students in particular because they viewed these options, in part due to the lack of support, as an attempt to remove someone from society rather than rehabilitate them. Whilst 3 was acknowledged to leave some room for early identification of individuals, there was concern that the monthly identification would cause problems for such prevention due to less timely analysis and that, with the intervention being police led, there may be less of an inclination to change behaviour due to negative perceptions of the police.

As noted in the table, the overall recommendation was to intervene with option 4 supplemented by greater transparency that is evident in option 2. The reasons for preferring option 4 overall was that the individuals who would be primarily responsible for the intervention would not be police. The students liked that fact that it began with support but, particularly, that the support would come from a multi-agency group that helped both victims and suspects and offered the opportunity for help and support before any enforcement. 4 was overall better than 2, in their eyes, as support was the primary driver. Additionally, the crimes that would have been captured by 2 would be captured in 4 regardless, so it makes sense to provide the additional option to support people in a way that is more tailored to their needs. Furthermore, 4 is more likely to avoid labelling people and provides the option for earlier support, although as with option 3 there were some concerns at the speed of identification.

Whilst these reasons constituted the major motives for the students for their specific recommendations, there were additional points added around the edges of the recommendation. Firstly, as was highlighted in the framework, communication was considered really important in delivering 4. With respect to this, such communication may be smoother if consideration is given to the training, diversity, and representation of people delivering any intervention.

Additionally, grading of interventions was also highlighted as worth considering. Understanding more about the individual, what support they already have in place, and the social determinants at play in their life would be important and help to provide the appropriate level of engagement with the individual. This highlights the importance of the specific context, where if it is found that an individual is doing well they should not be forced into anything. This highlights the importance of choice and the question of whether individuals should merely be signposted to support. With a gradation of intervention it might be possible to tailor interventions appropriately, ranging from mere signposting, through to something more intensive.

As noted, there was some dissent from the overall view. The concerns of those dissenting centred on the way that all of the options revert back to enforcement in one way or another, meaning they felt that the idea of tailoring any intervention would be difficult even within option 4. This is not to say they thought that enforcement is never needed, however. The concerns around enforcement concentrated mainly on stop and search, with particular worries that stop and search might be used indiscriminately, and that the more stop and searches there are the more likely someone is to be stopped by a 'bad officer'. These concerns, coupled with some other observations, meant that one of the tables, and two students in particular, felt that all of the options would not be advisable and would be worse than doing nothing.

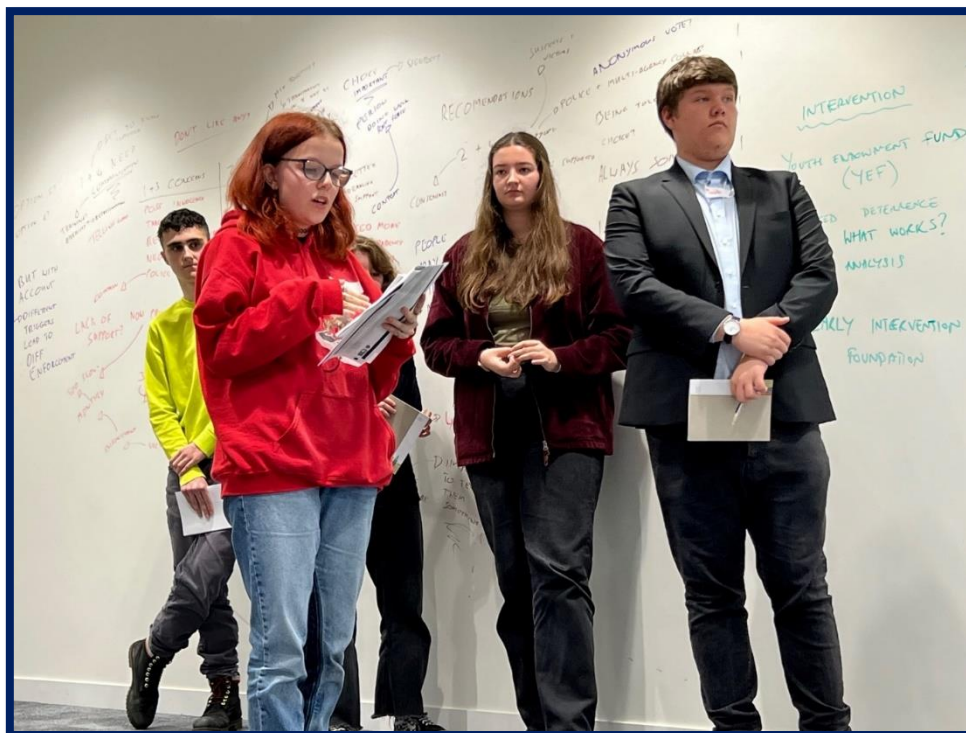


Figure 10 Students presenting their recommendations to the panel

3.6 Considerations from the tables

Having described the overall recommendation of the room, we will now break down briefly some of the themes that emerged on the tables. The below considerations were taken from a template completed by the facilitators to try and capture some of the nuances from the room.

Generally facilitators felt that the tables gelled together reasonably well. Some facilitators noted that the students would speak with one another, even though they were from different schools, without much prompting or an attempt at an icebreaker. Other facilitators noted that conversation was more difficult on their tables with a distribution between some students being more active and engaged and others being quieter. One facilitator noted the possible impact of the delayed start on this where they were not sure whether to do an icebreaker or whether to wait. Some noted that particular students were more vocal and led the discussions as well. All of this is to be expected at such an event, with the inevitability that some would be more confident and comfortable in offering their views than others.

Major themes from the tables

Facilitators identified a number of themes that emerged on the tables as the day went on. Perhaps the first thing to note was there were a number of tables that discussed the minimisation of police involvement in the interventions. There were concerns around the trustworthiness of the police especially in the context of 'systemic racism' and that all of this needed to be given serious consideration when it came to a recommendation. Perhaps connected to this were themes around stigmatisation and the risk of social profiling that some of the students worried might occur as the result of such analysis. Connecting these points together, there might be a risk of entrenching already existing bias through the application of data techniques.

Another major theme identified across a number of tables was more positively oriented, focused on the need to reduce violence and being proactive in such an effort. Particularly, this seemed to be framed as what benefits might result from intervention to communities but also to the individuals themselves. There was a concern that the system overall seems too focused on punishment and less on prevention and rehabilitation, so thinking about the welfare of individuals who might receive any intervention, and the welfare of communities, was considered important. This leads into the observation that the main reason for favouring intervention over no intervention (with some exceptions) seemed to centre on the need to be proactive in preventing violence, rather than reactive in punishing people for being violent. Having said this, there were concerns emerging from the tables that each option was backed up by enforcement.

The third major theme that seems to emerge consistently across tables was the importance of giving people reasons for any intervention. There was concern from some of the tables that it would not be clear from interventions that did not involve a specific trigger precisely *why* that individual had been engaged with. Transparency emerged as a key theme, but was framed slightly differently than the normal ways this arises in relation to data. It was noted that such transparency might be important for ensuring any intervention was proportionate. One table facilitator noted there was some confusion that perhaps links to this around precisely what would make someone a suspect in particular, and that being clear about this would be important.

One table facilitator noted that there was a question around thresholds in particular. What makes someone eligible for referral? This perhaps connects to the above point around what identifies someone as a suspect and that this is important for understanding any engagement. This point was connected by the facilitator to a wider concern in options 3 and 4 around the speed and regularity of the data being run in order to provide preventative interventions.

Fourth, there was a consistent theme across the tables around who delivers the intervention. One facilitator noted this discussion centred on two possible consequences of a police officer knocking on your door: ‘one consequence is that you might be immediately perceived as a suspect by your peers and neighbours (in the eyes of the students, this might harm a potential suspect). And second, if you are a victim, and if you are approached by the police in that capacity, you run the risk of being perceived and labelled as “a snitch”.’

Fifth, one of the major and consistent ideas emerging from the templates is the importance of evidence for the interventions. The students wanted to understand more about how translatable existing evidence from America for this sort of approach was, whether the interventions would be effective and, indeed, which was the most effective.

There are two additional points worth noting that were less emergent across tables, but points that arose on specific ones. The first was articulated as follows:

Alongside more data and info on where/when the interventions have been successfully (or otherwise) implemented, they wanted to know the professional opinion of those working in public health, policing, Criminal Justice, health etc. (and to have a wider range of those opinions available). In simple terms, they wanted to know what the experts thought, why they think what they do and what experience they had to give credence to their views. They were clear that, as they are not the experts, they wanted to decide who they trusted the most and to go with that person/s ideas. In discussion, they were acutely aware that ideology, bias and, at times, emotion were significant drivers for decision-making when it comes to crime and its causes and they wanted help to ‘cut through’ this.

The second point was the importance of familial engagement. So, whilst the focus of the intervention would be on the individual picked up for it, there would be a knock on effect on others and that this would be important to consider.

3.7 Reflections

When reflecting on the main day, it is crucial to first note the issue of timings. A few facilitators picked up on this point:

- ‘In terms of my table, I felt we were a bit short of time to progress through the sections. E.g. I think we skipped over the more exploratory parts like what interventions you might use to manage the problem. Some of the ‘tips’ for facilitators could equally have been given to tables in more simple language. For example, to develop a framework, they could have been asked directly to consider what matters to the individual, their social environment and their connections.’
- ‘I thought it was excellent and well run. The end sessions were a little rushed without time to really explore some of the points raised by students. I felt maybe a further discussion of the impact of police activity on communities could have been helpful when a student raised concerns about a particular consequence being getting stopped and searched.’

The schedule for the day was very condensed and packed in due to not being able to take students out of contact time for more than one day. Unfortunately, due to heavy rain on the day, and a crash on the A34, the start of the day was significantly delayed by roughly 45 minutes. Cherwell School arrived 15 minutes late, Wheatley Park roughly 30 minutes late, and Henry Box 45 minutes late. This meant we could not start until all the students were there, and the planned timings for the different sessions had to be revised. As such, we had to shorten certain sessions that we would ideally have liked to have spent more time on. Whilst there was nothing we could do about the weather and traffic, had the day had more tolerance built into it for such a problem, it would have had less of an impact.

This perhaps feeds into another reflection, that getting into discussion of the meat of the issues quicker would have been beneficial. This perhaps means a shorter introductory session with some of this covered in the lead up workshops. This would streamline the approach and allow for more time to discuss and develop recommendations than we provided this time.

Related to this point, it perhaps could have been clearer that the students could recommend no intervention at all. Whilst the fact that one table did recommend that none of the options were pursued, thus indicating that there was at least some understanding this was an available option, this could have been made clearer by including it as part of the presentation on the interventions. We tried to construct the question as a yes or no question so that it would be evident that recommending

no intervention was a possibility, but perhaps this assumed too much and it could have been made much clearer by having a 'no intervention' option within the packs that would effectively mean business as usual policing. It may be that this is partly why a couple of students from one table felt it was assumed they should give a positive answer at times, in that even recommending no intervention would imply a level of intervention (i.e. business as usual policing). This would, evidently, only be the case should an individual commit a crime and such intervention would be carrying out the police's obligations.

To extend the last two reflections and combine them slightly, if in future we could spread some of the introductory sessions across other days, in terms of explaining more of the core concepts at these points, then we would have more time to not only get into the crux of the recommendations, but to allow students to pose questions of the day itself. We allowed the students opportunities to ask questions of the interventions, but perhaps should have built in 30 minutes for them to discuss the central question and pose questions of it. This would mean that what they were trying to answer would be as clear as it could be. We perhaps assumed that the central question was understood due to our own understanding of it, and the fact we had tried to make it straightforward, but that perhaps meant we missed some of its complexities that could have been ameliorated by a short question and answer session. We could also resolve the issue by explicitly stating the question at the point of recommendation, so we start with the yes or no and then move onto shaping the remainder of the discussion based on that. So if the majority view was yes, the focus moves towards what kind of intervention to recommend (and the issues with them from those who disagreed). If the answer was no, getting detailed articulations of why that was the case would then be key.

Noting these points is important so we understand how to improve this process in future. To be clear, one facilitator felt that this confusion might have affected the outcomes from the day. Another facilitator, however, felt that some of the disagreement was borne out of confusion related to the interventions, rather than the ability to say yes or no to the interventions. They felt that students became confused about the fact that, even in the context of high harm networks, there would be reasons given for the intervention being given to the person. That reason might not be any more specific than 'you have been connected to a high-harm network' but they would have a reason nonetheless. Significantly, they felt that there was further confusion that enhanced enforcement could only exist for those whose behaviour warranted such enforcement: 'IE that a person's low-level criminal behaviour – that might previously have been largely ignored - would be subject to harsher enforcement and that police would not be 'harassing' people for being linked to a high harm network).' They felt, therefore, that rather than the overall outcome being affected, the

recommendations from specific tables may have been affected by not quite understanding the options.

We note this here for transparency and to identify ways that we could avoid confusion around the interventions in future. We absolutely need to make it clearer that no intervention was an option for the reasons identified above, but by also developing on some of the aforementioned points around timings for the day, we could build in more developed time to clarify any confusion about the options themselves as well that would help respond to another piece of feedback from a facilitator: 'I... felt that there was not enough information offered on the effectiveness or other details regarding the proposed interventions...'. We had some time for this, but perhaps not enough. If we had more people present who were able to speak on the options, we could have people circulate the room and spend more time at each table to clarify anything that needed clarification. As it stood on the day, we had a couple of people with the expertise to work this through with the students, but we did not have enough for them to spend significant time at each table. As such, by providing more time for discussion of this, and having more people available to discuss it, we may be able to mitigate this problem in future.

There are also some more general less detailed points to note. There was some discussion amongst facilitators about the length of the day. Some felt students struggled to pay attention the whole time and were getting tired, where others felt the students wanted more time. They highlighted the value of being able to get to know the table but that it would also provide benefits to have the tables talking to each other more regularly through the day. They noted that it could, on occasion, be tricky to get the students talking to each other and writing down their views, but that generally there were a couple more vocal students they could lean on to get conversation moving.

Some other reflections from the facilitators are worth mentioning. The first being how seriously the students took the day with acknowledgement that the students did so because of their awareness that their thoughts would impact policy. One facilitator noted that the students were particularly excited by the fact they would impact policy in such a way. Another facilitator also acknowledged this, believing that the day successfully helped the students think through complex issues, and that they appreciated being asked for their views in a way that will influence what gets done.

Having also acknowledged some of the problems that facilitators identified that we can seek to rectify in future, it is useful to pause on some of the more positive comments as well that emphasise the value of this sort of model:

- ‘Overall, the planning, content, resourcing and facilitation of the event were excellent and made what could have been a challenging event (in terms of aims, content and logistics) a really successful one.
- ‘Really enjoyed the day – super interesting topic. Was very impressed by the organisation, the facilitator pack, and the design of the event. I also thought some tables had remarkably mature reflections on the topic – hopefully these permeated around the room.’
- ‘I thought it was an excellent day and successfully enabled the students to deliberate on the complex issues they were presented with to make concrete recommendations. They really appreciated being asked their opinions and being able to contribute to things which will make a real difference to policy. As a former police officer with 32 years’ service and a great deal of experience, it was a great learning experience for me too.’
- ‘I felt that the day raised important questions and gave the students great focussed time to discuss, learn to debate and build consensus. I felt that it is important that members of the community are encouraged to discuss interventions like those proposed on the day, and that the students benefited from the process.’
- ‘I think it went well. It was very interesting to hear what young people have to say about the main topic/question. I was quite satisfied with the fact that some of the students were quite eager to participate and pitch their ideas. All in all, I think that this format should be used for other important ethical questions. ‘
- ‘I thought the day went quite well. We asked a lot of the students as facilitators, and while I think the energy was waning a bit towards the end of the day, the students had a lot of interesting and thoughtful things to say.’

Inevitably, some of the teething issues are to be expected. We ran the project with minimal resourcing and it is the first time that we have delivered such an event as part of our committee model. There are obviously, as a result, a number of learning points that we can take from this to improve how we do this in future, and it is immensely important we acknowledge this. However, overall, the feedback we have received from students, staff, and parents has been overwhelmingly positive. For the first time we have delivered such an event, the process seemed to work exceptionally well, but we will make sure to take the learnings identified above and apply them to future events.

4.0 Conclusion

To conclude, it is worth doing two things. The first is considering how what we have done answers the initial questions posed by the Committee. The second is to throw forward to the future, and to think about ways that we might continue this work as a fundamental feature of the Committee's functioning.

Taking the first point about how this answers the questions from the Committee, we need to remember there were two distinct concerns. The first concern was regarding the way young people understand their relationships. It is evident from the description of the main event that the young people saw such relationships in an immensely complex way. In fact, they extended the question from a question merely about the way they as young people might relate with each other, to how they related to institutions, their families, friends, and so on. They extended this even further to think through how considering such relationships would change the way that you might think about any intervention that is delivered. It also became apparent from this conversation that they thought that their relationships with their peers could affect behaviour quite considerably, in that the way people see institutions in particular would likely be affected by the wider social context they exist in. To answer the Committee's question, therefore, the young people saw their connections as enmeshed within wider relationships. They thought that these various complex relationships are essential to understand in order to communicate effectively with an individual and to deliver appropriate interventions.

The second question centred on what kind of intervention, if any, might result from the research. This is dealt with in depth throughout the report, as the main day focused on precisely this question. Ultimately, it is clear that the young people felt that any intervention should not be police led, should begin with support, and value prevention over reaction. There were concerns over the possibility that stops and searches of people might increase and there would need to be further consideration and sensitivity to this in the design of any intervention and uses of data. They also saw a need for any intervention to support both suspects and victims within networks of high harm. It is for these reasons, along with others, that they wanted to recommend intervention and that they wanted to recommend option 4 (provided it was supplemented with aspects of option 2).

Whilst these answers to the Committee questions arose, the day brought all sorts of valuable points for consideration beyond the scope of answering those specific questions. The students considered the issues in a great level of detail throughout the workshop sessions and the main event. The engagement has proven itself to be of immense value, provoking thoughts that otherwise may not have arisen.

As has been discussed, this work forms part of our new model for the Data Ethics Committee that seeks to expand beyond the standing members, who help to shape the conversation, to a wider audience. This being part of the Committee model means that this is not a standalone event but will become part of normal practice. As such, a number of considerations are relevant for thinking about where we go in future.

The model of the workshops prior to the event worked really well, but there are perhaps ways of streamlining this to make the model more sustainable in future. Primarily this could be achieved by making the lead up sessions perform the function of aspects of the main day to provide more time for the students to discuss the use case at the main event. This would probably mean we would need to ensure a sustained group of people across the various different events, which proved difficult with the programme of work described in the report.

One way of streamlining the approach might be to create a standardised document that can be filled out when a request for public involvement is made. The document could cover reasons for engagement, so what specific questions from the Committee need an answer, who that requires us to engage with, how we might go about engaging with them, and develop an initial plan for what the engagement could look like. We would then have an outline of the work very quickly, but that can be used to more effectively identify how we could weight the engagement so that the workshop sessions also perform part of the function for a main day. This would have the benefit of meaning the activities for engagement can be developed pre the programme starting, and could identify more quickly if any changes to the programme could be made to streamline it, and that could also be circulated to the Committee for rapid feedback. This might help to identify ways that the process of engagement can be streamlined pre engaging with anyone.

These are merely some initial thoughts on how we could go about making this model of committee sustainable given the value of such deliberative forums. Engaging seriously with the issue of who gets to make such recommendations that ethics committees are normally tasked with is a central and crucial question. The answer from the model that we have developed is that deliberative approaches can help to devolve the decision-making process so that we hear from those people we really need to hear from. The task of the Committee is predominantly to help us understand who we should take use cases to: who really needs to be presented this work in order for the decision to be more legitimate? Asking this question, and posing the responses to the issues we have through this ongoing work of embedding deliberation, allows the Committee to act as a steering group to identify who to talk to, and to make sure that the work presented is scrutinised as widely as possible and is transparent with our communities.

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Appendix

Appendix One- Workshop One Activity One

Students were asked to discuss two articles in groups with a facilitator. This was aimed at getting the students talking with each other and working through complex policing ethics issues. Each relates to data in one way or another, the first discussing some of the information the police held, and the second talking through how data is used to identify people for support.

BBC article: [Liverpool MP condemns armed stop and search of two black men - BBC News](#)

VRU article: [Operation Paramount: Oxfordshire pilot scheme offers rapid access to support for children and families with a parent in prison - Thames Valley Violence Reduction Unit \(tvvru.co.uk\)](#)

Appendix Two- Workshop One Activity Two

The second activity sought to get the students focussing on data more. We had the below as cut out bits of paper, where the students ranked each category of information, thinking through how personal it was from their point of view. They used a sliding scale, with 10 being more personal and 1 being less personal. The facilitators were on hand to support and to provoke any questions around the connections between the information and whether that changed their view, and to challenge the student's thinking as we went through the exercise.

MORE PERSONAL
LESS PERSONAL

Name and surname	Preferences (food you like, favourite colour)
Home address	Physical characteristics (height, weight, age, hair colour)
Email address	Social networks (who your friends are, associations, group memberships etc)
Phone number	Communications (text messages, call history)
Location data	Life history (events the individual was involved in, such as going to a concert)
Health Data	Income/bank account
Criminal record	Social media
Information about knowledge and beliefs	Passport/driving license etc

1	2	3	4	5
6	7	8	9	10

Appendix Three- Workshop Two Activity

Ethics Activity

Brief description

Today you will be learning about Jonny, a year 11 boy from Oxfordshire. Jonny is well loved and cared for and has consistently had strong friendships, relationships with family although he's an only child, and has generally achieved academically up to this point. Jonny also enjoys sports and online gaming. As with most children Jonny has experienced some hard times.

Below you will learn some stuff about Jonny's life and some events throughout it. You will each be split into different groups representing various agencies, who will have extra information about some of these events and Jonny's current situation **that only your organisation holds**. You will be asked to consider whether you will share the information you hold about Jonny's life and his current circumstances.

You must collectively agree whether you would share the information or not. *You can't pick and choose what information you share. You either share all of it, or you share none of it. You don't have to share with all agencies, but if you do share you're sharing all your information.*

Please note that the events below are fictional and have been made for the purposes of this activity. Any similarity to real life events are entirely coincidental.

What do you all know?

4 years old- Jonny starts in reception at his local school, he's on par academically with his peers but tends to get tired in the afternoons

7 years old- Jonny starts playing touch rugby for his local team

9 years old- Jonny's grandfather dies

11 years old- Jonny leaves primary school with one of the best SATs scores in his class. His teachers comment on Jonny's confidence and how friendly he is.

12 years old- Jonny's Mum get him a smartphone and he spends most of the time in his room talking to friends

13 years old- Jonny has been late home a few times but always says he is with friends or lost track of time

14 years old- Jonny continues to excel and wins the science award for the year and has been selected for the county rugby team

15 years old- Jonny has a girlfriend who doesn't live locally. They met online and they struggle to spend time together

Summer of year 10 into year 11 Jonny goes missing for two days and no one knows where he went. When asked, he says that he had been at his girlfriend's house but refused to say where that was.

What's the problem?

Jonny is now in year 11 at school and a keen rugby player. A number of teachers have agreed that his academic standards have dropped slightly and he has stopped going to rugby. His attendance remains good but it isn't as high as it used to be and he's been absent for a few days. Alongside that, Jonny's friends have commented or noticed that his standards of personal hygiene have fallen. The school have asked his Mum to come into school, and she thought that he had been to school every day. Jonny is due to do his GCSE exams, and there is concern that he might not do as well as he could, but also some broader concerns for his welfare.

Unknown to the school, other agencies are also concerned about Jonny's welfare for various different reasons. At present, each organisation knows specific things about Jonny's situation that **only they know**. Your task is to figure out whether or not you want to share your information with other agencies.

SCHOOL



What information does the school have about Jonny's past?

11 years old- Jonny starts year 7 and is involved in a fight at school, both he and the other child accuse each other of starting it. Neither child is seriously hurt and both families are happy with them getting a detention.

14 years old- Jonny has fallen out with his friends and has now started hanging out with kids from the local college.

15 years old- Jonny is excluded from school for two days for drawing graffiti on the school property and swearing at the headteacher.

Jonny takes his mock exams but underperforms because he is hungover. He is predicted 7s and 8s but gets 5s and 6s instead.

What information does the school hold about Jonny's present issues?

16 years old- Jonny starts year 11 and the teachers are made aware of an Instagram clip where someone threatens someone else and the teachers think it might be Jonny. They try and search Jonny's bag at school but he refuses to let them and runs away

Jonny turns up at school one day with an expensive new pair of trainers that you wouldn't think he'd be able to afford. When pressed on where he got these shoes from Jonny says his brother gave them to him.

Some things to think about:

Don't just think about the data that only you have, consider the data that has been provided to everyone as well.

- Why do you think Jonny might have run away when the school tried to search his bag?
- Do you think there are grounds for the school to be concerned about Jonny?
- How concerned do you think the school should be given this information?
- Do you think sharing the data would be proportionate given what you know?
- What do you think Jonny's reaction might be if you shared the data?

POLICE



What information do the police hold about Jonny's past?

4 years old- the police are called to Jonny's house after their neighbour reports to them that they've heard a number of arguments at the house, but police are assured that Jonny was asleep and didn't witness it

9 years old- Jonny gets a lift home from rugby training but is locked out of the house. His friend's Dad phones the police. The Police attend and the Mum is just asleep on the sofa and hadn't heard the door.

13 years old- After school, the local shopkeeper accuses Jonny of stealing a chocolate bar from their shop. The police are called and find Jonny and a group of friends in the local park. They stop and search Jonny and his friends. They find no chocolate bar, but they do find a small bag of cannabis on the floor behind Jonny.

When Jonny went missing between years 10 and 11 the police were called. The police visit Jonny after he is back and he says he went to a house party, he missed the last train, and there were engineering works that prevented him from getting back the day after.

What do the police know about Jonny's current issues?

16 years old- Jonny has been stopped as a passenger in a car with someone he shouldn't be and who has been driving without insurance.

Jonny has also been found in the town centre drunk late at night and taken home.

Some things to think about:

Don't just think about the data that only you have, consider the data that has been provided to everyone as well.

- Do you think the Police would be worried about who Jonny is mixing with?
- Do you think there are grounds for the Police to be concerned about Jonny?
- How concerned do you think the Police should be given this information?
- Do you think sharing the data would be proportionate given what you know?
- What do you think Jonny's reaction might be if you shared the data?

DOCTOR (GP)



What information do you hold about Jonny's past?

9 years old- You are aware of the recent death of Jonny's grandfather. You are also aware that Jonny's Mum has been really struggling with his death. She has come to the surgery to speak to GP about it due to increased stress and difficulty sleeping. She is prescribed sleeping tablets but they haven't helped and she is slightly distracted and not as attentive as before.

14 years old- Jonny attends the GP after experiencing symptoms of concussion. Jonny suggests this is because he played rugby at the weekend and got a bang on the head, but the GP suspects that the problem is actually down to Jonny being in a fight, or something like that, after school. The GP tries their best to get Jonny to reveal the real reason for his injuries, but Jonny refuses to say.

What information do you hold about Jonny's present situation?

16 years old- Jonny is taken to A & E by a friend. He has an abdominal wound which he claims is because he fell over and landed on something. The consultant thinks the wound could have been caused by a weapon. This is put into his medical record and flagged for the GP.

Some things to think about:

Don't just think about the data that only you have, consider the data that has been provided to everyone as well.

- How private do you think the information given is?
- Do you think there are grounds for the GP to be concerned about Jonny?
- How concerned do you think the GP should be given this information?
- Do you think sharing the data would be proportionate given what you know?
- What do you think Jonny's reaction might be if you shared the data?

Consequences

Envelope A

You share your information and your boss finds out when the Mum complains and takes it to the local press.

Envelope B

Jonny's Mum is really glad you shared the information as she has also been worried about Jonny. She is glad that he may be able to get some further support as Jonny is found a mentor in the school.

Envelope C

You chose not to share your information. You hear through friends in the community that Jonny has been excluded from school and hasn't got the grades to go to college.

Envelope D

You share the information but some of it was wrong. Jonny gets stopped searched and is more worried to leave the house.

Envelope E

You share the information and Jonny is relieved you shared it as he can now be open about his problems and get support from family and others.

Envelope F

You share the information and Jonny finds out. He is upset, loses trust, and doesn't feel like he can discuss his issues with anyone, as they are not private.

Appendix Four- Workshop Two Videos on Social Contagion

Nicholas Christakis: The hidden influence of social networks - YouTube

This video was shown from about 0:00 until 06:00 minutes. The purpose of this video was to help students understand the general premise of social network analysis and some of its pros and cons.

Gary Slutkin: Let's treat violence like a contagious disease - YouTube

This video was shown from around 03:00 minutes in until around 08:10 minutes in. This built on the video they had just seen but more specifically in relation to violence. This was to help them understand the relevance of social network analysis to violence.

Appendix Five- running order for workshops

Workshop one running order example

11:20-11:30- welcome and intro (TL)

Activity one- Policing and Ethics

11:30-11:40- talk on policing (RM)

11:40-12:20- discussion in groups of two articles, one on policing generally, one on a public health approach (facilitators)

Break 12:20-13:00

13:00-13:10- feedback on first exercise (TL to draw ideas together from tables)

13:10-13:15- sum up (TL)

Activity two- Data Ethics Intro

13:15-13:25- introductory talk on ethics and data ethics (TL)

13:25-14:05- Activity-ranking different kinds of data on level of privacy (Facilitators)

14:05-14:15- feedback (TL)

14:15-14:20- Sum up (TL)

14:20-14:25- Closing (TL)

Workshop two running order example

1120-1125 Welcome and intro (TL)

1125-1135- introduction to the exercise (TL)

1135-1220- discuss exercise in groups (facilitators)

1220-1300- break

1300-1400- Decision-making and consequences- group discussion on tables and general class discussion (TL/Facilitators)

1400- 1410- Intro to Social Contagion of Violence Work

1410-1420- Wrap up and throw forward to the big day (TL)

Appendix six- Possible intervention handout



Interventions to prevent social contagion of violence (Handout)



Interventions

Ref	Title
1	Enhanced enforcement for co-offenders of violent events
2	Blended support for co-offenders of violent events
3	Monthly enforcement review of highest harm networks
4	Blended support for highest harm networks



Option One: Enhanced enforcement for co-offenders

Who is the target?

People who have previously offended alongside an individual who has recently been involved in a serious violence offence.

How are they identified?

Overnight running automated social network creation, with criteria to select only previous co-offenders.

What will happen?

These individuals will be subject to heightened enforcement activities, which will include prioritising investigating offences they have been involved in, more use of stop and search, and potentially use of surveillance.

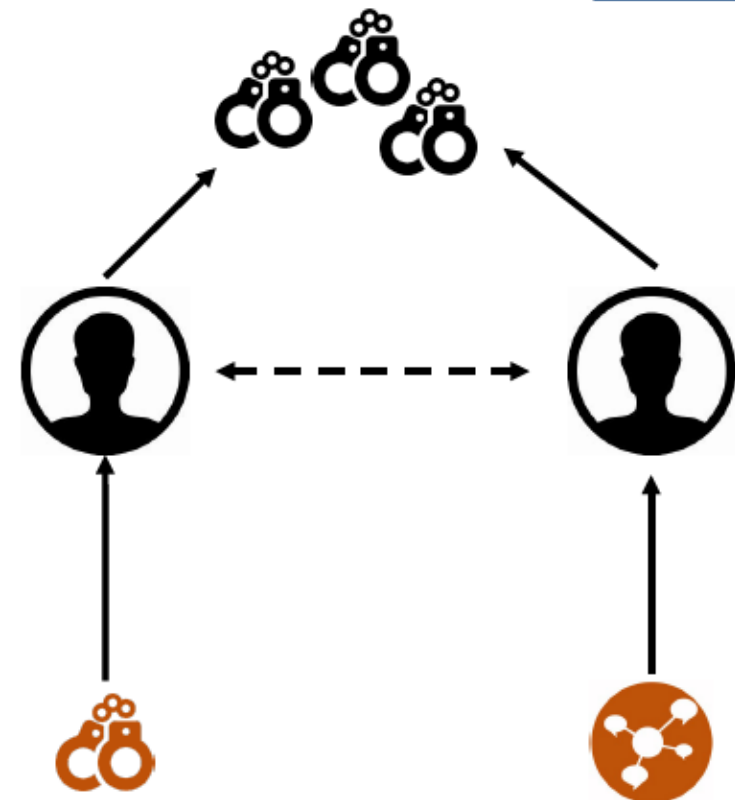
We **would** tell the individual why we are contacting them (with the specific details of the event that "triggered" the visit).

What will happen if they don't engage?

No voluntary engagement is required – all identified individuals will be subject to this intervention regardless of how much they cooperate.

Who will manage the intervention?

The intervention will be managed by police.



Option Two: Blended support for co-offenders of violent events

Who is the target?

People who have previously offended alongside an individual who has recently been involved in a serious violence offence.

How are they identified?

Overnight running automated social network creation, with criteria to select only previous co-offenders.

What will happen?

These individuals will be contacted by a group of charity workers, who will work with the individual to understand their needs and how they can be supported by referrals, training and support writing CVs and seeking employment.

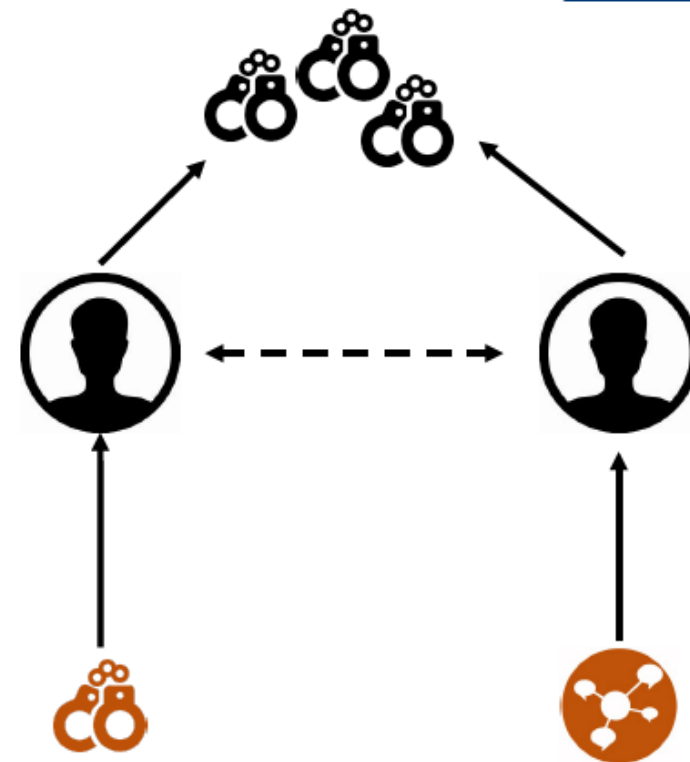
We **would** tell the individual why we are contacting them (with the specific details of the event that "triggered" the visit).

What will happen if they don't engage?

If they don't engage, the individual's case will be passed to police officers, and they will be subject to the same policing response as in option one.

Who will manage the intervention?

The intervention will be managed by a steering group, chaired by a community member, with equal representation from charities and police.



Option Three: Monthly enforcement review of highest harm networks

Who is the target?

People who are identified being closely connected in a network of individuals who are involved in harmful offending.

How are they identified?

Overnight running automated social network creation, with criteria to search for the most "harmful" network within the overall social network. The network will include both people who are suspects in an offence, and those who have been victims.

What will happen?

These individuals will be subject to heightened enforcement activities, which will include prioritising investigating offences they have been involved in, more use of stop and search, and potentially use of surveillance.

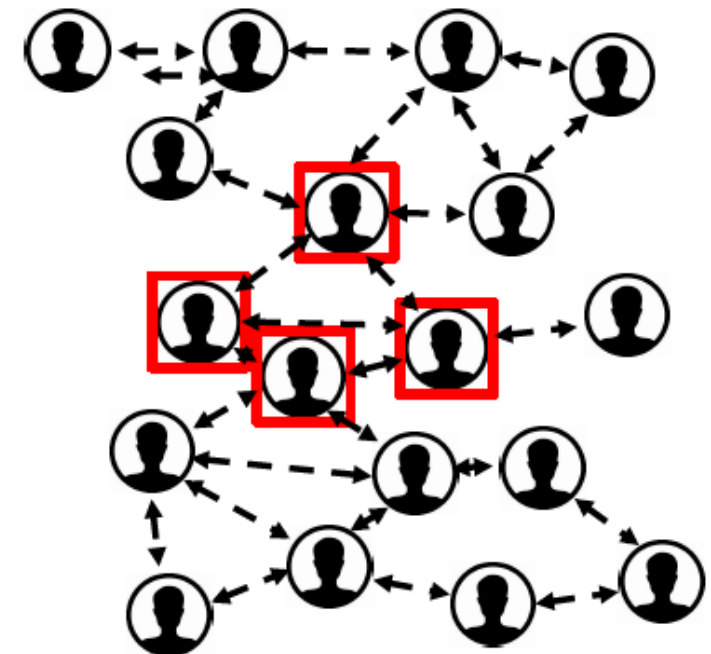
We **would not** give the individual any details about why they have been identified.

What will happen if they don't engage?

No voluntary engagement is required – all identified individuals will be subject to this intervention regardless of how much they cooperate.

Who will manage the intervention?

The intervention will be managed by police.



Option Four: Blended support for highest harm networks

Who is the target?

People who are identified being closely connected in a network of individuals who are involved in harmful offending.

How are they identified?

Overnight running automated social network creation, with criteria to search for the most "harmful" network within the overall social network. The network will include both people who are suspects in an offence, and those who have been victims.

What will happen?

These individuals will be contacted by a group of charity workers, who will work with the individual to understand their needs and how they can be supported by referrals, training and support writing CVs and seeking employment.

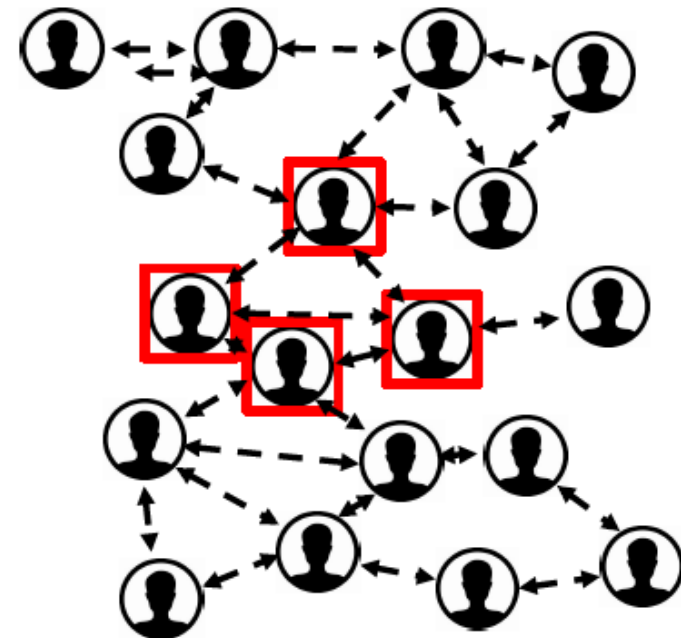
We **would not** tell the individual why they have been identified.

What will happen if they don't engage?

If they don't engage, the individual's case will be passed to police officers, and they will be subject to the same policing response as in option one.

Who will manage the intervention?

The intervention will be managed by a steering group, chaired by a community member, with equal representation from charities and police.



Intervention Summary

Ref	Title	Led by	Who can be identified	Support offered	Enforcement	Trigger	What are individuals told
1	Enhanced enforcement for co-offenders of violent events	Police	Only people who have been suspects	No	Yes	Triggered by a violent event such as a stabbing	Told about the specific trigger event
2	Blended support for co-offenders of violent events	Multi-agency group	Only people who have been suspects	Yes	Only if don't engage	Triggered by a violent event such as a stabbing	Told about the specific trigger event
3	Monthly enforcement review of highest harm networks	Police	Both victims and suspects	No	Yes	No distinct trigger – reviewed and rescored every month based on historic data	Not given any information about why they've been identified
4	Blended support for highest harm networks	Multi-agency group	Both victims and suspects	Yes	Only if don't engage	No distinct trigger – reviewed and rescored every month based on historic data	Not given any information about why they've been identified

THAMES VALLEY
POLICE



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Appendix seven- general values part I

General set of values and concerns

Values	Concerns
Less waste from targeting resources more effectively	Risk of labelling and stigmatising
Likely to help vulnerable/disadvantaged communities more	Where is the line drawn?- degrees of separation (how far would you go in engaging associates?)
Some individuals will be prevented from ever becoming involved in crime/violence	Could contagion model entrench existing, harmful stereotypes?
Supporting people around perpetrator	Is this creating a self-fulfilling prophecy by labelling people as troublemakers?
Interventions by non-police can avoid labelling	Is existing data biased to identify high-harm networks among certain minority groups?
Using social media/internet can identify online harm networks	Cannot/should not include old links/networks
Support network- someone you trust; family; school; coach	Domino effect of discriminating creates harm/crime across generations
Not employing past offenders will perpetuate crime	Intervention only as good as the quality of the data
What about the contagion of good behaviour?	Is existing bias a problem when deciding which 'contacts' to intervene with?
Safety of suspects- snitching?	Targeting of groups harmful. Surveillance a self-fulfilling prophecy?
Support and rehabilitation of suspects	
General points for consideration	
How to prioritise interventions	
Reducing violence is difficult- multiple exposures including social media, media, family	
What is being done about the violent people themselves?	
Premeditated vs spontaneous violence	
Prediction for prevention	
Efficiency of using network data vs conventional approaches	
Social benefits e.g. to employers employing people with criminal backgrounds/tendencies	
Being connected is not enough; being connected with other risk factors for violence is	
Focus on prevention or reduction? There are multiple causes of violence	
Correlation does not equal causation-environmental influences are shared	
Consent and sensitivity required for any intervention, regardless of connections/relationships	
Privacy and confidentiality of suspect and victims- stigma?	
Where to target? What stage of the network?	

Whom to target? (Possible victims or possible perpetrators; stereotyping? Institutional racism?)
Interaction during intervention- police intervention stigma; mental health and well-being training
How do we measure impact of the intervention? Long-term? Impact of family or wider community?
Is the intervention fair?
False positives vs false negatives
Choice of those inside/outside network- fairness?
Trust- cannot estimate the trust of a collective, only of individuals