

Inspection of Youth Justice services

YJS narrative against inspection standards - [name] YJS

Completed by:

(insert name of Head of Service, or name and role of person completing this document)

This document is to be used by the YJS Head of Service or another designated person to give a succinct summary of where the YJS sees its current position in relation to the relevant sections of the HMIP inspection standards and key questions.

We suggest a maximum of 500 words for each **key question**. **Do not embed any additional documents into this template when completing.**

Domain one: organisational delivery

1.1 Governance and leadership

The governance and leadership of the YJS drives a high-quality service to achieve positive change and safety for children and communities.

1.1.1

Do the YJS's strategic arrangements drive a high-quality, personalised and responsive service to achieve positive change and keep children and communities safe?

- a) Does the YJS Management Board set the direction and strategy for the YJS, enabling it to achieve positive change and keep children and communities safe?
- b) Are there effective governance arrangements and clear delivery plans that enable relational practice and effective evidence-based work with children?
- c) Can the YJS Management Board explain any disproportionality and has it taken sufficient action to address this?

	<ul style="list-style-type: none"> d) Does the YJS Management Board analyse and use the views of children and parents and carers and use them in the YJS's vision and strategy? e) Does the YJS Management Board include all statutory and non-statutory partners at the right level where these would add value? f) Are YJS Management Board members well engaged and active in their contribution to achieving positive change and keeping children and communities safe? g) Does the YJS Management Board sufficiently understand and appropriately challenge the YJS's data and information? h) Do other relevant local strategic partnerships give priority to work to achieve positive change and keep children and communities safe? i) Are strategic arrangements and activity, and their impact on delivery, monitored and regularly reviewed?
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YJS narrative against key question and prompts (up to 500 words)

Leave blank for lead inspector commentary/notes:

1.1.2	<p>Does the YJS leadership team drive a high-quality, personalised and responsive service to achieve positive change and keep children and communities safe?</p> <ul style="list-style-type: none"> a) Does the YJS leadership team provide an effective link to the YJS Management Board? b) Do the YJS's partnership arrangements enable it to deliver effective operational work to achieve positive change and keep children and communities safe?
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	<ul style="list-style-type: none"> c) Does the YJS leadership team successfully deliver and operationalise the vision and d) strategy? e) Does the YJS leadership team seek, analyse and use the views of children and parents and carers? f) Can the YJS leadership team explain any disproportionality in their delivery area, and have they taken sufficient action to address this? g) Do staff understand their roles and responsibilities within the partnership arrangements, and what they are accountable for? h) Are the necessary policies in place and understood by all those to whom they apply?
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YJS narrative against key question and prompts (up to 500 words)

Leave blank for lead inspector commentary/notes:

1.1.3	<p>Does the YJS leadership team actively engage with staff to deliver a high-quality, personalised and responsive service to achieve positive change and keep children and communities safe?</p> <ul style="list-style-type: none"> a) Does the YJS culture promote openness, constructive challenge and ideas? b) Are staff well engaged and motivated? c) Are the views of staff sought, analysed and used to review and improve the effectiveness of services?
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	<ul style="list-style-type: none"> d) Do managers equitably recognise and reward exceptional work? e) Is appropriate attention paid to staff safety and wellbeing, and building staff resilience? f) Is there support for staff if they feel discriminated against or experience any form of discrimination? g) Is there a clear and understood process for staff complaints? h) Is there a clear and understood process for complaints from children and parents and carers? i) Do YJS leaders understand and promote the meeting of diverse needs, including the need to make reasonable adjustments for staff in accordance with protected characteristics?
YJS narrative against key question and prompts (up to 500 words)	
Leave blank for lead inspector commentary/notes:	

1.1.4	<p>Do leaders use analysis, evidence and learning to drive a high-quality, personalised and responsive service to achieve positive change and safety for children and communities?</p> <ul style="list-style-type: none"> a) Are policies regularly evaluated and reviewed, including responding to changes in the evidence base and paying due regard to diversity issues? b) Is the delivery of partnership services informed by regular, robust evidence-based monitoring, evaluation and review, including a review of the impact on diverse groups? c) Are service improvement plans regularly evaluated and reviewed, including responding to changes in the evidence base?
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| | <ul style="list-style-type: none"> d) Does evaluation include the use of data and information and is it informed by necessary input from other agencies, including those delivering out-of-court, post-court, bail and remand, and resettlement services? e) Does evaluation include active consideration of diversity issues? f) Do performance and quality assurance systems drive improvement? g) Does the YJS learn systematically and communicate effectively when things go wrong, including serious incidents? |
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YJS narrative against key question and prompts (up to 500 words)

Leave blank for lead inspector commentary/notes:

1.2 Staffing

Staff are enabled to deliver a high-quality, personalised and responsive service to achieve positive change and keep children and communities safe.

1.2.1	<p>Do staff and workload levels support staff to deliver a high-quality, personalised and responsive service to achieve positive change and keep children and communities safe?</p> <ul style="list-style-type: none"> a) Are YJS staffing levels sufficient? b) Do YJS practitioners have manageable workloads, given the nature of their workload and the range of work undertaken? c) Do YJS specialist staff have manageable workloads, given the nature of their workload and the range of work undertaken? d) Do support staff have manageable workloads, allowing them to support YJS work effectively? e) Do leaders and managers have manageable workloads? f) Are workloads managed actively, with resources being redeployed when this is reasonable and necessary, in response to local pressures?
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YJS narrative against key question and prompts (up to 500 words)

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1.2.2	<p>Do the skills and profile of staff support the delivery of a high-quality, personalised and responsive service to achieve positive change and keep children and communities safe?</p> <ul style="list-style-type: none"> a) Does the workforce reflect adequately the diversity of the local population? b) Do the skills and diversity of the workforce meet the needs of children? c) Is work with children allocated to staff who are appropriately qualified and/or experienced?
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	d) Are the learning needs of staff identified and met? e) Is a culture of learning and continuous improvement promoted actively? f) Is the potential of staff identified and developed?
YJS narrative against key question and prompts (up to 500 words)	
Leave blank for lead inspector commentary/notes:	

1.2.3	1.2.3 Does the oversight of work support high-quality delivery and professional development to achieve positive change and keep children and communities safe? <ul style="list-style-type: none"> a) Is an effective induction programme delivered to all new staff that addresses issues of diversity and is accessible to all? b) Do staff receive effective child-focused supervision that supports them and enables them to take a relational approach to working with children? c) Are there effective management oversight arrangements that enhance and sustain the quality of work with children? d) Is the appraisal process used effectively to ensure that staff are delivering a high-quality service? e) Is poor staff performance identified and addressed? f) Where volunteers and mentors are used, are they supported to fulfil clearly defined roles?
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YJS narrative against key question and prompts (up to 500 words)

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1.3 Partnerships and services

A comprehensive range of high-quality, personalised and responsive services are in place, achieving positive change and keeping children and communities safe.

1.3.1

Does the YJS have a comprehensive and up-to-date analysis of the profile of children, that it uses to deliver well-targeted services?

- a) Is there an up-to-date analysis of all children's needs?
- b) Does the analysis pay sufficient attention to factors relating to achieving positive change and keeping children and communities safe?
- c) Does the analysis pay sufficient attention to diversity factors and to issues of disproportionality?
- d) Is there sufficient analysis of local patterns of sentencing, offence types and the use of out-of-court disposals?
- e) Is the analysis used effectively to drive service delivery?

	f) Does the analysis incorporate the views of children, parents, carers and victims about the services they receive?
YJS narrative against key question and prompts (up to 500 words)	
Leave blank for lead inspector commentary/notes:	

1.3.2	<p>Does the YJS partnership provide the volume, range and quality of services and interventions required to meet the individual needs of all children?</p> <ul style="list-style-type: none"> a) Are there effective arrangements to ensure access to the right specialist, mainstream and follow-on services and interventions to meet the needs of all children? b) Are services available in a timely manner for all children? c) Are building strengths, future focus and enhancing resilience central to the delivery of services? d) Are services to children delivered in safe places? e) Are services to children delivered in accessible places? f) Do delivery environments enable appropriate relational, strengths-based, personalised work to be undertaken? g) Are diversity factors and issues of disproportionality addressed sufficiently in the way that services are delivered?
YJS narrative against key question and prompts (up to 500 words)	

Leave blank for lead inspector commentary/notes:

1.3.3

Are arrangements with statutory partners, providers and other agencies established, maintained and used effectively to deliver high-quality, personalised and responsive services?

- a) Are there effective collaborative arrangements with partners and providers to achieve positive change for all children?
- b) Are there effective collaborative arrangements with partners and providers to achieve safety for children and communities?
- c) Are there effective arrangements for the provision of appropriate adults?
- d) Are arrangements set out and understood by staff to ensure that children are actively signposted, referred and supported into the most appropriate services?
- e) Is there a clear joint protocol in place with the police, setting out a locally agreed out-of-court disposal policy and practice, including joint and defensible decision-making?
- f) Does the out-of-court disposal eligibility criteria include an escalation process which avoids the inappropriate overuse of specific disposals?
- g) Are there suitable arrangements for out-of-court joint decision-making that include contributions from the YJS, police and social care as a minimum?
- h) Are courts made sufficiently aware of the services available to support sentencing options?

YJS narrative against key question and prompts (up to 500 words)

Leave blank for lead inspector commentary/notes:

Work with children and victims

2.1 Assessing

Assessing is well-informed and personalised, effectively analysing how to achieve positive change and keep children and the community safe.

2.1.1

Does assessing sufficiently analyse how to achieve positive change for the child?

- a) Does assessing analyse the context of the child, including the wider familial and social environment?
- b) Does assessing draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?
- c) Does assessing include the active participation of and co-production with the child?
- d) Does assessing sufficiently analyse whether work could be undertaken collaboratively with the child's parents or carers that would achieve positive change for the child?
- e) Does assessing analyse the child's strengths and protective factors including the key structural factors affecting the child?
- f) Does assessing analyse capacity for change, participation and community integration?
- g) Does assessing sufficiently recognise and analyse diversity issues?
- h) Does assessing analyse the child's attitudes, motivations and behaviour within the context of the child?
- i) Is assessing responsive to change, including to ensure continued effective arrangements to manage those issues that have been identified to achieve positive change?

Narrative against key question and prompts

Leave blank for lead inspector commentary/notes:

2.1.2	<p>Does assessing sufficiently analyse how to keep the child and the community safe?</p> <ul style="list-style-type: none">a) Does assessing clearly identify and analyse risks to the safety and wellbeing of the child?b) Does assessing clearly identify and analyse what is needed to achieve safety for other people, sufficiently considering risks?c) Does assessing sufficiently identify and analyse issues of vulnerability, victimisation and exploitation?d) Does assessing incorporate the needs and wishes of the victims?e) Does assessing sufficiently analyse whether work could be undertaken collaboratively with the child’s parents or carers that would keep the child and community safe?f) Is assessing responsive to change, including to ensure continued effective arrangements to manage those issues that have been identified to achieve safety for the child and the community?
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Narrative against key question and prompts

Leave blank for lead inspector commentary/notes:

2.2 Planning

Planning is well-informed, holistic and personalised, focusing on how to achieve positive change and keep children and communities safe.

2.2.1

Does planning focus sufficiently on how to achieve positive change for the child?

- a) Does planning take sufficient account of the context of the child, including the child's wider familial and social environment?
- b) Does planning include the active participation of and co-production with the child?
- c) Does planning take sufficient account of the child's strengths and protective factors, including the key structural factors affecting the child and seek to reinforce or develop these in order to build resilience?
- d) Does planning create opportunities for change, participation and community integration?
- e) Does planning sufficiently include and consider all the child's diversity factors?
- f) Is there sufficient planning of delivery with other services, including for exit planning and referral to mainstream services?
- g) Does planning take sufficient account of the child's ability and motivation to change, and seek to develop these as necessary?
- h) Does planning address the child's attitudes, motivations and behaviour within the context of that child?

Narrative against key question and prompts

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2.2.2	<p>Does planning focus sufficiently on how to keep the child and community safe?</p> <ul style="list-style-type: none">a) Does planning set out how to achieve safety and stability for the child as foundations for change?b) Does planning set out what is needed to keep other people safe, sufficiently addressing risks?c) Does planning sufficiently address issues of vulnerability, victimisation and exploitation?d) Does planning give sufficient attention to the needs and wishes of the victims, and opportunities for restorative justice?e) Does planning address any specific concerns and risks related to actual and potential victims?f) Does planning set out how work will be undertaken collaboratively with the child’s parents and carers to keep the child safe?g) Does planning pay sufficient attention to the available timescales, coordinating with any other agencies’ planning and the need for sequencing?h) Is planning responsive to change, including to ensure continued effective arrangements to manage those issues that have been identified?
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Narrative against key question and prompts

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2.3 Delivery

High-quality, well-focused, personalised and coordinated services are delivered, achieving positive change and keeping children and communities safe.

2.3.1

Does the delivery of well-focused, personalised and coordinated services achieve positive change for the child?

- a) Does the YJS focus sufficiently on developing and maintaining a working relationship with the child, with their active participation, that encourages and enables engagement?
- b) Does delivery take sufficient account of the context of the child, including the child's wider familial and social environment?
- c) Does delivery take sufficient account of the child's strengths and protective factors, including the key structural factors affecting the child and seek to reinforce or develop these in order to build resilience?
- d) Does delivery achieve opportunities for change, participation and community integration, including access to services post-supervision?
- e) Does delivery sufficiently include and consider all the child's diversity factors?
- f) Do interventions address the child's attitudes, motivations and behaviour within the context of that child?
- g) Is the YJS' work sufficiently aligned and coordinated with the delivery of other services including exit planning and referral to universal services?
- h) Is the quality of the work with the child reviewed and adapted where necessary?

Narrative against key question and prompts	
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2.3.2	<p>Does the delivery of well-focused, personalised and coordinated services keep the child and the community safe?</p> <ul style="list-style-type: none"> a) Are the right services delivered to achieve safety and stability for the child as foundations for change? b) Are services delivered collaboratively with the child's parents and carers to build safety and protection for the child and the community? c) Does delivery of services sufficiently address issues of vulnerability, victimisation and exploitation? d) Are the right services delivered to keep other people safe, sufficiently managing risks? e) Is sufficient attention given to the protection of actual and potential victims in the delivery of services? f) Do the interventions delivered pay sufficient attention to the available timescales and the need for sequencing?
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	g) Does delivery respond effectively to changes when required? h) Is engagement supported effectively, including by taking enforcement action when appropriate?
Narrative against key question and prompts	
Leave blank for lead inspector commentary/notes:	

V1 Victims	
<i>Work with victims is high-quality, individualised and responsive driving positive outcomes and safety for victims.</i>	
V1.1	Is work with victims high-quality, individualised and responsive? <ul style="list-style-type: none"> a) Are victims supported to make informed choices about their needs, including any direct work with children? b) Is clear information given to victims about what they can expect at different points in a child's work with the YJS?

	<ul style="list-style-type: none"> c) Are the individual needs of the victim well understood? d) Does the support offered to the victim sufficiently promote their safety and wellbeing? e) Is their effective engagement and relationship building with victims that enables individualised, responsive support and access to services? f) Are there effective arrangements and relationships with practitioners across the YJS to enable the needs of the victim to be met? g) Does the support delivered meet the needs of the victim?
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Narrative against key question and prompts

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V1.2	<p>Do organisational arrangements and activity drive a high-quality, individualised and responsive service for victims?</p> <ul style="list-style-type: none"> a) Are management board members well engaged and active in their contribution to work with victims? b) Are there effective arrangements in place with police for obtaining consent and the sharing of victim details?
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	<ul style="list-style-type: none"> c) Is there an effective policy and process in place for delivering high-quality, individualised, and responsive work with victims? d) Do staff that work with victims have manageable workloads? e) Do staff that work with victims have the right skills to deliver a high-quality, individualised and responsive service to victims? f) Are staff that work with victims effectively supported in the delivery of their work? g) Is there a range of support and services available, with effective risk management processes in place? h) Are the views of victims sought, analysed, and used to inform an effective service for victims?
Narrative against key question and prompts	
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