

AssetPlus A – Z Dictionary

The following definitions are taken from the YJB AssetPlus Guidance document V3 (published 2016)

For ease of access this document is arranged in two sections:

- Definitions grouped by AssetPlus section
- All definitions arranged alphabetically

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Definitions

Definition - Assessment stage

The **assessment stage** is a point in time where an update to AssetPlus is required. It describes the reason **why** the update is being made, e.g. "I need to complete a Pre-Sentence Report" will mean creating a Pre-Sentence Report stage.

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Definition - Stage Owner/Proxy user

Each AssetPlus stage has a single **stage owner** who will be the practitioner that is responsible for completing the stage. The stage owner has overall responsibility for the stage including obtaining a countersignature, if it is required, and completing the stage. The stage owner is able to assign sections to other specialist practitioners for completion but it will remain their responsibility to ensure that this is done satisfactorily and within the timescales required. If the stage owner is unable to complete the stage due to illness or leave, a manager is able to stop the assessment stage which allows the new stage owner to create a new stage to complete the assessment.

A **proxy user** is a user that is able to start and complete an assessment stage on behalf of the stage owner. At the start of completing an assessment you need to identify if you will personally complete the full assessment or if others will support you. Those additional users that need to be given access to your assessment and/or plans for this purpose are known as proxy users. They can make amendments on your behalf at any point to any part of the framework. However, if a proxy user has started a stage you can override them if necessary in order to make any urgent updates.

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Definition – Episode

For the purposes of completing offence/incident analysis in AssetPlus, an episode is defined as a group of **related offences** (an offending episode) or **related incidents** (an anti-social behaviour episode).

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Definition – Integrated Offender Management

Integrated Offender Management (IOM)⁷ brings a cross-agency response to the crime and reoffending threats faced by local communities. The most persistent and problematic offenders are identified and managed jointly by partner agencies working together.

Local IOM models will vary to reflect local circumstances and priorities, but the common elements are:

- all partners manage offenders together,
- a local response to local problems,
- all offenders can potentially be included,
- offenders face up to their responsibility or face the consequences,
- best use is made of existing programs and governance arrangements; and,
- achieving long-term desistance from crime.

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Definition – Multi Agency Risk Assessment Conference (MARAC)

MARACs are multi-agency meetings where statutory and voluntary agency representatives share information about high risk victims of domestic abuse in order to produce a coordinated action plan to increase victim safety. The role of the MARAC is to provide a forum for effective information sharing and partnership working amongst a diverse range of adult and child focussed services in order to enhance the safety of high risk victims and their children.⁸

Young people are referred to the MARAC by agencies because they have been identified as being at high risk of immediate or future harm as a result of domestic violence.

Young people can be referred to MARAC as a victim, witness or perpetrator of domestic violence.

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Definition - Desistance

Desistance research focuses on the routes out of offending. In the AssetPlus Rationale document⁹, Dr Kerry Baker describes desistance in the following terms:

- Firstly, desistance is best viewed as a process rather than a one-off event.
- Secondly, understanding desistance involves taking account of both individual factors (such as goals and attitudes) and social context (such as the opportunities available to a young person in their community).
- Thirdly, it is useful to distinguish between 'primary desistance' i.e. 'any lull or crime-free gap in the course of a criminal career' and 'secondary desistance' which relates to adopting a new 'non-offender' identity.

Factors for desistance (those which will be influential in the young person desisting from offending) and against desistance (those which will be influential in the young person persisting in offending) are identified throughout the Information Gathering sections of AssetPlus.

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Definition - Suitable accommodation

The Care Leavers (England) Regulations 2010¹⁰, define suitable accommodation as that:

(a) which so far as reasonably practicable is suitable for the child in the light of his needs, including his health needs and any needs arising from any disability;

(b) in respect of which the responsible authority has satisfied itself as to the character and suitability of the landlord or other provider; and

(c) in respect of which the responsible authority has so far as reasonably practicable taken into account the child's –

(i) wishes and feelings; and,

(ii) education, training or employment needs.

(d) which complies with health and safety requirements related to rented accommodation.

This legislation does not prescribe rules for deciding whether a particular type of accommodation is suitable or unsuitable, but allows you to make a professional judgement based on the individual needs and circumstances of each young person.

Bed and breakfast accommodation would not be considered suitable.

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Definition - Absconding

These criteria outlined by Barnardo's¹¹ can provide a useful basis for assessing the seriousness of this problem:

- Occasionally goes missing, short episodes: Missing for 24 hours or under, but less than 3 times a month.
- Occasionally goes missing, prolonged episodes: Goes missing for over 24 hours, but less than 3 times a month.
- Frequent and short missing episodes: Missing for 24 hours or less, goes missing most weeks i.e. 3 times a month or more.

- Frequent and prolonged missing episodes: Goes missing for over 24 hours, goes missing most weeks i.e. 3 times a month or more.

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Definition - Sofa surfing

The Collins Dictionary¹² defines sofa surfing as the practice of staying temporarily with various friends and relatives while attempting to find permanent accommodation.

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Definition – Over-crowding

Shelter¹³ state that as a general rule, there should be no more than two people per room (include living rooms, bedrooms and large kitchens) and should provide a separate bedroom for each couple, single adult (aged 21 or older), two young people of the same sex (aged 10-20) or two children under 10.

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Definition – Categories of abuse

The Department of Education¹⁴ defines the categories of abuse as:

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be

caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It is important to consider that some level of emotional abuse is involved in all types of maltreatment of a child.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment),
- protect a child from physical and emotional harm or danger,
- ensure adequate supervision (including the use of inadequate care-givers); or,
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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Definition - Care status

The Department for Education¹⁵ explains the changes to care status as a result of criminal justice decisions as follows:

If the child receives a custodial sentence, the responsibility of the local authority will depend on the child's care status:

- If the child is subject to a care order under section 31 of the 1989 Act, they remain looked-after and there is no change to their legal status and the local authority continues to be responsible for planning and reviewing the care plan.
 - If the child was an accommodated child, they will lose their looked-after status whilst serving the custodial sentence as they are not being accommodated in a placement provided by the local authority. Children in these circumstances, will however, be entitled to consideration as a former looked-after child in custody. There is a duty on local authorities to visit such children who have ceased to be looked-after.
 - If the child, had not been previously looked-after but became looked-after as a result of being remanded to local authority accommodation or to Youth Detention Accommodation (YDA) they cease to be looked-after on being sentenced to custody. Where, however, the child is aged 16+ and has been looked-after for thirteen weeks or more from the age of fourteen, including any period as a looked-after child as a result of the child being remanded, then the child will be a 'relevant child' and should be supported by local authority children's services as a 'care leaver'.
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- If the young person is a 'relevant child' and is entitled to support and services as a care leaver, this status remains unchanged while in custody and the local authority that looked-after the young person retains responsibility for providing support during their time in custody and on release. Some young people, including young people who become looked-after as a result of being remanded, will acquire this status while they are in custody on attaining the age of 16: that is, those who have spent at least 13 weeks looked-after since the age of 14 and were subject to a care order or who were accommodated or remanded to local authority accommodation immediately prior to entering custody on sentence.

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Definition – Radicalisation Indicators

The Home Office¹⁶ supplies the following indicators that a young person could become radicalised:

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists,
- changing their style of dress or personal appearance to accord with the group,
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause,
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause,

- possession of material or symbols associated with an extremist cause, e.g. the swastika for far right groups; and,
- attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills,

- using insulting or derogatory names or labels for another group,
- speaking about the imminence of harm from the other group and the importance of action now,
- expressing attitudes that justify offending on behalf of the group, cause or ideology; and,
- condoning or supporting violence or harm towards others; or plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence,
- being criminally versatile and using criminal networks to support extremist goals,
- having occupational skills that can enable acts of terrorism such as civil engineering, pharmacology or construction; and,

- having technical expertise that can be deployed, e.g. IT skills, knowledge of chemicals, military training or survival skills.

Some young people may display many of these characteristics but this does not mean they definitely at risk of radicalisation.

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Definition - Gang

Legal definition used for gang injunctions (Policing and Crime Act 2009¹⁷):

“Violence or a threat of violence which occurs in the course of, or is otherwise related to, the activities of a group that:

- a) consists of at least 3 people;
- b) uses a name, emblem or colour or has any other characteristic that enables its members to be identified by others as a group; and
- c) is associated with a particular area.”

Metropolitan Police definition¹⁸:

A gang is usually considered to be a group of people who spend time in public places that:

- see themselves (and are seen by others) as a noticeable group, and
- engage in a range of criminal activity and violence.
- They may also have any or all of the following features:
 - identify with or lay a claim over territory; and,
 - are in conflict with other, similar gangs.

However, if the majority of offending is of a lower non-violent level then they would be considered a peer group not a gang.

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Definition - Inappropriate self-presentation

Examples of inappropriate self-presentation could include:

- being excessively friendly with someone they have never met before,
- relating to staff or teachers in the same way as to friends,
- sexually provocative behaviour in a public place,
- presenting as much older or younger than their age in conversation, manner and body language; and,
- being too forthcoming with confidential or personal information when it would cause a problem or it has not been asked for.

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Definition - Child sexual exploitation (CSE)

The Office of the Children's Commissioner²⁰ defines the sexual exploitation of children and young people under-18 as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability'

The following are typical vulnerabilities in children prior to abuse:

- living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality),
- history of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'- based violence, physical and emotional abuse and neglect),
- recent bereavement or loss,
- gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only),

- attending school with young people who are sexually exploited,
- learning disabilities,
- unsure about their sexual orientation or unable to disclose sexual orientation to their families,
- friends with young people who are sexually exploited,
- homeless,
- lacking friends from the same age group,
- living in a gang neighbourhood,
- living in residential care,
- living in a hostel, bed and breakfast accommodation or foyer,
- low self-esteem or self-confidence: and,
- young carer.

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- missing from home or care,
- physical injuries,
- drug or alcohol misuse,
- involvement in offending,
- repeat sexually-transmitted infections, pregnancy and terminations,
- absent from school,
- change in physical appearance,
- evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites,
- estranged from their family,
- receipt of gifts from unknown sources,

- recruiting others into exploitative situations,
- poor mental health,
- self-harm; and,
- thoughts of or attempts at suicide.

Whilst young people will display many of these indicators, it does not necessarily mean that they are being exploited.

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Definition – Special Education Needs (SEN)

The Department for Education²⁶ defines special educational needs (SEN) that affect a child's ability to learn as including their:

- behaviour or ability to socialise, e.g. not being able to make friends,
- reading and writing, e.g. they have dyslexia,
- ability to understand things,
- concentration levels, e.g. they have Attention Deficit Hyperactivity Disorder: and,
- physical needs or impairments.

When parents, the early education setting, or the school ask the local authority to carry out a statutory assessment for SEN, the local authority will have 6 weeks to decide whether to do so.

They will consider very carefully the child's progress at school and the guidance in the Special Educational Needs and Disability (SEND) Code of Practice²⁷. They will also listen to parent's views and the views of the school about the child's special educational needs, including any special help they have already given to a child.

A statement of educational need will describe all the child's special educational needs and the special help the child should receive. The local authority will usually make a statement if they decide that all the special help the child needs cannot be provided from within the school's resources. These resources could include money, staff time and special equipment, the application of which is detailed in parts 3 to 6 of the statement.

Under the SEND code of practice YOTs in England have stopped using the Statement of SEN and Learning Difficulty Assessment options because the Education, Health and Care Plan has been introduced. YOTs in Wales should continue to use the Statement of SEN, Learning Difficulty Assessment or Other options as appropriate.

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Definition – Traumatic Brain Injury

An acquired brain injury is an injury to the brain that has happened AFTER a period of normal post birth development. The biggest group of acquired brain injuries are Traumatic Brain Injuries (TBI) - the trauma being an assault, fall or incidents such as road accidents.

Following a traumatic brain injury, children will commonly experience difficulties in the following areas:

Thinking

- taking longer to process information,
- difficulties concentrating,
- difficulties focussing attention - being easily distracted,
- forgetfulness - particularly in relation to new information and recent events,
- following verbal instructions; and,
- organising and planning.

Emotions

- depression,

- anxiety,
- fearful; and,
- obsessive.

Behaviours

- acting on impulse - without thinking through the consequences,
- immaturity,
- aggression; and,
- lack of empathy.

Young people identified with mild to moderate brain injury will need support from everyone working in the youth justice system.

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Definition – Good Lives Model

The Good Lives Model³² works on the premise that people try to obtain **Primary Human Goods** such as a sense of belonging or gaining knowledge or skills through their actions. They also pursue **Secondary Goals**, such as friendships or work, as means to achieve these primary goods. However, if they find it difficult to do so they may try to obtain them through offending or anti-social behaviour.

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Definition - AUDIT

The Alcohol Use Disorders Identification Test (AUDIT) was developed by the World Health Organization³³ (WHO) as a “simple method of screening for excessive drinking and to assist in brief assessment”. The set of questions ask about the frequency and amount of drinking, feelings about it, and impact on others.

To complete AUDIT each question has a set of responses to choose from, and each response has a score ranging from 0 to 4. You enter the score corresponding to the young person’s response into the box beside each question. All the response scores should then be added. A high score in AUDIT indicates a greater likelihood of hazardous and harmful drinking.

The ‘standard drink’ in AUDIT can be defined as follows: half pint of ordinary strength beer/lager/cider; 1 small glass of wine; 1 single measure of spirits; 1 small glass of sherry; 1 single measure of aperitifs.

| Question | Answer and related score |
|---|---|
| 1. How often do you have a drink containing alcohol? | Score as follows: Never = 0 Monthly or less = 1 2-4 times a month = 2 2-3 times a week = 3 4 or more times a week = 4 If the answer is Never: skip to questions 9 and 10 |
| 2. How many standard drinks containing alcohol do you have on a typical day when you are drinking? | Score as follows: 1 - 2 = 0 3 - 4 = 1 5 - 6 = 2 7 - 9 = 3 10 or more = 4 |
| 3. How often do you have 6 or more standard drinks on one occasion? | Score as follows: Never = 0 Less than monthly = 1 Monthly = 2 Weekly = 3 Daily or almost daily = 4 |
| 4. How often during the last year have you found that you were not able to stop drinking once you have started? | Score as follows: Never = 0 Less than monthly = 1 Monthly = 2 Weekly = 3 Daily or almost daily = 4 |
| 5. How often during the last year have you failed to do what was expected of you because of your drinking? | Score as follows: Never = 0 Less than monthly = 1 Monthly = 2 Weekly = 3 Daily or almost daily = 4 |
| 6. How often during the last year have you needed an alcoholic drink in the morning to get yourself going after a heavy drinking session? | Score as follows: Never = 0 Less than monthly = 1 Monthly = 2 Weekly = 3 Daily or almost daily = 4 |
| 7. How often during the last year have you had a feeling of guilt or remorse after drinking? | Score as follows: Never = 0 Less than monthly = 1 Monthly = 2 Weekly = 3 Daily or almost daily = 4 |

| | |
|--|---|
| 8. How often during the last year have you been unable to remember what happened the night before because you had been drinking? | Score as follows: Never = 0 Less than monthly = 1 Monthly = 2 Weekly = 3 Daily or almost daily = 4 |
| 9. Have you or somebody else been injured as a result of your drinking? | Score as follows: No = 0 Yes, but not in the past year = 2 Yes, during the last year = 4 |
| 10. Has a relative, friend, doctor or health worker been concerned about your drinking or suggest you cut down? | Score as follows: No = 0 Yes, but not in the past year = 2 Yes, during the last year = 4 |

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Definition – Not in Education, Employment or Training (NEET)

NEET is defined by the Department for Work and Pensions and the Department of Education³⁴ as those who are not in any form of full or part-time education, training or employment (acknowledging the official Department of Education definition only applies to 16/17 year olds).

If the young person is identified as NEET or having significant learning, education, training or employment issues then consider whether they meet the local thresholds for referral to family intervention teams, youth contract providers or Jobcentre Plus.

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Definition – Persistent absence

Persistent absence is defined by the Department of Education³⁵ as absence for more than 15% of the available sessions.

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Definition - Bullying

There is no legal definition of bullying but is defined by the Department of Education³⁷ as behaviour that is:

- repeated,
- intended to hurt someone either physically or emotionally; and,
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault,
- teasing,
- making threats,
- name calling; and,
- cyber-bullying via mobile phone or online, e.g. email, social networks and instant messenger.

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Definition – Joint enterprise

Joint enterprise is a prosecuting tool applied so that more than one person - often a group - can be charged with the same crime if it can be proved that they were in some way "in it together".

It applies even though the suspects may have played different parts in the alleged offence.

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Definition - Desistance

Desistance research focuses on the routes out of offending – in the AssetPlus rationale document Dr Kerry Baker³⁹ describes desistance in the following terms:

- Firstly, desistance is best viewed as a process rather than a one-off event.
- Secondly, understanding desistance involves taking account of both individual factors (such as goals and attitudes) and social context (such as the opportunities available to a young person in their community).
- Thirdly, it is useful to distinguish between 'primary desistance' i.e. 'any lull or crime-free gap in the course of a criminal career' and 'secondary desistance' which relates to adopting a new 'non-offender' identity.

Factors for desistance (those which will be influential in the young person desisting from offending) and against desistance (those which will be influential in the young person persisting in offending) are identified throughout the Information Gathering sections of AssetPlus.

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Definition – Significant life event

A significant life event is any positive or negative event in the young person's life that has had a particular impact on the young person's life and may have influenced their behaviour at that time. For every young person the significant life events will be different. Examples could include:

- care history,
- periods of homelessness,
- periods of young person illness or in the family,
- personal or family accidents,
- significant family events, e.g. parent divorce,
- death of a family member or any other significant bereavement,
- membership of a gang,
- events at school, e.g. achieved GCSEs or a period of exclusion; and,
- membership of clubs – where this has an impact on desistance, e.g. joined a football team and found a positive role model in the coach.

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Definition – Primary human goods

Primary human goods are identified in The Good Lives Model⁴¹ as:

Life - including healthy living and functioning

Knowledge - how well informed someone feels about things that are important to them

Excellence in play - hobbies and recreational pursuits

Excellence in work - including mastery experiences

Excellence in agency - autonomy, power and self-directedness

Inner peace - freedom from emotional turmoil and stress

Relatedness - including intimate, romantic and familial relationships

Community - connection to wider social groups

Spirituality - in the broad sense of finding meaning and purpose in life

Pleasure - feeling good in the here and now

Creativity - expressing oneself through alternative forms

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Definition – Desistance factor ratings

Potential:

Factors not necessarily associated with previous offending or desistance, and which are not currently occurring, but might feasibly occur in the future.

Weak:

Factors which have a slight or occasional link to offending or desistance.

Moderate:

Factors which are sometimes associated with either offending or desistance.

Strong:

Factors which are clearly and directly associated with each occurrence of either offending or desistance.

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Definition – Defensible decision

A defensible decision has been defined by Professor Hazel Kemshall⁴² as a decision that will withstand 'hindsight scrutiny' should the case 'go wrong' and negative outcomes have occurred. A decision is defensible if, in spite of a negative outcome, it can be demonstrated that all reasonable steps had been taken in its assessment and management. An action or decision is deemed defensible if an objective group of professionals would consider that:

- all reasonable steps have been taken,
- reliable assessment methods have been used,
- information has been collated and thoroughly evaluated,
- decisions are recorded, communicated and thoroughly evaluated,
- policies and procedures have been followed; and,
- practitioners and their managers adopt an investigative approach and are proactive.

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Definition – Risk to Children

Working Together to Safeguard Children⁴³ states:

Where a child or young person (aged under 18 years) offends against another child, a thorough and specialist assessment should be undertaken to establish the extent to which the young person who has offended continues to pose a risk of harm to other children and young people. Practitioners should be alert to the possibility that there may be little or no continuing risk of harm to other children and young people, but should never lose sight of taking all possible actions to ensure that children are adequately protected from any future harm. Practitioners should also assess and put in place services to respond to the, often complex, needs of the young person who has offended.

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Definition – Recovery

Recovery is 'the point where the victim is able to return to everyday functioning as it was before the behaviour or offence'.

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Definition – Dangerous offenders

The Crown Prosecution Service⁴⁴ defines an offender as dangerous if 'the court is of the opinion that there is a significant risk to members of the public of serious harm occasioned by the commission by him of further specified offences'.

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Definition – Specified offences and serious specified offences

The Youth Justice Board⁴⁵ explains that 'a specified offence is one of the 153 sexual or violent offences listed under schedule 15 of the Criminal Justice Act 2003⁴⁶. The majority are grave crimes (those liable, if committed by an adult, to a maximum sentence of 14 years or more), but some are less serious.

A serious specified offence is a specified sexual or violent offence that carries a maximum penalty of life or imprisonment for 10 years or more if committed by an adult.'

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Definition – Serious Harm

Risk of serious harm is defined as: 'death or injury (either physical or psychological) which is life threatening and/or traumatic and from which recovery is expected to be difficult, incomplete or impossible'.

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Definition – Risk of Serious Harm Judgement

Low Risk

There is no evidence at present to indicate likelihood of serious harmful behaviour in future.

Medium Risk

Some risk identified but the young person is unlikely to cause serious harm unless circumstances change. Relevant issues can be addressed as part of the normal supervision process.

High Risk

Risk of serious harm identified. The potential event could happen at any time and the impact would be serious. Action should be taken in the near future and the case will need additional supervision and monitoring, e.g. supervision by middle or senior management, local registration.

Very High Risk

Imminent risk of serious harm identified. The young person will commit the behaviour in question as soon as the opportunity arises and the impact would be serious. Immediate multi-agency action is likely to be required. The potential event is more likely than not to happen imminently.

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Definition – MAPPA Categories

MAPPA Guidance 2012⁴⁷ defines MAPPA categories as follows:

Category 1 Offenders - Registered Sexual Offenders (RSOs)

This Category includes offenders required to comply with the notification requirements set out in Part 2 of the Sexual Offences Act 2003 ("SOA 2003"). The notification requirements relate to both cautions and convictions for offences listed in Schedule 3 of the Sexual Offences Act 2003. These offenders are often referred to as being on the 'Sexual Offenders' Register.'

Category 2 Offenders - Violent and Other Sexual Offenders

This category is based on both CONVICTION and SENTENCE. It is important to note that a conviction for an offence specified in Schedule 15 to the CJA 2003 does not make the offender subject to MAPPA unless they have committed a violent or other sexual offence which attracted a determinate custodial sentence of 12 months or more, or any indeterminate custodial sentence. Detention and Training Orders of 12 months or more qualify under category 2, subject to the details of the offence, as it is the total length of sentence and not only the custody period that is counted.

Category 3 Offenders - Other Dangerous Offenders

This category is comprised of offenders not in either Category 1 or 2 but who are considered by the responsible authority to pose a risk of serious harm to the public which requires active inter-agency management. The person must have been convicted of a sexual or violent offence, or have received a formal caution or reprimand or warning. The offence may have been committed in any geographical location which means that offenders convicted abroad could qualify. This category is used in very limited circumstances where the features of a young person's offending behaviour, usually combined with other factors such as mental health, are so concerning that a multi-agency approach outside that available generically within YOT's is warranted. MAPPA supervision under this category would be at level 2 or 3 - cases managed at level 1 are not eligible for MAPPA registration under this category.

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Definition: MAPPA levels

MAPPA Guidance 2012⁴⁸ defines

Level 1 – Ordinary Agency Management

Ordinary agency management level 1 is where the risks posed by the offender can be managed by the agency responsible for the supervision or case management of the offender. This does not mean that other agencies will not be involved, only that it is not considered necessary to refer the case to a level 2 or 3 MAPP meeting. It is essential that information-sharing takes place, disclosure is considered, and there are discussions between agencies as necessary.

Level 2 – Active Multi-Agency Management

Cases should be managed at level 2 where the offender:

- is assessed as posing a high or very high risk of serious harm, or
- the risk level is lower but the case requires the active involvement and co-ordination of interventions from other agencies to manage the presenting risks of serious harm, or
- the case has been previously managed at level 3 but no longer meets the criteria for level 3, or
- multi-agency management adds value to the lead agency's management of the risk of serious harm posed

Level 3 – Active Enhanced Multi-Agency Management

Level 3 management should be used for cases that meet the criteria for level 2 but where it is determined that the management issues require senior representation from the Responsible Authority and Duty-to-Co-operate agencies. This may be when there is a perceived need to commit significant resources at short notice or where, although not assessed as high or very high risk of serious harm, there is a high likelihood of media scrutiny or public interest in the management of the case and there is a need to ensure that public confidence in the criminal justice system is maintained.

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Definition – Safety and well-being

Potential adverse outcomes for a young person's safety and well-being are defined as those outcomes where the young person's safety and well-being may be compromised through their own behaviour, personal circumstances or because of the acts/omissions of others.

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Example – Typical vulnerabilities witnessed in children prior to abuse

The Office of the Children's Commissioner⁴⁹ identifies that the following are typical vulnerabilities witnessed in children prior to abuse and therefore maybe relevant when assessing potential adverse outcomes for young people's safety and well-being. The associated AssetPlus sections where this could be evidenced are in brackets:

- Living in a chaotic or dysfunctional household, including parental substance use, domestic violence, parental mental health issues, parental criminality [**Living arrangements; Parenting, care and supervision**]
- History of abuse, including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect [**Parenting, care and supervision; Family and wider networks**]
- Recent bereavement or loss [**Family and wider networks**]

- Gang association either through relatives, peers or intimate relationships [**Gang associations**]
- Attending school with young people who are sexually exploited [**Learning, Education, Training and Employment**]
- Learning disabilities [**Education needs and learning disability; LETE**]
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families [**Young person's self-identity; Emotional development**]
- Friends with young people who are sexually exploited [**Friends and wider networks**]
- Homeless [**Living arrangements**]
- Lacking friends from the same age group [**How the young person relates to others**]
- Living in a gang neighbourhood [**Social and community/neighbourhood factors**]
- Living in residential care [**Living arrangements; Care history**]
- Living in hostel, bed and breakfast accommodation or a foyer [**Living arrangements**]
- Low self-esteem or self-confidence [**Young person's self-identity; How the young person relates to others; Emotional development**]
- Young carer [**Family and wider networks**]

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Definition - Safety and well-being concerns

Low

No risks to the young person's safety and well-being have been identified or the risks identified are unlikely to occur and would not impact on the young person's immediate safety and well-being.

Medium

Some risks to the young person's safety and well-being have been identified and are likely to occur. The young person's immediate safety and well-being is unlikely to be compromised provided specific actions are taken.

High

Clear risks to the child or young person's safety and well-being have been identified, are likely to occur and the impact would compromise the young person's safety and well-being. Actions are required in the near future and are likely to involve other agencies in addition to youth justice services.

Very High

Clear risks to the young person's safety and well-being have been identified, are imminent and the young person is unsafe. Immediate actions are needed to protect the young person, which will include (or have already included) a referral to statutory child protection services.

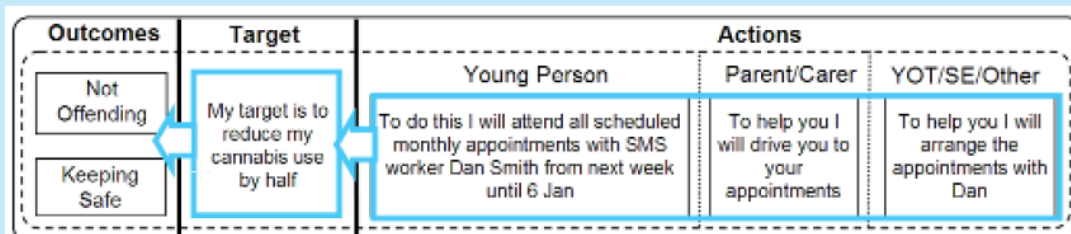
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Definition – Targets, Actions, Outcomes

Targets explain the things the young person needs to do differently to address the areas of intervention and deliver the outcomes, including both constructive and restrictive measures.

Actions are the activities undertaken to meet the target.

Outcomes are the long term objectives that the intervention is designed to achieve.



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Definition – Personal or emotional distress and emotional fragility

Personal or emotional distress (e.g. bereavement)

In determining whether a young person is experiencing personal or emotional distress, you should consider:

- Is the young person showing signs or indicating that they are suffering from personal or emotional distress?
- Is this due to their current circumstances in view of a potential custodial outcome?
- Are there other events currently happening in their life that are significant to their psychological well-being?

Emotionally fragile

In determining if the young person is emotionally fragile, you should consider:

- Is the young person displaying a disposition that may make him or her more susceptible to distress in a custodial environment?
- Does the young person struggle to cope with stressful situations?
- How might this manifest itself within the secure estate?

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Definition – Person Escort Record (PER)

Detention Services Order 18/2012⁵⁷ explains that the PER should contain information about any risks or concerns related to the young person. It is essential when the young person is moved (from police station, court or prison to court, prison, hospital or other destination) that those responsible for the young person are made aware of the assessed risks or concerns. In particular it is essential that known risks of escape, assault, suicide or self-harm or harassment are communicated to others into whose custody the prisoner is passed; to protect young people, staff and the public. It is also essential that any new risks that develop during the period of escort are recorded and flagged up for others.

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All definitions taken from the YJB “AssetPlus Guidance” document V3 and compiled by the Management Information Training Team