

# AssetPlus Guidance

## Assessment and Planning Interventions Framework

## User Guide for youth justice practitioners

Version 3.0

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West Midlands Police (Integrated Offender Management Team)

YJ Speech and Language Therapists Network

# 1. Introduction

## 1.1 AssetPlus and the purpose of this guidance

AssetPlus is a comprehensive end-to-end assessment and planning framework for use with children and young people across England and Wales by youth offending teams (YOTs) and the secure estate. It aims to identify strengths, needs, risks and issues and to facilitate the planning of appropriate interventions for young people who have offended or are at risk of offending, both in community and custody.

The purpose of this guidance is to assist users of AssetPlus with its correct and intended application.

This guidance is aimed at practitioners working in the youth justice system who need to undertake assessments and plan interventions for young people. In addition, this guidance is also for their managers, both at a strategic and operational level, who need to be familiar with AssetPlus in order to support or advise their staff using this framework. AssetPlus guidance will be used by colleagues working in the YJB Placement Service, as existing placement documentation and processes have been incorporated into AssetPlus. It will also be of wider use to a number of other parties that have a vested interest in understanding specific aspects of youth justice assessment and planning such as courts, the police, the Probation Service and Her Majesty's Inspectorate of Probation.

This guidance replaces a number of former YJB guidance documents:

- YJB Asset Guidance (including guidance on Risk of Serious Harm, Vulnerability Management Plans and Risk Management Plans)
- YJB Onset Guidance
- YJB Placement Information Form (PIF) Guidance
- YJB Bail Package Recommendation Guidance.

The guidance does not cover:

- the background of the AssetPlus framework development and its rationale,
- foundation training in assessment and planning,
- AssetPlus training materials,
- specific technical or case management system guidance; and,
- guidance on specialist or local assessment tools that are not included within the scope of the new framework.

This guidance should be used in conjunction with other documents, most notably:

- YJB Case Management Guidance,
- YJB National Standards for Youth Justice Services,
- YJB National Protocol for Case Responsibility,
- YJB Case management and sentence planning (for the secure estate)<sup>1</sup>,
- the AssetPlus model and rationale documents,
- AssetPlus training materials,
- case management system user manuals; and,
- HMI Probation Case Assessment Guidance 2014<sup>2</sup>.

This guidance does not constitute legal advice; it cannot account for every local variance and does not override professional judgement.

If you believe that any areas of guidance are missing or are unclear then please contact [assessment@yjb.gsi.gov.uk](mailto:assessment@yjb.gsi.gov.uk).

## 1.2 The nature of assessment in a youth justice context

Assessment informs a range of activities within YOTs and secure establishments and aims to make sense of an individual's behaviour in the context of their unique circumstances. It can inform predictions about future behaviours and safety and well-being, aid professional judgement and guide decisions and actions. Youth justice practitioners should strive for excellence in delivering high quality assessments and plans with all children and young people that they work with.<sup>3</sup>

Within the specific context of youth justice, the key tasks in assessment are:

- **Collating information from a range of sources**

Information should be collated, and verified, from a range of cross-referenced sources in order to inform the assessment and enable practitioners to understand the young person's behaviours and circumstances. Sources should include the young person, their parents/carers and other relevant agencies such as children's services, health, social care and education providers.

- **Recording information**

Records should be clear and consistent to enable information to be accessed quickly and to promote accountability within the organisation.

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<sup>1</sup> For a further list on related guidance documents please see Appendix 1.

<sup>2</sup> HMI Probation website - [Inspecting Youth Offending Work](#)

<sup>3</sup> [Youth Justice Board Case Management Guidance \(2014\)](#)

- **Analysing information**

Assessment must go beyond merely describing facts in order to move towards an understanding of a young person's situation and the reasons for their offending/anti-social behaviour. Analysis will also inform judgements about likely future behaviours, risks and concerns regarding a young person's safety and well-being.

- **Judging and/or predicting future behaviours**

The gathered and verified information should be used to understand and explain the young person's behaviour and judge the likelihood and impact of future criminality, future harmful behaviours and potential adverse outcomes for a young person's safety and well-being. These judgements and predictions include statistical information about the likelihood of certain behaviours occurring, e.g. reconviction. Descriptions of the behaviours and adverse outcomes in terms of what might happen, when, who may be affected and imminence of adverse outcomes or behaviours are also produced.

- **Presenting conclusions**

The results of assessments need to be formally presented in pre-sentence reports to courts, reports for youth offender panels, additional assessments and when sharing information with other external bodies such as Multi-Agency Public Protection Arrangements (MAPPA). Conclusions drawn should be based on the information and evidence gathered.

- **Sharing information**

The assessment and plan should be shared with a young person, their parents/carers, and where necessary with staff in the organisation and partner organisations or agencies.

- **Reviewing assessments**

Information should be reviewed at six monthly intervals and more frequently if there is a significant change in the young person's circumstances. At the review stage, records should be updated accordingly.

- **Transferring information**

One of the primary audiences for assessments and plans are staff in other organisations, in particular where they subsequently take responsibility for managing the case. The assessment has to stand alone and be meaningful for any subsequent reader.

AssetPlus is the YJB approved assessment tool and is mandated under YJB National Standards for Youth Justice Services for young people subject to **out-of-court disposals** (Youth Cautions and Youth Conditional Cautions) and **community or custodial court orders**. Although not compulsory, it is also recommended that AssetPlus is used for prevention and triage cases.

## 1.3 How to use this guidance

The guidance will cover the following for each section of the AssetPlus framework:

- Purpose

The **purpose** states the key objectives of the section in the context of the framework.

- Overview

The **overview** highlights the key areas in the section.

- Section guidance

The **section guidance** gives a comprehensive account of what should be considered in completing each question within the section.

The following table/icons have also been used to indicate specific guidance themes where they occur in the framework:

Table 1: AssetPlus guidance tables and icons

TABLE/ICON	INDICATES	DESCRIPTION
	<b>Question</b>	This denotes a question in the framework
	<b>Alert</b>	Relates to flags in the framework that intend to alert the user to a particular fact or circumstance.
<b>Further exploration</b>		Additional question(s) prompted by a “yes” answer to a trigger question indicating that further exploration of a particular area is required.
<b>Practice Point</b>		Highlights good practice or important practice suggestions
<b>Definition or example</b>		A statement of the meaning of a term or an illustration of key points through the use of examples.
<b>Research</b>		References research that is related to the relevant area of AssetPlus.
<b>Quality Assurance</b>		Draws attention to areas that can be used as quality assurance points or where quality assurance is required.

The following should also be considered:

- This guidance cannot take account of every local definition or circumstance that occurs across the youth justice sector. Lists of examples are not exhaustive, but based on what is most likely. Professional judgement should be used to identify or evidence relevant assessment information where it is not covered in this guidance document.
- The presentation and functionality of the AssetPlus framework will vary between youth justice case management systems, therefore there are few references to specific IT guidance. For further guidance on system specific functionality or queries users should consult their case management system user manuals and system guidance.
- Where a question has been previously explained in the guidance the supporting text will not be repeated at every re-occurrence of that same question. Instead a reference to the corresponding guidance will be given.
- AssetPlus questions are not numbered so readers will need to navigate through this document using the section and sub-section headings.

Finally, youth justice professionals who will be conducting assessments and producing plans, using AssetPlus, will come from a variety of backgrounds and have varying job titles which are not possible to continuously cover in this guidance document. Therefore, the term ‘practitioner’ is generically used to address the users of AssetPlus.

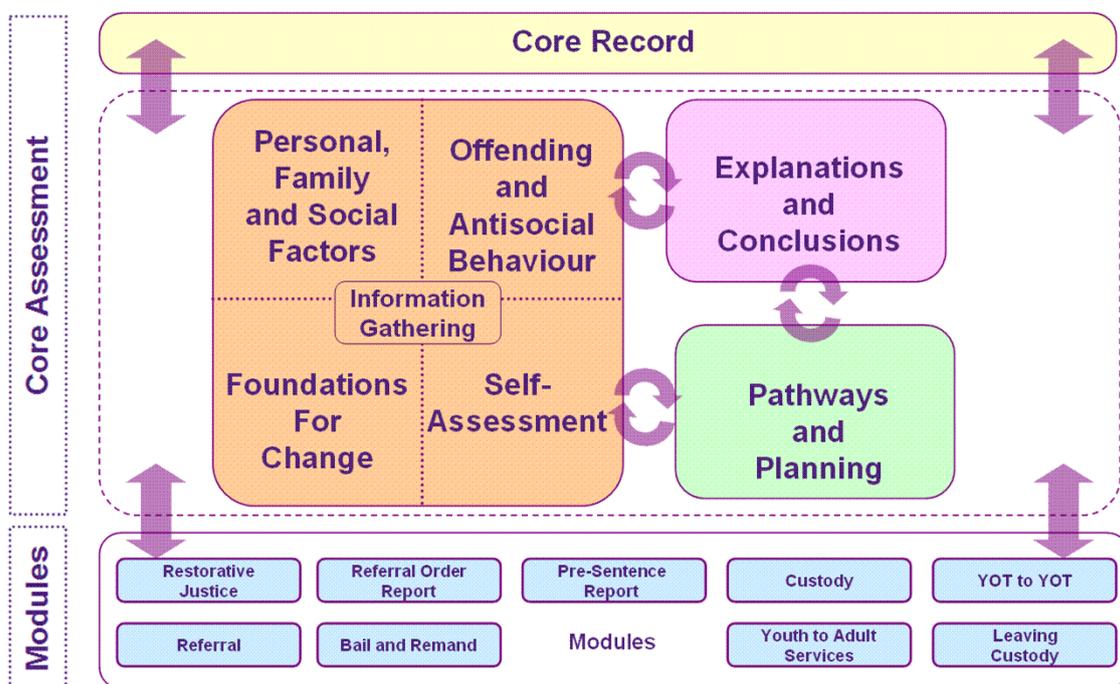
# 2. Using AssetPlus

## 2.1 AssetPlus Overview

### 2.1.1 AssetPlus framework structure

The AssetPlus framework consists of the following sections and modules (Figure 1):

Figure 1(a): AssetPlus framework structure



There is no specific order of completion for AssetPlus and no set starting point, however it is recommended that practitioners start with the speech, language, communication and neuro-disability screening tool and self-assessments. The AssetPlus 'core assessment' sections will be applicable to all cases and comprise of the following:

#### Core Record

The purpose of this section is to provide a summary of the essential information required about the young person (primarily pre-populated from other areas of the core assessment framework). It includes and provides the following:

- information about critical points identified relating to needs, safeguarding and public protection,
- key action points from the young person's intervention plan; and,
- a summary of key information about the young person, ensuring that practitioners and managers have the most up to date information to hand.

## Information Gathering

This section facilitates the identification of key factors affecting a young person's life (both positive and negative).

It includes:

- personal, family and social factors,
- offending/anti-social behaviour,
- foundations for change; and,
- self-assessment.

Within sections, additional 'further exploration' questions allow for flexibility in the completion of AssetPlus and the ability to match the level of detail with the complexity of the case.

## Explanations and Conclusions

This section provides the opportunity for practitioners to review and analyse all the information gathered (i.e. drawing together all the different strands and looking at the interaction between factors) in order to explain the young person's behaviour in the context of their life situation. This analysis then enables the practitioner to make judgements about the risk of reoffending, the risk of future harmful behaviour and the young person's safety and well-being in the short to medium term.

## Pathways and Planning

This section allows for practitioners to create a single intervention plan and helps to identify priority pathways out of offending. The structure of Pathways and Planning ensures that the detail of intervention planning is clearly linked to achieving specified outcomes for a young person. Planning, in order to manage risks to others and risks to the young person's safety and well-being, is also covered in this section.

## Modules

During case management, there are specific tasks and processes that need to be carried out at particular points during a young person's involvement with the youth justice system (for example, transferring information to the YJB Placement Service, or completing a Pre-Sentence Report). Discrete modules have been incorporated into the framework to fulfil this purpose, but not all will be applicable to all cases. The modules are outlined below:

- **Bail and Remand**

The core assessment framework has been aligned to accommodate the level of assessment required for a bail assessment (therefore reducing unnecessary duplication). This information is presented in the Bail and Remand module to address the objections to bail and recommend suitable bail packages to the court.

- **Reports: Pre-Sentence Report, Referral Order Report**

These are similar in structure to the current reports and practitioners will have the option of pre-populating relevant sections of the report from the young person's assessment.

- **Custody**

This module, pre-populated by the main framework where appropriate, is to be completed when the assessment and relevant placement information are required by YJB Placement Service. It

also includes a section for completion by the secure establishment upon the young person's arrival. It aims to provide the secure establishment with key information when a young person arrives in custody, including identification of risk to the young person's safety and the risk of harmful behaviour to others.

- **Leaving Custody**

This module enables the recording of all required release information and arrangements and the supports the generation of the appropriate Notice of Supervision/Licence for the young person.

- **Transfers (between YOTs or to adult services)**

These modules include relevant questions in order to facilitate case transfers.

- **Referrals**

This module is populated with relevant information from the main framework in order to facilitate referrals.

- **Restorative Justice**

The Restorative Justice (RJ) module is a compulsory module triggered from the Pathways and Planning section of the framework. The majority of the module will be pre-populated with responses from elsewhere in the framework, bringing together relevant information about the young person's attitudes to offending, the victim and response to previous RJ interventions, as well as any identified priorities for repairing harm. Additional questions within the module itself will encourage practitioners to think about any specific victim safety concerns and the young person's views about possible RJ interventions. It is intended that the RJ module will act as a precursor to more detailed, local RJ assessments undertaken by victim or RJ workers. The module should provide information to assist decision-making regarding suitability for the full range of RJ interventions.

## 2.1.2 AssetPlus as an end-to-end framework

Young people should be given the full benefit of the AssetPlus assessment and planning framework regardless of how they come to the notice of the supervisory organisation or how long they are intended to be with them.

The following table lists the sub-sections and modules within the framework that have been mandated (i.e. compulsory; as determined by the YJB) and those where completion is a local decision:

Table 2: Mandated sections of AssetPlus

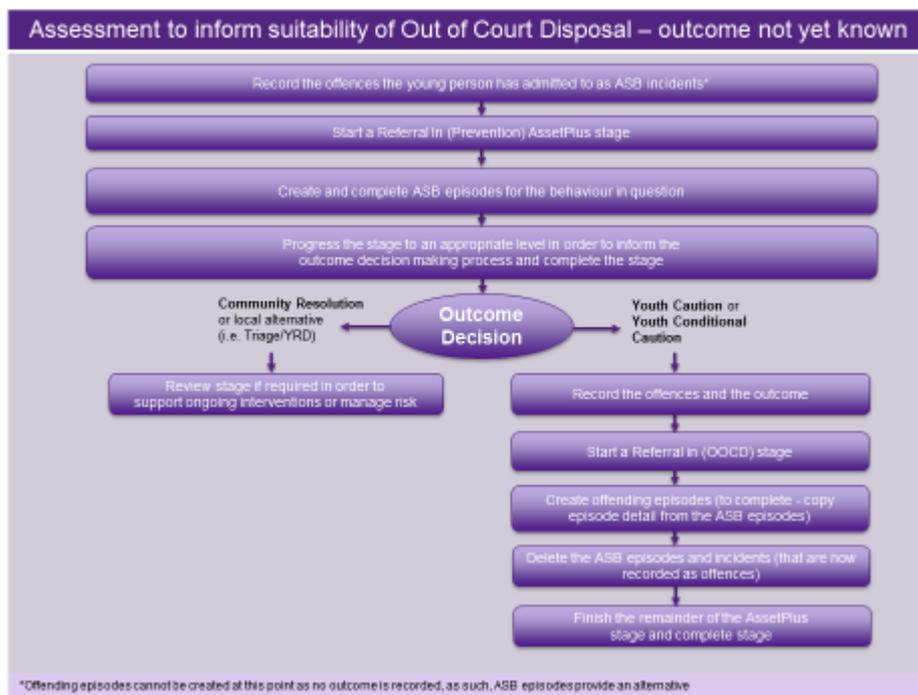
Compulsory areas in AssetPlus	Areas in AssetPlus for local discretion
<ul style="list-style-type: none"> <li>● Screening tools in the personal, family and social factors section of Information Gathering:               <ul style="list-style-type: none"> <li>○ Mental and physical health screening questions</li> <li>○ Speech, language, communication and neuro-disability screening tool</li> <li>○ Alcohol screening tool</li> </ul> </li> <li>● Young person and parent/carer self-assessment questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-Sentence Report</li> <li>● Referral Order Panel Report</li> <li>● Referral module</li> <li>● The use of AssetPlus for triage and prevention cases</li> </ul>

<ul style="list-style-type: none"> <li>• Pathways and Planning</li> <li>• Restorative Justice module</li> <li>• Bail and Remand, Custody and Leaving Custody modules (when applicable)</li> <li>• Transfer modules</li> </ul>	
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### 2.1.2.1 Young people subject to out-of-court disposals (O OCD)

AssetPlus is mandated under YJB National Standards for Youth Justice Services for young people subject to out-of-court disposals (Youth Cautions and Youth Conditional Cautions). It can also be used to determine O OCD suitability and whether an intervention is required (see below) although in practice YOTs have used locally developed assessment/screening tools for this purpose and this is expected to continue. If a YOT decides to deliver an intervention for an O OCD (other than solely a Restorative Justice intervention), the YOT is expected to undertake an assessment and must use the AssetPlus framework in line with National Standards.

Figure 1(b): The use of AssetPlus to inform suitability for Out of Court Disposal



For all young people where an assessment is conducted it should be proportionate and appropriate for that young person, which relies on practitioners' professional judgement to determine which elements of the assessment are relevant for the young person's circumstances. Where questions are not applicable for a young person, which will vary on a case by case basis, a response is not expected. The AssetPlus framework has also been designed to expand or contract based on the complexity and breadth of the young person's needs and not based on the programme they are engaging in. It uses a further exploration feature to identify whether or not additional questions are required to record more detailed information on a particular topic. This type of question is used throughout the framework, particularly to expand on concerns or issues in relation to the young person.

Additionally, AssetPlus will adapt automatically for out-of-court disposal cases when using the specific “Referral In (OOC)” stage and certain questions for example Scaled Approach intervention levels will not be present when using this stage. The process of information gathering, drawing conclusions and planning to achieve outcomes will however remain fundamentally the same in AssetPlus.

Strengthened consideration of restorative justice using the Restorative Justice (RJ) module will be particularly useful for young people subject to OOC (where there is YOT involvement).

### 2.1.2.2 Young people subject to statutory community orders

AssetPlus is mandated under YJB National Standards for Youth Justice Services for young people subject to statutory community orders and young people subject to these orders are likely to represent the majority of those assessed and managed using AssetPlus.

AssetPlus has a number of community-specific stages which enable practitioners to complete specific tasks or reports as well as the main sections of the framework. These tasks and reports are contained in separately named modules. There is no order to the completion of these stages, and some stages allow access to more than one module, so there is some choice about which stage you choose. With some modules, you will be offered the choice of pre-population of selected sections from the main body of the assessment. Practitioners will need to consider whether that is helpful, for example, pre-population from the main body of the assessment may not help in the construction of a Pre-Sentence Report.

Please note that there is no separate Intensive Supervision and Surveillance suitability assessment built into AssetPlus, but this type of assessment can be electronically attached to the young person’s AssetPlus assessment and/or other members of staff, such as ISS teams, can be assigned to complete areas of the assessment where relevant.

### 2.1.2.3 Young people in custody

AssetPlus will continue to be updated whilst the young person is in custody. Practitioners within the secure estate will be responsible for updating the relevant sections of the assessment and intervention plan whilst YOT practitioners will continue to retain overall case management responsibility including responsibility for any reviews of Asset Plus. Secure establishment staff do not make risk of serious harm or likelihood of reoffending judgements and they do not determine the overall level of concern for a young person’s safety and well-being. Any review or amendment of these judgements must take place during a YOT update of AssetPlus. However, secure establishment staff will update risks (future behaviours and adverse outcomes) and YOT practitioners should take account of all of the latest information in relation to these when making judgements.

The specific detail around the shared responsibility between the YOT and secure estate practitioners is to be determined locally. There are three specific stages that are used during the time when the young person is in custody and moving through their planning process; entering custody, review and pre-release. Those stages generate the Custody and Leaving Custody modules which are key in this phase as they provide mechanisms to make a secure placement, support development of licence conditions and outline the community and custody risks for the young person.

### 2.1.2.4 Young people engaged through triage or with prevention interventions

AssetPlus replaces the Onset referral and assessment framework for prevention cases and brings both prevention and statutory cases into one unified framework. The AssetPlus

framework is not compulsory for use with prevention or triage, but there are a number of benefits in using it for these cases:

1. Starting an AssetPlus assessment at the first opportunity will allow for practitioners and services to build a solid foundation of assessment and planning which can then be extended and developed as their knowledge of a young person increases.
2. Using AssetPlus for prevention and/or triage cases would result in less duplication of effort to add information in a prevention assessment into AssetPlus if the young person goes on to offend.
3. Historical anti-social behaviour information for that young person relevant to patterns of behaviour and trend analysis would be available within AssetPlus should the young person go on to offend.

Triage and non-substantive cases, where the young person has admitted guilt, can be entered into AssetPlus as anti-social behaviour in order that the practitioner can complete analysis at the point the young person receives a non-substantive outcome. If an arrest results in no further action (NFA) but the behaviour is indicative of further harmful behaviour or offending then this should be captured in the anti-social behaviour and offending (other behaviours of concern) section.

For all young people where an assessment is conducted it should be proportionate and appropriate for that young person, which relies on practitioners' professional judgement to determine which elements of the assessment are relevant for the young person's circumstances. Where questions are not applicable for a young person, which will vary on a case by case basis, a response is not expected. The AssetPlus framework has also been designed to expand or contract based on the complexity and breadth of the young person's needs and not based on the programme they are engaging in. It uses a further exploration feature to identify whether or not additional questions are required to record more detailed information on a particular topic. This type of question is used throughout the framework, particularly to expand on concerns or issues in relation to the young person.

Additionally, AssetPlus will adapt automatically for prevention cases when using the specific "Referral in prevention)" stage and certain questions for example YOGRS and Scaled Approach intervention levels will not be present when using this stage. Any references to offending and sentences will also be replaced with the terms incidents and/or anti-social behaviour. The process of information gathering, drawing conclusions and planning to achieve outcomes will however fundamentally remain the same.

### **2.1.3 Reviewing and updating AssetPlus**

AssetPlus allows for specific sections to be reviewed or updated without requiring revisions to the whole framework. This should encourage practitioners to maintain more up-to-date assessments and intervention plans. The structure of AssetPlus also facilitates more effective use of information when young people move through the youth justice system making updating assessments much more straightforward. AssetPlus should be reviewed at regular intervals and/or at the point of any significant event in the young person's life.

## **2.2 Key features and concepts in AssetPlus**

### **2.2.1 Key AssetPlus features**

There are a number of key features in AssetPlus which promote better and more effective completion of the assessment and plan:

- **Further exploration**

Rather than listing all potential questions and requiring answers to all of them, AssetPlus uses a further exploration feature to identify whether or not additional questions are required to record more detailed information on a particular topic. This type of question is used throughout the framework, particularly to expand on concerns or issues in relation to the young person.

- **Yet to clarify responses**

A yet to clarify response will emphasise that information is yet to be gathered and an action should be taken to investigate further.

- **Flag for further action**

Practitioners may want to flag particular things for consideration when they reach the planning stage, e.g. the need for another assessment or for referral to a specialist. This feature contributes towards the improvement of links between assessments and plans. Practitioners will identify flags for action throughout their information gathering.

- **Add significant life event**

A significant life event is an incident which impacts upon a young person's physical, psychological, social or environmental well-being, either positively or negatively. The practitioner should use this information to aid formulation of a 'picture' of the young person's life and when identifying any links between significant life events and offending/anti-social behaviour. Practitioners will identify significant life events throughout their information gathering.

- **Add desistance factor**

Desistance factors are factors that are influential in promoting or hindering desistance. Practitioners will identify desistance factors throughout their information gathering.

- **Reference to young person self-assessment**

The self-assessments are designed to collate views from the young person at various stages in the youth justice system. They are therefore no longer static forms but are dynamic in that the questions will change depending on the stage the young person is at. Practitioners should refer to self-assessment throughout their assessment.

- **Attaching documents**

The practitioner should upload and attach relevant documents (in MS Word, Excel, Outlook, PDF and jpeg formats, etc.) at various points throughout AssetPlus. Organisations and practitioners should be aware of their local data protection policies regarding what information they attach, retain and share.

- **Printing**

It is possible to print the full framework, print a section or module or print at sub-section level across the whole framework, including the young person friendly Intervention Plan as required. Practitioners can print the Intervention Plan to enable physical signatures and then scan and upload it as an attachment.

- **Data sharing**

A central premise of AssetPlus is to be able to enter information in only once to increase consistency and reduce duplication through the reuse of data already available. This is achieved by the case management system pre-populating information automatically into AssetPlus (such as young person's details) or AssetPlus sections pre-populating other AssetPlus sections (such as risks identified in the Explanations and Conclusions section populating the risk flags in the Core Record).

- **Local configuration**

This will be subject to the case management system, but the key area promoted by AssetPlus is the setting of specific criteria for managerial countersignature. Individual organisations should regularly review their local configuration approaches to ensure they remain effective and continue to meet local needs.

## 2.2.2 Key AssetPlus concepts

There are two key concepts to understand when using AssetPlus that are integral to its correct practical application:

1. using assessment stages to define the reason for assessment; and,
2. analysing incidents and offences using episodes.

### 2.2.2.1 Using assessment stages to define the reason for assessment

To make an update or a change to AssetPlus, practitioners will be required to select an assessment stage and owner.

#### 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.

#### 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.

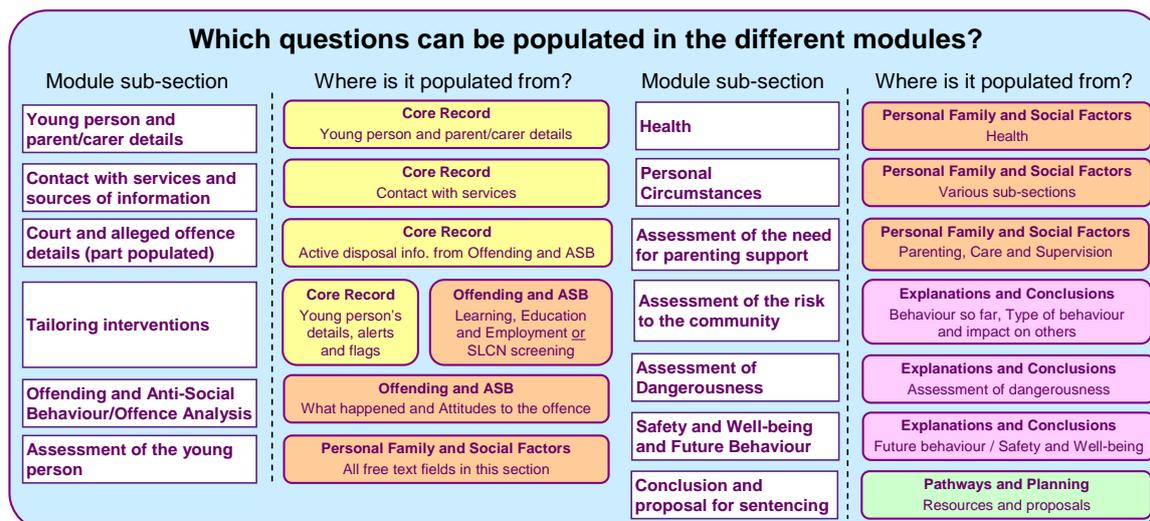
To make an update or change to AssetPlus, practitioners will be required to select an assessment stage first and, if applicable, a hearing or panel date. Only one stage can be open at any one time. The main sections of AssetPlus will always be displayed but the modules are only triggered for the stages that require them. The AssetPlus assessment stage triggers modules as follows in the table below:

Table 3: Assessment stage triggers of AssetPlus modules

Stage	When to use it	Modules Triggered
Referral In (Prevention)	To complete an initial assessment when the young person is referred for a prevention intervention	None
Referral In (OOC)	To complete an initial assessment when the young person is referred for an out-of-court disposal	None
Placement Notification	To provide a notification to YJB Placement Service if the young person is at risk of entering custody for a young person being recalled or breach where there is a risk of custody	Custody
Bail Recommendation	To prepare a Bail Recommendation package for a young person appearing in court for a bail hearing and there is a risk of remand	Bail and Remand Custody
Sentenced (No Report)	When a young person is sentenced without a formal report to the court	None
Pre-Sentence Report	To prepare a Pre-Sentence Report for a young person where the outcome will be a community order	Pre-Sentence Report
Pre-Sentence Report (all options)	To prepare a pre-sentence report for a young person where the outcome could include a custodial sentence	Pre-Sentence Report Custody
Post-Court Report	To complete a Post-Court Report	Bail and Remand Custody (Post Court Report)
Referral Order Report	To complete a Referral Order Panel Report for an initial panel	Referral Order Panel Report
Pre-Release from Custody (YOT and secure estate)	To prepare for the young person's release from custody	Leaving Custody
Review (YOT and secure estate)	To complete a standard review or review based on change of circumstances	Referral Order Report (only if disposal is Referral Order)
Transfer to Probation	To complete a review in preparation for the young person transfer to adult services	Youth to Adult Services
Transfer YOT to YOT	To complete a review in preparation for the young person transfer to another YOT	YOT to YOT
Case Closure	To complete a final end of Intervention review	Referral Order Report (only if disposal is Referral Order)
Entering Custody ( <b>Secure estate only</b> )	To complete a review when the young person arrives in a secure establishment	Custody

AssetPlus modules will be pre-populated from the main sections in the framework (Figure 2). Where the module is updated it will also automatically update the main sections of the framework.

Figure 2: AssetPlus module population



AssetPlus stages can have one of four statuses, either 'In-progress', 'Completed', 'Stopped' or 'Cancelled' as defined in the table below:

Table 4: AssetPlus stage statuses

Stage status	Description
In-progress	<ul style="list-style-type: none"> <li>An open stage where changes are being made.</li> <li>It can be saved multiple times until the practitioner is ready to complete it.</li> </ul>
Completed	<ul style="list-style-type: none"> <li>A stage can only be completed by the practitioner if:                             <ul style="list-style-type: none"> <li>All mandatory fields have been completed.</li> <li>Managerial countersignatures have been obtained.</li> </ul> </li> <li>A snapshot of AssetPlus is taken once the stage has been completed which is then available as a historical record.</li> <li>A completed stage cannot be re-opened. A new stage must be created for any new changes and further updates.</li> </ul>
Stopped	<ul style="list-style-type: none"> <li>A stage can be stopped based on unexpected events (e.g. whilst in PSR stage the young person is arrested again and in court which would require a Bail Recommendation stage or the stage owner is off sick and updates to the assessment are required).</li> <li>The practitioner will be prompted for a reason for why the stage was stopped.</li> <li>If a stage is stopped a snapshot is still taken and any changes in that stage will be available in a new subsequent stage.</li> <li>A stopped stage cannot be re-opened. A new stage must be created for any new changes and further updates.</li> </ul>
Cancelled	<ul style="list-style-type: none"> <li>Cancelling a stage should only be done in exceptional circumstances – such as where information has been entered into the wrong young person's AssetPlus in error.</li> <li>A stage can be cancelled if it is appropriate to do so. AssetPlus will revert to the last completed or stopped stage.</li> </ul>

	<ul style="list-style-type: none"> <li>The practitioner will be prompted for a reason for why the stage has been cancelled, e.g. stage incorrectly started.</li> <li>Cancelled stages will not be part of the historical record.</li> </ul>
<b><i>For the purpose of a “caretaking” arrangement the assessment stage could also have one of the following statuses:</i></b>	
Completed awaiting Transfer	<ul style="list-style-type: none"> <li>Completed but not yet transferred to the other YOT or secure establishment.</li> </ul>
Completed Transferred	<ul style="list-style-type: none"> <li>Transferred to the other YOT but not yet accepted or rejected. If technical transfer fails the status of the stage will default to Completed – awaiting transfer.</li> </ul>
Completed Rejected	<ul style="list-style-type: none"> <li>Rejected by the other YOT.</li> </ul>

Once a stage is completed or stopped, historical information cannot be changed or deleted. If information is later proved to be inaccurate (such as a malicious allegation that was treated as fact at the time) a new stage would need to be created and updated with changes.

#### 2.2.2.2 Analysing incidents and/or offences<sup>4</sup> using episodes

AssetPlus is a single assessment and plan that handles the recording and analysing of all occurrences of anti-social behaviour and/or offences in a single framework by using episodes.

#### 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).

The starting point for creating an offending episode in AssetPlus is when guilt for the offences is established. If the young person has been charged with offences but they have not yet pleaded or have pleaded ‘not guilty’ then these offences will remain in AssetPlus as **outstanding charges** until they are resolved by the court and will not be available to be placed into an episode. Any risks of harm or serious harm associated with outstanding charges should however still be factored into analysis in Explanations and Conclusions.

Offences and anti-social behaviour incidents will be pre-populated from the wider case management system where this data is entered. You may need to add any known anti-social behaviour incidents.

If the offence recorded against the young person has any of the following outcomes it will be removed from **outstanding charges** in AssetPlus and must not be considered for assessment purposes: **Withdrawn, Acquitted, Dismissed, Found ‘not guilty’, Not Proved, Not appropriate, Abandoned, Discontinued or NFA (No further action)**. Where these are the only offences recorded for the young person in the case management system, the case will be treated as a prevention case in AssetPlus.

Offences and incidents will be categorised as either:

- **Outstanding (applicable for offences only)**

An offence is outstanding where the young person has pleaded not guilty or has not entered a plea. Breaches and offences associated with remand cases are dealt with in this way until the young person is convicted. Anti-social behaviour incidents in prevention cases and out-of-court disposal offences in statutory cases will never be 'outstanding' and episodes can therefore be created straight away. Although outstanding offences are not analysed they must be considered in relation to risks, future behaviours and planning.

- **Current**

An offence/incident is current when guilt has been established or admitted. The offence/incident will be displayed in the Offending and Anti-Social Behaviour in Core Record and be grouped into an episode for analysis. Current offences and incidents must also be analysed in separate episodes.

- **Historical**

An offence/incident is historical where the associated intervention has ended, e.g. due to the young person successfully completing their intervention. If there is no associated intervention for an incident it can be made historical.

Once guilt has been established, practitioners can create an episode in the Core Record by grouping related incidents or offences together. Offences and anti-social behaviour incidents are always analysed separately so they **cannot** be grouped together in the same episode.

Offences or anti-social behaviour incidents should only be grouped together if there is sufficient similarity between them in terms of their circumstances and where the influences, motivations and attitudes of the young person can be analysed collectively. Offences that are grouped for the purpose of a hearing or order would not necessarily be considered a single episode if this does not apply.

Once the offences or incidents have been grouped into episodes, the episodes can then be analysed. This will include adding further details in the Offending and Anti-Social Behaviour section on characterising the offences/incidents and completing details of what happened.

Offence/incident episodes will also continue to remain flexible in AssetPlus. Offences can be added to existing episodes or removed and added to a different episode. Practitioners need to ensure that the analysis associated with the episode in the Offending and Anti-Social Behaviour section is updated if offences are added or removed in this way.

Once all interventions associated with all the offences in the episode are ended, the episode will become historical and can no longer be updated. Any offences associated to an immediately spent disposal will become historical once they have been analysed in an episode and the stage is completed.

## 2.3 Management Oversight

Management oversight has a significant role to play in the AssetPlus framework. It is crucial for the completion of high quality assessments and plans to ensure that the interventions delivered are appropriately targeted to reduce reoffending, protect the public and safeguard young people. YOT managers should strive for excellence in performance managing and quality managing this work<sup>5</sup>.

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<sup>5</sup> [Youth Justice Board Case Management Guidance \(2014\)](#)

Within AssetPlus, management oversight is required in the form of countersignature and quality assurance of individual assessments and plans. AssetPlus advocates a collaborative approach between managers and practitioners to ensure that management oversight is as effective as possible in line with the level of emphasis now also placed in the framework on professional judgement. However, it is important to remember that effective management oversight is much wider than the AssetPlus framework itself and should form part of robust quality assurance processes (both at individual assessment and organisational levels), staff supervision and appraisal, organisational policies and procedures, service and workforce development and induction and training.<sup>6</sup>

### 2.3.1 Professional Judgement

AssetPlus has been designed to reflect the changing context for practice in which greater emphasis is now being placed on flexibility and the importance of professional discretion (Munro, 2011). There are several features in AssetPlus which support the use of professional judgement:

- **Further exploration questions**

Further exploration ensures that the depth of assessment is managed by the young person's circumstances. The level of assessment will reflect the complexity of young person's personal circumstances and/or behaviour, ensuring a proportionate assessment.

- **Specialist screening tools and referrals**

The screening tools are:

- physical and mental health screening questions,
- speech, language, communication and neuro-disability; and,
- Alcohol Use Disorders Identification Test (AUDIT).

These are embedded into AssetPlus and can identify the need for further assessment or referral. The triggering of further referrals is left to practitioner judgement, although this should be informed by agreed organisational thresholds.

- **Graphs, tables and matrices**

These allow details of previous offences, significant life events and contact with services to be displayed in graphical format to inform practitioner analysis of patterns and trends in a young person's life. Future behaviours and safety and well-being concerns are displayed in matrices to aid analysis and judgements.

- **Managerial countersignature**

The emphasis on increased professional judgement in AssetPlus means that management oversight takes on additional importance: to support practitioners in the decisions they make and to seek to establish a consistent approach to judgements reached within AssetPlus at organisational level. Supervision and reflection should be used as a place to critically reflect, question options and to check for bias in practice and judgement making.

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<sup>6</sup> Further details about management oversight and quality assurance processes can be found in the Youth Justice Board Case Management Guidance and '[Some key principles for the effective management oversight of Risk of Harm to others and Safeguarding/Child Protection](#)' published by Her Majesty's Inspectorate of Probation.

## 2.3.2 Managerial Countersignature

The managerial countersignature process runs in parallel to completion of an AssetPlus stage.

The countersignature process has three main purposes in AssetPlus:

1. it demonstrates that the content and quality of the assessment has been checked and agreed by a manager (or senior practitioner) in two key sections:
  - Explanations and Conclusions (which also includes Information Gathering sections); and,
  - Pathways and Planning
2. it represents the shared and collaborative responsibility (between individual practitioners and the wider organisation) for judgements made
3. it enables assessment stages within the case management system to be completed.

The following criteria should be considered as a basis for triggering the requirement for a manager's countersignature for the Explanations and Conclusions section:

- RoSH,
- indicative Likelihood of Reoffending (LoR),
- Likelihood of Reoffending (LoR),
- where there is a difference between indicative LoR and LoR (increase or decrease),
- overall safety and well-being concerns,
- future behaviour matrix impact and likelihood values,
- safety and well-being matrix impact and likelihood values,
- dangerousness assessment required,
- MAPPA category,
- specific offences: and,
- the young person currently has or previously had a child protection plan.

The following criteria should be considered as a basis for triggering the requirement for a manager's countersignature in the Pathways and Planning section:

- countersign all,
- countersign none,
- those cases where Explanations and Conclusions has been countersigned (as above): and,
- Scaled Approach intervention level (and where professional override has been applied to the Scaled Approach intervention level).

Once countersignature has been obtained the stage owner can complete the stage. If a manager has countersigned a section and the owner makes a further change to that section, countersignature will be required again before that stage can be completed.

### **2.3.3 AssetPlus Quality Assurance Tool**

Quality assurance processes provide the opportunity for the organisation to ensure that the quality of the assessments and plans they produce is high. Quality assurance is not about ticking boxes as this approach is unlikely to assist in improving the quality of practice. In AssetPlus, quality assurance is designed to be a collaborative approach to improving the quality of practice between practitioners and managers.

An AssetPlus Quality Assurance Tool has been developed to act as a guide to assist managers in the scrutiny and audit of assessments and plans completed using AssetPlus. This will also be a useful tool for practitioners, particularly during the transition to AssetPlus and associated training. Whilst use of the tool is not compulsory, as a minimum it is expected that services will use it as a basis to develop their own quality assurance and audit tools to meet local needs and expectations around assessment and planning interventions.

The tool has been designed to align with the HMI Probation Inspection Criteria for Full Joint Inspections and Short Quality Screenings 2014 and therefore measures sufficiency. Each area of AssetPlus is quality assured and whilst there may be aspects of the work that could have been better overall, the piece of work could be sufficient within the context of the case. Conversely whilst there may be many areas of strength within the work the importance of a particular omission may be so significant that overall the piece of work is insufficient and there are development activities that the practitioner could complete in order improve practice.

# 3. Core Record

## 3.1 Purpose

The purpose of this section is to provide an overview of the essential information required about the young person. It provides:

- a summary of key information about the young person, ensuring that practitioners and managers have the most up to date information to hand. The Core Record includes:
  - a summary of the young person and parent/carer details,
  - a summary of the young person's offending/anti-social behaviour details,
  - information about critical points identified relating to needs, safeguarding and public protection; and,
  - key action points from the young person's intervention plan.
- a summary for practitioners to quickly familiarise themselves with a case: and,
- a summary for managers overseeing cases to quickly identify priorities.

The information in Core Record will be populated through a combination of:

1. information from the case management system, e.g. young person and parent/carer details and offences details,
2. information from other sections of AssetPlus, e.g. judgements from Explanations and Conclusions and an intervention summary from Pathways and Planning,
3. information that is calculated, e.g. age at first conviction and sentence; and,
4. information that is entered directly by the practitioner, e.g. previous contact with other services and their details.

## 3.2 Overview

The Core Record includes the following sub-sections:

- **young person's details,**
- **parent/carer details,**
- **offending and anti-social behaviour/anti-social behaviour,**
- **offending and anti-social behaviour history,**
- **civil measures and other informal outcomes,**
- **alerts and flags,**

- **contact with services,**
- **personal circumstances,**
- **intervention summary: and,**
- **stage details.**

Questions that are required for the calculation of the Youth Offender Group Reconviction Score (YOGRS) are indicated by <sup>YOGRS</sup> further information on the calculation of YOGRS can be found at Appendix 4.

### 3.3 Section guidance

#### **Q. Assessment Stage**

The current AssetPlus stage is highlighted here. For more information about assessment stages please refer to the Using AssetPlus section.

#### **Q. Date of Hearing**

This question will only be displayed for the following stages where a date of hearing is relevant, these are: Placement Notification, Bail Recommendation, Sentenced (No Report), Pre-Sentence Report, Pre-Sentence Report (All options), Post-Court and Entering Custody (for secure estate).

If a stage that has the same date of hearing as a previous one, it will be pre-populated with any hearing specific information from that previous stage, e.g. court details, solicitor details, objections to bail.

#### **Q. Date of Panel**

This question will only be displayed for stages where a panel date is relevant, these are: Referral Order Panel Report and Review (if the active disposal is a Referral Order).

#### 3.3.1 Young person's details

This section will be pre-populated where the information has already been entered either in a previous AssetPlus stage or in the case management system. The questions and alerts in this section are:

#### **Q. Surname**

#### **Q. First name(s)**

#### **Q. Other names/alias**

#### **Q. Gender** <sup>YOGRS</sup>

#### **Q. Date of birth**

#### **Q. Age** <sup>YOGRS</sup>

This is calculated from the date of birth and is displayed in years and months.



### **Young person will turn 18 whilst subject to the active disposal.**

This alert is calculated using date of birth and the end date of the active disposal to alert you that the young person turns 18 during the disposal. This may have implications for transfers out to adult services.

#### **Q. Age at time of sentence** YOGRS

This is calculated from the date of birth and the sentence hearing date.

Not applicable for prevention and Out of Court Disposals (OOCDD).

#### **Q. Current young person ID**

This is the case management system generated ID for the young person.

#### **Q. Police National Computer (PNC) number**

The PNC number should appear on the police charge sheet and on any list of pre-convictions that come from the police.



### **Young person currently in custody**

This alert appears if the young person is currently in custody, based on a calculation of their custodial disposal end date, and triggers the two fields below:

#### **Q. Custody ID**

This question is only displayed if the young person is in custody.

The custody ID is the unique ID attributed to the young person in the secure estate.

#### **Q. Earliest possible release date** YOGRS

This question will only be displayed if the young person is in custody.

You need to specify the earliest possible date the young person would be released from custody:

- for remanded young people this will be the date of their next remand hearing,
- for sentenced young people this date will be the estimated early release or Home Detention Curfew release date (where applicable) or the date of their actual release (where early release does not apply): and,
- for young people serving indeterminate sentences, this date will be their tariff date (until further notice).

#### **Q. Address/Postcode**

This should be the young person's current address or the address to which they plan to return to if in custody. If the young person lives between several addresses, this should be the main address where they spend most of their time.

#### **Q. Telephone numbers**

Contact telephone numbers for the young person can be added. If multiple numbers are added, a preferred number should be indicated.

**Q. Ethnic classification**

The ethnic classification should be the young person's definition of their own ethnicity and not what you think it is or what has been recorded on other documentation.

Some young people may wish to classify themselves more specifically than the given classifications, for example they may wish to describe themselves specifically as Welsh rather than British. If the categories do not easily accommodate the group the young person identifies with, e.g. Travellers, select 'any other background' and provide additional information in details below.

Where there is a significant difference between your view and that of the young person, also indicate this in details at the end of this section.

**Q. Nationality**

The young person should be asked to define their own nationality.

**Q. Preferred language**

The young person should be asked to define their preferred language.

**Q. Religion**

The young person should be asked to define their own religion.

**Q. Immigration/asylum status issues**

Describe the immigration or asylum status of the young person and issues that are associated with this such as any immigration hearings or deportation concerns.

**Q. Interpreter required**

This should also include whether a signer is required.

**Q. Details**

For the above questions, the details box should be used to provide information on any specific requirements the young person may have in relation to:

- ethnic classification,
- nationality,
- religion,
- preferred language,
- immigration or asylum status: and,
- interpreter requirements.

### 3.3.2 Parent/carer details

This section will pre-populate where the information has already been entered either in a previous AssetPlus stage or in the case management system. Multiple details can be entered where the young person has more than one set of parents or carers.



#### **Emergency contact**

You should only include details of someone who is able to be contacted in an emergency.



#### **Medical consent**

You should indicate if the person can give medical consent on behalf of the young person. It is important to ensure this is correct, so that information is shared appropriately.



#### **Parental responsibility**

You should indicate if the person has parental responsibility for the young person.



#### **Contact approved**

You should indicate whether the parent or carer is an approved contact for the young person, whilst acknowledging that The Human Right Act 1998 indicates that *in effect everyone is approved unless restriction can be justified, such as though a bail condition, lawful order, legally enforceable restriction conditions etc.*



#### **Relationship to young person**



#### **Additional information**

For the questions above, additional information should be used to provide information on:

- issues regarding contact with the young person, e.g. injunctions or bail conditions preventing contact,
- diversity factors, e.g. health needs, requirement for an interpreter or signer, learning needs, disability; and,
- information to be aware with regards to contacting parent/carers, e.g. times of the day.

### 3.3.3 Offending and anti-social behaviour

This section will pre-populate where the information has already been entered either in a previous AssetPlus stage or in the case management system.

#### 3.3.3.1 Active disposal

This question is not applicable to prevention cases.

**Q. Disposal type**

**Q. Start date**

**Q. End date**

**Q. Requirements (where YRO)**

**Q. Start date**

**Q. End date**

#### 3.3.3.2 Offence(s)

This question is not applicable to prevention cases.

**Q. Episode**

**Q. Offence(s)** YOGRS

All of the young person's current offences for which guilt has been established will be displayed here. The list of offences in AssetPlus is based on the Police National Legal Database and is more comprehensive than those previously used. The seriousness score relates to the most serious of the current offence(s). It is a 1-8 scale and is not the same as the gravity score currently used by the police. Please refer to appendix 2 for list of offences and their seriousness scores.

You can create an episode from this sub-section by grouping related offences together. Offences and anti-social behaviour incidents are always analysed separately so they **cannot** be grouped together in the same episode.

#### Definition – Episode

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

You must use professional judgement to decide how offences are grouped together into episodes that will lend to more effective analysis. Offences should only be grouped together if there is sufficient similarity between them in terms of their circumstances and where the influences, motivations and attitudes of the young person can be analysed collectively. Offences that are grouped for the purpose of a hearing or order would not necessarily be considered a single episode if this does not apply. Once the offences have been grouped into an episode, the episode can then be analysed in the Offending and Anti-Social Behaviour section which will include adding details characterising the offences and completing details of what happened.

Offence episodes will also continue to remain flexible in AssetPlus. Offences can be added to existing episodes or removed and added into a different episode. You need to ensure that the analysis associated with the episode in the Offending and Anti-Social Behaviour section is updated if offences are added or removed in this way.

Once all interventions associated with all the offences in the episode are ended, the episode will become historical and can no longer be updated. Any offences associated to an immediately spent disposal will become historical once they have been analysed in an episode and the stage is completed.

For further information about episodes please see the Using AssetPlus section.

### 3.3.3.3 Anti-social behaviour incident(s)

#### Episode

#### Incident(s)

Any anti-social behaviour incidents that the young person has been involved in can be entered here or will be displayed in this section if previously entered.

It should be acknowledged however that anti-social behaviour is a complex area, with information potentially being received from a variety of sources. Some of that information may arise from sound, reliable sources, based on good evidence, whereas it may also come from less clear or well-proven sources. As such, YOT practitioners will need to decide in each instance what will be recorded on the basis of professional judgement and proportionality and aim toward locally agreed consistency in such practice.

Anti-social behaviour episodes can then be created by grouping related incidents together. Offences and anti-social behaviour incidents are always analysed separately so they **cannot** be grouped together in the same episode.

You must use professional judgement to decide how incidents are grouped together into episodes that will lend to more effective analysis. Incidents should only be grouped together if there is sufficient similarity between them in terms of their circumstances and where the influences, motivations and attitudes of the young person can be analysed collectively. Once the incidents have been grouped into episodes, the episodes can then be analysed in the Offending and Anti-Social Behaviour section which will include adding details characterising the offences and completing details of what happened

Incident episodes will also continue to remain flexible in AssetPlus. Incidents can be added to existing episodes or removed and added to a different episode. You will however need to ensure that the analysis associated with the episode in the Offending and Anti-Social Behaviour section is updated if offences are added or removed in this way.

Once all interventions associated with all the incidents in the episode are ended, the episode will become historical and can no longer be updated (subject to the case management system this may be done manually, see your case management system guidance for details).

For further information on episodes please see the Using AssetPlus section.

### 3.3.3.4 Outstanding charges

#### Offence(s)

An offence is outstanding where the young person has pleaded not guilty or has not entered a plea. Breaches and offences associated with remand cases are dealt with in this way until the young person is convicted. Outstanding charges cannot be added to episodes and are therefore not analysed as part of an episode but must be considered in relation to risks, future behaviours and planning.

#### Date of last court report

#### Date PSR requested

This question does not display if a PSR has not been requested.

**Q. Date PSR due**

This question does not display if a PSR has not been requested.

### 3.3.4 Offending and anti-social behaviour history

This section will pre-populate where historical offence and anti-social behaviour information has been entered but will not be relevant to cases where no offending history exists.

#### 3.3.4.1 Previous disposals and interventions

**Q. Disposal/Intervention**

This section is for the recording of previous disposals and interventions. The information entered here will also be populated into the graph in the Explanations and Conclusions section to help analyse interconnections and past behaviour.

#### 3.3.4.2 Offending history

This section is not applicable to prevention cases.

**Q. Age at first official sanction** YOGRS

Calculated based on first official sanction date and the date of birth.

**Q. Age at first conviction** YOGRS

Calculated based on first official conviction date and the date of birth.

**Q. Number of previous convictions** YOGRS

Calculated based on the number of convictions recorded.

**Q. Episode**

**Q. Offence(s)**

Offending episodes will become historical and be displayed in this section once the associated intervention has completed for all offences in the episode. The episode will then be listed in this sub-section and can no longer be modified.

#### 3.3.4.3 Anti-social behaviour history

**Q. Episode**

**Q. Incident(s)**

Anti-social behaviour episodes will become historical and be displayed here once the associated intervention has completed for all the incidents in the episode (subject to the case management system this maybe done manually). The episode will then be listed in this sub-section and can no longer be modified.

### 3.3.5 Civil Measures and other informal outcomes

#### **Q. Type**

#### **Q. Date**

#### **Q. Details**

After adding the type, e.g. Criminal Behaviour Order, Civil Injunction and the start and end dates of any civil measure or other informal outcomes you should record any further relevant details here such as:

- specific conditions or interventions delivered,
- compliance details; and,
- engagement issues.

### 3.3.6 Alerts and flags

Alerts and flags are divided into 'Risks and Concerns' and 'Status'. Where the questions are pre-populated into this section from other areas of the framework, guidance on completing those questions is found in the relevant sections of this guidance.

#### 3.3.6.1 Risks and concerns

#### **Q. RoSH judgement**

This judgement will be populated from the Explanations and Conclusions (future behaviour) section. This question can only be modified by YOT practitioners.

#### **Q. YOGRS**

This question is not applicable to prevention cases.

This will be automatically calculated where relevant based on a number of static factors.

#### **Q. Likelihood of Reoffending**

This judgement will be populated from the Explanations and Conclusions (future behaviour) section. This question can only be modified by YOT practitioners.

#### **Q. Assessed as a risk to children?**

This question will be populated from the Explanations and Conclusions (future behaviour) section. This question can only be modified by YOT practitioners only.

#### **Q. Previous safeguarding or public protection incidents and details**

You should check YOT records and previous community safety public protection incidents (CSPPi) to determine whether any previous safeguarding or public protection incidents have been recorded for the young person.

#### **Q. Overall safety and well-being concerns**

This judgement will be populated from the Explanations and Conclusions (young person's safety and well-being) section.

**Q. Risk of self-harm**

An alert flag:  Risk of physical harm has been identified will be presented if physical harm is selected as an adverse outcome in the Explanations and Conclusion (young person's safety and well-being) section.

**Q. Risk of suicide**

An alert flag:  Risk of Death has been identified will be presented if 'Death' is selected as an adverse outcome in the Explanations and Conclusions (young person's safety and well-being) section.

**Q. Gang associations**

This will be calculated based on response to a gang association question in the Personal, Family and Social Factors (family, parenting and relationships) section.

**Q. Concerns regarding a specific known victim and details**

Refer to the Offending/Anti-social behaviour section and the Explanations and Conclusions (future behaviour) section when answering this question.

**Q. Staff safety concerns or considerations and details**

Refer to the potential victims identified in the Explanations and Conclusion (future behaviour) section when answering this question.

**Q. Other (locally-defined) risks associated with the young person and details**

Refer to the Personal, Family and Social Factors section and the Explanations and Conclusions (future behaviour) section when answering this question. Examples could include child sexual exploitation or concerns over extremism or radicalisation.

**Q. Physical health concerns or disability**

This will be calculated based on responses in the Personal, Family and Social Factors (young person development) section.

**Q. Mental health concerns**

This will be calculated based on responses in the Personal, Family and Social Factors (young person development) section.

**Q. Substance misuse concerns**

This will be calculated based on responses in the Personal, Family and Social Factors (lifestyle, identity and behaviour) section.

**Q. Speech, Language, Communication and Neuro-disability concerns**

This will be calculated based on responses in the Personal, Family and Social Factors (young person development) section.

**Q. Allergies**

Identify if the young person has any known allergies.

**Q. Dietary needs**

Identify if the young person has any special dietary needs.

**Q. Please provide as much detail as possible here**

Specify any allergies the young person has or dietary requirements (either medical, cultural or religious).

### 3.3.6.2 Status

**Q. Scaled Approach level**

This question is not applicable for OOCd disposals or prevention cases.

This will be populated from the Pathways and Planning (intervention indicators) section.

**Q. MAPPA category**

This will be populated from the Explanations and Conclusions (future behaviour) section.

**Q. MAPPA level**

This will be populated from the Explanations and Conclusions (future behaviour) section.

**Q. Integrated Offender Management (IOM) status**

This question is not applicable to prevention cases.

## Definition – Integrated Offender Management

Integrated Offender Management (IOM)<sup>7</sup> 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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<sup>7</sup> [Integrated offender management \(IOM\) - Detailed guidance - GOV.UK](#)

## Multi Agency Risk Assessment Conference (MARAC)



### 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.<sup>8</sup>

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.

#### Is the young person on the sex offender register?

#### Has or had a child protection plan

This will be populated from the Personal, Family and Social Factors section.

#### Identified SEN

This will be populated from the Personal, Family and Social Factors section.

#### Current enforcement status

This question is not applicable for OOCB disposals or prevention cases.

Populates a status for any breach matter.

### 3.3.7 Contact with services

In this section, you will need to enter details of the young person's current or previous contact with any other services including previous assessments.

#### Relevant previous assessments (including YOT)

Relevant assessments would be those conducted by specialists such as education, substance misuse or health assessments; excluding previous stages of AssetPlus.

The capture of all relevant assessments is highly important in terms of identifying sources of information and ensuring that assessments are not duplicated.

#### Other professionals or services involved with the young person

If no other agencies are or have been involved with the young person 'not applicable' should be entered.

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/16538/horr55-technical-annex.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/16538/horr55-technical-annex.pdf)

The information entered here will be populated into the graph in the Explanations and Conclusions section to help analyse interconnections and past behaviour. It is therefore critical that all information is entered correctly, including start and end dates where known.

**Q. GP contact details**

Record the name of a doctor or Practice, the address and telephone number. If the young person is not registered with a GP, action should be taken to register them.

**Q. Sources of information used in this assessment**

You need to ensure that the information included within the assessment is as complete as possible, that the information is verified through multiple sources and that all the sources used are identified. All sources of information that have been used in completing the stage should be recorded here. Sources of information should not reference sources used throughout the history of the assessment but only those sources that have been used in that particular stage.

A specific source of information may also be referenced in other question level responses where key evidence is provided.

**Q. Information still to be obtained**

There may be pieces of information that are yet to be obtained or verified. Where this is the case you should indicate what are they and which source the information will come from. Any further details such as plans to obtain the information or details of why information is delayed should also be recorded.

### 3.3.7 Personal Circumstances

Relevant information regarding the young person's personal circumstances will be pre-populated where they have been completed.

#### Living Arrangements

**Q. Young person's current accommodation**

**Q. Concerns about the young person's current accommodation situation**

Young person's current accommodation and any concerns with current accommodation will be pre-populated from the Personal, Family and Social Factors (living arrangements) section.

#### Learning, Education, Training and Employment (Community provision)

**Q. Type of ETE Provision**

**Q. Total Hours engaged in ETE per week**

**Q. Attendance/participation issues**

Current ETE information will be pre-populated from the Personal, Family and Social Factors (learning, education, training and employment) section.

#### Caring Responsibilities

**Q. Young person's parental status**

Parenting status will be pre-populated by the young person as a parent status in the Personal, Family and Social Factors (lifestyle, identity and behaviour) section.

**Q. Other Caring responsibilities**

This is pre-populated based on responses in the Personal, Family and Social Factors (parenting, family and relationships) section.

### **Care History**

This captures information about the young person's history of care and any involvement with children's services. The information will be pre-populated from responses given in the Personal, Family and Social factors section if this has already been completed. If the questions are completed in the Core Record the responses will populate into the Personal, Family and Social Factors section.

**Q Accommodated by voluntary agreement with parents (section 20 of the Children Act 1989)**

Once a young person who is accommodated under section 20 goes into custody, they are no longer looked-after by the local authority (although the authority may retain responsibility for providing a leaving care service).

**Q Identified Child in Need (section 17 Children Act 1989)**

**Q Subject to a care order (section 31 Children Act 1989)**

**Q Remand to local authority accommodation (section 23(1) Children and Young person's Act 1969)**

**Q Remand to Youth Detention Accommodation - (Legal Aid, Sentencing and Punishment of Offenders Act 2012)**

If the young person is 16 or 17 and the response to any of the five questions above is either currently or previously further exploration is required:

#### **Further exploration**

**Q Is s/he an 'eligible child' (still in care and looked after for at least 13 weeks since the age of 14)?**

**Q If 'No', is s/he a 'relevant child' (has left care but was looked after for at least 13 weeks from the age of 14, and for some time while 16 or 17)?**

These two questions are designed to clarify whether a young person is entitled to leaving care services provided by the local authority under the provisions of the Children (Leaving Care) Act 2000. If so, the entitlement continues when s/he is remanded or sentenced to custody: it is therefore important to obtain accurate information from children's services about a young person's status.

**Q Has the young person ever had a child protection plan?**

Where the young person has had a child protection plan further exploration will be required:

#### **Further exploration**

Where the young person has either currently or previously had a child protection plan, state under which categories (emotional, physical, sexual abuse or neglect) and indicate the dates that the plan was in place.

**Q Any children's services involvement with siblings?**

**Q Details of care history and previous children's services involvement**

You are required here to enter any relevant information regarding young person's care history and explain the reason for their contact with these services. Include details of:

- any corporate parent,
- age first taken into care,
- details of care periods,
- whether the young person was in contact with parents or family whilst in care: and,
- children's services involvement with siblings.

**Q. Known to have been a victim of parental or carer abuse?**

This is pre-populated automatically based on responses in the Personal, Family and Social Factors (parenting, care and supervision) section.

**Q. Known to have witnessed domestic abuse?**

This is pre-populated based on responses in the Personal, Family and Social Factors (parenting, care and supervision) section. If there is any parental involvement in a domestic violence programme this may be an indicator of this.

### 3.3.8 Intervention summary

A summary of the Our Intervention Plan will be provided here as a quick reference to the work the young person is currently undertaking,

**Q. Targets**

The targets will be populated from the Pathways and Planning (Our Intervention Plan) section.

**Q. Date of next review**

The next review date will be populated from the Pathways and Planning (Our Intervention Plan) section.

### 3.3.9 Stage details

All practitioners that have contributed to the AssetPlus stage will be recorded in this section under other persons involved in the stage. For further information on AssetPlus stages see the Using AssetPlus section.

**Q. Stage Owner**

**Q. Job Title**

**Q. Proxy Stage Owner and Job Title**

**Q. Stage Start Date**

**Q. Stage End Date**

**Q. Other persons involved in the stage**

**Q. Name**

**Q. Job Title**

**Q. Section**

# 4. Personal, Family and Social Factors

## 4.1 Purpose

This section aims to capture information about a wide range of factors in the young person's life, including their strengths, needs and problems regardless of their links to offending or anti-social behaviour.

In addition, this section supports the practitioner to identify the need for additional assessment and/or referral to specialist services.

## 4.2 Overview

The questions in the Personal, Family and Social Factors section do not need to be completed in the order listed and can be started at any point and completed in whatever order seems most appropriate for each particular case.

There are four main sub-sections to complete in the Personal, Family and Social Factors section:

- **Living arrangements and environmental factors**
  - Living arrangements, housing and financial considerations
  - Social and community/neighbourhood factors
- **Parenting, family and relationships**
  - Parenting, care and supervision
  - Care history and children's services involvement
  - Family and wider networks
  - How the young person relates to others
- **Young person's development**
  - Health
    - Physical health and development
    - Speech, language, communication and neuro-disability
    - Emotional development and mental health
  - Lifestyle, identity and behaviour
    - Features of lifestyle
    - Substance misuse
    - Young person as a parent
    - Young person's self-identity
    - Thinking and behaviour

- **Learning, education, training and employment**

Throughout all of the Information Gathering sections of AssetPlus there are a number of tools to aid the identification of key pieces of information:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Flag for further action	This should be used when the practitioner identifies an action they want to flag for consideration in the planning stage, e.g. where a referral may be required. The area for further action is recorded in the Pathways and Planning (reviews of areas possibly requiring further action) section. Teams and local areas will need to consider when further action on an identified need or concern is required, depending on local services and resources. When referring on to another worker, ensure that they are provided with all the relevant information from that section (not just the information relating to the triggering question).
Add significant life event	This should be used when the practitioner identifies a life event that is likely to have had a significant influence on the young person's behaviour. These identified events are recorded in the Explanations and Conclusions (significant life events) section.
Add desistance factor	This should be used when the practitioner identifies a factor either for or against desistance. Factors are recorded in the Foundations for Change (factors affecting desistance) section.

## Definition - Desistance

Desistance research focuses on the routes out of offending. In the AssetPlus Rationale document<sup>9</sup>, 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.

When completing the Personal, Family and Social Factors section practitioners should also refer to relevant questions in the self-assessment section including the questions within family, home and relationships (young person self-assessment) and about your child (parent/carer self-assessment) sub-sections.

Throughout this section it will be important to identify if any further information is required, using the 'yet to clarify' option, and to obtain this information before the stage is completed. This will be particularly relevant if a young person has moved between areas and there are

<sup>9</sup> [AssetPlus Rationale document – GOV.UK](#)

gaps in the information available regarding previous offending or involvement in other interventions they have received. Gaps in information could relate to discrepancies between accounts where more details are needed to form a full picture of what happened. Where gaps in information are identified, practitioners should explain what steps are being taken to obtain the necessary details, e.g. who is being contacted and when.

## 4.3 Section guidance

### 4.3.1 Living arrangements and environmental factors

This sub-section assesses the social context in which young people ordinarily live and the practical realities of their day-to-day life and provides the backdrop against which to assess their offending or anti-social behaviour.

#### 4.3.1.1 Living arrangements, housing and financial considerations

This covers the young person's accommodation, income and financial situation of their family.

#### Definition - Suitable accommodation

The Care Leavers (England) Regulations 2010<sup>10</sup>, 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.



#### **Please state the young person's current accommodation**

This should be the current accommodation status of the young person in the community.

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<sup>10</sup> [The Care Leavers \(England\) Regulations 2010](#)

**Q. Please state who the young person is currently living with and outline any positives or strengths relating to the young person's current living arrangements**

Provide details of who the young person usually lives with including any family members or friends and consider whether the young person lives with other minors. Describe any strengths about the current arrangements, e.g. stability of accommodation, location, able to be with siblings. Where the young person has entered custody consider whether the young person is likely to return to the same accommodation on release.

**Trigger question for further exploration**

**Q. Do you have any concerns about the young person's current accommodation situation?**

Consider:

- the amenities nearby and the condition of the accommodation,
- its location and any safety issues: and,
- whether the young person has any personal space, and who they are living with. Concerns could relate to the young person living independently, in hostels or shared houses. The young person being unable to cope with the practical aspects of living alone can lead to an increased risk of offending.

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified:

### Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

**Instability:**

Select this if there is any particular instability or volatility such as the young person regularly moving with (or without) family or issues with the tenancy or the property.

**Absconding/staying away:**

Select this if the young person regularly goes missing from home.

#### Definition - Absconding

These criteria outlined by Barnardo's<sup>11</sup> 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.

<sup>11</sup> [An assessment of the potential savings from Barnardo's interventions for young people who have been sexually exploited' \(September 2011\)](#)

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

#### **Short-term/temporary:**

Select this if the current accommodation is an interim or a provisional place to stay. This would include if the young person is homeless, sofa surfing, accommodated by the local authority or if the young person and their parents/carers are in temporary accommodation for another specific reason.

#### **Definition - Sofa surfing**

The Collins Dictionary<sup>12</sup> defines sofa surfing as the practice of staying temporarily with various friends and relatives while attempting to find permanent accommodation.

#### **Over-crowded:**

Select this if the current accommodation is over-crowded (as defined by the number of people who stay in a room and the amount of space they have there rather than in living conditions that are very cramped).

#### **Definition – Over-crowding**

Shelter<sup>13</sup> 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.

#### **Unhealthy or unsafe:**

Select this if the young person is living with other substance misusers' or if domestic violence is a feature of a young person's address, even if they are not living with their parents/carers. Issues of neglect, poverty, disrepair or community factors may also be relevant. The circumstances will depend on the young person and their personal characteristics.

#### **Offending in family/residential home:**

Select this if the young person has offences that have occurred in, or are related to their accommodation. For children and young people who have offended in residential care settings it may be important to consider whether they would have been reported to the police if they had occurred within a family home.

#### **Living with known offenders:**

Select this if there are people living within the same home or household as the young person (**not** neighbours) that are known offenders. Consider the level of influence that those known offenders have over the young person's own behaviour and/or attitudes.

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<sup>12</sup> [Definition of "sofa surfing" | Collins English Dictionary](#)

<sup>13</sup> [Overcrowding – Shelter.org.uk](#)

**Other:**

Select this if none of the given options apply, but there are other problematic issues related to the young person's accommodation.

**Please provide as much detail as possible here (evidence box):**

If any issues are identified, provide details including:

- problematic issues such as isolation or availability of drugs within the home,
- information about past problems as well as current, e.g. history of frequent changes of accommodation: and,
- specific factual information, e.g. how long can they stay at this address, how many other people are living there, why it is unsafe.

**Q. Give details of the young person's financial circumstances**

The young person's financial circumstances will depend on the age of the young person and the context in which they are living. Consider:

- identification of sources of the young person's income and the regularity or amount of income,
- issues or concerns about either a lack of income or the legitimacy of the income,
- if the young person is in receipt of benefits there may be a link worker, e.g. Connexions, which should be recorded in the Core Record (contact with other services) section. Consider the positive aspects of the young person obtaining benefits as an achievement such as self-efficacy or a sense of achievement which should be captured in the Foundations for Change section,
- for a young person in a family setting, consider issues around pocket money or allowance, e.g. are adults in the family able and/or willing to provide some allowance? Is the allowance appropriate for their age? Is the young person treated the same as their other siblings? Does the young person have to complete certain activities or behave in a particular way in order to earn their allowance or pocket money?
- if the young person is accommodated by the local authority, what provision is made for them in this regard? For an older young person living independently, do they need advice about obtaining benefits or budgeting?
- whether money or debt in custody is potentially an issue for the young person, e.g. acquiring the debts accrued by former cell occupants or unexplained expenditure; and,
- for young people who misuse substances, consider how they are obtaining funds.

**Q. Provide an outline/overview of the financial situation for the young person's family (where relevant)**

Consider whether the family income is sufficient to provide for their basic needs. Are the family in debt or rent arrears? You may identify households which have an adult in receipt of state benefits and should consider whether this, alongside other factors, should trigger a referral to the local family intervention team or children's services.

### 4.3.1.2 Social and community/neighbourhood factors

**Q. What are the main features (positive and negative) of the community/neighbourhood that affect the young person's daily life?**

Give a brief description of the neighbourhood including the name of the area or estate. Outline the features which have a positive impact on the young person, e.g. good local resources, transport links or community cohesion as well as those which may be more problematic for them, e.g. isolated location, lack of amenities, poor transport links, poverty or deprivation.

Young people may vary in the way they react to or cope with the same environment so try to be specific here in describing the effect of the community or neighbourhood on the particular young person being assessed.

It may be necessary to liaise with police, anti-social behaviour teams or community safety partnerships to assist with the identification of such local problems and identify further action that might be required either as part of the assessment or as a result of it, e.g. referral to other services or using different methods of intervention delivery.

#### Trigger question for further exploration

**Q. Is the young person being adversely affected by specific local tensions, pressures or issues?**

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified. These concerns could relate to a range of factors.

#### Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

##### **Ethnic/racial tensions:**

Select this if there is any evidence of commonly held feelings or demonstrable acts of prejudice or hostility locally towards ethnic groups which is adversely affecting the young person.

##### **Radicalisation pressures/influences:**

Select this if there is any evidence of radicalising influences on local young people, e.g. the presence of, or local recruitment to, extremist groups.

##### **Local offending patterns:**

Select this if there are particular types of offences prevalent amongst young people in the area, e.g. gang related problems in the area. Consider any current local trends in relation to specific offences or types of anti-social behaviour.

##### **Locally-specific substance use trends/culture:**

Select this if there are any current locally identifiable trends in relation to particular substances being used or available, or if specific methods of drug taking are identifiable.

##### **Other:**

Select this if none of the given options apply, but there are other problematic issues related to local tensions or pressures.

**Please provide as much detail as possible here (evidence box):**

If any issues are identified, provide details.

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Living arrangements and environmental factors	
Flag for further action	e.g. tenancy is at risk, current accommodation is temporary – referral is required to housing services.
Add significant life event	e.g. period of homelessness, went missing for a period.
Add desistance factors	Factors for desistance e.g. has stable accommodation in the family home, has a regular income.  Factors against desistance e.g. accommodation is unstable, offending linked to accommodation situation.

## 4.3.2 Parenting, family and relationships

This sub-section assesses the parenting, care and supervision provided to the young person, including any care history and children's services involvement. Positive and negative factors relating to family history and wider family networks are identified here as well as how the young person relates to others.

### 4.3.2.1 Parenting, care and supervision



**State who is involved in providing primary care and supervision for the young person and outline the key dynamics of these relationships.**

Provide details of who is providing care for the young person and outline the positive and negative aspects of the young person's relationship with their parents or carers taking account of factors such as:

- attachment and stability,
- communication,
- negatives, e.g. parents do not set appropriate times when the young person is expected to return home, if at all; and,
- positives, e.g. being able to confide in their parents or their parents are positive role models.

If the young person is in custody, note the situation as it was in the community prior to the young person entering custody. Consider whether the dynamics of the young person's relationships have changed either positively or negatively as a result of the young person being in custody. Is the young person maintaining contact with those that they lived with prior to entering custody? Is this likely to change on release?

### Trigger question for further exploration



#### **Do you have any concerns about the ability of the parents/carers to care for and supervise the young person appropriately?**

Record here any concerns that relate to behaviours or circumstances that impact on the parenting ability of the young person's parents/carers:

- to work and/or provide for the financial needs of the family,
- amount of time available to spend with the young person; and,
- capacity to provide emotional warmth.

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified:

### Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

#### **Parent/carer alcohol use:**

Select this if there is any evidence of inappropriate levels of alcohol use that affects their ability to care for the young person. How long have they been using alcohol? Are they accessing treatment? Is their alcohol use impacting on the family finances and/or relationships?

#### **Other parent/carer substance use:**

Select this if there is any evidence of substance use that is affecting their ability to care for the young person. What substances are being used? How long have they been using substances? Are they accessing treatment? Is their substance use impacting on the family finances and/or relationships?

#### **Specific circumstantial stresses:**

Select this if there are any circumstances that are causing specific stress for the family. Specific stresses could include loss of a job or working long hours, birth of a new baby, a sibling with a serious health condition who needs additional care, disputes with neighbours, financial hardship, a family member already involved in the criminal or youth justice system or bereavement.

#### **Parent/carer health or mental health:**

Select this if the parent/carer is suffering from a physical or mental health condition that raises concerns about their ability to appropriately care for the young person. Are they accessing medication, treatment or services in relation to their condition? Is the young person acting as a carer for their parent/carer as a result of their condition? Some parents with a physical or mental health problem can manage the condition and continue to provide appropriate parenting whilst others may not be able to do so. Factors that may affect this are the nature or severity of the condition, access to medication and/or treatment.

#### **Caring for other family members:**

Select this if parents/carers have significant caring responsibilities for other people that is impacting their ability to care for the young person.

### Other:

Select this if there are any other issues concerning the impact on a parent's ability to care for the young person.

### Please give as much detail as possible here (evidence box):

If any issues are identified, provide full details.

## Practice Point

Where there are concerns about the ability of parents/carers to care for the young person, alongside concerns regarding the young person's safety and well-being, you should consider initiating a referral to children's services and ensure that your concerns are recorded in the Explanations and Conclusions (safety and well-being) section.

### Trigger question for further exploration

**Q. Do you have any concerns about behaviours/situations within the family which may impact on the young person's safety and well-being?**

Record here any behaviours or omissions by parents/carers that might have negative consequences or cause adverse outcomes for the young person in the near to medium term future. Any concerns leading to potential adverse outcomes identified here should be recorded in the Explanations and Conclusions (safety and well-being) section.

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified:

## Further exploration

Please indicate if any of these apply, more than one option can be selected:

### The young person's basic care needs not being met:

Select this if basic care needs including warmth, shelter, adequate food and rest, grooming, hygiene are not being provided.

### Parent/carer violence or abuse towards the young person:

Select this if there is any evidence of any violence or abuse towards the young person. This will trigger the 'known to have been a victim of parental/carer abuse' flag in the Core Record section.

## Definition – Categories of abuse

The Department of Education<sup>14</sup> 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

<sup>14</sup> [Working together to safeguard children - Publications - GOV.UK](#)

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.

### **Other serious concerns regarding care or supervision:**

Select this if there are any concerns regarding any aspect of parenting that is having a negative impact on the young person, e.g. allowing the young person to view inappropriate content which is overly violent or sexual in nature, through films or the internet.

### **Witnessing domestic violence or abuse:**

Select this if there any evidence of domestic violence or abuse in the family that may have been witnessed by the young person. This will trigger the 'known to have witnessed domestic abuse' flag in the Core Record section.

**Other concerns:**

Select this if none of the given options apply, but there are other problematic issues related to behaviours or situations within the family.

**Please provide as much detail as possible here (evidence box):**

If any issues are identified, provide details. Consideration should be given to whether additional services, multi-agency resources or additional assessments are required. If you have concerns about the child's immediate safety, local child protection procedures must be followed.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Parenting, care and supervision	
Flag for further action	e.g. referral for parenting assessment, referral for child in need assessment.
Add significant life event	e.g. instances of abuse or violence.
Add desistance factors	Factors for desistance e.g. appropriately supervised by parents, physical and emotional needs are being fully met.  Factors against desistance e.g. experiencing abuse at home leads the young person to spend more time out of the home with friends, the young person is witnessing substance misuse at home and has begun to experiment with substances.

**4.3.2.2 Care history and children's services involvement**

This captures information about the young person's history of care and any involvement with children's services.

**Q. Trigger question for further exploration**

**Please indicate whether any of the following apply to the young person:**

- Accommodated by voluntary agreement with parents (section 20 Children Act 1989)
- Identified Child in Need (section 17 Children Act 1989)
- Subject to a Care Order (section 31 Children Act 1989)
- Remand to Local Authority Accommodation (section 23(1) Children and Young person's Act 1969)
- Remand to Youth Detention Accommodation (YDA) (Legal Aid, Sentencing and Punishment of Offenders Act 2012)

## Definition - Care status

The Department for Education<sup>15</sup> 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'.
- 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.

If the young person is 16 or 17 and either 'currently' or 'previously' a looked after child (for any period of time, including as a result of remand into custody), you should complete the following additional questions in the further exploration section:

### Further exploration

- **Is s/he an 'eligible child' (still in care and looked after for at least 13 weeks since the age of 14)?**
- **If 'No', is s/he a 'relevant child' (has left care but was looked after for at least 13 weeks from the age of 14, and for some time while 16 or 17)?**

These questions clarify whether a young person is entitled to leaving care services provided by the local authority under the provisions of the Children (Leaving Care) Act 2000. If so, the entitlement continues when he or she is remanded or sentenced to custody, therefore it is important to obtain accurate information from children's services about a young person's status.

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<sup>15</sup> [The Children Act 1989 Guidance and Regulations: Volume 2: Care Planning, Placement and Case Review \[Supplement\] – Looked after children and youth justice – GOV.UK](#)

#### Trigger question for further exploration

**Q. Has the young person ever had a child protection plan?**

#### Further exploration

Record here if the young person has either currently or previously had a child protection plan, the categories of abuse for which they were subject to in the plan (emotional, physical, sexual or neglect) and the start and end dates of the plan should be recorded.

**Q. Any children's services involvement with siblings?**

**Q. Details of care history and previous children's services involvement:**

Any relevant information regarding a young person's care history and the reason for their contact with these services should be recorded here. Include details of any children's services involvement with siblings and the reason for this, actions taken and the status of the young person's siblings. Record details of corporate parent, age first taken into care, periods of being in care and details of their contact with parents.

#### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Care history and children's services involvement	
Flag for further action	e.g. submit request for further information from social worker.
Add significant life event	e.g. the young person taken into care for the first time.
Add desistance factors	Factors for desistance e.g. foster placement provides safe and secure environment for the young person.  Factors against desistance e.g. the young person tends to offend more frequently when looked after in a residential unit, due to the influence of other residents.

#### 4.3.2.3 Family and wider networks

This section expands on the details given in the parenting, care and supervision sub-section regarding the relationships between parents/carers and the young person and considers all of the young person's other significant relationships. The significant positive relationships captured in this sub-section will be particularly important for young people in custody as maintaining and building on these relationships will be crucial to the young person's successful resettlement following release.

**Q. Outline the young person's significant relationships (both current and previous). Describe the positive and negative influence of these on the young person**

Give details of the range of significant relationships the young person has and the positive and negative aspects of these relationships. The relationships recorded should include friendships, associations, involvement with specific groups and any other relationships that are significant to the young person.

- **Individual**

Describe the relationship between the individual and the young person.

- **Relationship significance and influence on the young person**

State whether the relationship is positive or negative, e.g. are there issues with the contact? What is the impact of this relationship on the young person? Include reasons for relationship significance, rather than simply stating significant or not significant.

**Q. Trigger question for further exploration**

**Do you have any concerns about the young person's significant relationships?**

Concerns could relate to a range of factors:

- history or previous events,
- behaviour by an individual towards the young person,
- problematic behaviour by the young person towards an individual,
- an individual that has a key influence over the young person in terms of offending; and,
- an individual that will only be in the young person's life for a short time.

There might also be concerns about positive relationships ending which can be common in custody.

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified:

**Further exploration**

**Please indicate if any of these apply, more than one option can be selected:**

**Offending by family members:**

Select this if the young person has siblings, parents or wider family members that have previously offended and/or are currently involved in the criminal justice system.

**Violence/abusive behaviour in the wider family:**

Select this if violence or abusive behaviour is common within the young person's wider family setting. It could either be directly impacting on the young person's safety and well-being or reinforcing their own violent or abusive behaviour. Consider where there has been parental or wider family involvement in a domestic violence programme which would be an indicator of this behaviour.

**Experiences of loss/bereavement:**

Select this if there has been a death of a significant other or sudden loss of contact. Where loss of contact has occurred, is there a specific reason?

**Aggressive/violent behaviour by the young person towards family members:**

Select this if there is any evidence of aggression or violence towards any family members. Does this impact on a parent/carer's ability to care appropriately for the young person? Is a referral required to children's services in respect of the siblings?

**Abusive behaviour within intimate relationships:**

Select this if there is any evidence of emotional, physical or sexual abuse which may be occurring in a young person's intimate relationships. Intimate relationships could range from a serious long-term boyfriend or girlfriend, to a more casual partner or a one-off encounter.

**Frequent break-up of relationships:**

Select this if there are concerns about relationships frequently ending - is there a pattern in the reasons for these relationships coming to an end?

**Loss of contact with people significant to the young person:**

Select this if there are extended periods where the young person has little or no contact with significant people in their life. Consider what impact this has on the young person? This is particularly relevant for a young person entering custody and on release.

**Any significant caring responsibilities for siblings, parents or others:**

Select this if the young person has caring responsibilities for others that have an impact on their everyday life or are more than might typically be expected of someone of the young person's age. This does not include occasional babysitting for younger siblings but would include daily care of siblings that interfered with the young person's education. Consider whether the young person is caring for their partner's children. Details of the young person as a parent can be recorded here and will be covered in more detail in the young person as a parent sub-section.

**Violence/abuse towards the young person from others:**

Select this if there is any evidence of violence or abuse towards the young person including as a result of gang affiliation or child sexual exploitation. Consider if the young person is a victim of bullying including cyber bullying from others. Are there any issues of physical, sexual or emotional abuse or neglect?

**Other:**

Select this if none of the given options apply, but there are other problematic issues related to the young person's significant relationships.

**Please provide as much detail as possible here (evidence box):**

If any issues are identified, provide details.

**Trigger question for further exploration**

**Outline the key networks/groups in the young person's life (both current and previous). Describe the positive and negative influence of these on the young person.**

Identify any networks or groups the young person is or has been associating with and their significance and influence on the young person. It is important to consider groups that have a positive influence on the young person as well as any that are having a negative impact.

Consider the differences in the influence of particular groups or individuals at specific times or in specific circumstances:

- Is there a significant difference between who the young person associates with during the week and at the weekends?
- What impact do these associates or activities have on their behaviour?
- Does the young person have a group of friends or role models who are not involved in offending? Having some law-abiding friends can be a significant factor in reducing offending, even where a young person may continue to associate with pro-criminal peers. Are there times when pro-social friends or groups seem to have more influence on the young person than pro-criminal friends? An absence of non-criminal friends should be a significant cause for concern.
- Are there clubs or team activities that the young person is involved in that are positively influencing them?
- Is the young person influenced by radical groups?

## Definition – Radicalisation Indicators

**The Home Office<sup>16</sup> 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,

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<sup>16</sup> [Protecting vulnerable people from being drawn into terrorism – GOV.UK](https://www.gov.uk/government/consultations/protecting-vulnerable-people-from-being-drawn-into-terrorism)

- 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.



### **Gang associations**

For each network or group that is identified, determine whether or not it is suspected of having a gang association. A gang can be defined in a number of different ways and local teams may have a locally agreed definition.

### **Definition - Gang**

#### **Legal definition used for gang injunctions (Policing and Crime Act 2009<sup>17</sup>):**

“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.”

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<sup>17</sup> [Statutory Guidance: Injunctions to Prevent Gang-Related Violence – GOV.UK](#)

### **Metropolitan Police definition<sup>18</sup>:**

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.

If any networks or groups have been identified as 'Yes' for gang associations you will need to complete the further exploration questions:

### **Further exploration**

Where the network or group has current or previous gang associations, give as much detail as possible:

- name of gang,
- types of activities,
- extent of the young person's involvement,
- when and where the gang operates,
- key features of the gang's behaviours,
- specific influences on the young person: and,
- whether or not the young person's family are involved in gang activity.

It is important to consider not only drug-related, violent or acquisitive behaviours in relation to gang association but also any sexual elements to the gang. Is there evidence of links to sexual exploitation, perhaps as the perpetrators of exploitation? Is there sexual activity within the gang? Is the gang involved in child sexual exploitation? Is there any evidence of sexual violence? Consider any known gang initiation rituals and whether the young person could be considered a victim of the gang as a result of the activities and/or coercion within the gang. Any affiliation to extreme groups should be recorded, with details, if known.

If you suspect that a young person is involved with a gang but don't have clear evidence, note the reasons for any concern and be clear about the basis for the opinion and the strength of the information available. Other agencies may be able to help inform knowledge around gang involvement, such as community safety teams or local voluntary community support projects. Secure estate practitioners who receive gang data from security teams should use this information to inform the assessment.

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<sup>18</sup> [http://safe.met.police.uk/gangs\\_and\\_violence/get\\_the\\_facts.html](http://safe.met.police.uk/gangs_and_violence/get_the_facts.html)

Gang-involved young people – Custody and Beyond, a practitioners guide may be a useful reference point for practitioners<sup>19</sup>.

## Practice Point

Completion of this information by YOT practitioners is particularly important for staff working in the YJB Placement Service and secure establishments, as they rely on information about community-based gang associations and gang-related behaviours to effectively place, safeguard and work with young people in custody.

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Family and wider networks	
Flag for further action	e.g. consider need for additional gang assessment.
Add significant life event	e.g. death of parent, breakdown of significant relationship, start or end of involvement with group or gang.
Add desistance factors	Factors for desistance e.g. has some important, positive age-appropriate friendships. Factors against desistance e.g. young person has some gang affiliations.

#### 4.3.2.4 How the young person relates to others?



**Outline the range of the young person's relationships and key features of the way s/he relates to others**

Provide a general overview of how the young person relates to others, considering both strengths and difficulties.

- **Strengths**

Has a good range of age-appropriate friendships, age-appropriate level of independence from family, able to relate to adults.

- **Difficulties**

Isolated, lack of friendships, lack of age-appropriate relationships, over-dependence, volatility.

Trigger question for further exploration



**Is there any evidence of significant problems in the way the young person relates to others?**

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified:

\_\_\_\_\_

<sup>19</sup> <http://www.beyondyouthcustody.net/wp-content/uploads/Gang-involved-young-people-custody-and-beyond-a-practitioners-guide.pdf>

## Further exploration

Please indicate if any of these apply, more than one option can be selected:

### Susceptible to manipulation/exploitation:

Select this if there is evidence of manipulation/exploitation from others. This can take a variety of forms, including a young person being manipulated into involvement with offending. Consider whether the young person is being manipulated and/or exploited to act as a perpetrator of sexual exploitation or to recruit other young people for exploitation. Issues of the young person being a victim of sexual exploitation and trafficking are dealt with by the following question on sexual exploitation.

### Gives in easily to pressure from others:

Select this if there is a lack of assertiveness or resilience in the young person, e.g. fear of particular people, previous experiences of intimidation, not thinking or not capable of thinking about other ways of dealing with such situations, gang association. The young person could be unable to justify refusal to others and/or does not understand the motives or intentions of others. It is critical to consider whether this is an indicator of communication, language or social interaction difficulties which can be explored further in the young person's development section.

### Fear/mistrust of others:

Select this if the young person has a general mistrust of a range of different people including peers, adults, family and professionals that is not just limited to those who they have a problem with. The young person may tend to be suspicious of people's motives and inclined to believe the worst about others.

### Inappropriate social presentation:

Select this if the young person's presentation is socially inappropriate in the context of their age, cultural background and situation.

### 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.

### Over-assertive/controlling:

Select this if the young person is particularly aggressive or overly confident when dealing with others. Do they try and exercise authority, direct or dominate influence over others? Is there any evidence to suggest the young person may be a perpetrator of exploitation or engaged in exploitative activity?

**Victim of bullying:**

Select this if the young person is a victim of bullying in any setting including cyber bullying. Is the bullying from other young people where the young person lives? Is it bullying specific to school, where the young person maybe working or in custody?

**Other:**

Select this if none of the given options apply, but there are other concerns linked to how the young person relates to others.

**Please provide as much detail as possible here (evidence box):**

If any issues are identified, provide details.

**Q Trigger question for further exploration****Is the young person at risk of sexual exploitation?**

This question is referring to the young person as a **victim** of sexual exploitation, not as the perpetrator which is covered by earlier questions.

**Definition - Child sexual exploitation (CSE)**

The Office of the Children's Commissioner<sup>20</sup> 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),

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<sup>20</sup> [If it's not better, it's not the end: appendices - The Children's Commissioner for England](#)

- 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.

If there is an identified risk that the young person is at risk of sexual exploitation you should complete the further exploration questions. Sexual exploitation concerns should be recorded in the Explanations and Conclusions (safety and well-being) section.

### Further exploration

**Please provide as much detail as possible here (evidence box):**

Consider:

- the identified risk factors,
- who is the young person at risk from,
- whether the young person has been illegally 'trafficked' into the country or is at risk of 'trafficking': and
- what actions are needed to support the young person (these will need to be included in the Our Intervention Plan and/or additional external actions and controls in the Pathways and Planning section).

#### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
How the young person relates to others	
Flag for further action	e.g. referral to local authority children's social care and the police (in the case of suspected sexual exploitation), as per local safeguarding procedures.
Add significant life event	e.g. incidents of bullying started at school
Add desistance factors	Factors for desistance e.g. can assert themselves appropriately to peers and has resisted offending previously.  Factors against desistance e.g. susceptible to pressure from pro-criminal peers.

### 4.3.3 Young person's development

This sub-section covers an assessment of a wide range of issues affecting a young person's development which have been grouped here into two main areas:

1. health
2. lifestyle, identity and behaviour.

### 4.3.3.1 Health

The health sub-section covers three main health screening areas that are aligned with the Comprehensive Health Assessment Tool (CHAT)<sup>21</sup> and should be completed with all young people:

1. physical health and development
2. speech, language, communication and neuro-disability
3. emotional development and mental health.

CHAT: YOS is a set of specialist assessments which assess the health and health-related needs of children and young people in contact with any part of the youth justice system. The screening questions in AssetPlus are a subset of the full CHAT: YOS and are intended to be used as a set of screening questions by YOT staff. A positive answer to any of the screening questions should be followed up with additional information in the 'further exploration' evidence box at the end of the sub-section and a referral to a specialist health worker for completion of CHAT: YOS should also be made. Where CHAT: YOS is unavailable an alternative comparable specialist assessment should be used. It is recommended by the Offender Health Research Network that a full CHAT: YOS assessment should always be completed in all cases within specified timelines as there are high levels of two or more health disorders or illnesses occurring in the same person in this group of children and young people.

## Research

Research by the Office of the Children's Commissioner<sup>22</sup> suggests that young people in contact with the youth justice system have high levels of health needs that are often unmet due to lack of early screening and identification.

The health screening questions should not be used with the young person as presented in the screening tool, however responses should be based on observations of the young person in interviews, what they disclose during interview and on any information provided by parents/carers or professionals involved in the care of the young person. You should be aware that health needs will vary according to age and gender.

### 4.3.3.1.1 Physical health and development

Physical health problems may have an adverse impact on many other aspects of a young person's life, including educational and school experiences, peer group interactions, self-presentation and self-esteem. Physical health issues are key for placement decisions if the young person is entering custody.



#### Trigger questions for further exploration

**Please indicate whether the following apply to the young person:**

- Has a diagnosed physical health condition? E.g. asthma , diabetes, epilepsy

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<sup>21</sup> [Offender Health Research Network](#)

<sup>22</sup> [If it's not better, it's not the end: appendices - The Children's Commissioner for England](#)

- Experiencing current physical health symptoms? E.g. breathing problems, chest pains, seizures
- Currently taking prescribed medication for a physical illness?
- Has any current contact with GP or hospitals in relation to a major physical illness?
- Is pregnant or could be pregnant?

This question is only displayed if the young person is female. If 'Yes' is selected this will default the young person's parental status to 'parent to be'. If you or the young person are unsure whether the young person may be pregnant, it may be appropriate to make a referral to the YOT health worker who can advise them.

- Health is being put at risk through their own behaviour?

If 'Yes' is the answer to any of the questions, the further exploration questions must be completed. A 'Yes' answer to any of the questions will trigger the 'Identified physical health concerns or disability' flag in the Core Record (Alerts and flags) section.

## Further exploration

**Please provide as much detail as possible here (evidence box):**

For example:

- type of health condition and length of diagnosis,
- medication prescribed and whether the young person is taking their medication,
- treatment received or services involved including contact details,
- how the condition affects the young person on a day to day basis and any impact that this may have on the young person's ability to engage; and,
- young person putting their own health at risk, e.g. unsafe sexual activity.



**Note any positives, and/or any other concerns that require further investigation, referral or action**

Record any other issues relating to the young person's general health and/or physical development which could include:

- positives, e.g. young person is trying to keep fit, wants to give up smoking, is registered with health services,
- problems with lack of access to or lack of registration with health services,
- a concern expressed by the parent/carer or the young person seems to be worried about health issues,
- a concern expressed by professional, e.g. teachers; and,
- concerns over physical maturity or development.

Teams, local areas and establishments will need to set their own thresholds for deciding on what additional further action is required. The further action required could be another assessment or referral to a specialist such as paediatric health services.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Physical health and development	
Flag for further action	e.g. referral to paediatric health specialist for assessment.
Add significant life event	e.g. the onset of epilepsy.
Add desistance factors	<p>Factors for desistance e.g. is physically healthy and takes regular exercise through membership of a sports club or team.</p> <p>Factors against desistance e.g. young person refuses to take medication and self-medicates using cannabis.</p>

**4.3.3.1.2 Speech, language, communication and neuro-disability**

The speech, language, communication and neuro-disability sub-section in AssetPlus is based on the Royal College of Speech and Language Therapists’ (RCSLT) screening tool but has been expanded to include other elements of neuro-disability in line with the CHAT (Comprehensive Health Assessment Tool) neuro-disability section.

The screening questions in this sub-section should be completed with all young people. The screening questions should not be used with the young person as presented in the screening tool but responses should be based on observations of the young person in interviews, what they disclose during interview and on any information provided by parents/carers or professionals involved in the care of the young person.

**Research**

Research by the Royal College of Speech and Language Therapists<sup>23</sup> shows that a significant proportion of young people who offend have difficulties with speech, language and communication. “Speech, language and communication needs have a profound impact on many areas of a child’s developments and affect a child’s future life chances if left unsupported and untreated. Areas of impact include:

- educational attainment and employability,
- behavioural issues, social skills and esteem,
- poor mental health and access to healthcare services; and,

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<sup>23</sup> [House of Commons - Justice Committee: Written evidence from the Royal College of Speech and Language Therapists](#)

- offending.”

The Offender Health Research Network<sup>24</sup> has also found that young people who offend have higher rates of learning disability, traumatic brain injury and autistic spectrum disorders than their peers.

A review by the Office of the Children’s Commissioner<sup>25</sup> raised concerns about the number of young people with missed neuro-disability and mental health needs within the secure estate. Identification of needs is essential to ensure interventions including offence reduction work are tailored to the young person’s ability, for example adapting language or emphasis on behavioural interventions and visual cues or reminders.



**Please indicate whether the following apply to the young person:**

**Trigger questions for further exploration**

**Speaking:**

- Have difficulty thinking of the words they want to say? E.g. often answers with ‘don’t know’, ‘can’t remember’ or ‘it’s on the tip of my tongue’.
- Only use very simple vocabulary? E.g. uses simple short sentences or uses non-specific or empty words, for example ‘some’, ‘things’ or words such as ‘thingy’ that are typical of a much younger child.
- Have difficulties explaining things? E.g. do they leave out important details or give information out of sequence?
- Is their speech difficult to understand? E.g. do they stammer or stutter or find it hard to say long words? Do they mispronounce words frequently or mumble?

**Understanding spoken language:**

- Have difficulty remembering things people say? E.g. people’s names or words you have explained to them.
- Have difficulty following spoken instructions or only follow part of them?
- Have difficulty understanding the meaning of words?

**Non-verbal:**

- Have difficulty using non-verbal communication? E.g. unusual levels of eye contact, body language or facial expressions
- Have difficulties showing emotions? E.g. do they smile or laugh at the right times?

**Social skills difficulties, including Autistic Spectrum Disorders:**

- Have difficulties initiating and/or maintaining friendships?

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<sup>24</sup> [CHAT:YOS manual – Offender Health Research Network](#)

<sup>25</sup> [Nobody made the connection: The prevalence of neurodisability in young people who offend - The Children’s Commissioner for England](#)

- Is socially awkward and/or inappropriate? E.g. difficulty using the appropriate personal space, initiating and maintaining conversation on a topic or obsessive about a particular topic
- Appear frustrated or anxious when there is no obvious cause?
- Have difficulty thinking about the thoughts or feelings of others?
- Has been diagnosed with social communication difficulties? E.g. Autistic Spectrum Disorder, Pervasive Development Disorder, Semantic Pragmatic Disorder
- Has a professional or family member expressed concerns about social communication skills?

## Practice Point

Young people with Autistic Spectrum Disorder may present with problems in the following areas:

### Communication

- speaks in a monotonous or unusual voice,
- shows little interest in their listener's experiences,
- difficulties with maintaining conversation,
- takes things literally and fails to understand implied meanings, jokes or sarcasm; and,
- talks about the same thing, over and over.

### Social interaction

- intense or absent eye contact,
- limited range of facial expressions or expressions do not match what they are saying,
- has a limited understanding of the different types of relationships,
- socially awkward or inappropriate; and,
- invades the personal space of others.

### Restricted interests or routines and sensory sensitivity

- more difficulty than other young people with changes to their routine,
- unaware or uninterested in peer appropriate hobbies and interests,
- has interests that are either obsessive, time consuming, unusual or very narrow in range; and,
- has an unusual or excessive reaction to sensory stimuli, e.g. unable to tolerate loud noises or is sensitive to certain fabrics touching them.

### Education needs and Learning Disability:

- Have problems with reading or writing?
- Have difficulties with time concepts? E.g. telling the time, using a calendar, understanding date and time concepts such as 'day after tomorrow'?
- Needs support in daily living skills? E.g. washing, getting ready for school or college, cooking?
- Have any Special Educational Needs (SEN) been identified?

### Definition – Special Education Needs (SEN)

The Department for Education<sup>26</sup> 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 Practice<sup>27</sup>. 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.

If 'Yes' is answered to this question, the further exploration question specific to Special Educational Needs must be completed:

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<sup>26</sup> [Children with special educational needs \(SEN\) - GOV.UK](#)

<sup>27</sup> [SEND code of practice: 0 to 25 years - Publications - GOV.UK](#)

## Further exploration

### Identified SEN

Provide details of any special educational needs.

### Responses to identified SEN

Record the response that is in place in relation to the identified SEN. The response could include an informal local response which could be a number of actions agreed locally but which don't meet the formal definition of other statutory responses, e.g. Speech and Language Therapist Report or on School Action Plus register.

- Has a professional or family member expressed concerns about learning needs? E.g. do they believe that learning needs are not being appropriately addressed or that there could be undiagnosed issues?

Many young people who offend will have educational needs secondary to learning, emotional and behavioural difficulties. They may have a learning disability or a specific learning difficulty, such as dyslexia, which can be easily misidentified. It is important to identify these difficulties as they can act as barriers to achievement and engagement. Early identification can ensure that the appropriate support can be accessed and any interventions are appropriately adapted.

### Traumatic Brain Injury

Head injury that caused them to be knocked out, dazed or confused?

## 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.

If 'Yes' is the answer to any of the questions, the further exploration question must be completed. A 'Yes' answer to any of the questions will trigger the Speech, Language, Communication and Neuro-disability concerns flag in the Core Record (alerts and flags) section.

### **Further exploration**

**Please provide as much detail as possible here (evidence box):**

Consider:

- how any difficulties have been identified,
- when any diagnosis was made: and,
- any measures that are in place to address any issues identified.

If the young person has a SEN or an Education, Health and Care Plan this could be summarised here and should be attached to the sub-section.

A 'Yes' or 'Sometimes' answer to any of the screening questions should result in a referral being made to a specialist health worker to complete CHAT: YOS or another comparable assessment. Further action such as a referral to a speech and language therapist may be required.

### **Practice Point**

The Royal College of Speech and Language Therapists<sup>28</sup> has produced a training package called 'The Box' specifically to help professionals working in the justice system to identify and confidently address communication difficulties.

Additional resources for youth justice have been published by The Communication Trust<sup>29</sup> and information published by the British Dyslexia Association<sup>30</sup>.

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<sup>28</sup> [The Box Training for the Criminal Justice Sector – Royal College of Speech and Language Therapists](#)

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Speech, language, communication and neuro-disability	
Flag for further action	e.g. referral to speech and language therapist.
Add significant life event	e.g. serious accident resulting in brain trauma or injury.
Add desistance factors	Factors for desistance e.g. young person is able to articulate well and fully understand others  Factors against desistance e.g. the young person does not understand appropriate social boundaries and often stares at people leading to increased physical conflict with peers.

#### 4.3.3.1.3 Emotional development and mental health

The following three factors can provide a useful framework for understanding the young person's emotional development and mental health needs within the context of their particular situation:

##### 1. Events/circumstances

All young people experience stressful events at some time, e.g. peer pressure, puberty, changing from primary to secondary education. However, some events or circumstances only affect particular individuals, e.g. family breakdown, illness, bereavement, abuse, victim of an offence. A young person facing a cluster of stressful events is more likely to have difficulties in managing the resulting emotions. Events which are unpredictable and that the young person may feel they have no control over are likely to be particularly stressful.

##### 2. Coping abilities

The young person's age, gender and maturity will all affect the range and type of coping strategies used. Some common approaches include trying to remove or reduce the cause of stress, trying to change the emotions associated with a problem and denying the existence of a problem. Young people will vary in the way that they perceive stressful situations and those who have a realistic understanding of a difficult situation will be better placed to cope with any ongoing stress. Having some sense of control will help the young person to feel that they can cope.

##### 3. Support networks

Identify the help and support that is available to the young person.

Focusing on the connections and interactions between these three factors will help to ensure that the assessment of the young person's emotional and mental health is rooted in the context of their ongoing life experiences.

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<sup>29</sup> <http://www.thecommunicationtrust.org.uk/favicon.ico>

<sup>30</sup> [British Dyslexia Association](#)

### Trigger questions for further exploration



**Please indicate whether the following apply to the young person:**

- Any formal diagnosed mental health condition?
- Any contact with mental health services?
- Any prescribed medication for mental health problems?

If the answer to any of these three questions is 'Yes', provide as much detail as possible in the further exploration evidence box. If there has been a formal diagnosis, please specify the nature of the illness, the particular symptoms that the young person experiences and details about any medication or treatment. If there has been any other current or previous referrals to mental health services, please indicate when these occurred and the reasons for them. Where mental health services are currently involved, provide details of the organisation, worker and contact details. The Core Record (contact with services) sub-section should also be updated. If the information is unavailable, indicate this in the evidence box.

- Has current feelings of sadness, anxiety, stress or irritability?

Consider if the young person has psychological difficulties such as obsessions, a fear or phobia, difficulties with sleeping or eating or low self-esteem. Where the young person has a persistent and pervasive problem in this area rather than the more typical adolescent experience where self-esteem may vary at different times and in different contexts. Indicators of low self-esteem in young people may include: social isolation, lack of social acceptance by peers, a belief that nobody understands or respects them, dissatisfaction with physical appearance or a sense of failure about relationships or academic achievement.

- Feels constantly in a low mood?

These can include circumstances affecting the young person directly and/or problems faced by family members, carers, or friends which have an impact on the young person.

- Feels hopeless about the future?

This question looks at the impact of the young person's concerns about the future on their emotional well-being. Select 'Yes' if the young person has thoughts and feelings that have a persistent and powerful impact on their everyday life.

- Has flashbacks of past traumatic events?

Traumatic events could include events affecting the young person directly and/or problems faced by family members, carers, or friends that have an impact on them. Some of the events will have been identified in earlier sections, e.g. abuse or loss. The focus here is not on the events themselves but on whether they continue to have a persistent and powerful impact on the young person's everyday thoughts and emotions. Flashbacks may indicate undiagnosed emotional or mental health issues.

- Experiencing unusual thoughts?
- Sees or hears things that other people cannot?
- Has longstanding symptoms of over-activity, inattention and impulsivity in multiple settings?
- Has history of deliberate self-harm?
- Has previously attempted suicide?

- Has current thoughts to self-harm or a wish to commit suicide?

There should be tangible information or evidence that indicates any current thoughts of self-harm or a wish to commit suicide such as a comment made by the young person or their parent/carer, information from a GP or information from a case record. Try to verify information given by young people in self-reporting about self-harm and suicide with other sources, wherever possible. Where current thoughts of self-harm and/or suicide are identified, ensure that these are reflected in the Explanations and Conclusions (safety and well-being) section.

- Looks depressed or is behaving unusually?
- Risks or concerns raised by others (family or professionals) about the young person's mental health.

There could be issues raised by others that denote potential emotional and/or mental health difficulties for the young person.

If 'Yes' is the answer to any of the above questions, the further exploration question must be completed. A 'Yes' answer to any of the questions will trigger the 'Mental health concerns' flag in the Core Record (Alerts and flags) section.

## Further exploration

**Please provide as much detail as possible here (evidence box):**

Consider:

- the events or circumstances,
- nature of emotions arising, e.g. anger, grief, fear; and,
- impact on the young person's life.

Mental health can be influenced by issues such as personal relationships and social environment as well as medical factors.

A 'Yes' answer to any of the screening questions should result in a referral being made to a specialist health worker to complete CHAT: YOS or another comparable assessment.

## Practice Point

If, on further analysis, it is considered that the young person has a mental health issue consider the extent to which this is masking any drug or alcohol addiction issues and possibly any dual diagnosis that has not yet been recognised or diagnosed.

The MindEd online portal provides free information and e-learning on identifying and responding to young people's mental health needs. The portal has been developed by the Royal College of Paediatrics and Child Health<sup>31</sup>.

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<sup>31</sup> [MindEd e-portal | RCPCH](#)

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Emotional development and mental health	
Flag for further action	e.g. referral to CAMHS for assessment.
Add significant life event	e.g. attempted to take own life.
Add desistance factors	Factors for desistance e.g. young person is engaging with a formal mental health service.  Factors against desistance e.g. the young person is not currently taking their prescribed medication.

### 4.3.3.2 Lifestyle, identity and behaviour

This sub-section looks at how a young person spends their time, what activities they are involved in, who they associate with and key characteristics of their thinking and behaviour.

This sub-section covers:

- features of lifestyle,
- substance misuse,
- young person as a parent,
- young person's self-identity; and,
- thinking and behaviour.

#### 4.3.3.2.1 Features of lifestyle



##### **Outline any positive aspects of how the young person spends their time**

Provide details on how the young person spends their time positively, e.g. participation in sports, clubs, helping with family business, faith groups.

##### **Trigger question for further exploration**



##### **Do you have any concerns about how the young person spends their time and/or other addictive behaviours?**

If there are concerns about how the young person is spending their time the further exploration questions must be completed. The further exploration questions cover other aspects of the young person's lifestyle and behaviour that may be of concern.

## Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

### **Gambling:**

Select this if the young person is involved with any form of gambling, e.g. internet based, fruit machines, cards. If there is evidence of gambling, further questions specific to gambling will need to be completed, consider:

- Any negative impact on the young person's finances, relationships, own safety
- Does the thought of not doing it make them worried, angry or depressed?
- Evidence of the young person chasing losses or needing to bet more and more money?
- Evidence of situations where the young person has lied to people important to them about how much they gamble?

**Please provide as much detail as possible here (evidence box):**

Consider:

- the main form of gambling,
- where they gamble,
- who they gamble with or alongside,
- how they fund their gambling,
- amounts of money involved,
- whether young person sees it as a problem; and,
- the availability and convenience of gambling opportunities.

### **Other Behaviours:**

#### **Inappropriate use of technology:**

Select this if there is any evidence of technology being used inappropriately. This could include cyber-bullying, internet addiction, accessing pornographic or excessively violent material, 'sexting', being immersed in electronic media or excessive use of technology such that the young person loses track of time or neglects to eat or sleep

#### **Risk-based games:**

Select this if there is evidence that the young person takes risks during games or play. Risks could include playing 'chicken' on main roads or railways lines, 'tombstoning' or 'planking' where the young person is putting themselves at the risk of significant harm in payoff for the excitement.

#### **Non-constructive use of time:**

Select this if the young person pursuing activities that have no benefit to them or are detrimental.

#### **Other:**

Select this if there are any other concerns relating to how the young person spends their time.

**Please provide as much detail as possible here (evidence box):**

Describe what the young person does, who with, where, when, any injuries or adverse outcomes experienced by the young person, their friends or others.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Features of lifestyle	
Flag for further action	e.g. referral for debt management advice.
Add significant life event	e.g. hospitalised after being hit by car whilst playing 'chicken'.
Add desistance factors	<p>Factors for desistance e.g. young person is engaged with sporting activities and has a positive role model in their coach.</p> <p>Factors against desistance e.g. young person is regularly spending all of their money on gambling in local takeaways.</p>

#### 4.3.3.2.2 Substance misuse

The use of substances may have an adverse impact on many aspects of a young person's life including their offending/behaviour, health, family relationships, and educational and work experiences. This sub-section covers the use and misuse of alcohol, illicit drugs, solvents, novel psychoactive substances (legal highs) and the misuse of prescribed medications.

[Trigger question for further exploration](#)



**Is there any evidence of substance misuse?**

If there is any evidence of substance misuse, currently or previously, the further exploration questions must be completed. You should also refer to the parent/carer's self-assessment for views on their concerns of their child's alcohol or substance use.

### Further exploration

If there is evidence of substance use, complete the table to indicate which substance(s) the young person has used, currently or previously, or is suspected of using and what was their age at first use, if known.

**Please select from the following list substances which the young person is known/suspected to have used:**

**Substance Type:**

Tobacco	Ketamine	Cocaine
Alcohol	Aerosols/Solvents	Crack

Solvents	Mephedrone	Heroin
Cannabis	Legal Highs	Methadone
Ecstasy	Magic Mushrooms	Tranquilisers
Amphetamines	LSD	Steroids
MDMA/Ecstasy	Poppers	Other (please specify)

If alcohol has been identified as a substance being used then this will trigger some further exploration questions specifically regarding alcohol usage. If any other substance is identified this will trigger some further exploration questions regarding drug usage.

**Please provide details including when used, who with, cost and how funded:**

Consider whether there are links between substance misuse and offending, e.g. offending under the influence, offending to obtain money for substances and/or whether the young person is involved in possession or supply. Is there a link to the young person's income and does this raise any exploitation issues related to obtaining substances?

Record contextual information on the substances identified to describe the young person's patterns of substance use. For any substance used in the last month, record the amount and frequency used here.

**What needs/goals is the young person trying to achieve through using substances?**

Consider the needs or goals of the young person in relation to their substance misuse, e.g. to block out memories, to get a buzz, to fit in with peers or to achieve a sense of belonging. Refer to and note any contradictions with information from the young person's self-assessment. Are there particular times when usage decreases or increases?

**Definition – Good Lives Model**

The Good Lives Model<sup>32</sup> 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.

Look at patterns of use over time and consider whether there are any particular times when the pattern of substance use changes (either changes in type of substances used or increases or decreases in amounts and frequencies). Has the young person previously experienced withdrawal symptoms?

**Practice Point**

If they are currently experiencing withdrawal symptoms you must refer to an appropriate health specialist or substance misuse worker immediately.

Are they using illegal substances or legal highs every day or currently intoxicated?

<sup>32</sup> [The Good Lives Model of Offender Rehabilitation - Information](#)

## Practice Point

If on further analysis it is considered that the young person has a drug or alcohol addiction consider the extent to which this is masking any mental health issues and possibly any dual diagnosis that has yet to be recognised or diagnosed.

### Alcohol (where usage identified above):

These screening questions should be completed in relation to all young people identified or suspected of using alcohol based on your observations of them, information provided by them, their parents/carers or other professionals.

### Definition - AUDIT

The Alcohol Use Disorders Identification Test (AUDIT) was developed by the World Health Organization<sup>33</sup> (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

<sup>33</sup> [Alcohol – World Health Organization](#)

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

**Drugs (where usage identified above):**

**Regular drug use:**

Regular is defined as at least once a month.

**Currently/recently injecting:**

Currently/recently is defined as injected drugs within the last month.

**Poly-drug use:**

Select this if the young person is using multiple drugs at the same time or within the same period.

**Sharing equipment:**

Select this if the young person is using the equipment of other drug users (particularly prevalent in injecting). This will have other implications on the health of the young person aside from the drug they are using.

**Drug use leading to loss of consciousness or increase in aggression:**

If there is any loss of consciousness this will be of particular concern.

**Excessive use whilst alone:**

This could be indicative of entrenched drug misuse

**Experienced withdrawal symptoms or at risk of withdrawal:**

This could indicate usage has become dependent on the drugs to the extent that they need to maintain use to avoid withdrawal symptoms.

**Currently taking prescribed medication for substance misuse issues**

Provide details of any medication in the evidence box.

**Other:**

Select this option to capture any concern relating to the young person's use of substances not previously covered.

**Please provide as much detail as possible here (evidence box):**

Consider:

- elicit practices which put the young person at particular risk,
- methods of substance use that place them at particular risk including injecting, sharing equipment and poly drug or alcohol use,
- any occurrence of blackouts, overdosing or experiencing withdrawal symptoms,
- does the young person see drugs as positive and/or essential to life,
- the young person believes the 'benefits' of drugs use outweigh the risks and problems associated with it,
- is there a noticeably detrimental effect on education (such as attendance, concentration, interest in school, goals or aims for the future), relationships (with family, friends, teachers, staff or other professionals) and/or daily functioning (lifestyle, use of free time, health or finances); and,
- details of any prescribed medication.

## Practice Point

Organisations will need to set their own thresholds for deciding on when further action is required, depending on local services and resources. The further action required could be another assessment (such as DUST or any custody specific assessments) or referral to a specialist. When referring on to another worker, ensure that they are provided with all the information from substance misuse section (not just the further exploration part).

A positive answer to any substance misuse questions should result in a referral being made to a specialist health worker to complete CHAT: YOS or another comparable specialist assessment.

Any concerns relating to the young person's safety and well-being or risk of harm to others as a result of substance misuse should be recorded in the Explanations and Conclusions section.

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Substance misuse	
Flag for further action	e.g. referral required for substance misuse interventions.
Add significant life event	e.g. young person has been diagnosed with drug induced psychosis and begun a course of treatment and medication.
Add desistance factors	Factors for desistance e.g. positive lifestyle activities keep the young person fit and healthy, they do not wish to use alcohol or drugs.  Factors against desistance e.g. the young person's friends supply them with drugs and alcohol, the young person spends their allowance on drugs and alcohol.

### 4.3.3.2.3 Young person as a parent

#### Young person's parental status

Record the current parental status of the young person.

## Practice Point

If the young person is not a biological parent but has a parenting role for another child, e.g. living with a partner and their child, then the 'Parent' status needs to be selected. A number of child deaths and serious injury incidents have been caused by partners who have a caring role but may not be the biological parent and this role needs to be identified in order to consider the positives and potential concerns in these circumstances.

If the young person has parental responsibility further exploration questions will need to be completed.



**How does the young person’s parental status affect his/her daily life, relationships and aspirations?**

Consider the following impacts on the young person’s parental responsibilities:

- the amount of contact between the young person and their child,
- how they cope with the responsibility and stress of parenting,
- for young people who are parents but whose children have been taken into the care of the local authority, think about the impact of this on the young person,
- how parenting has affected their education, employment, accommodation situation, e.g. has parenthood given the young person a sense of focus and need to provide stability,
- whether the parenting role has changed due to any time in custody and what the impact has been,
- the impact on other family relationships,
- any factors that make it difficult to provide appropriate care, e.g. limited financial resources, their own emotional immaturity, lack of support networks; and,
- what help is the young person already receiving and/or what help do they need?

**Trigger question for further exploration**



**Are there any concerns about the young person’s ability to care for the child?**

If there are concerns about the young person’s ability, the further exploration question must be completed.

**Further exploration**

**Please provide as much detail as possible here (evidence box):**

Describe what your concerns are or any concerns raised by other individuals, family members or other professionals.

**Practice Point**

You have concerns that the child is at risk of significant harm, then you should follow local child protection procedures. These concerns should be identified in the Explanations and Conclusions (future behaviour) section.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Young person as a parent	
Flag for further action	e.g. referral required to teenage pregnancy worker.
Add significant life event	e.g. young person has become a parent.

Add desistance factors	<p>Factors for desistance e.g. young person has taken the responsibilities of parenthood very seriously and is demonstrating good skills.</p> <p>Factors against desistance e.g. young person does not take their responsibilities seriously.</p>
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#### 4.3.3.2.4 Young person's self-identity

This sub-section focuses on how young people perceive themselves. It builds on developing an understanding about who the young person is and how they relate to others. Information about self-identity is also relevant to the Foundations for Change section.

#### **Q What are the key influences on the young person's sense of self-identity and what impact do they have?**

Consider:

- **How would the young person describe themselves?**
  - Where or with whom does the young person feel they belong?
  - How do they feel they fit into society?
  - Is there evidence of any problematic attitudes and/or difficulties relating to others arising from the young person's self-identity? What is the impact on the young person of factors such as:
    - race or ethnicity,
    - faith,
    - experience of discrimination or victimisation,
    - sexual orientation,
    - group membership: and,
    - offending lifestyle.

- **Particular difficulties with self-identity:**

Are there any particular difficulties that are more severe than what most adolescents would usually experience as part of transitioning to adulthood? These difficulties could be due to factors such as:

- a lack of knowledge of personal and family history, e.g. a young person subject to a care order who has little knowledge about their birth family,
  - experience of discrimination; and,
  - a feeling of cultural or social isolation (a risk factor for extremism and radicalisation).
- **Whether the young person sees him/herself as an offender:**

This is more than just admitting to having committed some offences and is about seeing offending as an essential part of life. A young person with this perspective may see crime as their future 'career' and accept the risk of arrest, sentencing or time in custody as a necessary part of this.

- **Discriminatory attitudes towards others:**

This may be triggered by a sense of insecurity or because the young person's sense of self-identity is heavily influenced by groups who define themselves through feeling different from or in conflict with others. Consider if there are any previous convictions that are targeted towards certain groups, e.g. racially aggravated offences.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Young person's self-identity	
Flag for further action	e.g. referral for life story work to be completed.
Add significant life event	e.g. young person has met their father for the first time.
Add desistance factors	<p>Factors for desistance e.g. the young person sees their offence as a one off incident.</p> <p>Factors against desistance e.g. the young person sees themselves as an offender and is strongly gang affiliated.</p>

#### 4.3.3.2.5 Thinking and behaviour

This sub-section focuses on the typical or recurring characteristics of a young person's thinking and behaviour rather than occasional one-off instances.

**Q Give details of the key characteristics (both positive and negative) which impact on the young person's thinking and/or behaviour**

Consider the following in describing the young person's thinking and/or behaviour:

- **Impulsiveness:**

All young people are likely to be impulsive to some extent, consider whether impulsiveness is a pervasive trait of their behaviour. Does the young person always rush into things without stopping to think? Does the young person often do things which they regret soon afterwards?

- **Lack of/unrealistic understanding of consequences:**

The extent of the young person's insight into the consequences of their own and/or others behaviour will depend on the young person's age and maturity. The assessment of their understanding of consequences should include:

- consequences both for themselves and for other people; and,
- immediate and longer term consequences.

Those of a younger age may be expected to have some understanding of immediate and direct consequences whilst older young people should be developing additional awareness of longer term, indirect consequences and the impact on others as well as themselves, e.g. getting in a car being driven by someone known not to hold a licence and insurance.

- **Need for excitement:**

Consider whether the young person deliberately seeks excitement and actively pursues, initiates or participates in ‘thrill seeking’ activities. This can involve behaviour that may be legal or illegal, planned or impulsive. It includes activities which are done to ‘get a buzz’ or to impress friends and may place the young person and/or others at risk of injury.

- **Anger/temper control:**

Consider whether the young person has the ability to control their emotions and walk away from provocative situations. Does the young person have particular difficulties in controlling their temper? Consider any specific triggers that can result in the young person becoming angry or struggling to control their temper. How does the young person express themselves?

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Lifestyle and Behaviour	
Flag for further action	e.g. referral to youth worker for positive activities.
Add significant life event	e.g. committed their first offence as a result of impulsivity.
Add desistance factors	Factors for desistance e.g. has a strong positive sense of self-identity.  Factors against desistance e.g. finds offending exciting and cannot see the potential dangers of their reckless behaviour.

#### 4.3.4 Learning, education, training and employment

This sub-section provides some consideration of the young person’s learning, education, training and employment. Information for this section should come from a range of sources including:

- educational records,
- test or exam results,
- educational plans in particular Statements of Special Educational Need, Personal Education Plans and Education, Health and Care Plans,
- school or college reports,
- records of achievement or progress files,
- discussion with professionals such as teachers or tutors,
- health and social care reports, information from parents/carers; and,
- your observation of the way in which a young person speaks, listens, reads, writes and approaches concepts related to numbers, time and directions.



If the young person is currently in custody, then a flag stating 'YOUNG PERSON CURRENTLY IN CUSTODY' will be displayed in this sub-section.

### **Community provision**

The community provision section should record details of learning and education in the community. If the young person is in custody, updates about the young person's progress or behaviour in a custodial educational setting should be provided in details and in the Pathways and Planning section.

### **Type of ETE provision**

The type of provision, if any, that is currently offered to the young person.

### **ETE status**

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

NEET is defined by the Department for Work and Pensions and the Department of Education<sup>34</sup> 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.

#### **Name of school/ETE provider**

Record the name of their current school, college, employer or training provider.

#### **Total Hours engaged in ETE per week**

Record the total number of hours that the young person is attending.

#### **Attendance/participation issues**

Record whether there are any issues with the young person's attendance or participation.

#### **Definition – Persistent absence**

Persistent absence is defined by the Department of Education<sup>35</sup> as absence for more than 15% of the available sessions.

Where attendance issues have been identified, information should be included about any action which has been taken by the school or local authority to secure attendance, e.g. have the parents been prosecuted or are Education Welfare Officers involved?

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<sup>34</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/266788/Working\\_together\\_to\\_support\\_Young\\_People\\_NEET\\_.rtf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/266788/Working_together_to_support_Young_People_NEET_.rtf)

<sup>35</sup> [Persistent absence: government changes definition to deal with reality of pupil absenteeism in schools - Press releases - GOV.UK](#)

### **Level of basic skills: literacy (if known) and numeracy (if known)**

**Q.** The young person's school, college or training provider should be able to provide this information. The ETE levels in AssetPlus cover all levels of learning in secondary education, further education, vocational, and higher education based on the DfE National Qualifications Framework. This is not however appropriate for primary age children and for these "Pre- Entry Level" should be selected. The details evidence box further down in the ETE section can be used to record further details for this age group if needed.

The National Qualifications Framework<sup>36</sup> provides the following information:

<b>Level</b>	<b>Examples of NQF qualifications</b>
<b>Entry</b>	<ul style="list-style-type: none"><li>- Entry level certificates</li><li>- English for Speakers of Other Languages (ESOL)</li><li>- Skills for Life</li><li>- Functional Skills at entry level (English, maths and ICT)</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>- GCSEs grades D-G</li><li>- BTEC Introductory Diplomas and Certificates</li><li>- OCR Nationals</li><li>- Key Skills at level 1</li><li>- Skills for Life</li><li>- Functional Skills at level 1</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>- GCSEs grades A*-C</li><li>- Key Skills level 2</li><li>- Skills for Life</li><li>- Functional Skills at level 2</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>- A levels</li><li>- GCE in applied subjects</li><li>- International Baccalaureate</li><li>- Key Skills level 3</li></ul>

### **Q. What qualifications has the young person achieved or are they working towards?**

Consider information from the young person, parents/carers and education and training providers on subjects or skills that the young person has qualifications in or is working towards. If the young person is in custody this will include any qualifications they are working towards or have achieved within the secure establishment.

[Trigger question for further exploration](#)

### **Q. Have any Special Educational Needs (SEN) been identified?**

This question relates to both previously and newly identified SEN and is the same question that appears in the speech, language, communication and neuro-disability sub-section, please refer to the guidance given in young person's development for further information.

If Special Educational Needs (SEN) are identified the further exploration questions need to be completed.

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<sup>36</sup> [\[ARCHIVED CONTENT\] Qualifications: what the different levels mean : Directgov - Education and learning](#)

## Further exploration

### Identified SEN:

Specify the nature of the young person's needs.

### Responses to identified SEN:

Record the actions being taken or the response being given to the young person's specific identified needs.

### Details:

Include:

- recent patterns of attendance,
- behaviour at school, college, establishment or work,
- any services and support provided in response to identified special educational needs; and,
- attitudes to ETE including;
  - what they like or dislike about ETE,
  - what they perceive to be their strengths or best subjects; and,
  - how these attitudes affect their engagement with ETE.
- parent/carer attitudes to ETE.

### Trigger question for further exploration



**Do you have any other concerns related to the young person's education, training or employment?**

If there are any concerns about the young person's learning or ETE progress complete the further exploration questions.

## Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

### Concerns about unidentified/undiagnosed need or difficulties:

Select this if the young person is working below age-related expectations. This could be an indicator of unidentified needs. Do they seem to have problems with learning or concentration?

### Complex history e.g. moves, disruptions, previous exclusions:

Select this if the young person has a complex educational history. This may be particularly

relevant to young people who have been placed in care by the local authority.

**Deliberate intent to disrupt or jeopardise placement:**

Select this if the young person is behaving badly or causing disruptions at school in a possible attempt to prompt exclusion or a move to a different educational placement, e.g. to be with their peers.

**Victim of bullying in ETE settings:**

Select this if the young person is a victim of bullying. Include the details in the evidence box below.

**Definition - Bullying**

There is no legal definition of bullying but is defined by the Department of Education<sup>37</sup> 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.

**Offending on or near school/ETE premises:**

Select this if there any evidence that the young person is offending at school or ETE premises or nearby, e.g. stealing from a nearby shop or committing criminal damage on school grounds.

**Other:**

Select this if there are any other concerns related to the young person's education, training or employment not previously covered.

**Please provide as much detail as possible here (evidence box):**

Describe any concerns you have or any concerns raised by other individuals, whether family members or other professionals.

Consider:

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<sup>37</sup> [Bullying at school - GOV.UK](http://www.gov.uk/government/topics/bullying-at-school)

- is there evidence of poor relationships with education staff?
- Have they previously been excluded, either on a fixed-term or permanent basis, from ETE?
- Are there any financial constraints which impact on the young person's ability to attend school such as not being able to afford their bus fare?

Make use of any information from the self-assessment section in answering these questions.

Further action should be considered if the young person does not regularly attend school and has not had any interaction with the local Education Welfare Officers (EWO) or Children Missing Education (CME) team. Some of these concerns may be possible triggers for wider family intervention teams and referral should be considered as appropriate.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Learning, education, training and employment	
Flag for further action	e.g. referral for assessment of possible learning difficulties.
Add significant life event	e.g. getting a job, school exclusion.
Add desistance factors	<p>Factors for desistance e.g. young person has good attendance at school, enjoys subjects and has aspirations for the future.</p> <p>Factors against desistance e.g. sees offending as an easy way to get money and cannot see the benefit of working.</p>

# 5. Offending and Anti-social Behaviour

## 5.1 Purpose

This section captures information about the young person's current offending and/or anti-social behaviour as well as looking at broader patterns of behaviour over time. This section focuses on explaining **what** happened during the offending or anti-social behaviour episodes identified. Episodes of offending or anti-social behaviour were created in the Core Record and it may be helpful for practitioners to refer back to the guidance given in that section. The analysis of **why** these behaviours have happened takes place in the Explanations and Conclusions section.

The language used in this section will change when referring to prevention (anti-social behaviour) cases or a statutory cases (offences).

## 5.2 Overview

There are three sub-sections to complete:

- **Offending and anti-social behaviour or Anti-social behaviour**
  - Offence/Anti-social behaviour details
  - What happened
  - Attitudes to offences/anti-social behaviour.

The analysis in this sub-section is repeated for each episode.

- **Patterns and attitudes**
  - Patterns of offending/behaviour
  - Attitudes to offending/behaviour.
- **Other behaviours of particular concern**

## 5.3 Section in detail

### 5.3.1 Offending and anti-social behaviour

This sub-section is repeated for each offending and/or anti-social behaviour episode that has been created. The episode is pre-populated with the offences and/or incidents, from the Core Record (offending and anti-social behaviour) sub-section, that have been placed together in that episode. These offences or incidents will be analysed together to explain the specific circumstances of what happened and the attitudes of the young person to their behaviour. It is therefore important that offences or incidents are only placed in the same episode if they are sufficiently related so that they can be effectively analysed in this way. The episode can be updated until it becomes historical (for offending episodes this is when the intervention for the offences in the episode has ended).

### 5.3.1.1 Offence/anti-social behaviour details

This sub-section is divided into three areas:

#### 1. Details

These questions will be pre-populated from the offence or incident information in the Core Record section. Specified offences will also be automatically identified.

#### 2. Location/timing

Details of the location, postcode, and time of the offences or incidents can be recorded, which will allow patterns to be identified. The day of the week will be automatically calculated from the offence or incident date.

#### 3. Characteristics

Details of behaviours characterising the offences should be identified for each offence or incident:

- **Involvement of others**

Involvement of others can be recorded to identify whether the young person committed the offences or incidents alone, within a small group or as part of a bigger group. This will also allow patterns to be identified, e.g. if the young person is always offending as part of a group. If the young person was acting with others, further details should be included in the 'what happened' sub-section including whether the young person was a leader or follower in the group or whether they are part of a gang.

- **Behaviours involved** (required for offending episodes only)

- **Threat or use of violence**

This could include intentionally putting another person in fear of physical harm.

- **Carrying or use of weapon**

This could include actual weapons or other implements the young person intended to use or used as a weapon.

- **Fire setting**

This could include not only fires started with the intention of causing damage or harm, but also a wider range of fire setting behaviour, e.g. the fire could have been insufficiently severe to cause damage and therefore does not constitute arson, but is nevertheless of concern.

- **Sexual element**

This could include direct sexual contact with the victim, exposure, or an element of sexual motivation to a non-sexual offence, e.g. theft of underwear.

- **Alcohol or drugs**

This includes:

- use of alcohol, drugs and other substances during or prior to the offence,
- offending to obtain money for substances,
- the use of substances to manipulate others or hinder their decision-making,
- the sale of drugs or the use of substances as 'payment'; and,
- sharing drugs

- **Coercion or control**

This includes offences where the young person has influenced the behaviour of another person.

- **Other**

Where any other particular characteristic that causes concern can be identified please ensure that full details are given in the 'what happened' sub-section.

- **Victims deliberately targeted**

Identifying if the victims were deliberately targeted requires you to make a judgement. For example, the fact that the victim is from a particular minority group does not in itself necessarily mean that they were deliberately targeted. Conversely, a victim may have been targeted for a reason that is not immediately obvious, e.g. in reaction to an event that happened a long time ago.

Sometimes, the targeting of victims will be clear from the Crown Prosecution Service (CPS) documentation. On other occasions the patterns of targeting may become evident over time. Where there are conflicting opinions as to whether the victims were deliberately targeted, you should record your view and summarise any differences of opinion in the 'what happened' sub-section.

The Code of Practice for Victims of Crime<sup>38</sup> states that practitioners must not excessively record victim information if it has no purpose toward protecting the victims, future victims or the young person.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Offending and Anti-social behaviour	
Flag for further action	e.g. refer to anti-social behaviour team to gather further information.
Add significant life event	e.g. young person commits their first offence.
Add desistance factor	Factor for desistance e.g. the young person wants to make amends for their behaviour and is determined not to offend again.  Factor against desistance e.g. the young person looks up to their pro-criminal friends.

### 5.3.1.2 What happened

This sub-section allows you to provide a more detailed description of what happened for the offending or anti-social behaviour episode.

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<sup>38</sup> [The code of practice for victims of crime and supporting public information materials - Publications - GOV.UK](#)

- Q** Please provide an outline of what happened, including a description of the impact on the victims (where known). Please also pay particular attention to differences in accounts e.g. between the CPS view and the young person's account, or between the accounts of the young person and the victims.

The focus here is specifically on **what** happened in relation to the episode, including specific circumstances and motivations at the time and not on **why** these things happened as this analysis will be completed in the Explanations and Conclusions (understanding offending behaviour) section.

Explain:

- what actions took place during the offence or incident,
- who else was involved in the case of group-related offences or incidents; and,
- whether joint enterprise was a factor in the offence or incident.

### 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.

- whether the young person was an instigator or leader in what happened or whether they were following the lead of others,
- whether there were any elements of controlling behaviour or coercion in the young person's behaviour,
- whether, through the actions of the victims (if they were present at the time of the offence/incident) or of others, the young person felt provoked into behaving in the way that they did; and,
- whether the victims were deliberately targeted or whether the victims have experienced repeat offences or incidents of anti-social behaviour committed by the young person or their friends or associates.

If there are discrepancies between accounts, e.g. between the CPS, the victims and the young person, these need to be highlighted. Where possible, you need to clearly record your views about any discrepancy and state why you give more weight to one account than another.

**Q** What was s/he feeling before, during and immediately after the offences?

Can the young person identify why they were feeling the way they were? Perhaps there was a specific event that happened before the offence that led to their feeling a certain way and this contributed to the offence or incident?

Young people may act out through offending or anti-social behaviour as a defence against their thoughts and feelings; their capacity to cope may also be affected by neglect, abuse, early trauma or insecure attachments. This may result in an inability to articulate their feelings. This needs to be acknowledged with regard to the likelihood of reoffending and future harmful behaviours.

**Q What were his or her intentions? What information or knowledge did s/he have, take account of or ignore?**

It is important to look at the young person’s intentions and any significant differences between what was planned and what actually happened. If a young person intended to carry out a very violent act but actually committed a much more minor offence it would be important to identify the mitigating factors which prevented them from fulfilling the original intention. Where the young person committed a more serious act than they originally intended it is important to consider what happened in order to cause this.

Consider:

- how much the young person knew about the situation in which the offending or anti-social behaviour occurred. For example, did they know who items belonged to before stealing them or whether or not a house was empty or occupied before breaking in?
- whether they ignored critical information or warning signs; and,
- if there was a significant difference between the young person’s intentions, actions and the resulting outcomes, was this due to a lack of knowledge in some way?

**Q What choices and decisions did s/he make at the time?**

When thinking about choices and decisions, consider whether:

- there were any specific decision points where alternative choices could realistically have been made? An example of this could be a young person who went to a particular place knowing that a fight was likely to happen, even though they had the option to go somewhere else with other friends instead; and,
- the young person was coerced into being involved in the behaviour.

It may help to consider whether alternative choices would have been safe as well as realistic, and finally what the consequences could have been for each of the choices available.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
What happened?	
Flag for further action	e.g. refer to the victim worker for victim awareness intervention.
Add significant life event	e.g. the young person was made homeless and offended on the same day.
Add desistance factor	Factor for desistance e.g. the young person can recognise that they made a bad decision and has identified how they could do things differently in the future.  Factor against desistance e.g. the young person has indicated that they will continue to offend as they see it as an easy way to make money.

### 5.3.1.3 Attitudes to offences

This sub-section allows you to record the young person's attitudes towards the offending or anti-social behaviour episode. This information is particularly important when deciding what interventions may be appropriate for the young person in terms of targets focused on repairing harm in the Pathways and Planning section.

#### **Q What does the young person now think about the offence s/he committed?**

Consider:

- how the young person describes their actions,
- how reliable the young person's description is,
- what they think about what they have done?: and,
- whether they express remorse, a lack of concern or pride in their actions?

#### **Q How does this compare with what they were thinking at the time the offences happened and immediately afterwards?**

Provide details of how the young person's thoughts differ and any reasons that they can identify as to why this may be.

#### **Q Is s/he able to recognise the impact or seriousness of the offences?**

Record here if the young person recognises the physical, financial or emotional impact that their actions have had on:

- the victims,
- the victims' family,
- their own family; and,
- the community.

Consider how clearly the young person can recognise and articulate the impact or seriousness. Also consider whether the young person has currently and/or previously accepted responsibility for the offence or incident and its severity.

#### **Q How do his or her parents or carers view the offences?**

In answering this question you may use information gathered during conversations with the parents or carers as well as any information from parent/carer self-assessments.

You will need to consider the impact of the parent/carers views on the young person's attitude towards their own behaviour. If the young person perceives that their parents/carers approve or are indifferent to their behaviour this could contribute to a problematic attitude towards offending. If however, parents/carers express their disapproval this could lead to the young person's attitude being more focused on desisting from offending.

#### **Q What is the young person's current attitude towards the victims?**

Record here their thoughts regarding the victims. Consider if these are significantly different from their attitudes previously. Are there ongoing concerns which indicate that there may be repeat victimisation?

### Trigger question for further exploration

**Q** Is there anything else about the offences and/or the young person's attitudes which causes you particular concern, or indicates that the behaviour was more serious than the charge implies?

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified. The information identified here will also be useful when completing the Explanations and Conclusions (future behaviour) sub-section.

## Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

### **Recklessness:**

Select this if the offence or behaviour involves serious or known carelessness or a lack of understanding of the consequences of his or her actions.

### **Loss of self-control:**

Select this if the young person's behaviour indicates that they had lost control, e.g. extreme anger made the young person unaware of what they were doing or of the impact of their aggression towards others.

### **Unduly sophisticated methods for his or her age:**

Select this if there is an indication of intricacy involved in the planning or the way in which technology was used.

### **Ritual or bizarre elements:**

Select this if there is any evidence of any ritual or bizarre elements. Ritual elements are those that the young person repeats on different occasions and are associated with the offending or behaviour. Bizarre elements can be defined as particular actions that are inexplicable in the context of the offending or behaviour as a whole.

### **Excessive influence by the young person over others:**

Select this if the young person is able to persuade others to act in ways which are out of character or appear to be able to frighten or threaten others into doing what they want.

### **Appears to be practice for more serious offending:**

Select this if it appears that the young person is preparing for a more serious offence, an example of this could be a harassment offence which could be a pre-cursor to offences of assaults.

### **Particular cruelty or callousness:**

Select this if there are features of the young person's behaviour that are particularly cruel or callous. Is there any evidence of torture, abandoning victims or targeting a child or other vulnerable family member as a way to 'get at' the intended victims?

### **Anything else unusual or disconcerting:**

Select this if there is anything else alarming about the young person's attitude or offence. Was the young person's offending or behaviour linked to being part of an organised gang and

potentially committed under duress? Has the young person been exposed to or accessed inappropriate materials which have influenced their thoughts or feelings, e.g. use of pornography or excessively violent films.

**Other concerns:**

Select this if there are other concerns related to the young person’s offending and/or behaviour.

**None of the above:**

Select this if none of the given options apply.

**Please provide as much detail as possible here (evidence box):**

If any concerns are identified, provide details.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Attitudes to offence(s)	
Flag for further action	e.g. referral to mental health worker as the young person’s behaviour appears ritualistic.
Add significant life event	e.g. the young person joins an extremist group.
Add desistance factor	Factor for desistance e.g. the young person recognises that they lost their temper and wants to work on how they can manage their emotions.  Factor against desistance e.g. the young person seems to have ongoing hostility towards the victim and blames them.

**5.3.2 Patterns and attitudes**

Where the previous sub-section dealt with individual episodes of offending or anti-social behaviour, this sub-section is completed with consideration of all current and historical episodes. It sets the current offences in the broader context of the young person’s patterns of offending and any previous periods of desistance. If the young person has no previous convictions or anti-social behaviour this section is not applicable.

This sub-section is not intended to be an offence analysis. The focus here is on describing what the patterns are rather than analysing why patterns have occurred. The analysis of why takes place in Explanations and Conclusions.

**5.3.2.1 Patterns of offending/behaviour**

The graph is produced from offending information in the Core Record section and provides a visual trend of the offences by seriousness over time. If there are multiple offences on the same day, the graph will display the offence which has the highest seriousness. Incidents of anti-social behaviour will also be displayed but will not relate to seriousness.



**Using information from the graph and the offence or anti-social behaviour profile table above, please consider the following:**

- What are the main similarities or differences in the nature and characteristics of behaviour?
  - Do the offences or behaviours tend to occur on the same day of the week or at the same time of day?
  - Does the young person tend to be with the same person or with different people when offending or anti-social behaviour occurs?
  - Are alcohol or drugs usually a feature or just occasionally?
  - Are there patterns related to the young person's accommodation, such as regularly offending within a residential care setting?
- Is there evidence of any significant changes in behaviour, either positive or negative?
  - Compare the current offence with previous offences or incidents and consider whether there has been any significant change in the nature of the behaviour. Using a weapon for the first time would be an example of a significant change in behaviour as would committing a burglary in a dwelling when previous burglaries had all occurred in non-dwellings.
  - Is there a discernable pattern in relation to frequency and/or seriousness? If so, what is the pattern? If not, are there concerns about the unpredictability of the young person's behaviour?
- What is encouraging or concerning about the trends over time?
- Is frequency decreasing or increasing over time?
  - Consider the age of the young person at their first police contact and the frequency of police contact in recent months. This will be particularly useful for anti-social behaviour cases where there may not be a history of offending.
  - Have there been periods without offending or anti-social behaviour incidents? If so, how frequent are they or how long do they last?
- Is seriousness decreasing or increasing over time? Examples of increasing seriousness could include offences or behaviours which are more violent than on previous occasions, involve a greater level of sexual contact or a greater level of dishonesty.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Patterns of offending	
Flag for further action	e.g. refer to the local police for information about the young person's associates.
Add significant life event	e.g. bereavement.
Add desistance factor	Factor for desistance e.g. the young person has shown that they can desist from offending in the past and has previously engaged well with the YOT.  Factor against desistance e.g. the young person is repeating past behaviours despite having worked on the triggers during past interventions.

### 5.3.2.2 Attitudes to offending/behaviour

This sub-section captures information about the young person's broader attitudes to offending, rather than their views about specific or most recent offences.

#### **Q How does the young person feel about his or her offending or behaviour?**

Consider whether they:

- feel regret, pride or a lack of concern,
- express any feelings of status, enjoyment, or embarrassment about the offences; and,
- seem uninterested or not bothered about what happened.

#### **Q Have his or her attitudes to offending or anti-social behaviour changed over time?**

Consider if they accept responsibility for their actions, either wholly or in part. Are they trying to blame others? If the young person was involved in a group offence or incident, they may admit to having been present when the offence or incident occurred but deny taking any personal part in it.

Is the young person able to recognise the impact or seriousness of the offences? Do their attitudes give any specific cause for concern? How similar or different is this to how they feel about previous offences or incidents if applicable? Consider whether changes in attitudes could be as a result of increasing emotional maturity.

#### **Q What do the young person's parents or carers think about his or her offending or behaviour?**

How do the parents or carers view the young person's offending or behaviour? Are they supporting or justifying the young person's behaviour? Or have they expressed concern or disapproval?

#### **Q What are the young person's broader attitudes to offending or anti-social behaviour and victims?**

What is the young person's current attitude towards the victims? Consider whether they show any empathy or awareness of the impact of their actions on the victims, hold any grudge or have any ongoing disagreement or feud with the victims. You should also take into account any beliefs that certain types of offences or behaviours are acceptable or thoughts that further offending or anti-social behaviour is inevitable.

#### Trigger question for further exploration

#### **Q Do you have any particular concerns about the way that the young person has tried to justify or minimise his or her offending or behaviour?**

If the answer is 'Yes', you should complete the further exploration below to capture the details around the concerns identified:

## Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

**Thinks that certain motives (e.g. honour, status) provide justification:**

Select this if the young person is seeking acceptance from a particular individual or group through their behaviour or if they believe that they have gained social status as a result of what they have done. Are they motivated by revenge and use this as justification for their actions?

**Sees certain people/groups as acceptable targets:**

Select this if the young person believes that certain people or groups are acceptable targets. Is the young person targeting people due to their age, disability or sexual orientation? Does the young person hold particular discriminatory views which they use to justify their behaviour?

**Justification of offending on political or religious grounds:**

Select this if the young person thinks that behaviours such as aggression, violence or harassment can be justified by a particular cause, e.g. political, religious or any other single issue such as animal rights. Is the young person associated with a particular political party or cause? Consider also if the young person is at risk of radicalisation or extremism.

**Thinks that the victims deserved it:**

Select this if the young person holds the view that the victims 'deserved it' because of a perceived action or attitude. Do they believe that they were provoked in some way to commit the offence? Is the young person minimising the harm or damage caused by the offence or behaviour?

**Influenced by parental/wider family pro-criminal attitudes:**

Select this if there is any evidence to suggest that the young person's parents, carers or wider family members hold pro-criminal views. Do any family members condone the young person's behaviour, offer justification for them or seek to minimise their behaviour?

**Other concerns:**

Select this if none of the above apply but there are other concerns related to the way the young person justifies or plays down their offending/behaviour.

**Please provide as much detail as possible here (evidence box):**

If any issues are identified, provide details.

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Attitudes to offending behaviour	
Flag for further action	e.g. referral to family intervention as the young person's parents seem to be encouraging offending behaviour.
Add significant life event	e.g. relative released from prison who encourages the young person to offend.
Add desistance factor	Factor for desistance e.g. the young person recognises the negative influence of some friends and wants to spend more time away from them.  Factor against desistance e.g. the young person justifies their offending.

### 5.3.3 Other behaviours of particular concern

This sub-section identifies other behaviours that are causing concern that have not have yet resulted in a criminal justice outcome but could be indicative of further harmful behaviour or offending. These concerns could be based on a number of sources including information about behaviours at home, school or custody. It would also include information about a young person regularly coming to police attention or being arrested for particular types of behaviour but where behaviours or charges result in no further action (NFA). You should review both self-reported information and police data to inform your views.

#### Trigger question for further exploration

**Q. Do you have information or evidence about any other behaviours by the young person which give cause for concern?**

If the answer is 'Yes', you should complete the further exploration questions to capture the details around the concerns identified. The information identified here will also be useful when completing the Explanations and Conclusions (future behaviour) sub-section.

### Further exploration

**Please indicate if any of these apply, more than one option can be selected:**

#### Violence at home, school or other social settings:

Select this if there is any evidence of violent behaviour in these settings. This may indicate a risk of potential violent offending in future, even if to date it has not led to formal police intervention.

#### Threatening or aggressive behaviour:

Select this if the young person has currently or previously displayed threatening or aggressive behaviour. The identified behaviour may be towards staff, within personal relationships or within their family.

#### Sexually inappropriate behaviour:

Select this if the young person displays inappropriate sexualised behaviour. The appropriateness of a young person's sexual behaviour will depend significantly on factors such as age, maturity and understanding. Also consider if the young person been exposed to

pornography or is regularly accessing pornographic material which has distorted their views of what is sexually appropriate.

**Cruelty to animals:**

Select this if the young person is deliberately inflicting suffering or harm upon animals through abuse or neglect. This would be an indicator of a risk of serious harm.

**Fire setting:**

Select this if there is any fascination with fire or playing with fire as well as the more obvious situations where fires have actually been started.

**Involvement in hate-based behaviour:**

Select this if there is any evidence of behaviour intended to intimidate, offend or harm an individual or group because of their ethnic origin, race, religion, nationality, sexuality, gender, disability or age.

**Perpetrator of domestic abuse:**

Select this if there is evidence that the young person has been a perpetrator of domestic abuse. Domestic abuse covers a wide range of behaviours that can take place within relationships and does not just mean sexual or physical violence:

- intimidating and threatening behaviour,
- verbal abuse,
- damaging a person's self-esteem,
- destruction of property,
- playing down the impact of violence,
- financial abuse including withholding money,
- isolating a victim from their family and friends,
- emotional abuse; and,
- coercive control.

**Young person has said, indicated or threatened that s/he might cause serious harm to others:**

Select this if the young person has made any direct or indirect comments that indicate that they are seeking to cause serious harm to other people. The details of the potential risks must also be recorded in the Explanations and Conclusions (future behaviour) section.

**Behaviour driven by obsessions, fantasies or other problematic interests:**

Select this if the young person has obsessions or fantasises that are leading them into problematic behaviour. Do they have any interests which are inappropriate? Interests and fantasies could also have contrasting implications for different young people, e.g. a collection of military paraphernalia may reflect a legitimate interest in the armed forces or a potentially dangerous preoccupation with weapons. Access or exposure to pornography may reflect a young person being curious about their sexuality or could reflect sexually inappropriate attitudes or influence sexually inappropriate behaviour.

**Indications of young person planning for or preparing to commit offences:**

Select this if there is evidence of behaviours that suggest practice or planning for offending. These behaviours may not be against the law, e.g. legitimate purchase of items that could be used in offences.

**Offence-paralleling behaviour:**

Select this if the young person is behaving in ways which are indicative of attitudes, expectations or plans related to offending or parallels with those shown during the commission of an offence. This is particularly relevant to young people in custody. An example of offence-paralleling behaviour could be the way in which a young male offender interacts with female members of staff in a secure establishment. The interaction may reflect attitudes or beliefs that have enabled him to justify inappropriate sexual behaviour in the community. Offence-paralleling behaviour is critical for identifying intervention targets and assessing whether an individual presents a risk of causing harm to others. The details of any potential risks must also be recorded in the Explanations and Conclusions (future behaviour) sub-section.

**Other odd or disturbing behaviour:**

Select this if the young person behaves in other ways which are odd or disturbing, e.g. do they spend a lot of time in unusual places?

**Dangerous or reckless driving:**

Select this if there is any evidence that the young person is driving in a reckless or dangerous manner. Examples of reckless or dangerous driving include racing, driving aggressively, ignoring traffic lights, road signs or warnings from passengers or driving under the influence of alcohol or drugs, including prescription drugs.

**Destruction of property:**

Select this if the young person is destroying or damaging their own property or the property of others. This includes both public and private property and could include breaking windows, slashing tyres, spray painting graffiti, or destroying a computer system through the use of a computer virus.

**Any other concerns:**

Select this if there are other behaviours which give cause for concern. Details should be provided in the evidence box.

**Please provide as much detail as possible here (evidence box):**

Describe the concerns that have been identified.

**Sub-section flags:**

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Other behaviours of particular concern	
Flag for further action	e.g. referral for AIM2 assessment.
Add significant life event	e.g. the young person is accused of assaulting their partner.
Add desistance factor	Factor for desistance e.g. the young person has recently passed their driving test which has made them see the need to drive safely.  Factor against desistance e.g. the young person expresses racist thoughts and does not respond to challenge on this.

# 6. Foundations for Change

## 6.1 Purpose

The purpose of this section is to identify positive goals and opportunities in a young person's life and to record the competing influences that are factors for and against desistance.

The section explores:

- personal goals and aspirations,
- the young person's ability to cope with issues,
- prospects or chances the young person has to achieve a positive outcome,
- involvement and progress with previous youth justice services and other organisations; and,
- key factors for and against desistance.

## 6.2 Overview

This section comprises of four sub-sections:

- **Resilience and goals**
- **Opportunities**
- **Engagement and participation**
- **Factors affecting desistance.**

## 6.3 Section guidance

### 6.3.1 Resilience and goals

**Q. What does the young person do to cope with problems and difficulties in his or her life?**

You should provide examples of any particular past or present problems but also identify the positive or negative coping strategies they have used alongside them. There may also be evidence that although the young person has some positive coping strategies, they are still being overwhelmed by a particularly difficult set of problems at a given point in time.

Consider the following positive coping strategies:

- has someone to talk to, knows where to get support,
- uses evading strategies, e.g. activities that take them away from an offending peer group; and
- uses sport, music or other positive interests to deal with stress.

Also, consider the following negative coping strategies:

- substance misuse that might be linked to self-medication or escapism,
- aggression, e.g. damaging property, lashing out; and,
- self-harm.

**Q. To what extent does the young person understand the potentially negative consequences of further anti-social behaviour or offending for his or her future?**

This includes both short-term consequences such as arrest and custody and longer term consequences such as difficulty getting a job with a criminal record. Does the young person have an awareness of the potential negative consequences of further offending? Can the young person think about the future see any positives?

**Q. To what extent does the young person think it is possible to achieve positive change or avoid further anti-social behaviour or offending?**

Consider factors such as:

- whether the young person perceives themselves as having a criminal identity,
- whether they can see any other choices or options in life outside of offending or anti-social behaviour; and,
- whether they have some understanding of the causes of their offending or behaviour and know that, until some things change, repeated incidents or reoffending is likely.

You should use this question to reflect the young person's belief about what can be achieved in the future.

Use the details box to outline the factors influencing the young person's optimism about the possibility of change or their feelings about further offending.

**Q. Does the young person have some positive goals and aspirations?**

These could be short-term goals such as wanting to avoid upsetting a parent, or longer-term goals such as being keen to get a particular job after leaving school. Those of a younger age may only be able to identify short-term goals, but these are still significant and can be built upon during a period of intervention. Also, consider how realistic the young person's goals or aspirations are and whether the young person understands the steps they need to take to achieve them

The information gathered here may help to identify potential factors affecting desistance and/or key areas of intervention for Pathways and Planning.

**Q. Details**

Where possible, you should give more information to support your answers to the above questions and give examples of the young person taking steps towards or showing an active interest in achieving positive goals.

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Resilience and goals	
Flag for further action	e.g. young person has a strong relationship with a teacher at school and it would be useful to involve them in planning interventions.
Add significant life event	e.g. the young person loses their job.
Add desistance factor	Factors for desistance e.g. the young person has positive coping strategies including playing a musical instrument.  Factors against desistance e.g. the young person uses cannabis to cope in difficult situations.

### 6.3.2 Opportunities

This sub-section looks at resources and opportunities that could help the young person to achieve the goals and aspirations identified.

#### **Opportunities and external resources to help the young person achieve positive outcomes:**

- What is currently available? What is currently missing?

This relates to the availability or unavailability of resources that can include statutory and voluntary services, family or other networks, one-off or longer-term opportunities. Where opportunities are available for the young person to achieve their goals or aspirations you should record what those opportunities are and what resources are available to support the young person. Conversely, if there are goals or aspirations that cannot be met due to a lack of resources or opportunities, you should record what is missing and what, if anything, you can do to try and help the young person.

- How much does s/he know about what is available and how to access it?

You should find out how much a young person thinks they know about available community resources. For example, a young person may know about a particular service but not realise that they are actually eligible for it.

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Opportunities	
Flag for further action	e.g. the young person has indicated that they would like to join a class at college – refer to Connexions worker for support with this.
Add significant life event	e.g. the young person is excluded from school.
Add desistance factor	Factors for desistance e.g. the young person engages with positive activities.  Factors against desistance e.g. there are high levels of unemployment in the area making it difficult for the young person to get a job.

### 6.3.3 Engagement and participation

This sub-section focuses on how to gain the young person's willing participation in interventions.

Positive engagement is more likely when you:

- focus on and work with a young person's strengths,
- understand what factors might be influencing the likelihood of offending/reoffending, future harmful behaviours and safety and well-being concerns,
- understand the young person's development and use it as a strength, e.g. identifying opportunities to develop identity; and,
- start with the young person's needs, goals, values and aspirations.

#### Trigger question for further exploration



#### **Does the young person have experience of previous YOT supervision or contact?**

Being aware of the positive and negative aspects of any previous contact between the YOT and the young person is important for planning current and future interventions.

If the answer is 'Yes', you should complete the further exploration to capture the details around the previous involvement or contact:

#### Further exploration

Please provide as much detail as possible here, for example:

- any particular actions or interventions that the young person particularly engaged with or did not engage with,
- any particular strategies that were particularly successful that could be repeated or were particularly unsuccessful that should be avoided in future,
- any key relationships that played a critical role in successfully reducing risk and building their resilience,
- the extent of previous compliance or non-compliance including any identifiable reasons for the young person complying or failing to comply with any previous interventions,
- any particular actions that were taken to assist them with compliance and participation; and,
- anything which the YOT did or didn't do that made engagement more difficult.

#### Trigger question for further exploration



#### **Has the young person been involved with restorative processes before?**

If the answer is 'Yes', you should complete the further exploration to capture the details of engagement with previous restorative processes:

## Further exploration

Please provide details of type of previous interventions including:

- face-to-face mediation,
- video conferencing,
- direct or indirect reparation; and,
- any successes or problems that can be identified within those previous interventions.

### **Q. What is the young person's current attitude towards supervision or contact with the YOT?**

You should consider whether anything has changed since the last period of contact that might contribute either to improved engagement and participation or to a reduced willingness or ability to engage. Having considered the past, it is important not to assume that the young person's attitudes or behaviour towards supervision or the YOT will be the same this time.

### **Q. What areas is the young person motivated to work on or change and which things does s/he not want to address?**

This question enables you to record the young person's current motivation in relation to change in different areas of their life.

When completing the table on 'Motivated to work on' and 'Resistant to work on', you should take account of motivation in relation to:

- strengths or positives, e.g. a young person who is making good progress at school and is motivated to continue improving and learning,
- addressing offending or anti-social behaviour; and,
- dealing with other difficulties, problems or needs.

This table should inform sequencing of interventions and priorities in Pathways and Planning.

### **Q. Where known, provide information about the young person's preferred learning style.**

Note any specific tools used with the young person, preferred types of activity and any other learning preferences.

#### Trigger question for further exploration

### **Q. Have particular barriers to engagement and participation been identified?**

If the answer is 'Yes', you should complete the further exploration question to capture the details around the barriers to engagement identified:

## Further exploration

**Please provide as much detail as possible here:**

Consider possible sources for barriers to the young person's engagement:

- young person, e.g. language or communication difficulties,
- family or carers, e.g. parents actively discouraging young person from working with YOT,
- community or neighbourhood, e.g. territorial disputes that make it difficult for the young person to attend a project in a particular part of town; and,
- diversity factors, e.g. health needs, requirement for an interpreter or signer, learning needs, disability

Consider also the different types of barriers:

- practical, e.g. lack of transport,
- time commitments, e.g. work or caring commitments that clash with appointments; and,
- relational, e.g. a young person has previously had difficulties in relating to particular members of staff and is reluctant to work with them again.

Any barriers that have been identified will be important considerations in the Pathways and Planning (tailoring interventions) section.

## Practice Point

As part of a wider analysis of each reoffending cohort, the YJB 'disproportionality tool' allows YOTs to see at a glance the level of any over-representation of any of the five main ethnic groups in their local youth justice system, which can greatly assist when considering issues around diversity in individual assessments <https://www.gov.uk/guidance/how-to-reduce-reoffending-by-children-and-young-people>

**Q. Where the young person is, or has been, involved with other services, please comment on any particular positives or problems with regards to their engagement.**

Important information to record here would include:

- What, if anything, is different between the way the young person engages with other services and the way they engage with the YOT? Why is/was the young person's engagement different?
- Are there any features of the young person's engagement with other services which:
  - suggest strengths that could be built on during their period of contact with the YOT or secure establishment?
  - suggest any particular concerns, e.g. risks to the safety of the young person or other people that staff need to be aware of? These should then be reflected in Explanations and Conclusions (future behaviour and safety and well-being sub-sections).

### Sub-section flags:

<b>ACTION FLAGS, SIGNIFICANT LIFE EVENTS AND DESISTANCE FACTORS</b>	
Engagement and participation	
Flag for further action	e.g. referral to Speech and Language Therapist.
Add significant life event	e.g. the young person changes foster placement.
Add desistance factor	Factors for desistance e.g. the young person has engaged well with previous interventions.  Factors against desistance e.g. the young person is mistrustful of professionals and doesn't want to work with the YOT.

### 6.3.4 Factors affecting desistance

This sub-section provides the opportunity to record the factors in the young person's life that are influential and will act either for or against desistance. In the Explanations and Conclusions (understanding offending behaviour/ understanding behaviour) section the factors will be rated according to the strength of their influence.

#### Definition - Desistance

Desistance research focuses on the routes out of offending – in the AssetPlus rationale document Dr Kerry Baker<sup>39</sup> 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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<sup>39</sup> [AssetPlus Rationale document – GOV.UK](#)

**Q. Based on your assessment, summarise the key factors for and against desistance in the young person's life**

Key factors for and against desistance are entered as free text into the desistance table and should be worded as simple statements that clearly describe what the factor is. You should focus on the **key** factors rather than every factor which may have an impact on desistance in order to avoid overpopulating the table and losing the key factors. You must consider information gathered during self-assessment in order to complete this table

Table 5: Desistance Table

Factors affecting desistance					
Based on your assessment, summarise the key factors for and against desistance in the young person's life:					
Category	Factors for desistance:	Desistance / reduced offending	Factors against desistance:	Category	
Please select					

Key factors **for** desistance should reflect any individual, family or community influences in the young person's life that could support them in desisting from further offending in the future, e.g. both parents are supportive.

Key factors **against** desistance should reflect any individual, family or community influences in the young person's life that could encourage further involvement in offending in the future, e.g. involved in a gang.

In some cases, certain influences could be both for and against desistance at any one time. For example, parents may be supportive but also involved in offending themselves. Alternatively, learning martial arts may be a positive activity but it may also potentially increase the risk of harm to others where young people use what they have learnt inappropriately. These influences should be recorded as separate factors in the table.

A desistance category should also be recorded against each factor which is the sub-section in AssetPlus where more detailed information about the evidence for the factors can be found.

If a desistance factor is associated with multiple areas of the assessment it should be recorded against the category which has the most significant impact. For example, where a young person is known to associate with a particular gang and as a result of their association they are involved in substance misuse and display particular behaviours, the desistance factor category should be recorded as family and wider networks.

Desistance categories are;

- Attitudes of Offending/Behaviours
- Living arrangements, housing and finances
- Social and community neighbourhood
- Parenting, Care and Supervision
- Family and wider networks
- Care history
- How the young person relates to others

- Physical health and development
- Speech, Language, Communication & Neuro-disability
- Emotional development and mental health
- Substance misuse
- Features of lifestyle
- Self-identity
- Young person as a parent
- Thinking and behaviour
- Learning, Education, Training & Employment
- Resilience and goals
- Engagement and participation

# 7. Self-Assessment

## 7.1 Purpose

The purpose of the self-assessment section is to ensure that the views of the young person and their parents or carers are considered and help to actively contribute and shape the assessment and intervention plan.

### Research

Nacro<sup>40</sup> have suggested that encouraging the participation of young people (and their parents or carers) in the assessment and intervention planning process carries a number of important benefits. It can:

- ensure that children and young people (and their parents or carers) understand the processes and procedures they are involved in, whether in the police station, working on a voluntary programme, at court, whilst on a court order or in custody,
- encourage children and young people (and their parents or carers) to play a part in planning the interventions they or their child are going to be subject to and to share their views on what may or may not work for them,
- promote engagement and compliance by involving and consulting children and young people with regard to the decisions and outcomes that will affect them. By allowing parents or carers the opportunity to participate in the self-assessment process this should help with the relationship with the YOT worker which in turn should help the compliance and engagement of the child or young person,
- help children and young people to achieve their potential and gain confidence and self-esteem. Involving parents or carers in this process is likely to increase the chance of success; and,
- provide children and young people (and their parents or carers) with the opportunity to give feedback about the interventions and services they have received – what they perceive to be a good quality service and discussion of any difficulties experienced – in order to increase knowledge about what is and is not effective from their perspective.

In AssetPlus, the self-assessment is designed to collate the views of the young person and their parents or carers at various stages throughout their involvement in the youth justice system. The questions will change depending on the assessment stage. Once the section has been completed, you should actively view and reflect on the young person's responses whilst completing other parts of the AssetPlus framework.

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<sup>40</sup> <http://www.nacro.org.uk/data/files/youth-justice-in-wales09-746.pdf>

## 7.2 Overview

The self-assessment will be comprised of a number of sub-sections depending on the assessment stage and young person's circumstances, these can include:

Young person:

- family, home and relationships
- smoking, drinking and drugs
- health and how I feel
- friends
- school, college and work
- offending (statutory or combination cases)
- behaviour (prevention cases only)
- my future
- working with the YOT
- bail
- custody
- working with Probation
- review
- custody review
- end of intervention

Parent/carer:

- about your child
- health/lifestyle
- school, college and work
- at home
- behaviour (prevention cases only)
- offending (statutory or combination cases)
- strengths and interests
- working with the YOT
- timeline
- bail/remand
- review
- custody review
- end of intervention

Both the young person and parent/carer self-assessments can be printed in both English and Welsh.

## 7.3 Section in detail

### 7.3.1 Self-assessment for young person

The following sub-sections will appear at all stages:

- Family, home and relationships
- Smoking, drinking and drugs
- Health and how I feel
- Friends
- School, college and work
- Offending
- Behaviour
- My future
- Working with the YOT

The remaining sub-sections are triggered according to the assessment stage being completed as shown by the table below:

Table 6: Young person self-assessment sub-sections and relevant stages

Sub-section	Relevant assessment stage
Bail	Bail Recommendation, Placement Notification, Pre-Sentence Report, Post Court Report
Custody	Bail Recommendation, Placement Notification, Pre-Sentence Report, Post Court Report, Entering Custody
Working with Probation	Transfer to Adult Services
Review	Community Review
Custody review	Custody Review
End of Intervention	Case Closure

#### Quality Assurance

The review and end of intervention self-assessments are designed to provide information about specific elements of interventions and what aspects young people perceive to have been more or less helpful to them. This information can then be revisited when planning future interventions to help maximise their effectiveness.

The young person self-assessments are available in first person format, where the questions are framed “I think ...”, or in the third person, where the questions are framed “some young people ...”

When using the self-assessment with the young person, you should consider which format of the self-assessment will allow the young person to express themselves best. It is particularly important to encourage the young person to voice his or her own opinions and not just to say what they think the right response should be. Any other self-assessment tools that have been developed locally to engage with young people, e.g. pictorial tools should also be used to support the exercise and be attached to the self-assessment in AssetPlus.

### Practice Point

Self-assessment questions are available in the third person format because, when dealing with sensitive personal issues, it is less threatening than asking the questions directly to the young person.

Within each sub-section of the self-assessment questionnaire there are links to flag items for further action, add significant life events and add desistance factors.

## 7.3.2 Self-assessments for parents or carers

AssetPlus includes specific self-assessment questionnaires for parents/carers in order that they can give their views about the young person. The parent or carer self-assessment tool uses a similar design and format to the young person’s self-assessment and is in the first person format only. The sub-sections are very similar to those of the young person’s self-assessment but clearly have different wording to reflect the fact that they are giving their views on their child.

The following sub-sections appear at all assessment stages:

- About your child
- Health/lifestyle
- School, college and work
- At home
- Behaviour
- Offending
- Strengths and interests
- Working with the YOT
- Timeline

The remaining sub-sections are triggered according to the assessment stage being completed as shown by the table below:

Table 7: Parent/carer self-assessment sub-sections and relevant stages

<b>Sub-section:</b>	<b>Relevant assessment stage:</b>
Bail/Remand	Bail Recommendation, Placement Notification, Pre-Sentence Report, Post Court Report
Review	Community Review
Custody review	Custody Review
End of Intervention	Case Closure

The parent or carer self-assessment includes a timeline sub-section that can be used to record any past significant family events, both positive and negative. This information can be used when completing the Personal, Family and Social Factors section and if significant should also be recorded in the Explanations and Conclusions (significant life events) section.

# 8. Explanations and Conclusions

## 8.1 Purpose

The purpose of this section is to:

- **analyse** and **explain** the young person's behaviour,
- identify potential future harmful behaviours and make judgements about the young person's future offending and risk of serious harm to others; and,
- identify the possible circumstances or events that could lead to **adverse outcomes** for the young person and make an overall safety and well-being concerns judgement.

Before completing this section you should review the information and answers in all previous sections.

## 8.2 Overview

The Explanations and Conclusions section includes the following sub-sections:

- **Understanding offending behaviour / Understanding behaviour (prevention cases)**
  - Context and patterns
  - Behaviour so far: interconnections and interactions between factors
  - Factors affecting desistance
- **Future behaviour**
  - Type of behaviour and impact on others
  - Context for behaviour, likelihood and imminence
  - Dangerousness (if applicable)
  - Summary section
  - MAPPA (if applicable)
- **Safety and well-being**
  - Adverse outcome, impact and cause
  - Context, likelihood and imminence
  - Summary section

## 8.3 Section guidance

### 8.3.1 Understanding offending behaviour / Understanding behaviour (prevention cases)

This sub-section looks at understanding and explaining the young person's offending or anti-social behaviour and rating the desistance factors that were identified in the information gathering sections to inform effective planning.

#### 8.3.1.1 Context and patterns

This section captures significant life events in the young person's life and presents them, alongside a number of other information sources, in a context and patterns graph.

#### **Significant life events:**

Provide details of any significant life events for the young person.

#### **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.

You should record significant life events throughout the assessment as they are identified and also consider any events identified by the young person's parent or carers, e.g. in the timeline within their self-assessment where it has been completed.

- **Date from:**

Add the start date of the significant life event, or, the actual date if it occurred on a single date.

- **Date to:**

Add an end date if the event extended over a period of time.

- **Short description of the life event**

Describe the life event clearly.

### **Behaviour (Context and patterns of Offending and ASB graph):**

The graph provides a visual timeline of information from a number of different sources to assist you in identifying patterns and interconnections in the young person's behaviour:

- **Offences / anti-social behaviour**

Offences and anti-social behaviour are plotted over time in the same way as in the Offending and Anti-social Behaviour (patterns and attitudes) section.

- **Previous interventions**

Previous young person interventions including both community and custodial sentences are plotted over time. The information is pre-populated from the Core Record (offending and anti-social behaviour history) section.

- **Significant life events**

Key significant events are plotted over time. This information is pre-populated from the Explanations and Conclusions (context and patterns) section.

- **Contact with services**

Any previous or current contact with other services and agencies is plotted over time. This information is pre-populated from the Core Record (contact with services) section.

Drawing the information together visually serves to help you identify patterns of behaviour and analyse the possible interplays between factors in the young person's life. For example, the young person's offending tended to occur after problematic family events or contact between the young person and a particular service coincided with periods of desistance from offending. It is therefore extremely important that all the sources of information for the graph are completed thoroughly in previous sections for interconnections and patterns to be more easily identified.

### 8.3.1.2 Behaviour so far: interconnections and interactions between factors

**Q.** Review information collected in the information gathering sections in relation to the young person and his or her circumstances. Also consider any information available from other relevant assessments (e.g. AIM, specialist assessments where completed).

**Taking account of this, analyse how all of these factors interact to explain the young person's offending and behaviour.**

You should identify and explain what has caused the young person to offend or engage in anti-social behaviour at each of the points they have done so. The analysis in this section

must be clear and self-contained. It is not sufficient to simply refer to evidence recorded elsewhere, its meaning should be explained here.

In order to complete this question you must consider the evidence you have, including the graph in the context and patterns section, and take account of all other available information. For example:

- pressures that could have contributed to the young person being susceptible to involvement in offending or anti-social behaviour,
- any obvious or specific triggers,
- any lulls or periods of desistance,
- what happened in between offences or incidents,
- specific situations in which the young person avoided offending or anti-social behaviour when the opportunity or pressure was there,
- current and previous offences or behaviour,
- previous interventions and whether they supported the young person to desist,
- how the young person interacts with their environment; and,
- combinations of personal factors and circumstances.

Consideration of the interaction between the young person and their environment can also help in understanding any gaps or lulls in the young person's pattern of offending or anti-social behaviour. It may be possible to identify situations in which their pro-social attitudes were reinforced by positive involvement in community activities which in turn reduced the appeal of offending behaviour. Consider if there have been examples of specific situations in which the young person's goals, relationships or resilience enabled them to resist environmental pressure to offend or engage in anti-social behaviour.

The analysis of the interconnections between factors in the young person's life needs to be detailed and written in a way that is meaningful in explaining your thinking and how this relates to the information gathered.

#### **Q. Unanswered questions: Identify any areas of uncertainty or any unanswered questions**

It is essential to be alert to the importance of unanswered questions and to record them, even if their meaning is not immediately clear. Over time, the significance of this information may become more obvious but for this to happen the questions and uncertainties need to be kept in focus and reviewed as an assessment progresses.

Consider:

- if there are any aspects of the young person's behaviour that are still difficult to explain,
- if there is any information which does not 'fit' with the main explanation or understanding of the behaviour; and,
- does the analysis cover all of the relevant behaviours or are there elements which are still unexplained?

### 8.3.1.3 Factors affecting desistance

#### **Q What needs or goals is the young person trying to achieve through offending or anti-social behaviour?**

The Good Lives Model suggests that people pursue secondary goals such as friendships or work, as a means to achieve primary human goods. Young people who offend may sometimes find it difficult to achieve these goods through pro-social means and therefore may seek secondary goals that are problematic, e.g. a young person achieving a sense of competence through developing offending skills rather than through engagement in education, training or work.

#### **Definition – Primary human goods**

Primary human goods are identified in The Good Lives Model<sup>41</sup> 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

This information about the young person will be important to consider when completing the Pathways and Planning section because it can indicate ways in which a young person could be helped to achieve their goals by seeking non-offending, pro-social secondary goods, such as achieving skills and physical health through involvement in a sports team.

#### **Q Moving on to look at the future, use the table below to identify and compare the key factors for and against desistance in the young person's life.**

The desistance factors and categories recorded in Foundations for Change (factors affecting desistance) section are automatically populated into this section. This table allows you to add to, remove or amend factors already identified.

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<sup>41</sup> [The Good Lives Model of Offender Rehabilitation - Information](#)

Table 8: Example desistance table

Rating	Category	Factors for desistance		Factors against desistance	Category	Rating
Potential	Resilience and goals	Shows some aspirations to turn his life around	Desistance / reduced offending	Involved with violent gang	Family and wider networks	Strong
Weak	Engagement & Participation	Has been compliant with current and previous YOT interventions		Currently unemployed	Learning, Education, Training & Employment	Moderate
Moderate	Young person as a parent	Has a son and appears to take fatherhood seriously		Recreational cannabis use	Substance misuse	Weak
Moderate	Family and wider networks	Both parents very supportive				Please select
Please select						Please select

You should provide a rating for how influential each factor will be to future offending.

## 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.

Factors that are more dynamic should be rated with a focus on what you expect to happen in the short term. For example, if it is expected that they will have accommodation in the short term but there is a chance they could be made homeless if circumstances change you should rate the factor based on the current accommodation and review the rating should the change in circumstance occur at a later point. You should consider how you would adapt your approach if circumstances change in the Pathways and Planning (dealing with changing circumstances) section.

**Q Give reasons for the ratings, particularly where a factor (either for or against desistance) has been identified as 'strong'.**

You should explain how you have arrived at the ratings assigned to the desistance factors that have been identified and ensure that you consider and explain any relationships between factors.

## Practice Point

It is important to describe the rationale behind the stronger strength ratings as these factors will be the main drivers influencing the young person either towards or away from desistance.

The stronger factors against desistance should help to identify key areas of intervention in the Pathways and Planning section as they give a specific indication of the influences over the young person's behaviour that make offending or anti-social behaviour more likely. The weaker factors should not be ignored and may also require intervention or monitoring.

The weaker factors for desistance may indicate areas where there are opportunities to build upon these and increase their influence over the young person's behaviour to support desistance. For stronger factors for desistance you should consider how you can support the young person to maintain them.

### 8.3.2 Future behaviour

The future behaviour sub-section is where you identify all future harmful behaviours that the young person might engage in, not just those which meet the threshold for serious harm.

You should consider all the information collected so far and use your professional judgement to make an informed assessment about future harmful behaviour in order to start planning for interventions. The sub-section is not asking you to say what definitely will or will not happen but is asking for a judgement about what could reasonably be expected to happen based on your knowledge of the young person.

## Definition – Defensible decision

A defensible decision has been defined by Professor Hazel Kemshall<sup>42</sup> 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.

You will record a number of judgements in this section including Likelihood of Reoffending (LoR) and Risk of Serious Harm (RoSH).

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<sup>42</sup> [Defensible Decisions in Forensic Risk Assessment](#)

### 8.3.2.1 Indicators of risk of serious harm to others

These initial questions are key indicators of serious harm based on the young person's historical offending and dangerousness.

**Do any of the following apply to the young person in relation to their offending?**

**Q. The young person has been convicted of a serious specified offence?**

This question will be pre-populated from the Offending and Anti-social Behaviour section of Information Gathering with 'Yes' if the young person has been previously convicted of a serious specified offence.

**Q. The young person is being sentenced in the Crown Court for a specified offence?**

This question will be pre-populated with 'Yes' if offences recorded in the Offending and Anti-social Behaviour section are specified offences.

**Q. The young person has been previously assessed as presenting 'a risk to children'?**

This question relates to **previous** behaviour and a list of major offences against children to identify those who may present a risk to children is attached at Appendix 3 of this guidance.

The essence of this question relates to power or influence imbalances, where **seriously harmful behaviour** has occurred peer to peer or where serious or low impact harm has occurred as a result of a power imbalance. There are many occasions when young people commit offences against other young people, but these are what could be referred to as 'age appropriate' matters (e.g. school playground fights, minor bullying etc.) Such matters could and possibly should come through to the YOT for intervention, but due consideration should be given with regard to categorising such types of behaviours as those posing a 'risk to children'.

It is important to take into account not only known offences, but also other behaviour that may not have resulted in a conviction (e.g. behaviour within the family, at school, in institutions, towards staff etc.). While a trend of consistent and/or increasing harm-related behaviour will tend to cause most concern, it is equally significant to recognise that any of these patterns could have represented a risk to others – even those showing decreasing harmful behaviour.

A later question (8.3.2.5) specifically asks if the young person **currently** presents as a risk to children. Remember also that a young person identified as presenting a risk to children will not necessarily also present a risk to the public as a whole and vice versa.

## Definition – Risk to Children

Working Together to Safeguard Children<sup>43</sup> 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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<sup>43</sup> [Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2010 : The Department for Education](#)

It is critical for secure establishment staff to know about risks to other children in order that they can appropriately place the young person within the establishment and ensure the safety and well-being of all young people.

This question will be pre-populated from any previously completed AssetPlus stage. If the response is 'Yes' in a previous stage it cannot be changed.

**Q. An assessment of dangerousness is required?**

You should indicate if a dangerousness assessment has been requested by the court. This question is applicable to PSR and PSR (all options) stages only.

### 8.3.2.2 Type of behaviour and impact on others

#### Trigger question for further exploration

**Q. Based on your assessment, is there evidence that the young person may commit offences and/or behave in ways that hurt/harm other people in the near future or at certain times/events?**

This question asks you to consider whether there is any evidence to suggest that the young person may be involved in any future behaviours that will result in harm or serious harm to others or commit offences that will result in harm or serious harm to others in the near future.

The term 'near future' is used because clinical judgements based on knowledge of a young person's situation and circumstances tend to be more accurate when considered in the short-term, e.g. within a 6 month period. If the young person is currently physically prevented from exhibiting the behaviour then you should consider the 'near future' to be the period starting when the restriction is removed.

You should consider the following when making your judgement:

- patterns of past behaviour including frequency and seriousness (refer also to the indicators of risk of serious harm to others sub-section),
- the young person's current attitudes, interests and circumstances,
- forthcoming events or circumstances including anniversaries,
- intentions, plans and threats,
- any un-convicted concerning or harmful behaviour; and,
- any offences for which the young person is currently subject to bail conditions or remanded.

**Q. If 'No', please summarise your reasons:**

If there is no evidence that the young person may commit offences and/or behave in ways that hurt or harm other people in the near future, justification must be provided in the evidence box. The RoSH judgement will be automatically set to 'low' if 'No' is selected here.

**Q. If 'Yes' is selected, please complete the sections below**

If there is evidence that the young person may commit offences that could hurt/harm other people in the near future and/or behave in ways that hurt/harm other people in the near future, you must complete the questions that follow. This must include all harmful behaviour, not just serious harmful behaviour.

### Behaviour/Offence:

Using your judgement, you should select behaviours and/or offences that the young person might realistically commit, whether harmful or seriously harmful to others. Consider the following possibilities:

- the young person committing offences or behaving in ways similar to their current offence or behaviour in the near future,
- the young person committing other types of offences or behaving differently, either more or less seriously, in the near future; and,
- other behaviours that would hurt or harm other people, e.g. bullying or aggression within the family or home setting.

A behaviour or offence should only be selected based on some justification, e.g. past behaviour, police or other relevant intelligence, threats the young person has made or their involvement with a group known to be involved in particular types of offending.

Table 9: Behaviour/offence:

Behaviour/offence	
Absconding or bail offences	Non-domestic burglary
Aggression towards others	Public order
Arson / Fire setting	Racially aggravated
Breach	Robbery
Bullying	Sexual offences / Inappropriate behaviour
Criminal damage	Soliciting or prostitution
Destruction of property	Theft and handling / Acquisitive behaviour
Domestic burglary	Threats / Intimidation or attempts to manipulate / control others
Drugs	Violence against the person
Fraud and forgery	Other anti-social behaviour / offence (please specify)
Motoring offences	

### Victim:

For each behaviour or offence that is identified, you should indicate who would be the potential victim of that behaviour or offence. This is not asking for a list of specific individuals but the likely types of victim that may be involved.

Table 10: Victims:

Victim	
Peers	Public
Younger children	Partner
Staff/person in authority	Family members
Residential staff	Minority groups

Females	Rival gang members
Males	Other (please specify)

If there is more than one potential victim, the behaviour or offence should be added for each victim.

**Impact on others:**

You should select an impact rating for the victim. The following factors should be considered:

- whether the impact would be personal or non-personal,
- whether the impact would be physical, psychological, financial or a combination; and,
- the length of the recovery time for the victims.

**Definition – Recovery**

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

Table 11: Impact ratings

Rating	Suggestion
Slight	Recovery immediate or no recovery required
Minor	Recovery in the short term (<1 month)
Medium	Recovery in the medium term (1 to 6 months)
Major	Recovery in the long term (>6 months) or incomplete
Critical	No recovery possible

The impact level selected should be based on the most significant impact on any particular individual and/or the wider community and the combined impact of any physical, psychological and/or financial damage.

 **Nature of behaviour:**

Consider specifically what the behaviour or offence might be, who the potential victims might be and why the specific impact level has been selected.

## Practice Point

There will be cases where the YOT can and should record the names of real or potential victims within the young person's assessment if this is in the interest of risk management and public protection. Recording victim's details without using the information for the purpose of preventing offending or reoffending removes the legitimate purpose for recording and may breach the Victims Code and Data Protection Act. However, having a defensible reason is likely to mean that the requirements are met.

Victim's details may be recorded and shared with Police, MAPPA or Probation in a meaningful attempt to manage risk to this individual/group. However, information recorded should be kept to the minimum required to help safeguard that individual. The critical factor is whether you consider there is a real and potentially significant impact for the victim or potential victim and that their name needs to be recorded in order to mitigate against this risk. If there is no risk or limited risk then there is normally no justification for recording the victim's name.

### 8.3.2.3 Context for behaviour, likelihood and imminence



#### When might the behaviour occur and in what circumstances?

Use the evidence box to explain when, where and how the identified future behaviours would occur. Consider the following areas:

- **Circumstances (why / how it would occur)**
  - Dis-inhibitors such as alcohol, drugs, pornography
  - Unexpected victim reactions
  - Are there other events or circumstances that might act as a trigger for this behaviour, e.g. a difficult anniversary?
- **Context (where it would occur)**
  - Where might the behaviours occur?
  - Is the young person getting into situations or circumstances where this type of behaviour could occur?
  - Influence of peers or associates on the young person
  - Issues relating to status and pride, e.g. how the young person might react to provocation or to a perceived slight to their reputation.
- **Capacity**
  - Does the young person have the resources and knowledge to carry out the behaviours and/or are they trying to acquire them?
- **Opportunities**
  - Is the young person actively seeking opportunities to offend or hurt others?
  - Do they have access to identified potential victims?
  - Would they commit this behaviour as soon as an opportunity arises?

- Are there current constraints on their behaviour which will be removed in the near future? Or, are there likely to be more constraints on their behaviour? How will these changes affect the opportunities open to them for committing this behaviour?
- **Imminence (when it would occur)**
  - How soon is the behaviour likely to occur?
  - What might make it happen sooner rather than later?
  - What is stopping the young person from carrying out the behaviour now?
  - Would the behaviour only occur if the young person's circumstances changed or could it occur in their current situation?

**Q. Please now rate the likelihood of these behaviours occurring:**

You need to add a rating for how likely it is that the identified behaviours and the specific set of predicted circumstances would occur. Consider the following:

- Frequency of any such behaviour in the past, including information about un-convicted concerning or harmful behaviour.
- How likely it is that the particular set of circumstances described in the previous question will come about.

Likelihood of events occurring can also be considered in terms of a percentage when selecting ratings in this section.

Table 12: Examples of likelihood ratings against percentage

Likelihood Rating	Percentage
Unlikely	<20%
Possible	20-40%
Likely	41-70%
Very likely	71-90%
Almost certain	>90%

### Community/Custody

You are also required to indicate whether the behaviour or offence is likely to occur when the young person is in the community, in custody or both. It is important to think about how the young person's behaviour might be different when they are in a custodial environment versus when they are in the community. Whilst some behaviours may become less likely in custody, e.g. motor-related offending, there are others that might be more likely, e.g. fights with other young people.

## Practice Point

When updating an assessment for the purposes of a pre-sentence report and there is a possibility that a custodial sentence will be imposed, it is particularly important to think about future behaviours in both a community and custodial setting.

If the young person may be released in the next six months, you should continue to consider identified behaviours within the community. When a young person is in custody they may not have the opportunity to exhibit particular behaviours therefore they will not engage in them. As a consequence there is a risk that potential community based behaviours, and the steps required to address them, are lost sight of in the custodial period. You should not lose sight of the level of risk that would apply in the community if the young person were to be released at short notice. Risk in custody should therefore be assessed as though the young person could be released at any time.

### 8.3.2.4 Dangerousness

This sub-section will only be displayed if the question 'An assessment of dangerousness is required?' is answered 'Yes'. All the information completed in this section can be pre-populated into the PSR module.

#### Definition – Dangerous offenders

The Crown Prosecution Service<sup>44</sup> 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'.

The final decision in respect of dangerousness will rest with the court dealing with the young person. The YOT will be expected to provide information to aid this decision only if the court requests it or there are other specific or exceptional circumstances associated with the case that require a dangerousness assessment to be made.

**Q. If the young person were to commit a specified offence, what would it be and in what circumstances would it happen?**

#### Definition – Specified offences and serious specified offences

The Youth Justice Board<sup>45</sup> explains that 'a specified offence is one of the 153 sexual or violent offences listed under schedule 15 of the Criminal Justice Act 2003<sup>46</sup>. 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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<sup>44</sup> [Sentencing and Dangerous Offenders: Legal Guidance: The Crown Prosecution Service](#)

<sup>45</sup> [Criminal Justice Act 2003, 'Dangerousness' and the New Sentences for Public Protection Guidance for youth offending teams](#) – GOV.UK

<sup>46</sup> [Criminal Justice Act 2003](#) – legislation.gov.uk

Use the evidence box to give details of the types of specified offences the young person is likely to commit and provide further context around the identified specified offence. It is important to consider circumstances, context, capacity, opportunity and imminence.

**Q. How likely is this to occur?**

You should use the descriptions of likelihood given in table 12 to inform your assessment of likelihood.

**Q. What would be the impact? On whom?**

You should consider who may be the victims of any further specified offence and use the information in table 11 as a guide when describing the impact.

**Q. Are there realistic circumstances in which this could result in serious harm?**

You should explain what factors and/or circumstances need to be present for the offence or behaviour to occur.

### 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’.

**Q. What is the likelihood of the specified offences causing serious harm?**

You should use the descriptions given in table 12 above to inform your assessment of likelihood.

Taking into account the definition of serious harm, you should use the evidence box to give details of why the identified further specified offence could lead to serious harm to others.

### 8.3.2.5 Summary Section

#### Matrix of impact/likelihood judgements for community and custody:

These matrices will be pre-populated by the information entered in the preceding sub-sections of Explanations and Conclusions. The matrices provide a visual representation of future behaviours making it easier for you to see and compare all identified future behaviours and offences by likelihood and impact and inform judgements. An example is provided below:

Figure 3: Example community and custody matrices for future behaviour

Matrix of impact / likelihood judgements: Community

		Likelihood				
		Unlikely	Possible	Likely	Very likely	Almost certain
Impact	Slight					
	Minor		Threats/intimidation			
	Medium			Violence		
	Major				Sexual aggression/assault	
	Critical					

Matrix of impact/likelihood judgements: Custody

		Likelihood				
		Unlikely	Possible	Likely	Very likely	Almost certain
Impact	Slight					
	Minor		Bullying	Threats/intimidation		
	Medium				Violence	
	Major	Sexual aggression/assault				
	Critical					

**Q. Assessed as risk to children?**

This question relates to the **current** assessment of a risk to children and as such the response here does not pre-populate. It is however very important to consider the response given earlier when answering this question (see above 8.3.2.1)

**Q. RoSH judgement**

**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.

If the only behaviours or offences that have been identified have impact ratings of slight, minor or medium they would not meet the threshold for serious harm and therefore, a 'low' judgement for risk of serious harm would apply. These behaviours still need to be addressed in intervention plans.

If there are behaviours that have been identified with a major or critical impact, you should use your professional judgement and consider not just the likelihood but also the imminence of those behaviours and the consideration you have given to the context, capacity and circumstances when making a final RoSH judgement.

Figure 4: Determining RoSH judgement

		Community			Likelihood	
		Unlikely	Possible	Likely	Very Likely	Almost Certain/Certain
Impact	Slight					
	Minor			LOW ROSH		
	Medium					
	Major	MEDIUM/HIGH/VERY HIGH ROSH – based on likelihood/imminence				
	Critical	MEDIUM/HIGH/VERY HIGH ROSH – based on likelihood/imminence				

		Custody			Likelihood	
		Unlikely	Possible	Likely	Very Likely	Almost Certain/Certain
Impact	Slight					
	Minor			LOW ROSH		
	Medium					
	Major	MEDIUM/HIGH/VERY HIGH ROSH – based on likelihood/imminence				
	Critical	MEDIUM/HIGH/VERY HIGH ROSH – based on likelihood/imminence				

When determining the RoSH judgement for young people in custody, you should not lose sight of the level of risk that would apply in the community if the young person were to be released at short notice. Risk in custody should therefore be assessed as though the young person could be released at any time. The RoSH judgement should reflect the highest level of risk in either environment.

**Q. YOGRS**

The Youth Offender Group Reconviction Scale (YOGRS) score will be calculated where applicable and presented as a percentage of the likelihood of reconviction within two years. For more detail on YOGRS calculation see Appendix 4. This question is not applicable to prevention cases.

**Q. Indicative likelihood of reoffending**

The YOGRS score will correspond to an indicative likelihood of reoffending rating as outlined in the table below:

Table 13: YOGRS scores and indicative likelihood of reoffending

YOGRS score	Indicative likelihood of reoffending (LoR)
0 – 43%	Low
44 – 76%	Medium
77 – 100%	High

This question is not applicable to prevention cases.

**Q. Likelihood of reoffending (LoR) (statutory cases)**

You should apply your professional judgement to determine the likelihood of reoffending over the next two years considering the YOGRS score, the indicative likelihood of reoffending judgement and the wider assessment.

**Q. Likelihood of offending (prevention cases)**

You should use professional judgement to determine the likelihood of offending considering the young person’s overall assessment and analysis of the dynamic factors.

**Q. Please provide reasons for the RoSH judgement**

You should use this evidence box to explain your judgement of the risk of serious harm.

**Q. How do your own judgements compare with the YOGRS indicator and indicative likelihood of reoffending above? If different, consider the reasons why (e.g. recent change in dynamic factors) and whether, based on your assessment, the indicative likelihood of reoffending is correct.**

This question allows you to explain how you have reached the likelihood of reoffending judgement and consider various factors when agreeing or disagreeing with the YOGRS calculation. By way of example, such factors could include additional information from the police or other partner agencies regarding offending and/or anti-social behaviour, history of YOT supervision compliance, gang involvement or increased usage of drugs or alcohol.

There are three potential results:

1. The static and dynamic indicators both suggest the same likelihood of reoffending.
2. YOGRS suggests a higher likelihood of reoffending than your judgement.
3. YOGRS suggests a lower likelihood of reoffending than your judgement.

The likelihood of reoffending judgement is used alongside the risk of serious harm judgement to calculate the Scaled Approach intervention level in the Pathways and Planning section.

Cases with significant differences between the indicated level and your own judgement may benefit from discussion with colleagues and managers to ensure that information has been analysed appropriately.

### 8.3.2.6 MAPPA

Where applicable, you need to determine which MAPPA category you believe the young person falls within and make a referral to MAPPA on that basis. You do not define the level of MAPPA supervision as this is determined following the referral to MAPPA.

#### Practice Point

A common problem in YOT practice is that MAPPA is not well understood; subsequently MAPPA levels and categories are recorded when the case does not meet the criteria for MAPPA. Only a small proportion of the youth justice system caseload is MAPPA eligible. It is also important to clarify that it is the responsibility of the YOT to refer eligible cases to MAPPA and then the local MAPPA Co-ordinator (in the public protection unit) who makes the final determination on eligibility and level.

[Trigger question for further exploration](#)

## MAPPAs Category

### Definition – MAPPAs Categories

MAPPAs Guidance 2012<sup>47</sup> defines MAPPAs 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 MAPPAs 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. MAPPAs supervision under this category would be at level 2 or 3 - cases managed at level 1 are not eligible for MAPPAs registration under this category.

## MAPPAs level

Whilst there is a correlation between level of risk and level of MAPPAs management (the higher the risk, the higher the level), the levels of risk do not equate directly to the levels of MAPPAs management. This means that not all high-risk cases will need to be managed at Level 2 or 3. Similarly, the complexities of managing a low or medium risk case might, in exceptional circumstances, justify it being managed at Level 2 or 3, especially where notoriety is an issue.

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<sup>47</sup> MAPPAs guidance 2012 – [GOV.UK](http://GOV.UK)

## Definition: MAPPA levels

### MAPPA Guidance 2012<sup>48</sup> 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.

## Further exploration

This evidence box is triggered by you identifying the young person as category 1, 2 or 3.

### Please provide as much detail as possible here:

Include the following details:

- reasons for decision to manage case at Level 1,
- whether a referral has been made to MAPPA for management at Level 2 or 3
- whether the case is currently managed by MAPPA at Level 2 or 3

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<sup>48</sup> MAPPA guidance 2012 – [GOV.UK](http://gov.uk)

## Practice Point

### **The Four Pillars of Risk Management: Improving Risk Management for Multi-Agency Public Protection Panels (MAPPA) – Professor Hazel Kemshall (2011) and DeMontfort University.**

This model is used to develop the MAPPA risk management plan.

The Four Pillars of Risk Management is an evidenced based approach to risk management and focuses on risky behaviours, motivations to offend and to desist, and how to enable positive change. The Four Pillars approach seeks to deal with risky behaviours rather than 'providing things' for the offender, and aims to formulate balanced and more holistic risk management plans.

**The model is designed for use with MAPPA cases only and is not a model for day to day case management.**

### **The Four Pillars of Risk Management**

#### **Supervision**

- Structured and focused contact, set at a frequency commensurate with risk
- Intensive supervision, focusing on problematic behaviours, engagement, change and compliance
- Building, supporting and enhancing protective factors
- Supervised accommodation

#### **Monitoring**

- Understanding of behaviours and events which require close monitoring
- Knowledge of and responding to key triggers
- Early warning signs and vigilance
- Surveillance and electronic tagging if required
- Use of local police or other intelligence about offending networks
- Communication arrangements between all parties involved in the case

#### **Intervention / Treatment**

- Identification and intensive one to one work on key triggers
- Development and rehearsal of self-risk management techniques
- Appropriate programmes
- Medication and other treatments

#### **Victim Safety-Planning**

- Information and education of known and potential victims
- Contingency measures

- Emergency contacts
- Appropriate support personnel for victims and victim feedback
- Restriction of access to victims

### Young People Subject to MAPPA

Where young people are eligible for management under MAPPA the Four Pillars approach will also be applied to those cases.

## 8.3.3 Young person's safety and well-being

Safety and well-being focuses on identifying possible circumstances or events which could lead to adverse outcomes for the young person's overall safety and well-being.

### 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.

AssetPlus encourages you to consider safety and well-being in a similar way to future behaviour risks, e.g. what is the concern, what impact will it have, how likely is it to occur and where will it happen (in the community, custody or both).

#### Trigger question for further exploration



#### **Based on your assessment, do you have any concerns about the young person's safety and well-being?**

This question asks you to consider whether there is any evidence of any concerns to the young person's safety. The term 'near future' is used because judgements based on knowledge of a young person's situation and circumstances tend to be more accurate when considered in the short-term, e.g. within a 6 month period.

You should consider the following when making your judgement:

- any concerns around his or her own behaviour based on what the young person, their parents/carers or others have said,
- any concerns for his or her personal circumstances; and,
- the potential acts or omissions of others - who might be a risk and what is their access, influence and control?

A number of warning flags will be displayed if triggered by responses to questions in other parts of the assessment to remind you that you have identified concerns previously.



#### **Concerns have been identified within the family**

This warning flag is triggered by a positive answer to the question 'Do you have any concerns about behaviours or situations within the family which may impact on the young person's

safety and well-being?' in the Personal, Family and Social Factors (parenting care and supervision) section.



### **Concerns have been identified with Sexual Exploitation**

This warning flag is triggered by a positive answer to the question 'Is the young person at risk of sexual exploitation?' in the Personal, Family and Social Factors (how the young person relates to others) section.

#### **If 'No', please summarise your reasons:**

If there is no evidence of any concerns related to the young person's safety and well-being justification must be provided in the evidence box. The overall level of safety and well-being concern will be automatically set to 'low' if 'No' is selected here.



#### **If 'Yes' is selected, please complete the sections below**

If there is evidence of any concerns related to the young person's safety and well-being, you must complete the questions that follow.

### 8.3.3.1 Adverse outcome, impact and cause



#### **Adverse outcome**

You should identify all potential adverse outcomes for the young person's safety and well-being that could realistically happen. You should also have a specific reason for selecting the particular outcome, such as:

- outcomes happening already,
- threats from others,
- evidence of acts or omissions of others in the past; and,
- future behaviours that have been identified.

### **Example – Typical vulnerabilities witnessed in children prior to abuse**

The Office of the Children's Commissioner<sup>49</sup> 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**]

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<sup>49</sup> Office of the Children's Commissioner, Inquiry into CSE in Gangs and Groups, One Year On. Appendix 3

- 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**]

You should ensure that you consider the impact of being a looked-after child or subject to child in need or child protection procedures as well as reflecting on information recorded in the Personal, Family and Social Factors section and the significant life events table to inform your thinking in this area.

Table 14: Adverse Outcomes

<b>Adverse Outcome:</b>	
Bullying	Neglect
Domestic abuse	Homelessness
Emotional harm	Emotional abuse
Physical harm	Physical abuse
Sexual exploitation	Sexual abuse
Death	Other (please specify)

Death refers to the death of the young person and not a bereavement that the young person could experience. The impact of any bereavement should be recorded as emotional harm where applicable.

## **Q. Impact**

You should then select the impact that each of the adverse outcomes identified could have on the young person's safety and well-being. Consider:

- whether the impact would be physical, psychological and/or emotional,
- the length of the recovery time for the young person where recovery means their ability to return to everyday functioning as before; and,
- the impact on the everyday functioning of the young person, e.g. relationships, mental or physical health.

Table 15: Impact ratings

Rating	Suggestion
Slight	Recovery immediate or no recovery required
Minor	Recovery in the short term (<1 month)
Medium	Recovery in the medium term (1 to 6 months)
Major	Recovery in the long term (>6 months) or incomplete
Critical	No recovery possible

## **Q. What is the nature and cause of the problem? What are the reasons for your concern? Identify (where relevant) any specific individuals or groups who might hurt the young person or compromise their safety.**

You should consider the causes for the potential adverse outcomes identified and who might be involved in their occurrence.

- **Nature (what is the problem)**

Provide more detail about what the potential adverse outcome is and use the evidence box to explain the ratings and provide an outline of the circumstances in which the events could occur. This will provide useful information for planning interventions in the Pathways and Planning section.

- **Causes (why it will occur)**

There could be several causes of potential adverse outcomes for the young person that should be evidenced from the young person's assessment:

- alcohol use,
- drug use,
- bereavement,
- family members,
- financial deprivation,
- gambling,
- gang affiliation,
- health condition (physical or mental),

- relationship breakdown,
- fear of homelessness,
- lack of family or network support; and,
- isolation.

The identified causes should be written as clearly as possible so that it is easy clear what the drivers are behind the adverse outcomes that have been identified.

- **Reasons**

You should include an analysis of any situational factors and the inter-connections between the young person's behaviour and behaviour of others. It is also important to consider the things that are said by the young person, their parents/carers and intelligence from other agencies.

- **Individuals or groups (who will be involved)**

Where known, you should identify any individual or group who could compromise the young person's safety. These could include:

- gang members,
- members of rival groups,
- specific individuals with whom the young person has a serious rivalry,
- family members with a history of violence; and,
- those involved in the sexual exploitation of children.

### 8.3.3.2 Context, likelihood and imminence

**Q When might the problem occur and in what circumstances?**

Use the evidence box to explain when, where and how the identified adverse outcomes would occur. Consider the following:

- Possible trigger events or other significant changes in circumstance approaching, for example:
  - difficult anniversaries,
  - bereavements or experiences of loss,
  - serious disagreements with parents or carers; and,
  - contact with the criminal justice system.
- Possible constraints on people who might hurt the young person being imposed or removed in near future
  - family members or peers who have been aggressive towards the young person in the past are soon moving back into the neighbourhood or are to be released from custody.
- Situations the young person is likely to get into where they could experience harm

- the young person is putting themselves at risk by being a passenger in cars involved in reckless driving.
- Where the adverse outcomes might occur.

**Q. Likelihood**

You need to add a rating for how likely each potential outcome is to occur. Consider the following:

- frequency of any such events in the past; and,
- how likely it is that the particular set of circumstances described in the previous question will come about.

Likelihood of events occurring can also be considered in terms of a percentage when selecting ratings in this section.

Table 16: Examples of likelihood ratings against percentage

Likelihood Rating	Percentage
Unlikely	<20%
Possible	20-40%
Likely	41-70%
Very likely	71-90%
Almost certain / certain	>90%

**Q. Community/custody**

You are also required to indicate whether the adverse outcome is likely to occur when the young person is in the community, in custody or both. It is important to think about how the young person's safety and well-being concerns may change when they are in a custodial environment versus when they are in the community. Whilst some concerns may become less likely in custody, e.g. physical harm from an abusive parent, there are others that might be more likely, e.g. bullying.

**8.3.3.3 Summary**

**Q. Matrix of impact/likelihood judgements for community and custody:**

These matrices will be pre-populated by the information entered in the preceding sections. The matrices provide a visual representation of potential adverse outcomes making it easier for you to see and compare all those identified by likelihood and impact and inform judgements. An example is provided below:

Figure 5: Example community and custody matrices for adverse outcomes

		Matrix of impact / likelihood judgements: Community			Likelihood	
		Unlikely	Possible	Likely	Very likely	Almost certain/certain
Impact	Slight					
	Minor					
	Medium		Homelessness		Neglect	
	Major			Physical Abuse		
	Critical					

		Matrix of impact / likelihood judgements: Custody			Likelihood	
		Unlikely	Possible	Likely	Very likely	Almost certain/certain
Impact	Slight					
	Minor			Bullying		
	Medium					
	Major					
	Critical					

Overall safety and wellbeing concerns:

**Q Overall safety and well-being concerns**

This overall rating will be based on your professional judgement.

**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.

In cases where the initial trigger question ‘Based on your assessment do you have any concerns about the young person’s safety and well-being?’ is answered ‘No’, the judgement will be pre-populated as ‘low’. In all other cases the you should consider the information contained within the matrices, specifically likelihood and impact, as well as details from the remainder of the assessment, including the imminence of the identified circumstances, to inform this judgement. The judgement should reflect the highest level of concern identified.

### 8.3.4 Countersignature and oversight

Refer back to details on countersignature in the introduction and also the AssetPlus Quality Assurance Tool for guidance on points to consider.

#### Quality Assurance

Countersignature has three main functions:

1. It demonstrates that the content and quality of the assessment has been checked and agreed by a manager (or senior practitioner)
2. It represents the shared responsibility (between individual practitioners and the wider organisation) for judgements made
3. 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 Explanations and Conclusions section.

In providing management oversight to Explanations and Conclusions a manager will be looking to ensure that there is a clear relationship between Information Gathering and Explanations and Conclusions and between the sub-sections within Explanations and Conclusions, including:

- significant life events and offending patterns are identified and it is clear how they have influenced the analysis and RoSH and LoR judgements,
- desistance factors are identified and it is clear how they have influenced the analysis of future behaviours and RoSH and LoR judgements; and,
- safety and well-being concerns are identified and it is clear how they have influenced the analysis of adverse outcomes and safety and well-being judgements.

# 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 2013<sup>50</sup> 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**

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<sup>50</sup> [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 18<sup>th</sup> 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:

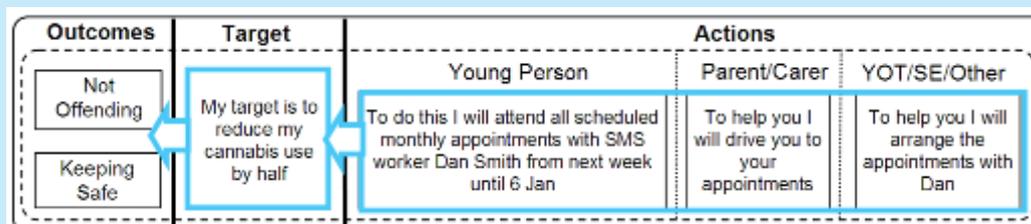
1. The AssetPlus 'RO Panel Report' stage can be kept 'In Progress' until after the panel, at which point Pathways and Planning can be completed. In this scenario, Managers could still request the countersignature of Explanations and Conclusion prior to the panel.
2. Complete the AssetPlus 'RO Panel Report'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

# 10. Guidance on AssetPlus modules

## 10.1 Purpose

An AssetPlus assessment is started by selecting an 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.

During case management, there are specific tasks and processes that need to be carried out at particular points during a young person's involvement with the youth justice system (for example, transferring information to the YJB Placement Service, or completing a pre-sentence report). Discrete modules have been incorporated into the framework to fulfil this purpose, but not all will be applicable to all cases. The modules provide a distilled view of the framework for the YOT practitioner, specific to events or a young person's current point in the youth justice system, and focus on the information needed for that purpose or point in time.

## 10.2 Overview

The available modules are outlined below:

- **Bail and Remand**

The core assessment framework has been aligned to accommodate the level of assessment required for a bail assessment (therefore reducing unnecessary duplication). This information is presented in the Bail and Remand module to address the objections to bail and recommend suitable bail packages to the court.

- **Custody**

This module, pre-populated by the main framework where appropriate, is to be completed when the assessment and relevant placement information are required by YJB Placement Service. It also includes a section for completion by the secure establishment upon the young person's arrival. It aims to provide the secure establishment with key information when a young person arrives in custody, including identification of risk to the young person's safety and the risk of harmful behaviour to others. There are a number of mandatory fields within the custody module which are listed in Appendix 6.

- **Leaving Custody**

This module enables the recording of all required release information and arrangements and the supports the generation of the appropriate Notice of Supervision/Licence for the young person.

- **Referrals**

This module is populated with relevant information from the main framework in order to facilitate referrals.

- **Reports: Pre-Sentence Report, Referral Order Report**

These are similar in structure to the current reports and practitioners may have the option of pre-populating relevant sections of the report from the young person's assessment.

- **Restorative Justice**

The Restorative Justice (RJ) module is a compulsory module triggered from the Pathways and Planning section of the framework. The majority of the module will be pre-populated with responses from elsewhere in the framework, bringing together relevant information about the young person's attitudes to offending, the victim and response to previous RJ interventions, as well as any identified priorities for repairing harm. Additional questions within the module itself will encourage practitioners to think about any specific victim safety concerns and the young person's views about possible RJ interventions. It is intended that the RJ module will act as a precursor to more detailed, local RJ assessments undertaken by victim or RJ workers. The module should provide information to assist decision-making regarding suitability for the full range of RJ interventions.

- **Transfers (between YOTs or to adult services)**

These modules include relevant questions in order to facilitate case transfers.

## 10.3 Assessment stage triggers of AssetPlus modules

The selected assessment stage will trigger the associated modules as shown in the table below:

Table 18: Assessment stage triggers of AssetPlus modules

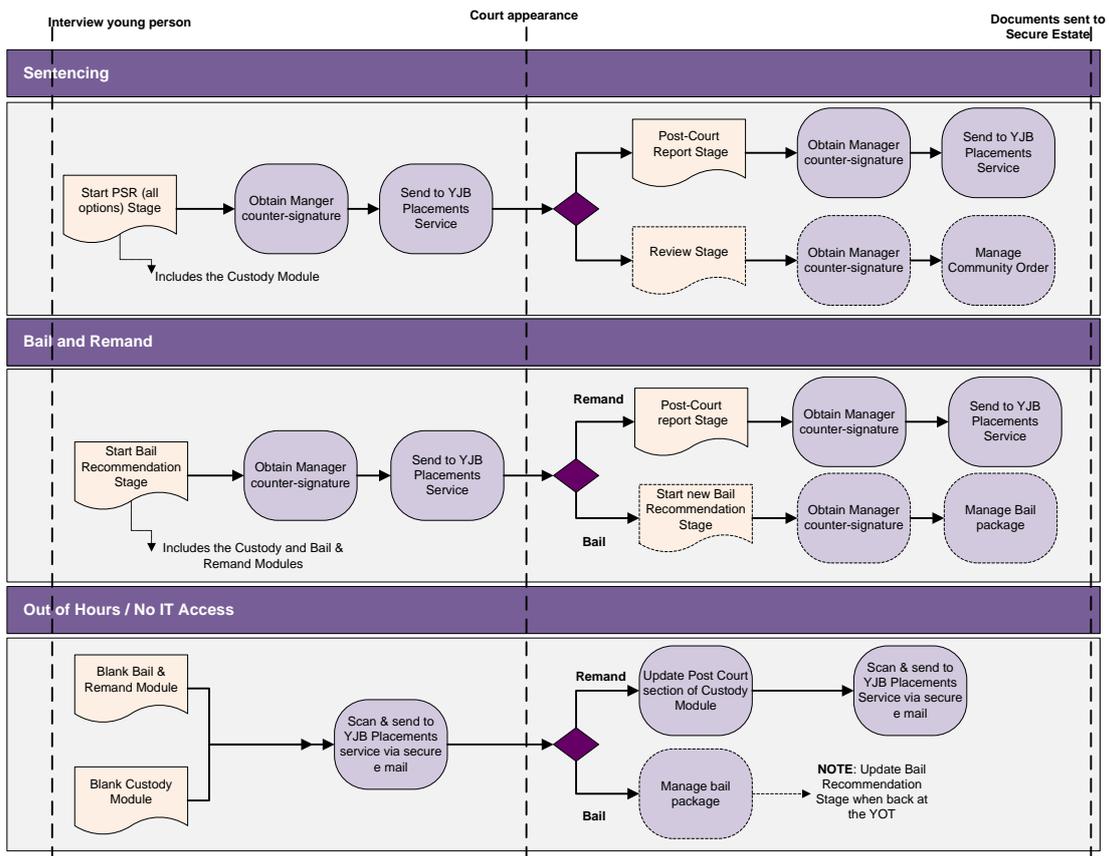
Stage	When to use it	Modules triggered
Referral In (Prevention)	To complete an initial assessment when the young person is referred for a prevention intervention	None
Referral In (O OCD)	To complete an initial assessment when the young person is referred for an out-of-court disposal	None
Placement Notification	To be used as an exception to provide a notification to YJB Placement Service if the young person may enter custody, e.g. for a young person being recalled	Custody
Bail Recommendation	To prepare and recommend a bail package for a young person appearing in court for a bail hearing	Bail and Remand Custody
Sentenced (No Report)	When a young person is sentenced without a formal report to the court	None
Pre-Sentence Report	To prepare a pre-sentence report for a young person where the outcome will be a community order	Pre-Sentence Report
Pre-Sentence Report (all options)	To prepare a pre-sentence report for a young person where the outcome could include a custodial sentence	Pre-Sentence Report Custody
Post-Court Report	To complete a post-court report	Bail and Remand Custody (Post Court Report)
Referral Order Report	To complete a referral order panel report for an initial panel	Referral Order Panel Report
Pre-Release from Custody (YOT and secure estate)	To prepare for the young person's release from custody	Leaving Custody
Review (YOT and secure estate)	To complete a standard review or review based on change of circumstances	Referral Order Report (only if disposal is Referral Order)

Transfer to Probation	To complete a review in preparation for the young person transfer to adult services	Youth to Adult Services
Transfer YOT to YOT	To complete a review in preparation for the young person transfer to another YOT	YOT to YOT
Case Closure	To complete a final end of Intervention review	Referral Order Report (only if disposal is Referral Order)
Entering Custody <b>(Secure estate only)</b>	To complete a review when the young person arrives in a secure establishment	Custody

### 10.3.1 Single stage approach

For young people entering custody a single stage approach should be used in order to minimise any duplication of information. The figure below demonstrates how stages should be used in order to trigger the appropriate modules for the young person's journey from community to custody.

Figure 6: The use of PSR and Bail Recommendation stages



## 10.4 Module population

The AssetPlus modules will pre-populate with information from the last completed assessment stage (where one exists). It is recommended that, where possible, the main sections of AssetPlus are completed prior to any relevant module.

The following guidance on AssetPlus modules references the relevant sections of the main framework where information will pre-populate from, and where detailed guidance can be found on the completion of those questions.

Where the young person is not known to the YOT and there is no pre-existing assessment stage for the modules to pre-populate from, practitioners should complete the relevant module and then go back to complete the remainder of the framework.

**Important:** AssetPlus is a dynamic assessment, where a single assessment record is updated and maintained. Therefore, in instances where a young person has previously been known to the YOT, and the last assessment stage contains historical information, when entering new information via either the Custody or Bail and Remand module, the practitioner should check the whole AssetPlus record prior to sending it to the YJB Placement Service to ensure that the assessment as a whole is up to date and does not contain a mix of the current and historical information.

# 11. Bail and Remand

## 11.1 Purpose

The purpose of the Bail and Remand module is to provide the Crown Prosecution Service, defence and court with verified information to add to their factual knowledge of the young person in order to make a bail or remand decision. This information will include risk of serious harm and safety and well-being ratings in order to enhance the YOTs representations regarding bail. The module allows sufficient information to be gathered to recommend the most appropriate bail package.

For remanded young people, the module will allow for the YJB Placement Service and secure establishment staff to consider the information as part of managing the remand.

The practitioner should review the accuracy of the pre-populated information as this may need updating or amending to reflect current circumstances.

This module can either be printed blank or partially completed in order to be completed by practitioners at court, after which the content must be entered into AssetPlus.

## 11.2 Overview

This section has fifteen sub-sections, many of which are shared in other parts of the framework:

- **Young person details**
- **Parents/carers/significant adults details**
- **Court and alleged offence<sup>51</sup> details**
- **Objections to bail**
- **YOT details**
- **Contact with services**
- **Accommodation for bail**
- **Personal circumstances**
  - Care history
  - Learning, education, training and employment
  - Substance misuse
  - Lifestyle, peers and networks

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<sup>51</sup> 'Alleged offences' are distinguished from 'outstanding charges' as they relate to the offence linked via the hearing date; whereas others are 'outstanding offences'.

- Young person as a parent
- **Health**
  - Physical health and development
  - Emotional development and mental health
- **Safety and well-being**
- **Risk to others**
- **MAPPA**
- **Community package proposal**
- **Court outcome**

## 11.3 Section guidance

### 11.3.1 Young person's details

Young person's details are pre-populated from the Core Record where available.

### 11.3.2 Parent/carer/significant adult - details

Parent/carer details are pre-populated from the Core Record where available. Details of parents, carers or significant adults can be entered here but will only pre-populate back into the Core Record if the person recorded is an emergency contact, can provide medical consent or has parental responsibility. Where the significant adult that attended court has none of those responsibilities, you will need to enter their details into the parent or carer details section of the Core Record manually.

There is one additional question that is asked in this section that does not appear in the Core Record:

#### **Q. Present at court**

This question is used to identify whether the parent/carer/significant adult was present at court during the hearing.

### 11.3.3 Court and alleged offence details

The offences listed are the offences that are being heard at the relevant court hearing only.

#### **Q. Court name**

#### **Q. Court type**

#### **Q. Date of hearing**

#### **Q. Solicitor's name and/or firm**

#### **Q. Solicitor's telephone number**

**Q. Current status**

**Q. Expected outcome**

**Q. Current bail or remand conditions**

This will only display where there are current Bail or Remand Conditions.

**Q. Alleged offences - (Offence category, Offence Type, Start Date, End Date)**

The alleged offences that are linked to the bail hearing selected when starting the AssetPlus stage and should populate from the Case Management System.

**Q. Brief outline of offence or alleged offence**

**Q. Outstanding charges and other matters**

These are any other outstanding charges and other matters to which the young person has not yet pleaded, or when there is a plea of not guilty or when the young person is awaiting sentence. It should exclude the offences being heard at the particular bail hearing which are displayed in 'alleged offences' above.

### 11.3.4 Objections to Bail

Trigger question for further exploration

**Q. Has CPS objected to bail?**

Where the answer is 'Yes' you should use the further exploration question to record details of the objections.

#### Further exploration

- **CPS objections to Bail**

You should identify the relevant CPS objections to bail from the list available.

'Other' should be selected where the objections to bail are not covered by the options list given and these details should be provided.

- **Additional CPS comments**

Please add any additional CPS comments here and/or detail any of the above selected objections.

Trigger questions for further exploration

**Q. Any evidence of previous offending whilst on Bail?**

**Q. Any evidence of previous failure to appear?**

**Q. Any previous intimidation of witnesses whilst on Bail?**

If the answer to any of the above questions is 'Yes', you should use the further exploration question to provide details.

## Further exploration

Please provide as much detail as possible here

Consider:

- What were the offences?
- How frequently were they committed?
- Have there been any compliance issues, and what were they?
- What were the circumstances and context of any witness intimidation?

### 11.3.5 YOT details

The YOT details sub-section should be completed to identify the current or other YOTs that have been or are involved with the young person. This sub-section will also pre-populate the same sub-section in the Custody module.

**Q. Home YOT, telephone No., secure email address**

**Q. Sub-division**

This relates to those services that have different teams in different locations.

**Q. Home YOT worker**

**Q. Currently supervised by another YOT?**

If yes, please state which YOT, telephone number, secure email address.

**Q. Host YOT worker**

**Q. Who has been consulted in the home YOT?**

**Q. Court designated local authority**

This is specified by the court.

**Q. Previously supervised by any other YOT?**

If yes, please state which YOT(s) - YOT, telephone No., secure email address

### 11.3.6 Contact with services

Contact with services details are pre-populated from the Core Record where available.

### 11.3.7 Accommodation for bail

Record details regarding the young person's planned accommodation whilst they would be on bail, including whether the address has been verified. Where this has not been possible, the steps that will be taken in order to verify the address should be recorded here in the text box, along with any concerns the YOT may have about the proposed address.

**Q Address to be offered for bail**

**Q Living with**

Record the names of the other people and their relationship to the young person.

**Q Address verified?**

**Q Postcode**

**Q Details regarding accommodation**

Include any concerns or positive factors about suitability or compliance any positive factors which may support compliance with bail.

### 11.3.8 Personal circumstances

The impact of personal circumstances upon the young person's ability to comply with a bail package is considered in this sub-section in order to inform the decision as to the appropriate bail package.

#### Practice Point

Consider any specific issues arising for young people currently living independently, that might affect their ability to comply with a bail package, such as:

- maintaining tenancy agreements,
- increased household bills due to additional electricity usage associated with any electronically-monitored curfew; and,
- any other penalty that the young person may face from their housing provider as a result of any bail conditions.

#### 11.3.8.1 Care history

Care history details are pre-populated from the Personal, Family and Social Factors section or Core Record where available.

#### 11.3.8.2 Learning, education, training and employment

Learning, education, training and employment details are pre-populated from the Personal, Family and Social Factors section where available.

#### 11.3.8.3 Substance misuse

Substance misuse details are pre-populated from the Personal, Family and Social Factors section where available.

#### 11.3.8.4 Lifestyle, peers and networks

Lifestyle, peers and networks details are pre-populated from the Personal, Family and Social Factors section where available.

### 11.3.8.5 Young person as a parent

Young person as a parent details are pre-populated from the Personal, Family and Social Factors section where available.

#### **Q Give details of how any of the above personal circumstance factors may impact on compliance with a bail package**

Based on the information above, consider the strengths and weaknesses of the young person's circumstances and how these that may affect compliance with a bail package. The factors for and against desistance may be useful indicators in this sub-section.

Consider:

- Have they ever failed to comply with bail conditions?
- What do you think were the main factors that previously helped them to comply or not comply?
- Are there any factors for desistance that could promote compliance or help the young person avoid reoffending?
- Are there any factors against desistance that could affect compliance or increase the likelihood of the young person reoffending?
- What role can parents, or carers or others play in helping the young person to comply with the requirements of a bail programme?

### 11.3.9 Health

The impact of health upon the young person's ability to comply with a bail package is considered in this sub-section in order to inform the decision as to the most appropriate bail package.

#### 11.3.9.1 Physical health and development

Physical health and development details are pre-populated from the Personal, Family and Social Factors section where available.

#### 11.3.9.2 Emotional development and mental health

Emotional development and mental health details are pre-populated from the Personal, Family and Social Factors section where available.

#### **Q Give details of how any of the above health factors may impact on compliance with a bail package**

Based on the above is there anything about the strengths and weaknesses of the young person's health and development that may affect their compliance?

### 11.3.10 Safety and Well-being

#### Practice Point

The information contained in the safety and well-being sub-section is very sensitive, and as such consideration should be given to asking questions in a way that supports the young person and makes them feel comfortable during the assessment interview.

Where a young person has already been assessed, it is important to consider whether these questions should be asked again in preparation of a bail package, even if the information already exists in the core assessment, since knowledge about the young person's safety and well-being relies heavily on self-disclosure. The young person may have new information to provide or be prepared to disclose important information that was not shared previously.

Therefore, the following trigger and further exploration questions require new information to be entered in all cases. In relation to risks regarding the young person's safety and well-being, consideration should be given to where these risks come from, and their respective likelihood and impact upon the young person.

#### Trigger question for further exploration

**Q. Are there any other concerns or risks regarding the young person's safety whilst on a bail package?**

If the answer is 'Yes', you should use the further exploration question to record details of the concerns or risks identified.

#### Further exploration

##### Please provide as much detail as possible here

Consider the content of the safety and well-being sub-section from Explanations and Conclusions, especially those concerns that have been identified as likely to occur in the community.

##### Where any concerns have been identified above, please state how these would be managed during a period of bail

Consider what could be done in order to support the young person during a period of bail. Where there are specific actions required to manage these concerns, you should ensure that these feature in the proposed bail package and in Pathways and Planning.

### 11.3.11 Risk to others

**Q. Is the young person on the sex offender register?**

The sex offender register detail is pre-populated from the Core Record where available.

**Q. Last recorded RoSH judgement**

The RoSH judgement detail is pre-populated from Explanations and Conclusions where available.

**Q** Is there anything about the current alleged offence which suggests that the young person presents a risk of harm or serious harm or changes a previous RoSH judgement if one exists?

Where the young person's current alleged offence indicates a risk of future harmful behaviour, risk of serious harm or changes a previous RoSH judgement, you should provide details, e.g. potential victims, triggers, situational factors and change of RoSH level.

**Q** Where any concerns have been identified above, please state how these would be managed during a period of bail

Clearly state the plan for managing any identified risk of future harmful behaviours or risk of serious harm. The identified plan should be included in Pathways and Planning.

### 11.3.12 MAPPA

MAPPA details are pre-populated from Explanations and Conclusions where available. See Explanations and Conclusions for detailed guidance.

### 11.3.13 Community package proposal

This sub-section explores the young person's attitudes towards YOT supervision whilst on a bail package. Where a previous or current assessment exists, the engagement and participation sub-section in the Foundations for Change section will provide a useful reference point for this.

#### Trigger question for further exploration

**Q** Is YOT intervention required to meet objections to bail?

If the answer is 'Yes', you should move on to the next question.

Where the answer is 'No' the reasons for this should be made clear in the further exploration question.

#### Further exploration

##### If no bail package is being offered provide reasons

Please explain why no bail package is being offered, consider:

- if unconditional bail is sufficient,
- if this is due to the court refusing to accept bail; and,
- or any other reason, such as lack of resources which means that no bail package can be offered.

#### Trigger question for further exploration

**Q** Does the young person have experience of previous YOT supervision or contact?

Previous YOT supervision or contact detail is pre-populated from Foundations for Change where available.

**Q. What is the young person's current attitude towards supervision or contact with the YOT?**

Current attitude towards supervision or contact with the YOT detail is pre-populated from Foundations for Change where available. You should also review the young person's self-assessment and consider any information gathered from interviewing the young person or from other sources.

**Q. What targets are being proposed and how will the specific objections to bail be met?**

The initial objections to bail are populated from the Crown Prosecution Service objections to bail entered in this section, and the targets identified should aim to address any objections to bail. The aim is to change the young person's circumstances so that the reasons for the objections issues are reduced or removed, therefore removing the reasons for the objections to bail. Any targets entered to address the objections to bail will populate as a target in the young person's intervention plan in the Pathways and Planning section. This target may need to be re-worded to be suitable in their overall intervention plan.

**Trigger question for further exploration**

**Q. Are further external controls (i.e. electronic monitoring) required to manage risks in relation to the objections to bail?**

**⚠ Consider Bail Supervision and Support**

Flagged if response is 'No'.

**⚠ Consider Bail ISS**

Flagged if response is 'Yes'.

There is no separate ISS assessment built into AssetPlus, but this type of assessment can be electronically attached to the assessment and/or other members of staff (such as ISS teams) can be assigned to complete areas of the assessment, where relevant.

**Further exploration**

**Q. Add Additional External controls or actions below:**

The need for any external controls should be considered in the context of the circumstances of the young person's offence, their likelihood of reoffending and whether their use would address any of the objections to bail.

The action required should be clearly stated.

As the controls or actions are entered, they will start to populate or add to those already in the Pathways and Planning section and the detail of how the actions will be carried out, by whom and when will need to be added.

**Q. Community package to be offered to the court**

Specify the type of package being offered to the court.

### 11.3.14 Court outcome

Following the bail hearing, when the outcome is known, you should complete the following questions:

**Trigger question for further exploration**

**Q. Outcome of court hearing**

Select the appropriate outcome and then answer the relevant further exploration question.

**Further exploration**

**Bail conditions**

Displayed only if outcome is bail, practitioners should record the conditions of the bail package granted.

**If bail is refused, provide reasons**

Triggered if bail has been refused and the outcome is remand, you should record the reasons for bail being refused and the type of remand outcome.

These questions are not compulsory and the Bail Recommendation stage can be completed without these questions having been answered.

**Q. Date of next court appearance**

### 11.3.15 Stage owner details

For the printed copy only:

**Q. Person completing the module**

**Q. Date started**

**Q. Date completed**

**Q. Job title**

**Q. YOT**

**Q. Telephone number**

# 12. Custody

## 12.1 Purpose

The purpose of the Custody module is to provide the information that the YJB Placement Service and secure establishments require from the YOT to facilitate a young person's safe transfer to and admission into custody. The module is completed by the YOT prior to the placement, used by the YJB Placement Service to inform the placement decision, and then reviewed and updated by secure establishment staff after the young person's admission.

**It is essential that information regarding young people passed to the YJB Placement Service and the secure estate is up to date, and therefore the pre-populated content of the Custody module must be fully reviewed and updated before the information is sent to the YJB Placement Service. Where this module is used for young people with previous YOT involvement, existing information in last completed AssetPlus stage should be reviewed as there will be a mix of new and old information in the framework.**

There are a number of mandatory fields within the Custody module which are listed in Appendix 6. Where information about the young person is unknown at the point of completion, 'Yet to clarify' answers are acceptable to ensure that the YJB Placement Service and secure establishments know not to assume there are no issues.

### Practice Point

The YOT must adhere to YJB Case Management Guidance<sup>52</sup> and YJB Placement Policy and Placement Protocol<sup>53</sup>. In particular:

1. where possible send all the documents in advance,
2. every time the young person receives a custodial outcome the YOT **must** contact the YJB Placement Service via a phone call; and,
3. documents should not be faxed through to the Placement Service, but sent via the YJB's recommended secure method of transfer, Connectivity. Where Connectivity is not available, it is acceptable to send a XML/PDF/Word version of AssetPlus via secure email.

Practitioners completing this module should avoid the use of acronyms for local programmes or assessments, as these will not necessarily be known or understood by other services.

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<sup>52</sup> [Custody and resettlement - Publications - GOV.UK](#)

<sup>53</sup> [Placing young people in custody: guide for youth justice practitioners - Detailed guidance - GOV.UK](#)

## 12.2 Overview

As an overview the information in the module relates to the following three areas:

### 1. Placement information

This information is pre-populated where the young person is currently or previously known to the YOT and is reviewed by the YJB Placement Service in order to inform the placement of the young person in the secure estate. It contains the basic young person details, the offence or alleged offence<sup>54</sup> details and the YOT placement recommendation, as well as information on their health, personal circumstances, future behaviour and safety and well-being concerns.

Secure estate staff will review and update the Custody module, in particular the future behaviour and safety and well-being sections, based on any additional information they gather about the young person on arrival.

### 2. Post-court information

This information must be provided by the YOT following the young person's remand or sentence and is viewed by the YJB Placement Service and secure estate staff.

### 3. Arrival in custody

This section must be updated completed by staff at the secure establishment as part of completing their initial risk assessment of the young person on after their arrival in custody.

The Custody module has thirteen sub-sections, many of which are shared in other parts of the framework:

- **Young person details**
- **Parents or carers' details**
- **YOT details**
- **Contact with services**
- **Court and alleged offences details**
- **Secure estate history**
- **Placement recommendation**
- **Health**
  - Physical development
  - Physical health
  - Speech, language, communication and neuro-disability
  - Substance misuse
  - Emotional development and mental health
- **Personal circumstances**
  - Care history
  - Learning, education, training and employment

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<sup>54</sup> 'Alleged offences' are distinguished from 'outstanding charges' as they relate to the offence linked via the hearing date; whereas others are 'outstanding offences'.

- Family and wider networks
- How young person relates to others
- Young person as a parent
- Young personal sexual behaviour
- **Safety and well-being**
  - Adverse outcome, impact and cause
  - Context, likelihood and imminence
  - Summary section
- **Future behaviour**
  - Indicators of risk of serious harm to others
  - Type of behaviour and impact on others
  - Context for behaviour, likelihood and imminence
  - Dangerousness
  - Summary section
  - MAPPA
- **Post court**

This is displayed in the Placement Notification, Bail Recommendation, Post Court Report, and PSR (all options) stages but completion is only compulsory in the Post Court Report stage. The sub-section is available to view in the Entering Custody stage for YJB Placement Service and secure estate.

- **Arrival in custody**

This is only displayed in the Entering into Custody stage and is only completed by secure establishment staff.

## 12.3 Section guidance

### 12.3.1 Young person's details

Young person's details are pre-populated from the Core Record where available.

### 12.3.2 Parent's or carer's details

Parent or carer details are pre-populated from the Core Record where available.

However there is one additional question asked at the Post-Court stage:

**Q Are parents or carers aware that the young person is in custody?**

You should not assume that parents or carers are aware; for a 'Yes' response to be appropriate you should have evidence that the parent or carer is aware.

### 12.3.3 YOT details

YOT details are pre-populated from the Bail and Remand module where available. However, there is one additional question that is asked that does not pre-populate from Bail and Remand:

#### **Q. How long have you known the young person?**

You should specify how long they have known the young person in hours, days, weeks, months or years. It is particularly important to note where the young person has been known for a long time, or for a very short time.

### 12.3.4 Contact with services

Contact with services details are pre-populated from the Core Record where available.

### 12.3.5 Court and (alleged) offences details

Court and (alleged) offence details are pre-populated from the Bail and Remand or PSR module, whichever is appropriate to the stage being completed. However, there is one additional question asked that does not pre-populate:

#### **Q. If breach of order, original offence**

You should record the offence category, offence type and the start and end dates of the offence for which the young person has been breached.

In cases when a young person is in breach of referral order, an answer is required to the question, 'If breach of order, record the original offence:' If the young person is however in breach of all offences within that order, the most serious offence should be added and if there are multiple of the same seriousness, then any can be entered.

In such instances of breach, it is most likely that a review a young person's case would be necessary and appropriate and as such, a new Review Stage should be used.

### 12.3.6 Secure estate history

This sub-section gathers information on any relevant custodial history the young person may have and any relevant comments from the young person and professionals involved from both the YOT and the secure estate.

#### Trigger question for further exploration

#### **Q. First time in custody?**

This question draws attention to whether this is the young person's first-time experience of custody, rather than the first night of a new or additional custodial episode. If it is **not** the young person's first time in custody you should complete the further exploration question.

### Further exploration

The options here present as tick-boxes relating to the three secure accommodation sectors where the young person may previously have been placed: secure training centre (STC), secure children's home (SCH) and under-18 young offender institution (YOI).

**Please provide as much detail as possible here including details about previous care placements (evidence box):**

Specify the nature of the placements, such as dates, location and circumstances (e.g. criminal or welfare placement).

#### **Q. Young person's thoughts about custody**

You should record any additional recent evidence about the young person's thoughts about custody. This is particularly important where it is the young person's first time in custody as awareness of their state of mind before arriving in custody is important for secure estate staff.

#### 12.3.7 Placement recommendation

This section is the YOT's recommendation for the placement of the young person.

#### **Q. Initial placement recommendation**

#### **Q. Please specify reasons**

The recommendation should be made in accordance with existing guidance about placement types<sup>55</sup>.

Consideration should be given to any safety and well-being concerns and specific interventions that are required to address identified concerns and the impact these have on the placement of the young person, where known.

#### **Q. Is there a specific establishment where the young person should not be placed?**

#### **Q. Please specify reasons**

Where you have information that suggests a placement in a particular establishment would not be appropriate, the reasons should be provided here. This could be due to safety and well-being and/or security risks to the young person or others, any history or events of note should be recorded here to provide context.

#### Trigger question for further exploration

#### **Q. Does the young person have any co-defendants?**

If the answer is 'Yes', you should complete the further exploration question.

### Further exploration

Please provide as much detail as possible here including details of who the co-defendants are, along with any directions from the Crown Prosecution Service that they should not be placed together.

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<sup>55</sup> [Placing young people in custody: guide for youth justice practitioners - Detailed guidance - GOV.UK](#)

**Q. Is there anything else Placements should know?**

You should aim to record anything that may impact on the placement decision that is not covered elsewhere, e.g. issues of gender, any family members in custody or rivalry with other young people.

### 12.3.8 Health

This section should inform the YJB Placement Service and the secure establishment about the young person's health and any needs that should be addressed whilst the young person is in custody.

#### 12.3.8.1 Physical development

Physical development details are pre-populated from the Core Record where available. However, there are three additional questions that are not pre-populated:

**Q. What is the approximate height and weight of the young person?**

If the exact detail is known, it must be entered, otherwise, an approximation of their height (in feet and inches, metres or centimetres) and weight (in kilograms or stones and pounds) is sufficient.

**Q. Physical maturity**

You should identify whether the young person is:

- Physically mature – the young person's height and weight is as would be expected for someone of their age.
- Physically immature – the young person's height or weight is below that which would be expected for someone of their age.
- Overly physically mature – the young person's height or weight is above that which would be expected for someone of their age.

**Q. Give details of the young person's build and maturity**

You should expand on the response given above, considering anything that the YJB Placement Service and secure establishment might need to know to prepare for the young person's arrival, such as making adjustments as a result of height or weight concerns.

**Q. Allergies**

**Q. Dietary needs**

If either allergies or dietary needs are identified you should use the further exploration question to record details.

#### 12.3.8.2 Physical health

##### Trigger questions for further exploration

Physical health details are pre-populated from the Personal, Family and Social Factors section where available. Where the response to any of the questions in this sub-section is 'Yes', use the further exploration question to record details.

If the pre-populated question 'Currently taking prescribed medication for a physical illness?' has been answered 'Yes' then you are asked an additional question:

**Q** **If yes, do they have it with them?**

If the pre-populated question 'Has any current contact with GP or hospitals in relation to a major physical illness?' has been answered 'Yes', then you are asked an additional question:

**Q** **If yes, any outstanding medical appointments?**

**Further exploration**

**Please provide as much detail as possible here:**

Details should be provided of:

- any diagnosed health condition,
- any physical health symptoms that are currently being seen but that are not related to a diagnosed condition,
- any medication that is currently prescribed – including the name of the medication and how often it should be taken; and,
- any contact with a GP or hospital - including the name of the doctor and contact details where known, as well as the details of any outstanding medical appointments.

**Q** **Note any positives, and/or any other concerns that require further investigation, referral or action.**

You should record:

- registration with GP,
- lack of access to appropriate services; and,
- concerns expressed by the young person and parents/carers.

**Q** **Is the health condition likely to impact on the placement decision?**

Selection of 'Yes' indicates that the YJB Placement Service needs to give additional consideration to physical health as part of the placement process; this may be because the condition is acute and requires immediate action or treatment on arrival at the establishment.

**Practice Point**

It is important that the YOT highlights if the young person has suffered any limb breaks prior to coming into custody. There could be increased possibility of injury during restraint situations if young people have sustained a previous injury and staff are not alerted to this.

### 12.3.8.3 Speech, language, communication and neuro-disability

Speech, language, communication and neuro-disability details are pre-populated from the Personal, Family and Social Factors section where available.

There is one further question that is not pre-populated:

**Q. Is speech, language, communication and neuro-disability likely to impact on the placement decision?**

Selection of 'Yes' indicates that the YJB Placement Service needs to give additional consideration to speech, language, communication or neuro-disability as part of the placement process; this may be because the young person's needs require a particular level of support, specialism or approach.

### 12.3.8.4 Substance misuse

Substance misuse details are pre-populated from the Personal, Family and Social Factors section where available. However there are two additional questions that are not pre-populated:

#### Trigger question for further exploration

**Q. Is detox for drug dependency required? (Heroin or alcohol only)**

This will only be displayed if Opiates or Alcohol are selected in the substance misuse table above or in the sub-section of Personal, Family and Social Factors.

#### Further exploration

**Please provide as much detail as possible here:**

Where possible, you should consult with the young person's substance misuse worker and/or GP in order to provide as much detail as necessary.

If the young person is likely to require a medical detox for heroin and/or alcohol dependency, state the details of the substances they are using, their daily intake and any other relevant medical details should also be provided. Also state any current or previous engagement with formal detox programmes.

If the young person has been known to use substances either through addiction or as a method of self-harm, consider the impact of custody on their likely moods and behaviour. Consider the effect that removal of access to substances is likely to have on the risk of them committing further self-harm. Drug use as a form of self-harm might be manageable in the community, but where access to substances is withdrawn, the young person could react with either harmful behaviour or self-harm.

**Q. Is substance misuse likely to impact on the placement decision?**

Selection of 'Yes' indicates that the YJB Placement Service needs to give additional consideration to substance misuse as part of the placement process as it may be that the young person's Detox or rehabilitation can only be met by certain establishments.

### 12.3.8.5 Emotional development and mental health

### Trigger questions for further exploration

Emotional development and mental health details are pre-populated from the Personal, Family and Social Factors section where available.

If the pre-populated question 'Any contact with mental health services?' has been answered 'Yes', then the following question is triggered:

#### **Q If yes, any outstanding medical appointments?**

Please provide as much detail as possible including:

- who with; and,
- timing, location.

If the pre-populated question 'Any prescribed medication for mental health problems? (current or previous)' has been answered 'Yes', then the following question is triggered:

#### **Q If yes, do they have it with them?**

Please provide as much detail as possible here including:

- the events/circumstances,
- nature of emotions arising; and,
- impact on young person's life.

#### **Q Is emotional development and mental health likely to impact on the placement decision?**

Selection of 'Yes' indicates that the YJB Placement Service needs to give additional consideration to emotional development and mental health as part of the placement process. This may be because the young person's safety and well-being requires an appropriate or targeted level of support or there is an acute condition to manage.

## 12.3.9 Personal Circumstances

This section should inform the reader about the young person's personal circumstances and any needs that should be addressed while in custody.

### 12.3.9.1 Care History

Care history details are pre-populated from the Personal, Family and Social Factors section or Core Record where available.

### 12.3.9.2 Learning, education, training and employment

Learning, education, training and employment details are pre-populated from the Personal, Family and Social Factors section where available.

### 12.3.9.3 Family and wider networks

Family and wider networks details are pre-populated from the Personal Family and Social Factors section where available. However, there are two additional questions that are not pre-populated:

**Q. Are there parents or carers or significant others that are actively engaged with the young person?**

This response should be based on the willingness of the parents, carers or significant others to visit and support the young person in custody as well as contribute to planning and resettlement.

**Q. If yes, will distance from home significantly impact on resettlement or the ability to visit?**

Consider whether the young person's distance from home whilst in custody will affect either the parents' or carers' ability to visit, or the plans for the young person's release and resettlement.

### 12.3.9.4 How young person relates to others

Details about the young person's family and wider networks are pre-populated from the Personal Family and Social Factors section, where available. However, there is one additional question that is not pre-populated:

#### Trigger questions for further exploration

**Q. Is there any evidence of personal or emotional distress or fragility?**

#### 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?

## Further exploration

### **Please give details of any sources of personal or emotional distress and emotional fragility**

You should record any known triggers of distress or fragility and any/or protective factors relevant to these. For example, if bereavement is a significant issue in the young person's life, record who died; the relationship to the young person, and how and when they died. Anniversaries can present a period of increased risk or emotional distress; you should refer to the young person's significant life events for evidence or to highlight any of these possibilities.

### 12.3.9.5 Young person as a parent

Young person as a parent details are pre-populated from the Personal Family and Social Factors section where available.

### 12.3.9.6 Young person's sexual behaviour

#### Trigger questions for further exploration

**Q. Is the young person on the sex offender register?**

Sex offender register detail is pre-populated from the Core Record where available.

**Q. Is there evidence that the young person is engaged in sexually harmful behaviour towards others?**

Where the answer to either of these questions is 'Yes', you should use the further exploration question to provide details.

## Further exploration

**Please provide as much detail as possible here:**

### **On the sex offender's register**

Please give details of:

- offence type,
- victim of offence, e.g. stranger, peer, sibling,
- potential risk factors,
- date of registration and sentence; and,
- length of requirement to register.

### **Sexually harmful or inappropriate behaviour**

Consider:

- Does the young person display sexually harmful or inappropriate sexual behaviour?
- What type of behaviour?
- Are there specific triggers to the behaviour?
- Has any intervention work been done with the young person around this?
- Are there any potential targets?

If there are any concerns about sexually harmful or inappropriate behaviour, these should also be covered – use this box to identify these.

### 12.3.10 Safety and well-being

Safety and well-being details are pre-populated from the Explanations and Conclusions section where available.

#### Practice Points for secure establishment staff

The Safety and Well-being sub-section must be completed by the YOT prior to the young person's admission to the secure establishment. All of the information provided by the YOT should be reviewed before completing this section, including the full AssetPlus where the young person is known to the YOT.

Consideration should be given to factors that could both increase or reduce any adverse outcomes identified for the young person.

When the young person first arrives in custody, the first interview with the young person upon arrival in custody should be used to update this section. This is the initial risk assessment and management process within the establishment.

In order to distinguish between the levels of risk that the young person presents to others whilst in the community and in custody, the two environments are separated.

Any issues within the establishment that could have an impact on the young person's overall level of safety and well-being should be taken into account when considering the type of impact they could have. Your plan for managing these issues should be included within the external controls and actions in Pathway and Planning.

#### **Males aged 15-16 years – Court ordered secure remand**

Under the Crime and Disorder Act 1998, a court can order that a 15 or 16 year old boy be remanded to local authority secure accommodation if it believes that it would be undesirable for him to be remanded to prison service accommodation by reason of physical or emotional immaturity or a propensity to self-harm. It is important to consider any significant problems the young person may have that are additional to what might be expected for anyone in this age group.

When completing this assessment, consider whether assessments of this type have been made previously and the conclusions of these. Record in the spaces provided details of any significant changes or events that have occurred since the previous assessments were completed.

### **Self-harm or suicide**

The possibility of the young person committing self-harm or suicide should already have been considered in the 'Emotional development and mental health' section above. The focus here is on whether a custodial sentence would significantly alter this assessment, e.g. increase the likelihood that they will self-harm or attempt suicide or will lead to additional adverse outcomes.

Practitioners should consider the impact of custody on the mood and behaviour of young people who have been known to use substances either through addiction or as a method of self-harm, e.g. dangerous overdose, and the effect that removal of access to these substances is likely to have on their risks of self-harming. If possible, also give details of the types of behaviour that you are concerned about, any known or likely triggers and possible timing, e.g. within first few days of remand.

### **12.3.11 Future behaviour**

Future behaviour details are pre-populated from the Explanations and Conclusions section where available.

#### **Practice Points for secure establishment staff**

The Future Behaviour sub-section must be completed by the YOT prior to the young person's admission to the secure establishment.

When the young person first arrives in custody, staff should update this section based on information gathered during the arrival in custody processes, including the interview with the young person. This is the initial risk assessment and management process within the establishment.

In order to distinguish between the levels of risk that the young person presents to others whilst in the community and in custody, the two environments are separated.

Where the young person has previously been in secure establishments and has a history of presenting a threat to others, details should be provided, including the nature of the threat or behaviour, and details of any potential victims including:

- adults,
- young people,
- staff,
- females,
- rival gang members; and
- BME groups.

Details should be provided regarding the circumstances of the behaviour and others involved. Where there is evidence, either from previous custodial placements or from the community, that certain protective factors or circumstances can reduce the risk to others, details of these should be provided.

Any issues within the establishment that could have an impact on the level of risk that the young person presents to others should be taken into account when considering the type of impact they could have.

In addition to the pre-populated questions from Explanations and Conclusions, two questions are pre-populated from the Core Record relating to MAPPA:

**Q MAPPA Category and MAPPA Level**

MAPPA details are pre-populated from the Core Record section where available.

### 12.3.12 Post-Court

This sub-section is only displayed in the Placement Notification, Bail Recommendation, Post Court Report and Entering Custody stages but completion is only mandatory in the Post Court Report stage.

The sub-section provides information about the remand/sentence outcome and the young person's demeanour and attitude following the court hearing. Any concerns that they express regarding the length of their detention or sentence, and any information that could be useful for the secure establishment in managing these concerns should be recorded.

#### Practice Point

It is good practice to review the any previous self-assessment feedback from the young person at this point. If any significant information comes out of the post-court interview that could affect the placement decision then you **must** inform the YJB Placement Service immediately and make sure it is clearly highlighted in the relevant sub-section of the module.

**Q Young person's status**

**Q If sentenced, sentence type**

#### Practice Point

**Breach of gang injunction** - the YJB Placement Service has produced a 'Protocol for the placement of children and young people aged 14-17 in breach of a Gang Injunction'<sup>56</sup> which should be read in conjunction with this guidance.

**Q Remand or sentence length**

For remand cases the length of remand should be recorded in days.

For sentenced cases the length of sentence should be recorded in months.

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<sup>56</sup> [Placement protocol for young people breaching a Gang Injunction - Publications - GOV.UK](#)

**Q. How is the young person currently presenting?**

You should record details of the young person's presentation which may include physical, emotional and/or verbal observations. Consider whether the young person has expressed any concerns regarding their detention or length of remand or sentence.

**Trigger question for further exploration**

**Q. Have you referred to the PER?**

**Definition – Person Escort Record (PER)**

Detention Services Order 18/2012<sup>57</sup> 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.

Suicide and self-harm concerns are flagged via the PER using a suicide and self-harm warning form. As a minimum you should view the PER to enable information contained in it to be factored into your own post court assessments. You should ask to see the PER whenever the young person has been escorted to court to ensure that you have a full picture of any additional risks or concerns that have arisen while they have been escorted.

**Further exploration**

**If yes, please provide as much detail as possible here, for example, if any risks or issues were identified**

Any relevant details on the PER should be recorded here. Where there are relevant details for other sections of the assessment such as future behaviours or safety and well-being these should also be noted in the relevant section.

**Q. Is there anything else the secure establishment needs to know?**

Record details of anything significant that is not covered already within the module or post-court report. This might include reasons why the PER has not been referred to.

**Q. Court designated local authority**

This detail is pre-populated from the YOT details sub-section at the start of the module.

**Q. Is the court designated local authority aware that the young person is in custody?**

This question will only display for sentenced young people. It is the responsibility of the sentencing court to designate the local authority.

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<sup>57</sup> [Detention Services Order 18/2013 – UK Border Agency – GOV.UK](#)

### 12.3.13 Arrival in custody

This sub-section is only applicable when a young person has arrived in custody and must be completed by the establishment staff during risk assessment and management processes on the first day/night. Arrival in custody questions are mandatory only in Entering Custody stage.

Staff should complete the section having reviewed the Custody module and any of the other sections if necessary to guide interviews and other assessments of young people on arrival in custody.

If there are any immediate changes to the Custody module such as additions to the safety and well-being or future behaviour sub-sections, these should be added into the module and these will be populated back in the Personal, Family and Social Factors and Explanations and Conclusions sections. Any risk management actions that are identified as a result of completing interviews and assessments should be recorded in the External/Additional actions and controls sub-section of Pathways and Planning section.

#### Practice Point

The Custody module is only completed by secure estate practitioners on arrival after a new remand hearing or an additional statutory outcome.

#### Trigger question for further exploration

- Q. Has the young person expressed any immediate concerns to you about their detention or length of sentence?**

Where the answer is 'Yes', you should use the further exploration question to record the details.

#### Further exploration

##### Please provide as much detail as possible here

Where the young person has expressed concerns regarding their detention or length of sentence, during their initial interview after they have arrived in the establishment, the nature of these concerns should be fully documented.

This should be cross-referenced against the 'Young person's thoughts about custody' question earlier in the module – completed by the YOT – to note whether there has been a change in their thoughts.

#### Trigger question for further exploration

- Q. Are there any issues within the establishment that would increase any identified safety and well-being concerns?**

Where the answer is 'Yes', you should use the further exploration question to record the issues.

### Further exploration

#### Please provide as much detail as possible here:

If there are any characteristics about the establishment, such as the physical layout, cohort of other young people, staffing, recent events or bed numbers that might possibly increase safety and well-being concerns that are specific to this young person, record them here.

Any specific issues should be followed up through Additional/External actions and controls to ensure that the young person is appropriately supported and safeguarded.

### Trigger question for further exploration

- Q** Having interviewed the young person, are there any additions or amendments that need to be made to the assessment?

If the answer is 'Yes', you should use the further exploration question to provide details.

### Further exploration

#### Please provide as much detail as possible here:

Based on the initial interview with the young person and the information provided by the YOT in both the Custody module and the assessment as a whole, you should consider whether their view of the young person is consistent with that provided by the YOT practitioner. Where there are any inconsistencies, outline what these are and the reasons for them, if known, and any action to be taken in respect of them.

- Q** Establishment

- Q** Admission number

# 13. Leaving Custody

## 13.1 Purpose

The purpose of the Leaving Custody module is to compile relevant details for the licence documentation and arrangements for the young person's release from custody. The module will usually be used for sentenced young people as it is triggered by the Pre-Release from Custody stage, however where the release arrangements are known for remanded young people they can be entered in the module.

The approving authority for licences (either the YJB Placement Service or NOMS) can access the module as part of finalising the licence documentation

**Note:** Pathways and Planning is used to set the targets and actions for the young person's resettlement and any relevant progress or issues affecting release should be taken into account when completing the Leaving Custody module.

AssetPlus enables users to print the Leaving Custody module to enable physical signatures for the release arrangements.

For additional guidance see the Custody and Resettlement section of Case Management Guidance 2014<sup>58</sup>.

## 13.2 Overview

There are four sub-sections of this module to complete:

- **Young person's details**
- **Parents or carers' details**
- **Notice of Supervision or Licence**
- **Release arrangements**

## 13.3 Section guidance

### 13.3.1 Young person's details

Young person's details are pre-populated from the Core Record where available.

### 13.3.2 Parent or carers' details

Parent or carer details are pre-populated from the Core Record where available.

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<sup>58</sup> [Custody and resettlement - Publications - GOV.UK](#)

### 13.3.3 Notice of Supervision or Licence

This sub-section allows you to record specific details of licence conditions and curfew conditions. The details will differ depending on the sentence disposal type and the type of secure establishment the young person has been placed in.

#### **Q** Sentence type

Trigger question for further exploration

#### **Q** Are additional conditions required?

##### Further exploration

##### **Please provide as much detail as possible here:**

Any conditions in addition to the standard set that should be placed upon the young person under the Notice of Supervision or Licence should be recorded here. You should consider the appropriateness and practicality of the licence conditions to ensure their effectiveness and that the young person can actually abide by them in the community. The proposed conditions should be proportionate to the offence and any risks to the public and should not increase the likelihood of failure to comply. The appropriateness of licence conditions should be discussed between YOT and secure estate practitioners to ensure that any chances of breach, including unintentional breach, are highlighted. You should demonstrate how any additional condition will have an impact on reducing likelihood of reoffending.

For young people serving custodial sentences in Secure Children's Homes or Secure Training Centres the Youth Justice Board for England and Wales (YJB) has a statutory function to create and authorise a Notice of Supervision for children and young people who are subject to a Detention and Training Order (DTO). The Notice specifies any requirements with which, until the end of the order, the child or young person must comply. Currently this function is completed within the YJB Placement Service.

For young people serving a custodial sentence in a Young Offenders Institution the National Offender Management Service (NOMS) creates and authorises the Notice of Supervision which specifies any requirements with which, until the end of the order, the child or young person must comply.

For further guidance on additional conditions please see: How to request additional licence conditions<sup>59</sup>.

Trigger question for further exploration

#### **Q** Are curfew conditions required?

If 'Yes' is selected, you should answer the further exploration question.

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<sup>59</sup> [Request additional licence conditions - Publications - GOV.UK](#)

## Further exploration

**Please provide as much detail as possible of curfew requirements here including:**

- locations (including any maps or postcodes),
- dates; and,
- times

Curfew conditions should be discussed between YOT and secure estate practitioners to ensure that they appropriate based on their knowledge of the young person.

### 13.3.4 Release arrangements

Important details about the young person's release arrangements should be recorded here.

A printed version of this sub-section of the module should be signed by those present at the young person's Final Review meeting. This sub-section should also be printed so that a copy can be given to the young person.

**Q Is the young person's release address different to their main address?**

**Q If yes, please provide details of the young person's release address below**

You should record the full address and postcode. This should be consistent with the young person's details recorded in the Core Record.

**Q What appointments should the young person keep when they return to the community?**

For each appointment record:

- date,
- time,
- location; and,
- details.

**Q Any urgent actions to be completed following the young person's release**

Record any actions relating to the young person's resettlement, the management of risks or to completing essential interventions that were not fully progressed or concluded in custody. Some of these actions could be taken from the Pathways and Planning section.

## Practice Point

The YOT should consider the seven resettlement pathways and ensure appropriate action is in place to ensure the young person is sufficiently supported on release to be resettled into the community (see Appendix 5).

**Q. Support network for the young person on their return to the community**

Record the name, address, postcode, telephone number and relationship to the young person for each person in the young person's support network. You should refer to the parent/carer details sub-section of the Core Record and the family and wider networks sub-section of Personal, Family and Social Factors for appropriate details.

**Q. Who will collect the young person?**

Record the release day arrangements, including:

- name of the person collecting them,
- their telephone number,
- collection time; and,
- mode of transport, e.g. public transport or own vehicle.

**Q. Chair of the meeting**

**Q. YOT Case Manager**

**Q. Establishment Representative**

# 14. Referrals

## 14.1 Purpose

The Referrals module is designed to provide the necessary information relevant to making either an internal or external referral in response to an identified need arising from the assessment. It is triggered and managed through the Pathways and Planning section. Use of the Referrals module is not compulsory within AssetPlus.

The system may allow the user to pre-populate relevant data from other areas of AssetPlus into the reason for referral or concerns or alternatively the user can view other parts of the assessment whilst completing the referral and add the relevant details. The module can also be printed or extracted into a file that can be sent internally or to external agencies.

## 14.2 Overview

There are three sub-sections to complete:

- **Young person's details**
- **Parents or carers' details**
- **Referral details**

## 14.3 Section guidance

### 14.3.1 Young person's details

Young person's details are pre-populated from the Core Record where available or can be entered here.

### 14.3.2 Parent or carer's details

Parent or carer details are pre-populated from the Core Record where available or can be entered here.

### 14.3.3 Referral details

#### **Nature of referral**

#### **Referral outcome**

You should record whether the referral has been accepted, not accepted or withdrawn.

#### **Reason for referral or concerns**

You should record details of the specific need that has been identified through the assessment and details of the relevant concerns that still require further investigation.

The system may allow you to pre-populate relevant data from other areas of AssetPlus into the reason for referral or concerns or alternatively you can view other parts of the assessment whilst completing the referral and add the relevant details.

**Note:** changes made here will not be reflected back in the source section of the information, it is important to ensure that the source sections of the core framework are up to date before starting the referral process.

**Q** **Date referral made**

**Q** **Referral made by**

**Q** **Establishment or Service**

# 15. Pre-Sentence Report

## 15.1 Purpose

The Pre-Sentence Report template can be completed without pre-population or be pre-populated with information from other areas of the assessment which can provide a starting point for its completion. The Pre-Sentence Report module is not compulsory for use in AssetPlus.

It is important for practitioners to note:

- changes made here will not be reflected back in the source section of the information, it is important to ensure that the source sections of the core framework are up to date before starting the Pre-Sentence Report process; and,
- if the report is pre-populated, a review and edit of the material will be required in order to present the information in the form of a coherent report.

Please see section 5 of YJB Case Management Guidance (2014) for specific guidance on How to Use Reports<sup>60</sup>.

### Practice Point

Although AssetPlus has extended the range of information that can be gathered on a young person's welfare issues it is important that staff completing the PSR remain mindful of the principles of sentencing used by youth courts:

'Offence seriousness is the starting point for sentencing. In considering the seriousness of any offence, the court must consider the offender's culpability in committing the offence and any harm which the offence caused, was intended to cause or might foreseeably have caused. In imposing sentence, the restrictions on liberty must be commensurate with the seriousness of the offence'.

Criminal Justice Act (2003)<sup>61</sup>

This balance and principle of proportionality between the offence committed and welfare issue needs to be reflected in the PSR recommendations.

## 15.2 Overview

There are a possible eight sub-sections to complete:

- **Front page**
- **Sources of information**
- **Offence analysis** (including the impact of the offence on the victim/s)

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<sup>60</sup> [Case management guidance - GOV.UK](#)

<sup>61</sup> [Criminal Justice Act 2003](#)

- **Assessment of the young person**
- **Assessment of the need for parenting support**
- **Assessment of the risk to the community** (including the likelihood of reoffending, risk of serious harm to others and risks to the young person's safety and well-being)
- **Conclusion and proposal for sentencing**
- **Assessment of dangerousness**
  - Likelihood of committing further specified offences
  - Impact of further specified offences

## 15.3 Section guidance

### 15.3.1 Front page

Young person's details are pre-populated from the Core Record and Offending and Anti-Social Behaviour sections where available. The offence information is pre-populated with the offences linked to the sentence hearing. However, there is an additional question that is not pre-populated:



**Court name**

### 15.3.2 Sources of information

Sources of information details are pre-populated from the Core Record where available.

### 15.3.3 Offence analysis

Offence analysis details are pre-populated from several questions within the Offending and Anti-Social Behaviour section and will be pre-populated for all the episodes that the offences linked to the hearing are in. However, you should also take into account the analysis completed in Explanations and Conclusions.

The information which is pulled through will include the questions on what happened, the young person's attitudes to offences and the further exploration triggered by identifying that there is something else about the offences and/or the young person's attitudes which causes particular concern or indicates that the behaviour was more serious than the charge implies.

### 15.3.4 Assessment of the young person

Information on the assessment of the young person is pre-populated from all completed free-text boxes in Personal, Family and Social Factors (except for those relating to parenting, care and supervision). You should also consider any safety and well-being concerns in this section.

### 15.3.5 Assessment of the need for parenting support

Information on the assessment of the need for parenting support is pre-populated from completed free-text boxes in Personal, Family and Social Factors relating to parenting, care and supervision.

### **15.3.6 Assessment of risk to the community**

Information and analysis can be pre-populated from the relevant Explanations and Conclusions sub-sections (factors affecting desistance, future behaviours and the young person's safety and well-being).

This section should include information and analysis relating to the likelihood of reoffending and risk of serious harm to others, and an assessment of dangerousness, if requested.

### **15.3.7 Conclusion and proposal for sentencing**

The type of sentences or requirements that are most likely to reduce reoffending and/or address risk of serious harm to others should be recorded here. These should not necessarily address every available sentencing option or available requirement but should be tailored to the particular circumstances of the young person and the offence/s committed.

### **15.3.8 Assessment of dangerousness**

This sub-section will only be displayed if 'Yes' has been selected to the question 'Has the Court requested an assessment of dangerousness?' in the Explanations and Conclusions section. Information on the likelihood of committing further specified offences and the impact of further specified offences are then pre-populated from the Explanations and Conclusions section.

# 16. Restorative Justice

## 16.1 Purpose

The Restorative Justice module assists practitioners to consider the appropriateness of restorative justice in the context of repairing harm as an outcome for the young person's plan. The module can also be used as a referral to restorative justice providers or workers who may be responsible for exploring the use of restorative justice in more depth. The Restorative Justice module is compulsory in AssetPlus.

For victimless offences or behaviours, this module can still be used to record the young person's views and to consider whether restorative interventions to repair the harm caused to the community are appropriate.

The module can be used to initially identify whether the repairing harm outcome is relevant to the young person and their offending and whether there has been any previous involvement with restorative justice processes. It can then help to determine the type of approach or intervention that might be most appropriate.

Victim participation, satisfaction and the outcomes of restorative justice for the victim are outside the remit of this assessment, but are still important and should be captured in the main case management system.

Any potential repairing harm outcomes for the young person and their offending or behaviour are important. Therefore any activities they do as part of restorative justice should be included amongst the targets within their intervention plan and progress or outcomes should be monitored as with any other target.

### Practice Point

It should be noted that all RJ interventions should adhere to the Restorative Justice Council's (RJC) Best Practice Guidance for Restorative Practice<sup>62</sup>.

## 16.2 Overview

The module will pre-populate from other areas of AssetPlus. There are six sub-sections to complete:

- **Young person's details**
- **Parent or carer details**
- **Key areas of intervention**
- **Offending and anti-social behaviour**
  - Offence and anti-social behaviour details

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<sup>62</sup> [Best Practice Guidance for Restorative Practice \(2011\) | Restorative Justice Council](#)

- What happened
- Attitudes to the offences
- **Young person's views**
- **Tailoring interventions**

## 16.3 Section guidance

### 16.3.1 Young person's details

Young person's details are pre-populated from the Core Record where available or entered here.

### 16.3.2 Parent or carer details

Parent or carers' details are pre-populated from the Core Record where available or entered here.

### 16.3.3 Key areas of intervention

Key areas of intervention details are pre-populated from the Pathways and Planning and Foundations for Change sections, where available.

### 16.3.4 Offending and anti-social behaviour

Offending and anti-social behaviour, what happened and attitudes to offences details are pre-populated from the Offending and Anti-social Behaviour section for all current episodes, where available.

This sub-section assists in understanding potential motivations for the offence which are important to consider prior to undertaking any restorative justice work. This information may also include how the young person feels about the victim in the present as opposed to how they felt at the time of the offence.

### 16.3.5 Young person's views

The young person's views are pre-populated from the Offending and Anti-social behaviour section where available. However there are two additional questions that are not pre-populated.

#### Practice Point

The young person's self-assessment will record if they have admitted guilt and accepted responsibility for their actions. The young person's acceptance of responsibility for the offence is fundamental to engaging with restorative justice processes; without which it is not possible to take steps to repair the harm done to the victim. Their attitude to the offence should be reviewed as restorative justice may be an option at a later date should their attitude and views change.

**Q. What is the young person's current attitude towards the victim?**

You should consider:

- the young person's current thoughts and feelings regarding the victim; and,
- whether these are significantly different from their previous attitudes

A link to the offending section of the young person's self-assessment is also provided here for you to review the young person's general views about repairing harm e.g. 'Do you want to make up for what you did?'

**Q. What are the young person's views about: face-to-face contact with the victim or other RJ options (e.g. reparation; shuttle mediation; letter of apology)?**

The young person's views of different restorative approaches should be recorded here. These may give a useful indication of what interventions they may or may not be willing to undertake as part of their intervention plan. Where a young person has displayed reluctance towards direct restorative processes, it could be that indirect approaches can be explored as an alternative.

The young person should be asked whether they would agree to face-to-face contact with the victim. Their response should be carefully considered to identify broadly whether direct contact would be possible at any point and any if there are any potential risks (including any risk of future harmful behaviours) to either the victim or the young person themselves as a result of direct contact. Any identified risks should be highlighted in the next sub-section.

**Trigger question for further exploration**

**Q. Are there any victim safety concerns that need to be considered when determining appropriate RJ interventions?**

A link to the future behaviour sub-section in the Explanations and Conclusions section is provided in order for you to review any concerns.

If the answer is 'Yes', you should complete the further exploration question to capture the details around the concerns identified:

**Further exploration**

**Please provide details**

Record the specific nature of any victim safety concerns.

- Is there a clearly identifiable risk to the victim which makes direct restorative interventions impossible?
- If this is the case can indirect interventions be used instead?

## Practice Point

There will be cases where the YOT can, and should, record the names of real or potential victims within the young person's record if this is in the interest of risk management and public protection. The critical factor is whether you consider there is a real and potentially significant impact for the victim or potential victim and that their name needs to be recorded in order to mitigate against the risk. If there is no risk or limited risk then there is no justification for recording the victim's name.

Recording victim's details without using the information for the purpose of preventing offending or reoffending removes the legitimate purpose for recording and may breach the Victims Code of Practice and Data Protection Act. Victim details may be recorded and shared with police, MAPPAs or probation, for example, in a meaningful attempt to manage risk to this individual. However, information recorded should be kept to the minimum required to help safeguard that individual. Defensible decision making for doing so is vital, so the rationale for doing so must be clearly evidenced and recorded.

### 16.3.6 Tailoring interventions

Tailoring interventions details are pre-populated from the Core Record, Personal Family and Social Factors and Pathways and Planning sections where available.

This information may include additional factors that could be relevant to assessing the appropriateness of different restorative justice processes for the young person. They should be considered alongside the rest of the assessment.

# 17. Referral Order Report

## 17.1 Purpose

The Referral Order report template can be completed without pre-population or be pre-populated with information from other areas of the assessment which can provide a starting point for the completion of the report. The Referral Order Report module is not compulsory for use in AssetPlus.

It is important for practitioners to note:

- changes made here will not be reflected back in the source section of the information, it is important to ensure that the source sections of the core framework are up to date before starting the Referral Order Report process; and,
- if the report is pre-populated, a review and edit of the material will be required in order to present the information in the form of a coherent report.

Please see section 5 of YJB Case Management Guidance (2014) for specific guidance on how to use reports<sup>63</sup>. There is also guidance available on Referral Orders<sup>64</sup>.

## 17.2 Overview

The following sub-sections are completed for the Initial Referral Order Panel Report:

- **Front page**
- **Sources of information**
- **Offence analysis** (including the impact of the offence on the victim/s)
- **Assessment of the young person**
- **Assessment of the risk to the community** (including the likelihood of reoffending, risk of serious harm to others and any risk to the young person's safety and well-being)

The following sub-sections will be completed at the review and case closure stages:

- **Introduction**
- **Elements of contract and progress**
- **Conclusion**

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<sup>63</sup> [How to use reports - Publications - GOV.UK](#)

<sup>64</sup> [Young offenders: referral orders - Publications - GOV.UK](#)

## 17.3 Section guidance

### 17.3.1 Front page

Young person's details are pre-populated from the Core Record and Offending and Anti-Social Behaviour sections where information is available. However, there is an additional question that will not pre-populate:

#### **Date of Panel**

There is a pre-populated message in this sub-section stating:

'Young person will turn [age] / was [age] on date of panel'.

### 17.3.2 Sources of information

Sources of information details are pre-populated from the Core Record where available.

### 17.3.3 Offence analysis

Offence analysis details can be pre-populated from several questions within the Offending and Anti-social Behaviour section including the questions on what happened and the young person's attitudes to offences.

### 17.3.4 Assessment of the young person

Relevant information can be pre-populated from all completed text boxes in Personal, Family and Social Factors. You should also consider any safety and well-being concerns in this section.

### 17.3.5 Assessment of risk to the community

This section will include the likelihood of reoffending, risk of serious harm to others and risks to the young person's safety and well-being.

Information and analysis can be pre-populated from the factors affecting desistance, future behaviours and young person's safety and well-being sub-sections of Explanations and Conclusions.

### 17.3.6 Introduction

This is only displayed in Review and Case Closure stages if there is an active Referral Order.

You should provide contextual information to set the scene for the Referral order Panel on the status of the Referral Order.

### 17.3.7 Elements of contract and progress

This is only displayed in Review and Case Closure stages if there is an active Referral Order.

You should outline the elements of the contract and the progress which has been made at the point of review or case closure against each element.

### 17.3.8 Conclusion

The conclusion should ensure that the report has both addressed the type of interventions that are most likely to reduce reoffending or address risk of serious harm to others and is tailored to the particular circumstances of the young person and the offences committed.

# 18. Youth to Adult Services

## 18.1 Purpose

The Youth to Adult Services module supports existing processes for preparing for transition of the young person from the YOT to Adult Services.

Further guidance on Youth to Adult Transitions can be found in the Youth to Adult Transitions Framework - Advice for managing cases which transfer from Youth Offending Teams to Probation Trusts.<sup>65</sup>

## 18.2 Overview

Prior to transition to Adult Services, AssetPlus should be reviewed thoroughly. The Transfer to Probation stage triggers the Youth to Adult Services module which contains additional questions to consider in preparation for the transition.

## 18.3 Section guidance

**Of the other services currently working with the young person:**

**Q. • Which will continue to offer support or services?**

Consider who the contacts are and how will this be arranged.

**Q. • Which services will no longer be provided once s/he is over 18? When is this likely to happen?**

Consider the impact of these changes and whether there is a need to seek access to adult services to meet any outstanding needs, e.g. transferring from CAMHS to adult mental health services.

**Q. • Are there any services where it is unclear whether provision will be available or negotiations are still ongoing?**

Consider who is going to take the lead in managing this.

**Q. Based on your assessment, are there any specific needs that need to be considered?**

Consider:

- LAC status,
- diversity issues,
- contact with family,

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<sup>65</sup> [\[ARCHIVED CONTENT\] Youth to adult transitions framework](#)

- what forms of supervision would the young person benefit from, e.g. mentoring, one-to-one, intensive group work; and,
- are there any particular types of intervention to be avoided, e.g. accredited programmes.

**Q. How well do you think s/he will cope with the change of supervisory relationship?**

You should provide as much information as possible on how the young person might cope with the change and anything which could help to make the transition easier. Consider:

- what has worked well in the existing relationship,
- any factors that could help the new case manager to build a relationship; and,
- any particular barriers to engagement to consider in the change of supervisor.

**Q. How will s/he adjust to being in an environment with adult offenders?**

You should provide details on how the young person might adjust to the change in environment. Consider:

- is the young person susceptible to peer influence by specific groups; and,
- their maturity level.

**Q. What help do you think the young person might need in managing the transition?**

You should consider anything that might help the new case manager to engage the young person following transition. Consider:

- reminders about appointments,
- names and phone numbers of people to contact; and,
- mentoring.

# 19. YOT to YOT transfer

## 19.1 Purpose

AssetPlus allows the entire framework, with its history, to be transferred between AssetPlus enabled YOTs, regardless of the case management systems being used. The YOT to YOT transfer module supports existing processes for preparing for transition of the young person from the YOT to another YOT.

In some circumstances, additional documents outside of AssetPlus may also be required to enable effective case transfer. The minimum document set is detailed in the Information Sharing Checklist in the YJB National Protocol for Case Responsibility (May 2014).

When a case is transferred between YOTs, it should be clear whether the case is being formally transferred or whether it is a 'caretaking' situation, with the home YOT retaining case responsibility. If the receiving (host) YOT has caretaking responsibility, the agreed roles between the home and host YOT need to be made clear. Existing protocols for transfer between YOTs and off-system dialogue will drive and manage the transfer process.

### Practice Point

Whenever a case is being transferred between Youth Offending Teams, both organisations should adhere to the National Protocol for Case Responsibility.<sup>66</sup>

## 19.2 Overview

Prior to transfer, AssetPlus should be reviewed thoroughly. The Transfer YOT to YOT stage triggers the YOT to YOT transfer module which contains additional questions to consider in preparation for the transition.

The case management system will enable you to transfer AssetPlus for a young person to another named YOT either as a complete transfer or as a temporary caretaking arrangement. If the transfer is rejected, the other YOT must provide a reason:

- No agreement to transfer in place\*
- Wrong AssetPlus\*
- Wrong YOT\*
- Level of completeness
- Errors of fact
- Conflict in stages
- Caretaking has ended

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<sup>66</sup> [National protocol for case responsibility - Publications - GOV.UK](#)

- Other - please specify

\*applicable to initial Transfer request only

There are some additional points to be noted:

- Roles and responsibilities for a caretaking transfer are determined locally by the YOT.
- The system will not allow the user to make a complete transfer if the young person is a looked-after child.
- The case management system will clearly show whether the YOT is the home or host YOT for a caretaking transfer.
- The case management system will allow either the home or host YOT users to complete a new assessment stage and send the update to the other YOT.
- The case management system will allow the home YOT to end a caretaking arrangement. The end of a caretaking transfer can result in the young person returning to the home YOT or a complete transfer to the host YOT (then the receiving YOT).
- In the case of a young person where an address cannot be found but where later the home YOT is located and an assessment has been completed, the system will allow two copies of AssetPlus to be merged and resolve conflicts by using the latest data entered.

## 19.3 Section guidance

### **Q Reason for Transfer**

### **Q How well do you think s/he will cope with the change of supervisory relationship?**

You should describe:

- how the young person has dealt with supervisory changes before either in the YOT or other organisations,
- what is known about the young person and how best to build a relationship with them; and,
- any specific needs or barriers to engagement that the new supervisor should be aware of.

### **Q What help do you think the young person might need in managing the transition?**

You should record any factors which may help the new case manager to engage the young person. Consider:

- reminders about appointments,
- names and phone numbers of people to contact; and,
- anything specific that has worked to engage the young person.

**Q. Based on your assessment, are there any specific needs that need to be considered?**

Consider:

- LAC status,
- diversity issues,
- speech, language or communication needs,
- contact with family; and,
- are there particular methods of supervision that the young person may benefit from, e.g. mentoring, one-to-one, intensive group work.

**Q. Of the other services currently working with the young person:**

- Which will continue to offer support or services?
- Who is the contact and how will this be arranged?
- What alternative or replacement provision will need to be found?
- Who will lead on identifying the required provision?

**Q. Please give detail of any compliance issues or pending breach matters?**

You should provide details on any reasons for failing to comply and any outstanding breach matters including any relevant court dates and the recommendation to be made to the court on the future of the sentence.

Information on previous compliance can also be found in the young person's engagement with services in Foundations for Change.

**Q. Can the current intervention requirements be fulfilled by the receiving or host YOT? If not, what action will be taken?**

You should record what the current intervention requirements are and whether they can be met by the other YOT. For example, with regards to YRO requirements you should record whether the receiving or caretaking YOT is able to complete the requirements associated with the order, e.g. drug testing. Where requirements are unable to be delivered, consideration should be given to what could be done, e.g. does the YRO need to be returned to court for amendment?

# 20. Appendices

## Appendix 1: Other related Guidance documents and Reference Material

Key Guidance related to AssetPlus:

- YJB Case Management Guidance
- Signs of communication needs
- Data recording guidance and counting rules
- Speech, Language and Communication (SLCN)
- Comprehensive Health Assessment Tool (CHAT) guidance
- YJB National Standards
- The Common Assessment Framework for children and young people - A guide for practitioners
- Key Elements of Effective Practice
- YJB Mental Health: Consent and Confidentiality
- YJB Case management and sentence planning
- National Protocol for Case Responsibility (England Only)
- Case Material examples
- Advice on Information Management in Youth Offending Teams
- Effective practice in case management - for secure estate staff and professionals
- Screening for mental disorder in the Youth Justice System - Supporting notes
- LASPO/OOCD disposals guidance
- Safeguarding and Public Protection incidents in the Community
- Bail Package Recommendation guidance
- Referral Order guidance
- Scaled Approach
- ISS Guidance
- Making it count in court
- Release and Recall
- MAPPA guidance (NOMS and YJB)
- <http://www.clinks.org/resources-reports/young-review>

The above may not be fully representative of all of the relevant guidance available to YJS practitioners (such as locally produced guidance which has not been included in the above) but it does cover the key known guidance documents.

## Appendix 2: Seriousness Scores

The Youth Justice Board's seriousness score relates to the most serious of the current offence/s. It is a 1-8 scale and is not the same as the gravity score currently used by the police.

### Interpretation of Offence Gravity Scores

Offence gravity is based on the substantive outcomes data for 10-17 year olds recorded by YOTs between 2006 and 2012.

Sentences are grouped into three bands: custody, community supervision, and fines or discharges.

Details are given below:

<i>Gravity</i>	<i>Sentencing</i>
1	95% fines/discharges, 5% community supervision
2	75% fines/discharges, 23% community supervision, 2% custody
3	45% fines/discharges, 50% community supervision, 5% custody
4	25% fines/discharges, 65% community supervision, 10% custody
5	10% fines/discharges, 65% community supervision, 25% custody
6	5% fines/discharges, 50% community supervision, 45% custody
7	2% fines/discharges, 23% community supervision, 75% custody
8	5% community supervision, 95% custody

Where the sample size for analysis was below 100, this sample was considered too small to give a new accurate score. In these cases the old score has been maintained. For information, scores where this has been the case are highlighted by the \*.

<b>Offence</b>	<b><u>Score</u></b>
<b>Violence against the person</b>	
Abduction / Kidnapping	7
Assault police officer	3
Common assault	3
Manslaughter	8
Murder	8
Indictable firearms offences	5
Other wounding	3
Possession of an offensive weapon	3
Threatening, abusive or insulting words or behaviour	3
Threat or conspiracy to murder	5

Wounding or other act endangering life	7
Other / unspecified violence against the person	3

### **Sexual offences**

Buggery or attempted buggery	n/a
Gross indecency with children	n/a
Incest*	7
Indecent assault	5
Indecent behaviour/exposure	3
Rape	8
Unlawful sexual intercourse girl under 13	4
Unlawful sexual intercourse girl under 16	4
Other/unspecified offences	5

### **Death or injury by reckless driving**

Death by dangerous driving*	8
Injury by dangerous driving	5

### **Motoring offences**

Dangerous driving	5
Driving under influence of drinks/drugs	2
Driving whilst disqualified	5
Interfering with motor vehicle	3
Refusing to give breath test	3
Road traffic / Additional offences	2
Other / unspecified offences	2

### **Robbery**

Assault with intent to rob	6
Robbery	6

### **Domestic Burglary**

Aggravated burglary of a dwelling*	7
Burglary in a non-dwelling	6
Other/unspecified offences	6

### **Non-Domestic Burglary**

Aggravated burglary of a non-dwelling*	7
Burglary in a non-dwelling	3
Found on enclosed premises	3
Other/unspecified offences	3
<b>Vehicle theft and unauthorised taking</b>	
Aggravated vehicle taking	5
Being carried	3
Vehicle taking	3
<b>Theft and handling of stolen goods</b>	
Theft from the person	3
Theft in a dwelling other than from an automatic machine or meter	3
Theft by an employee	2
Theft of mail	3
Dishonest use of electricity	3
Theft or Unauthorised taking of pedal cycle	3
Theft from a vehicle	3
Shoplifting	3
Theft from an automatic machine or meter	3
Other theft	3
Handling stolen goods	3
<b>Fraud and forgery</b>	
Forgery	3
Fraud	3
Public/private services vehicle and rail fare evasion	1
Other/unspecified fraud and forgery	3
<b>Arson</b>	
Arson endangering life	6
Arson not endangering life	5
Other/unspecified arson	5
<b>Criminal Damage</b>	
Criminal damage endangering lif	6
Other criminal damage £2000 or more	2

Other criminal damage under £2000	2
Other/unspecified criminal damage	2
<b>Drugs offences</b>	
Permit use premises for Class B or Class C drug*	3
Possession of Class A drug (heroin, cocaine, ecstasy, LSD)	3
Possession of Class B drug (cannabis, amphetamines)	2
Possession of Class C drug (prescription drugs e.g. valium)	2
Supply/intent supply Class A drug	6
Supply/intent supply Class B drug	3
Supply/intent supply Class C drug	3
Unlawful import/export of drugs*	5
Other/unspecified drugs offences	4
<b>Public order offences</b>	
Affray	3
Bomb Hoax	5
Breach of the peace	1
Drunk and Disorderly	2
Other Public Order Act offences	2
Rioting*	6
Violent Disorder	5
Other unspecified public order offences	2
<b>Racially aggravated offences (offence group)</b>	
Criminal damage racially aggravated	3
Other wounding - racially aggravated	3
Wounding or other act endangering life - racially aggravated*	6
Other unspecified racially aggravated	3
<b>Breach of conditional discharge</b>	4
<b>Breach of bail</b>	4
<b>Breach of statutory order</b>	4



## Appendix 4: The use of the Youth Offender Group Reconviction Scale (YOGRS) in AssetPlus

### What is YOGRS?

YOGRS is the youth justice system specific version of the Offender Group Reconviction Scale (OGRS). OGRS estimates the probability that offenders with a given history of offending will be resanctioned for any recordable offence within two years of sentence, or release if sentenced to custody. In the youth justice system (YJS), the term sanction is used to refer to convictions and out of court disposals (OCD).

Whilst the calculation cannot be defined as absolute for an individual young person, it provides a percentage calculation of reconviction in comparison to a similar cohort.

The National Offender Management Service (NOMS) have produced the algorithm and reference data underlying OGRS, and have verified it as suitable for use in the YJS. The inclusion of YOGRS in the AssetPlus framework will help to promote greater alignment with OASys (National Probation Service's assessment framework), which will be of benefit for young people who move into adult services.

### Which young people can YOGRS be applied to?

YOGRS is to be applied to any young person who has received a substantive outcome and requires assessment. It will not be applicable for a young person subject to bail or remand with no previous offending, or for prevention cases, including those who have only received triage outcomes.

### Distinctions between YOGRS and previous versions of OGRS

For those familiar with previous versions of OGRS, YOGRS is different in the following ways<sup>67</sup>:

1. YOGRS considers the impact that the variable of age, for the youngest group of offenders, that of 10 and 11 year olds has on likelihood of proven reoffending
2. YOGRS accounts for the additional variable of 'offence free time', the time between the last sanction and the time of assessment
3. The data underpinning the YOGRS algorithm has been updated, taking into account more recent data, and data relevant to young people
4. YOGRS is simplified by specifying only the 2 year likelihood of proven reoffending, as opposed to the 1 and 2 years of earlier versions

Thus, the input of equivalent data into both YOGRS and a previous version of OGRS will not necessarily yield the same result.

### Evidence base

OGRS is based on extensive research and analysis of empirical reoffending data and seeks to provide the practitioner with an estimation, based on data relating to the individual, of the likelihood of re-sanctioned for further offending within two years. While originally devised partly as an aid to professional judgement in Pre-Sentence Report (PSR) writing, it has been developed for use throughout the assessment journey of the individual.

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<sup>67</sup> YOGRS (and OGRS4, on which YOGRS is primarily based) includes a distinction between the likelihood of violent offending with that of offending of any kind. However, due to the recording of existing offences on YOT case management systems, it not technically feasible to implement all elements of this calculation within project timescales, and therefore will not be included as part of AssetPlus.

Previous versions of the OGRS were modelled on reoffending data relating solely to adult offenders, but YOGRS has been validated for use in the YJS through the incorporation of reoffending data of those under 18 years old. The '[Assessing the predictive validity of the Asset youth risk assessment tool using the Juvenile Cohort Study \(JCS\) December 2011](#)' outlines the research in this area. The JCS also states that YOGRS predictive validity is comparable to Asset static factors.

### **YOGRS factors and AssetPlus**

YOGRS replaces the current 'static factor' component of Asset and is calculated using the following static factors of the young person:

- Age and gender group
- Is the young person 10 or 11 years old?
- Age at date of most recent outcome or release from custody
- Offence type
- Conviction type, including OOC
- Offending 'career status' – whether the young person has offended previously
- Number of previous substantive outcomes
- Years between first and current substantive outcome
- A measure of the quantity and speed of past offending (known as the 'Copas score'), which considers the following:
  - a) Age at time of sentence (as above)
  - b) Number of previous sanctions (court appearances at which convicted, formal cautions, reprimands and final warnings)
  - c) Age at first sanction
- Offence free period

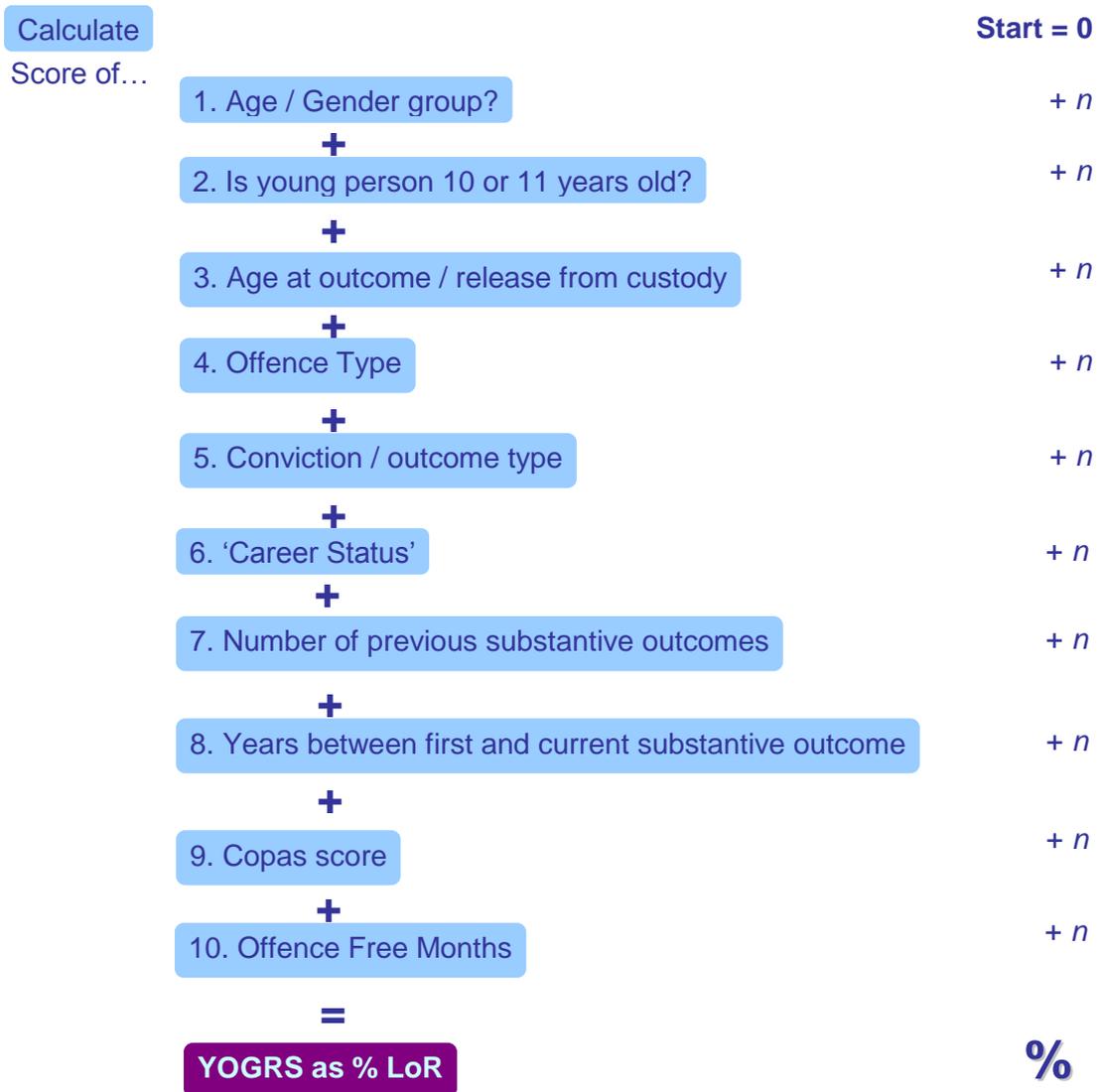
### **YOGRS calculation**

As outlined above, the calculation for YOGRS is derived from a combination of factors, each of which contributes to a greater or lesser degree, to the overall likelihood of proven reoffending.

Each factor in the calculation will generate a number, positive or negative, which contributes to the overall score. Some factors will be derived from system data, some from AssetPlus data, and some from a combination of system data and research-based reference data.

It is the interplay of these factors that generates an overall percentage of likelihood of reconviction of the young person, within the two year period following the latest sentence date or the date the young person will be released from custody.

## High level overview of the calculation



### YOGRS calculation factors

To enable the prediction of 'generic' (any) offending will take each variable in the calculation in turn and provide definition and clarity about how it is to be handled in the CMS.

The YOGRS score starts at **0** and adds incrementally with each subsequent factor to an interim score.

## **1. Age / Gender Group**

Factor determines control group for calculation.

## **2. Is the young person 10 or 11 years old?**

This factor relates to current age of young person and accounts for the relative likelihood of reoffending of those starting criminal careers earlier i.e. 10, or 11 years old. Case management systems will calculate this.

## **3. Age at outcome / release from custody**

This factor takes into account the age at which a young person has been sentenced, for the most serious offence, or the age at which the young person has been, or will be released from, custody.

## **4. Offence Type**

Certain offence types have a greater or lesser degree of association with reoffending. The introduction to the YJS of the Police National Legal Database based list of offence codes enables the factoring of offence types in assisting with the estimation of reoffending.

## **5. Conviction Type**

YOGRS considers the current disposal the young person is subject to, and includes OOCs (Youth Cautions and Youth Conditional Cautions). Triage disposals will not be included as they are not counted as substantive outcomes.

## **6. Offending Career Status**

Similar in nature to Factor 5, in the calculation, this variable considers whether the young person has offended previously and requires the CMS to count the number of previous substantive outcomes / sentencing occasions, and select the appropriate value from the lookup table.

## **7. Number of previous substantive outcomes**

This variable provides additional context to factor 6 by taking into account the total number of substantive outcomes resulting from recordable offences.

## **8. Years between first and current substantive outcome**

This variable considers the number of years between the first and 'current' substantive outcome, which can be referred to as the criminal career length.

## **9. Copas Score**

The Copas score is a term used to describe various mathematical functions which have been developed to summarise the volume and speed of an offender's known criminal career. The Copas Rate consists of the following:

### **i. Number of sanctions**

Offenders with more previous criminal sanctions have a higher 'rate', as do those whose criminal career spans a short number of years.

### **ii. Criminal career length**

The criminal career length is measured as the difference between age at first sanction to age at current sanction, so does not lengthen while the custodial portion of a current sentence is being served.

### **iii. Index date**

The third age factor used is age at index date, which is the date of the offender's non-custodial sentence or discharge from custody. Whereas age at assessment date would be time-dependent, but would confound the effects of age with those of offence-free time (because it would equal age at index date plus offence-free time), age at index date is a static factor as it will not change before reoffending occurs.

## 10. Offence Free Months

This factor takes into account the length of time between the last substantive outcome and the date of assessment, with more offence free months meaning that reoffending is less likely.

Case management systems will calculate the length of time the young person has not offended in months. This is the number of months between the last outcome and the date of assessment. The calculation uses a minimum of 0 months and a maximum of 36 months. Thus, even if the individual is being assessed as not having had a substantive outcome for over 3 years, the value for the offence free months would still be 36.

### Application to likelihood of reoffending bandings in AssetPlus

Existing likelihood of reoffending ratings of low, medium and high are retained. The YOGRS score will correspond to an indicative likelihood of reoffending rating as outlined in the table below:

<b>YOGRS score</b>	<b>Indicative likelihood of reoffending (LoR) rating</b>
0 - 43%	Low
44 - 76%	Medium
77 - 100%	High

Practitioners will then use their professional judgement to take account of the dynamic factors, to determine whether the indicative LoR rating is appropriate. The practitioner will then provide their own rating and explain the rationale where that differs to the indicative LoR.

Once the practitioner has determined the likelihood of reoffending rating (YOGRS plus professional judgement) this LoR rating can be used alongside a risk of harm judgement to inform the Scaled Approach Intervention Level.

### Use of professional judgement

YOGRS is only one aspect of the assessment of likelihood of reoffending - many other factors need to be considered when assessing the risk of reoffending posed by a particular young person.

While research shows YOGRS to have predictive validity in estimating proven reoffending, it cannot adjust for the individual's dynamic risk factors. As such, YOGRS is an aid to practitioner judgement, and not a substitute for that judgement.

YOGRS is not weighted with greater importance than any other judgement and should be compared against other assessment findings.

## Appendix 5: YJB 7 Resettlement Pathways – Main Objectives

(1) **Case Management & Transitions – Main Objective:**  
Ensure that young people serving custodial sentences receive effective, end-to-end service provision based on a thorough assessment of need and risk, in order to reintegrate them into the community.

### (2) **Accommodation – Main Objective:**

To ensure that all young people leaving custody can access suitable and sustainable accommodation with support where appropriate

### (3) **Education Training & Employment – Main Objective:**

Provide all young people with suitable and sustainable Education, Training & Employment throughout their sentence & beyond

### (4) **Health – Main Objective:**

Ensure that all young people in custody have access to suitable and sustainable general and specialist healthcare services, based on individual need, so that problems are assessed and treated at the earliest opportunity and in the most appropriate manner

### (5) **Substance Misuse – Main Objective:**

Ensure that all young people entering custody are screened for substance misuse, with recognition of previous interventions. Those with identified needs should receive specialist assessment and access to the appropriate interventions and treatment services, with their aftercare needs met on return to the community

### (6) **Families – Main Objective:**

Ensure that families of young people in custody receive timely, high-quality support and information, from the point of arrest and throughout the young person's sentence

### (7) **Finance, Benefits & Debt – Main Objective:**

Ensure young people leaving custody and their families are provided with information and advice so that they are able to access appropriate financial support

NB: Adult *National Reducing Reoffending Action Plan* (HO 2004) had 'Attitudes, Thinking & Behaviour' as Pathway 7 – Incorporated into ETE Pathway for YP

## Appendix 6: Mandatory questions in the Custody module

MODULE	Sub-section	Question
Custody	Young person's details	Immigration/asylum status issues
Custody	Young person's details	Interpreter required?
Custody	Young person's details	Nationality
Custody	Young person's details	Preferred language
Custody	Young person's details	Religion
Custody	YOT Details	Home YOT
Custody	YOT Details	Telephone No.
Custody	YOT Details	Home YOT worker
Custody	YOT Details	Currently supervised by another YOT?
Custody	YOT Details	How long have you known the young person?
Custody	Court and alleged offence details	Court name
Custody	Court and alleged offence details	Court type
Custody	Court and alleged offence details	Date of Hearing
Custody	Court and alleged offence details	Current status
Custody	Court and alleged offence details	Expected outcome
Custody	Court and alleged offence details	Offence Category
Custody	Court and alleged offence details	Offence type
Custody	Court and alleged offence details	Offence Start Date
Custody	Court and alleged offence details	Offence End Date
Custody	Court and alleged offence details	Offence Category
Custody	Court and alleged offence details	Offence type
Custody	Court and alleged offence details	Offence Start Date
Custody	Court and alleged offence details	Offence End Date
Custody	Secure Estate History	First time in custody?
Custody	Secure Estate History	Young person's thoughts about custody
Custody	Placement recommendation	Initial placement recommendation
Custody	Placement recommendation	Is there a specific establishment where the young person should not be placed?
Custody	Placement recommendation	Does the young person have any Co-defendants?

Custody	Placement recommendation	Is there anything else Placements should know?
Custody	Health	Height
Custody	Health	Weight
Custody	Health	Physical maturity
Custody	Health	Give details of the young person's build and maturity
Custody	Health	Allergies
Custody	Health	Dietary needs
Custody	Health	Has a diagnosed physical health condition?
Custody	Health	Experiencing current physical health symptoms? e.g. breathing problems, chest pains, seizures
Custody	Health	Currently taking prescribed medication for a physical illness?
Custody	Health	Has any current contact with GP or hospitals in relation to a major physical illness?
Custody	Health	Is pregnant or could be pregnant?
Custody	Health	Health is being put at risk through his/her own behaviour?
Custody	Health	Is the health condition likely to impact on the placement decision?
Custody	Health	Has a professional/ family member expressed concerns about social communication skills?
Custody	Health	Have problems with reading or writing?
Custody	Health	Have any Special Educational Needs or Disabilities been identified?
Custody	Health	Has a professional/ family member expressed concerns about learning needs?
Custody	Health	Head injury that caused him/her to be knocked out or dazed or confused?
Custody	Health	Is speech, language, communication and neuro-disability likely to impact on the placement decision?
Custody	Health	Is there any evidence of substance misuse?
Custody	Health	Is the substance misuse likely to impact on the placement decision?
Custody	Health	Any formal diagnosed mental health condition? (current/previous)
Custody	Health	Any contact with mental health services?

Custody	Health	Any prescribed medication for mental health problems? (current/previous)
Custody	Health	Has current feelings of sadness, anxiety/stress or irritability?
Custody	Health	Feels constantly in low mood?
Custody	Health	Feels hopeless about the future?
Custody	Health	Has flashbacks of past traumatic events?
Custody	Health	Experiencing unusual thoughts?
Custody	Health	Sees or hears things that other people cannot?
Custody	Health	Has longstanding symptoms of over-activity, inattention and impulsivity in multiple settings? (e.g. home, school etc.)
Custody	Health	Has history of deliberate self-harm?
Custody	Health	Has previously attempted suicide?
Custody	Health	Has current thoughts to self-harm or wish to commit suicide?
Custody	Health	Looks depressed or is behaving unusually?
Custody	Health	Risks/ concerns from others (family/professionals) about young person's mental health
Custody	Health	Is Emotional development and mental health likely to impact on the placement decision?
Custody	Personal Circumstances	Accommodated by voluntary agreement with parents (s.20 Children Act 1989)
Custody	Personal Circumstances	Identified Child in Need (s.17 Children Act 1989)
Custody	Personal Circumstances	Subject to a care order (s.31 Children Act 1989)
Custody	Personal Circumstances	Remand to local authority accommodation
Custody	Personal Circumstances	Remand to Youth Detention Accommodation
Custody	Personal Circumstances	Has the young person ever had a child protection plan?
Custody	Personal Circumstances	Type of ETE provision
Custody	Personal Circumstances	ETE Status
Custody	Personal Circumstances	Name of school/ETE provider
Custody	Personal Circumstances	Have any Special Educational Needs or Disabilities been identified?
Custody	Personal Circumstances	Are there parents/carers or significant others actively engaged with the young person?
Custody	Personal Circumstances	Is there any evidence of significant problems in the

		way the young person relates to others?
Custody	Personal Circumstances	Is there any evidence of personal or emotional distress or fragility?
Custody	Personal Circumstances	Is the young person at risk of sexual exploitation?
Custody	Personal Circumstances	Young person's parental status
Custody	Personal Circumstances	Is there evidence that the young person is engaged in sexually harmful behaviour towards others?
Custody	Future Behaviour	MAPPA category