

9. Pathways and Planning

9.1 Purpose

The Pathways and Planning section is an integrated youth justice plan that replaces all previous intervention planning and custodial sentence planning documentation, including that used for remands.

Practitioners will pull together priority behaviours, desistance factors, future harmful behaviours and safety and well-being concerns in order to inform the key areas of intervention. These will then inform the targets, actions and external controls within Pathways and Planning.

For young people in custody, specific resettlement targets should be incorporated into the intervention plan from the start of the sentence. National Standards for Youth Justice Services 2013⁵⁰ state that practitioners must ensure that resettlement planning takes place from the beginning of the sentence.

For young people subject to Referral Orders the detail of the Referral Order Contract should be reflected within Pathways and Planning (see p.157 below).

The completion of Pathways and Planning in AssetPlus is compulsory. YOTs and secure establishments can supplement the intervention plan by including their own local tools or planning functions within the plan or by attaching additional documents.

9.2 Overview

The Pathways and Planning section includes the following sub-sections:

- **Intervention indicators**
- **Key areas of intervention**
- **Resources and proposals**
- **Tailoring interventions**
- **Overall progress**
- **Our intervention plan**
 - My targets
 - My future targets
 - Other information
 - Additional external controls / actions
- **Additional information**

⁵⁰ [National standards for youth justice services - Publications - GOV.UK](#)

- **Temporary release**
- **Dealing with changing circumstances**

9.3 Section in detail

9.3.1 Intervention indicators

This section pulls together the judgements and ratings required to determine a young person's Scaled Approach intervention level. It also records other key information from other plans.

The key judgements pre-populated from the Explanations and Conclusions section include:

- YOGRS
- Likelihood of reoffending
- RoSH
- Overall level of safety and well-being concern
- Assessed as risk to children
- MAPPA category
- MAPPA level

Q. Indicative Scaled Approach intervention level

The indicative Scaled Approach level is calculated automatically based on the likelihood of reoffending (LoR) and risk of serious harm (RoSH) judgements. This question is not applicable to prevention or out-of-court disposals.

Q. Scaled Approach intervention level

You should consider the indicative rating and use your professional judgement to record the Scaled Approach intervention level that will be applied. The level entered should only be different to the indicative level in exceptional circumstances, e.g. if the level has also been influenced by other specialist assessments. Any amendments to the indicative level will require you to provide an explanation to justify the difference.

Q. If the Scaled Approach intervention level has been amended, please give reasons

If the Scaled Approach intervention level you have selected is different to the indicative intervention level, you should enter an explanation for the difference.

Q. Summarise key conclusions from other relevant assessments (e.g. AIM / SAVRY)

If any other relevant specialist assessments have been completed, particularly if they influence the level of intervention, you should summarise the key findings and conclusions of these here.

Q. Other plans in place

If there are any other plans in place for the young person these should be referenced and attached to this sub-section. The content of any other plans should be considered when completing Pathways and Planning to ensure that the targets and goals complement each other.

9.3.2 Key areas of intervention

This section asks you to summarise the assessment and prioritise what needs to be done around five key areas for intervention:

- Goals and life opportunities
- Not offending
- Not hurting others
- Keeping safe
- Repairing harm (Restorative Justice)

The five key areas of intervention are designed to provide a broad focus for linking the young person's assessment to their intervention plan. Each key area of intervention can be seen as an overall outcome that the young person is aiming to achieve in order to successfully move away from offending and keep themselves safe. The priorities under each of the key areas for intervention should be written as simple statements about the issues and concerns or strengths and opportunities associated with the young person. They are not intended to be solutions as these will be identified later in the plan.

In the majority of cases there will be priorities identified for each of the key areas of intervention that affect each of the outcomes. If there are no future behaviour or safety and well-being concerns, then it may be valid to not include anything in the 'Not hurting others' and/or 'Keeping safe' areas. With the exception of prevention cases, there should always be some areas to work on in relation to repairing harm unless there are clear reasons why this is not possible or appropriate.

Where there is a priority area that impacts more than one of the five key areas of intervention you should record it under the area where it has the greatest impact.

Briefly state the main priorities for intervention for each of the following outcomes:

Q Goals and life opportunities

This key area of intervention explores the priorities for intervention in relation to three aims:

1. Helping to ensure the young person's needs and goals can be met in ways that don't involve offending.
2. Helping the young person achieve positive goals.
3. Helping the young person feel they have a stake in society.

A useful reference point when completing this section is the 'your future' section of the young person's self-assessment, as well as the factors for desistance. However, there may also be positive factors identified within the Personal Family and Social Factors section and opportunities and motivations identified within the Foundations for Change section which are relevant here.

Q. Not offending

This key area of intervention focusses on the main priorities for reducing the likelihood of the young person offending/reoffending.

The priorities listed here should reflect the issues that need addressing with a view to changing the young person's behaviour. Consider:

- Changing attitudes

When considering what needs to be done in order to challenge the young person's attitudes towards their offending and their behaviour, it may be useful to review the Offending and Anti-Social Behaviour (attitudes to offending) section of the assessment to identify what needs to be addressed as well as the factors against desistance in the desistance matrix.

- Challenging behaviour

When identifying what needs to be done in order to change the young person's behaviour, consideration should be given to the young person's motivations for offending. There may be particular behaviours to control or victims to protect that have been identified in Explanations and Conclusions section, but the areas listed here should also cover the underlying factors influential to them.

Q. Not hurting others

This key area of intervention covers the need to prevent serious harm and other harmful behaviour. It is important to identify behaviours that need to be directly controlled and/or monitored as well as identifying potential victims that may need to be protected and behavioural changes that could prevent harmful behaviours from occurring.

When considering what needs to be done in order to manage any future harm to others, you should review the Explanations and Conclusions (future behaviour) section and factors against desistance. It will be important to consider interventions and actions for managing all future harmful behaviour, however the priority for intervention should relate to any identified potential serious harm in the first instance.

Q. Keeping safe

This key area of intervention aims to identify priorities to work on that may improve the young person's safety and well-being. There may be particular behaviours that mean the young person needs protecting from specific individuals, or the young person's own behaviour needs to be controlled in order to prevent adverse outcomes. You should consider the need to refer to other organisations.

When considering what needs to be done in order to protect the young person's safety and well-being, you should focus on:

- the adverse outcomes identified in Explanations and Conclusions (safety and well-being) section,
- the identified causes of those adverse outcomes, including any less obvious causes that need to be addressed; and,
- any other safety and well-being concerns identified in the assessment that are not likely to result in adverse outcomes - although these may be less of a priority they should still be considered.

Q. Repairing harm

This key area of intervention aims to identify where there may be an opportunity to repair the harm caused by the young person's offending or anti-social behaviour.

You should review the offending and anti-social behaviour information in the Restorative Justice (RJ) module in order to reflect upon the young person's behaviours, attitudes to their behaviour and any targeting of specific victims. This information should be used to consider appropriate areas for repairing harm or other appropriate RJ work.

Where opportunities for direct RJ processes are identified, the RJ module should be used to further assess the young person's suitability for undertaking such interventions. A link to the RJ module is provided for this purpose.

Guidance on the completion of the Restorative Justice module can be found in this document in section 15.

9.3.3 Resources and proposals

This sub-section is designed to enable you to identify and manage both the voluntary and statutory resources required to deliver interventions.

The first two questions in this section identify whether there are any voluntary services (that do not constitute statutory contacts, e.g. mentoring) that can be used to help address the key areas of intervention.

Q. Which of the young person's needs or risks can be addressed through voluntary contacts or other services?

Voluntary or non-statutory contacts can be considered where services could be utilised to meet any relevant needs that the young person may have. This helps to ensure that the YOT or secure establishment is not solely responsible for delivering all parts of the intervention plan, and that interventions continue once the young person has finished their involvement with the YOT.

Q. How can identified strengths and resources be used to support change?

You should explain how a young person's strengths, as well as the resources and opportunities available to them, can be used to support the successful completion of the plan. For example, if the young person is motivated and has a goal to get a job you should:

- ensure that there are targets focussed on building towards this goal; and,
- highlight how any restrictive measures in the plan will prevent the young person from achieving the goal.

Q. Review of areas possibly requiring further action

Throughout the assessment information will have been captured here by using links from other parts of the assessment to record possible areas requiring further action. The list of further actions are displayed with a link to the Referrals module. Guidance on the Referrals module is available in section 13.

Q. Referrals

Details of referrals to be made can be added here without using the Referrals module, however, if the module is used the details will be pre-populated from the 'review of areas possibly requiring further action'.

Once a referral has been made, the 'nature of the referral', 'referral outcome' and the 'date referral made' are also available for completion in this table.

Q. Proposed Intervention Type

Having considered the key areas of intervention and the resources and referrals needed to support the young person, you should propose an intervention type.

This question is only displayed for Initial Assessment stages only; Referral in (Prevention), Referral in (OoCD), Sentenced (no report), Pre-Sentence Report, Pre-Sentence Report (All Options) and Referral Order Report.

Q. Please state the reasons for your decision

An explanation should be provided for the Intervention type proposal selected.

This question is only displayed for Initial Assessment stages only; Referral in (Prevention), Referral in (OoCD), Sentenced (no report), Pre-Sentence Report, Pre-Sentence Report (All Options) and Referral Order Report.

9.3.4 Tailoring interventions

This section considers how interventions will be tailored to take account of a young person's specific needs and diversity factors, e.g. learning difficulty, cultural needs, SLCN, preferred learning style. Where identified in the assessment, these needs will be displayed with a link back to the corresponding section so that further details can be viewed.

The following questions are pre-populated or calculated from responses in the Core Record and Personal, Family and Social Factors sections:

- Interpreter required?
- Have any Special Educational Needs been identified?
- Physical health concerns or disability
- Mental health concerns
- Substance misuse concerns
- Speech, language, communication and neuro-disability concerns.

Q. Specific Need

Any specific needs that require consideration when setting targets in the plan should be recorded. For example:

- the young person has a short attention span,
- the young person gets easily irritated; and,
- the young person struggles to explain their thoughts and feelings.

How addressed

You should explain how each specific need will be addressed. For example:

- the young person has a short attention span - when working with the young person the methods used will be varied and the young person will be as actively involved in the sessions as possible,
- the young person gets easily irritated - when working with the young person an open meeting space will be used and they will have the freedom to move around and take a 'time out' should they start to feel frustrated; and,
- the young person struggles to explain their thoughts and feelings - when working with the young person they will be given the opportunity to write things down or use pictures to explain themselves and be given as long as they need to do so. Active listening techniques will be used to reflect back on what they have said to confirm understanding, make observations and paraphrase.



Information about the young person's learning style is known

This alert will display if the question 'Where known, provide information about the young person's preferred learning style' in the Foundations for Change section has been answered.

Where the young person's preferred learning style is known, how will this be addressed in the intervention plan?

You should give examples of how the intervention plan will be tailored towards the young person's style of learning. For example, the young person may have a visual learning style so the intervention plan would need to use an approach where the young person is engaged through the use of pictures, diagrams and video material.



Particular barriers to engagement and participation have been identified

This alert will display if there has been a positive response to the question 'Have particular barriers to engagement and participation been identified?' in the Foundations for Change section.

Where any other barriers to engagement or participation have been identified, how will these be addressed in the intervention plan?

You should state what action is to be taken to mitigate against any barriers to engagement. Examples could be sending text reminders of appointments or scheduling appointments at the same time and on the same day of the week.

9.3.5 Overall progress

This section will only display in the following stages; Entering Custody, Pre-Release, Review, YOT to YOT Transfer, YOT to Adult Transfer and Case Closure.

Summarise the behaviour and progress of the young person while carrying out their intervention work and activities

You should comment on the general progress of the young person on meeting the agreed targets in the intervention plan. This may include attitude or behavioural change, both positive and negative.

9.3.6 Our Intervention Plan

Our Intervention Plan is an integrated plan for the young person that addresses the five key areas of intervention. The layout and language of the plan has been designed to be accessible to the young person in order to promote their engagement and participation in the intervention planning process. All targets should be discussed with the young person and their parent/carer.

For young people in custody, the plan should cover the whole sentence, not just the custodial element. It should not be constrained by the availability of interventions in the establishment. Where required interventions are not available in custody these interventions should be included but sequenced so as to be delivered when the child or young person is released into the community. You may also need to consider the need to advocate for a move to an establishment that does offer the required interventions.

For young people with sentences that will end after their 18th birthday, consider whether a transition to adult services will be needed, when this should take place, how it would impact delivery of the plan and how it would be managed.

It is suggested that with regard to completion of Pathways and Planning prior to a Referral Order Panel, that at a minimum, practitioners should complete the 'Key areas of Intervention' sub-section of Pathways and Planning as part of the Referral Order Report Stage. This will inform the Referral Order report regarding strengths to work on, the young person's needs and any imminent risks.

Where imminent risks are identified, practitioners should address these in the 'Additional External controls and actions' sub-section of the plan. The young person's targets, contained within the 'Our Intervention Plan' sub-section, should be completed following the panel and reflect the Referral Order contract.

To enable the completion of Pathways and Planning following the panel, YOTs have the following options:

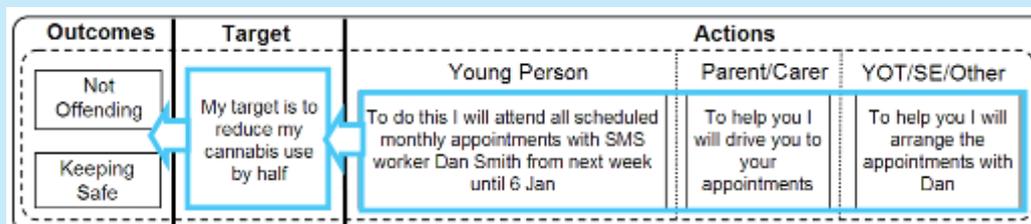
1. The AssetPlus 'RO Panel Report' stage can be kept 'In Progress' until after the panel, at which point Pathways and Planning can be completed. In this scenario, Managers could still request the countersignature of Explanations and Conclusion prior to the panel.
2. Complete the AssetPlus 'RO Panel Report' Stage prior to the panel and start a 'Review' stage following the panel. At which point pathways and Planning can be completed in full.

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.



9.3.6.1 My Targets

You should make sure there are sufficient targets in the intervention plan to address all of the strengths, needs or risks identified (where practical and where resources allow). Any previous targets should also be reviewed to see what has worked well with the young person, or not worked so well, before any new targets are set.

The wording of the questions in this sub-section will change to reflect the stage within the youth justice system that the young person is at. For example, the question 'What are we going to work at together while you are with the YOT?' will expand to include 'or in custody' if the young person is currently in custody.

Q. What are we going to work at together while you are with the YOT or in custody?

9.3.6.1.1 Target

Practice Point

Each target should be:

Defensible

You should be able to provide evidence as to how and why targets contribute to outcomes and ensure that it is clear that collectively the actions will deliver the targets.

SMART

Specific – about what it is and its purpose rather than 'see someone about drug use'

Measurable – include how it is achieved

Achievable – not unrealistic, e.g. once a week

Relevant – contributes to outcomes

Time bound – state dates and frequency

Sequenced

Targets should be ordered by importance. It is important to prioritise the mitigation of harmful behaviour and/or address safety and well-being concerns but other targets may have to come first in order to break down barriers or prepare the young person for more difficult interventions. The 'motivated to work on/resistant to work on' table from Foundations for Change may help here.

Young Person Friendly

The young person's plan should use language that is meaningful to the age or diversity of the individual. You should consider any speech language and communication needs as it may be necessary to re-produce the plan, e.g. to contain pictures in order to maximise the young person's understanding of their plan.

Q. My Target is ... (S M A R T)

What the target is (I/we are going to...), e.g. attend school for 3 days per week for the next 3 months to increase my understanding of Maths and English.

Q. Outcomes (S M A R T)

You should ensure that each target will help to address the priorities identified and therefore the overall key areas for intervention. You should tick as many of the outcomes from: not offending, not hurting others, repairing harm, keeping safe, goals and opportunities.

Q. Young person actions - To do this I will ... (S M A R T)

The individual actions the young person will undertake to meet or contribute to the target, e.g. go to bed before midnight and make more effort to get up and ready in the mornings.

Q. Parent or carer actions - To help you [target wording from "My Target is"], I/we will... (S M A R T)

The actions the parent or carer will undertake to help the young person, e.g. encourage them in returning to school and provide a lift.

Q. YOT/SE/others actions - To help you [target wording from "My Target is"], the YOT/SE or others will (S M A R T)

The actions the YOT/secure establishment/others will undertake, e.g. work with the school and support the young person in re-engaging in education. Where this is a prevention case the term 'others' will be displayed, rather than YOT or SE.

Q. How will we know I am successful or doing well? (S M A R T)

An agreed measure of the young person's progress against the target. You can sort and re-order targets by start date, target date, by provider and by status. If the young person is on bail, objectives will be pre-populated from the Bail and Remand module into this section.

9.3.6.2 Other Details

Q. Method (S M A R T)

This can be either the type of intervention to be used, e.g. offence-focused work or ETE support, or the name of a specific programme or resource.

Q. Frequency (S M A R T)

The number of the young person's contacts with the YOT or the secure establishment that this target relates to.

Q. Co-ordinator (S M A R T)

This is the person responsible for managing the delivery of the specific target. It might be someone referred to in the previous sub-section.

Q. Provider (S M A R T)

This is the person responsible for **providing** that part of the intervention, e.g. a YOT specialist worker or external partner. This can be the same person as the co-ordinator.

Q. Start and target dates (S M A R T)

The start date for the target and a target date for its completion. You should think about prioritising the protection of potential victims and the young person. With young people who will be 18 during the order, it is also worth considering here whether a transition to adult services will impact upon target dates and whether any additional measures need to be implemented to manage this.

Q. Last reviewed (S M A R T)

The date that the target was last reviewed.

Q. Completed (S M A R T)

The date that the target was completed.

9.3.6.3 Review/Progress

The progress made against each target can be recorded at the point of review, referencing the contributions that each party said they would make.

Q. Progress

You should comment on the young person's progress on this particular target at the review point.

Q. Status

You should identify the status of the target:

Table 16: Target statuses

Not started	For targets where work has not yet begun.
In progress	For targets currently being worked on.
Successfully completed	For targets where the work is complete.
Not completed	For targets that were started but where work was stopped.
No longer relevant	For targets where the described actions are no longer appropriate due to changes in the information known about the young person or changes in the requirements of a sentence.

Where a target is no longer relevant, the reasons for this should be given in the 'progress' box.

9.3.6.4 Future Target

Q. When I have finished with the YOT my target is: (for prevention cases this will read; When I have finished with the programme or service)

Future targets in the intervention plan will always relate to planning for the young person's exit from the YOT. This could involve transferring (in the case of those moving to Probation supervision) or mainstreaming interventions into the young person's life to continue where necessary past that point. Here, actions should be recorded in relation to what the young

person, their parent or carers and the YOT will do to ensure that progress is supported and continued, e.g. ongoing work in the community.

9.3.6.5 Other information

Q Other things that the YOT, secure establishment or other people will do to help you

There may be other actions that the YOT, secure establishment or others may do to support the young person outside of the young person focused intervention plan. This can be used in cases where there may be wider work needed that involves discussions between other agencies that the young person will not have direct involvement with (and are not appropriate to record within the shared plan). For example, if a young person's offence was related to a problem with being bullied at school, the YOT may wish to have discussions with the school around their anti-bullying policy and supporting the young person.

Q Who will need to see or know about this plan?

You should record the details of people the plan will be shared with so that the young person is aware of who will have access to this information and who else is involved in delivering the intervention. Consider how and when information will be shared with other agencies, e.g. weekly phone calls, monthly meetings.

Q I will have at least "X" appointments each month that I must attend or go to

You should record the number of YOT appointments the young person must attend, so that the young person is aware of their appointments. The case management system will check the number of appointments entered against the minimum contacts for the Scaled Approach intervention level identified earlier and flag a warning message if the number is below the minimum.

Where contacts are voluntary this should be recorded within the targets/actions themselves, e.g. stating 'Voluntary' at the beginning/end of them.



No of appointments does not meet the minimum contacts for the Scaled Approach intervention level

This alert will not be applicable for O OCD or prevention cases.

Table 17: Scaled Approach contact levels

Intervention level	Minimum contact for first 12 weeks (per month)	Minimum contact after 12 weeks (per month)
Intensive	8	4
Enhanced	4	2
Standard	2	1

Q We will look at this plan again on "X" and make any changes if we need to

A target date should be set for reviewing the plan.

Q. Signatures

The young person, parent or carer and practitioner will be provided with a place to sign the printed version of the plan. Plans should only be signed when you are confident that the young person and parent or carer has received and understood the proposed plan.

Q. Date of Plan

Record the date that the plan was agreed.

9.3.6.6 Additional external controls or actions

This sub-section should be used to record external controls required to manage risks to others or to the young person. However, it is not restricted to this and can be for any actions that you don't want, or need, to share with the young person, e.g. to avoid over-complicating their plan. Details should be recorded in the same 'SMART' way as with young person actions. In secure establishments, it should also include the actions for risk and behaviour management of young people.

It should be specified when the additional control or action is not to be discussed or seen by the young person, to ensure that restricted or sensitive information is protected, e.g. police intelligence or surveillance.

Additional information that can then be provided is as follows:

Q. Action (S M A R T)

This is a description of the specific action to be taken in order to manage the risk regarding the young person's safety or the risk that the young person presents to others.

Q. Outcomes (S M A R T)

Select one or more of the five key areas of intervention that the action is addressing.

Q. Frequency (S M A R T)

Record the frequency with which the control or action will take place, e.g. the number of home visits or surveillance checks.

Q. Date to complete by (S M A R T)

Enter the date by which the action must be completed.

Q. Who to complete (S M A R T)

Record the person responsible for completing or delivering the action.

Q. Progress (S M A R T)

Record any progress that has been made with the identified action.

Q. Completed (S M A R T)

This is the date that the action has been completed.

9.3.7 Additional information

The purpose of this sub-section is to record the actions to be taken where a specific service required to deliver the intervention plan may not be available. This helps to ensure that these issues have been highlighted, any actions have been documented and, subsequently, all efforts are taken to ensure that key component parts of intervention plans are delivered.

Trigger question for further exploration

Q. Is it possible to access any of the required services using other sources?

Further exploration

Please provide as much detail as possible

Consider whether there are any services outside of the YOT or secure estate available to the young person that could be obtained. In the secure estate consider if there are interventions that need to wait until the young person is back in the community.

Trigger question for further exploration

Q. Are any of the required services not available?

Identify here if it is not possible to refer to a specialist service due to this not being available.

Further exploration

Please provide as much detail as possible

Give details on what the required service is and why it is unavailable to the young person. For example it could be that there is no Speech and Language Therapist available or that the young person has excluded themselves from a service due to previous behaviour such as within accommodation services.

Q. If it is not possible to access any of the required services, what steps will be taken?

Clarify what actions are to be taken in order to gain access to the services required by the young person or other mitigating action that needs to be taken. For example, it could be contacting a national specialist organisation to enquire about local services.

9.3.8 Temporary release

This sub-section is for secure establishments to record any initial information relevant to temporary release and is only applicable to cases where a young person is sentenced to custody. It is not intended as a full assessment, but as a place to record whether temporary release is an appropriate option for the young person. The assessment of suitability for each practitioner is then clearly documented for reference should temporary release be considered as a future component of the intervention plan.

Trigger question for further exploration

Q. Is temporary release an appropriate option to support any needs, targets or outcomes?

Further exploration

If an answer of “Yes” was given then:

Q. Please provide details and YOT and SE practitioner views on the young person’s suitability for temporary release

Outline what role temporary release could play in supporting the achievement of any targets or outcomes. Analyse any differences in views between practitioners and come to a conclusion on whether temporary release could be used.

If an answer of “No” was given then:

Q. If “No”, please summarise your reasons

For example, the young person may have a history of absconding from secure placements, care placements or from home which might affect suitability for temporary release.

Practice Point

In making a decision on the suitability of the young person for temporary release, it is important to consider and cross-reference the community and custody risks identified in the Explanations and Conclusions risk matrices. You must take the identified risks into account when either recommending or justifying the decision not to support the use of temporary release.

9.3.9 Dealing with changing circumstances

The purpose of this section is to develop a contingency plan for specific changes which could result in an increase or decrease to the levels of risk associated with the young person’s future harmful behaviours or safety and well-being. You should focus on the actual risk or adverse outcome identified, the specific circumstances that would result in an increase or decrease to the level of concern and, if those circumstances occurred, what would need to happen in order to manage the risk or protect the young person.

Risk to others

Thinking about the identified future harmful behaviours, consider what may realistically occur to increase or decrease that risk and what would need to be done as a result to manage it.

Q. What factors or changes in circumstances would result in a significant increase or decrease in the risk of harm or serious harm which the young person presents to others?

You should outline the specific circumstances which would bring about an increase or decrease to the risk.

Examples of factors that could trigger an increased assessment of the level of risk could be:

- a loss of a source of income which therefore increases the risk of violent acquisitive crime,
- a turn to drug dealing to financially support themselves,

- the young person being made homeless or placed in an inappropriate accommodation which then increases the chance of the young person turning to criminal friends for support,
- the young person re-engages in gang activity; and,
- the young person has a mental illness relapse.

Examples of factors prompting a decrease in risk could be:

- the young person finding positive relationships with friends or a partner,
- the young person gains employment; and,
- the young person accesses treatment for mental illness.

Consider the factors for and against desistance identified in the Foundations for Change or Explanations and Conclusions sections and any impact that a change in those factors could have on the risk the young person poses to others – for example if the young person’s substance misuse is identified as a factor against desistance and the young person increases their use of substances this could result in an increased risk of serious harm and also an increase in the assessed strength of the factor against desistance.

Q. If changes occurred, what action would need to be taken and how quickly could this be done?

If the circumstances outlined above occurred, what specifically would need to be done to manage the risk, by when and by who. For example, informing organisational management or other criminal justice services, altering the level or frequency of contacts or referring to partner organisations. You should detail which organisations and individuals are responsible for which actions. As well as the practical actions that need to be taken, any processes which need to take place, for example, reviewing the assessment and plan, sharing information with others involved in the case, should also be recorded.

This section should be clear and complete enough so that another person needing to act on it can do so immediately without the need to undertake further research into the case.

Young person’s safety and well-being

With regards to safety and well-being, you should think about the identified adverse outcomes for the young person and consider what could occur to increase or decrease the likelihood of those adverse outcomes occurring and what would need to be done as a result to protect the young person.

Q. What factors or changes in circumstances would result in a significantly increased or decreased risk to the young person’s safety?

You should outline the specific circumstances which would bring about an increase or decrease in the overall level of concern for a young person’s safety and well-being.

Factors which could bring about an increase to the overall level of concern for a young person’s safety and well-being could include:

- a particular trigger affecting the young person’s propensity to self-harm; and,

- circumstances such as a breakdown in an accommodation placement leading to a risk of homelessness

Factors triggering a decrease in the level of concern could include:

- the young person finding positive relationships; and,
- interventions being delivered which promote an increase in self-esteem and sense of self – worth.

Q If changes occurred, what action would need to be taken and how quickly could this be done?

If the circumstances outlined above occurred, what specifically would need to be done to protect the young person, by when and by whom. For example: using Emergency Duty Team (EDT), liaison with children’s services, contacting family members, informing organisational management or other services, altering the level or frequency of contacts or referring to partner organisations. You should detail which organisations and individuals are responsible for which actions. As well as the practical actions that need to be taken and any processes which need to take place, e.g. reviewing the assessment and plan and sharing information with others involved in the case, should also be outlined.

This section should be clear and complete enough so that another person needing to act on it can do so immediately without the need to undertake further research into the case.

9.3.10 Countersignature and oversight

Refer back to details on this in the Introduction and also the AssetPlus Quality Assurance Tool for a guiding list of points to consider.

Quality Assurance

Countersignature has three main functions:

4. It demonstrates that the content and quality of the assessment has been checked and agreed by a manager (or senior practitioner)
5. It represents the shared responsibility (between individual practitioners and the wider organisation) for judgements made
6. It enables assessment stages within the case management system to be completed.

Depending on thresholds set locally, some or all assessment updates will require countersignature in the Pathways and Planning section.

In providing management oversight to Pathways and Planning a manager will be looking to see that there is a clear relationship between the assessment and the plan by ensuring:

- key Areas for Intervention address all key influences/causes of the priority risks, strengths and needs identified during analysis,
- strengths and opportunities for restorative justice have also been identified to support ‘Goals and Opportunities’ and ‘Repairing Harm’ outcomes,
- voluntary, internal and external resources have been considered and support delivery of key areas; and,

- targets, actions and controls are identified that will collectively address the key areas and deliver intended outcomes (include those relating to referrals and RJ).