



HM Inspectorate
of Probation

Youth justice inspections

Domain two and victims' standards

Case assessment rules and guidance (CARaG)

v 1.3 March 2025

Questions and prompts for domain two and the victims' standards are supported by the case assessment rules and guidance (CARaG). These are a comprehensive set of published rules and guidance to be followed by inspectors and local assessors in their assessment of cases. The CARaG promotes transparency and consistency in our inspection of cases. Inspection staff and local assessors should use the CARaG as a reference document when assessing a child's or victim's case.

The CARaG provides guidance on the questions and prompts. It is periodically updated to ensure that it remains consistent with any changes that we make to standards, questions and prompts, and so that they remain linked to evidence. The CARaGs also contains links, where relevant, to more detailed guidance and HM Inspectorate of Probation position statements in specialist areas.

For all domain two cases, inspectors will review:

- all assessing or planning activity that has contributed to the disposal or outcome that we are inspecting (such as a pre-sentence report, an out-of-court disposal screening or decision-making tool or assessment, any activity relating to the period of custody and resettlement, or bail and remand activity and assessment)
- all activity that is undertaken during the disposal/outcome, bail and remand, out-of-court work, custody and resettlement
- any work that continues in the same expected time frame as the activity we are inspecting; where activities are taking place concurrently (such as out-of-court disposals running alongside each other), we will inspect all of the activities
- work up until the inspected disposal/outcome/order/episode is replaced with a different disposal or the disposal/outcome intervention ends or is due to end.

Key:

Example	Question format	Represents:
Does assessing sufficiently recognise and analyse diversity issues?	Dark grey background	A question directly linked to a prompt in the inspection standards. The answers to these questions directly influence the summary judgement at key question level.
Does the child have a disability?	Light grey background	An information question, asked to provide additional background information about the case, but less strongly linked to summary judgement questions.
Does assessing sufficiently analyse how to achieve positive change for the child?	Bold text on a dark grey background	A summary judgement question, answering a key question from the inspection standards.

Information about the child

	Case information	
2.0.01	Has the child experienced care from the local authority at any time during the period the YJS was involved?	<p>If the child is currently a care-experienced child, we check whether the YJS being inspected is acting as the child's 'home' or 'host' YJS.</p> <ul style="list-style-type: none"> • If the inspected YJS is the home YJS and the child has lived in the area covered by the inspected YJS for the whole of the sentence being inspected, we inspect the case as normal. • If the inspected YJS is the home YJS and the child has lived outside the area covered by that YJS for any part of the sentence being inspected, we inspect the case as normal. We would expect the YJS to ensure that the host YJS is undertaking sufficient assessing, planning and delivery to meet the child's needs. • If the inspected YJS is not the home YJS for the child, we exclude the case from the inspection sample.
2.0.05	Gender identity	The options to answer this question are recommended as best practice by the Office for National Statistics. We expect to see evidence of the YJS having an age-appropriate conversation with the child to establish how they view their gender identity, and for that to be accurately recorded on case records.
2.0.06	Race and ethnic category	The options to answer this question are recommended as best practice by the Office for National Statistics. We expect to see evidence of the YJS having a conversation with the child to establish how they identify their race and ethnic category, and for that to be accurately recorded on case records.
2.0.07	Preferred language	We expect to see evidence of the YJS discussing with the child what is their preferred language, and for that to be accurately recorded on case records.
2.0.08	Religion/faith	The options to answer this question are recommended as best practice by the Office for National Statistics. We expect to see evidence of the YJS having a conversation with the child to establish how they identify their religion, and for that to be accurately recorded on case records.
2.0.09	Sexual identity	The options to answer this question are recommended as best practice by the Office for National Statistics. On balance, we believe that these questions can be used appropriately to capture any disadvantage experienced by children that is related to their sexual orientation. We expect to see evidence of the YJS having an age-appropriate conversation with the child to establish how they view their sexual identity and not to make heteronormative assumptions. We expect the YJS to recognise that some children may not want to, or will feel unable to, describe their sexual identity, or may be unsure about it, and for that to be accurately recorded on case records.

2.0.10	Does the child have a disability?	In line with the Equality Act 2010, our definition of disability is 'a physical or mental impairment which has a substantial and long-term adverse effect on a child's ability to carry out normal day-to-day activities'. The key words are 'substantial' and 'long-term'. In many cases, there will be a formal diagnosis of a specific condition. In cases where there is no specific diagnosis, we expect the YJS to recognise any symptoms experienced by the child and the impact on their life, which may be sufficient to be included under the definition of disability. We expect to see evidence of the YJS having a conversation with the child (and, if relevant, their parents or carers) about the nature of any disability, and for that to be accurately recorded on case records.
2.0.14	Did the YJS make an appropriate proposal to court at the point the bail or remand period was imposed?	<p>This question is only asked in bail or remand cases.</p> <p>Inspectors consider if the proposal was realistic in relation to the circumstances of the alleged offence and the context of the child. We expect the child's needs to have been considered, including needs related to the child's diversity accommodation, support arrangements, education, training and employment (ETE), family circumstances, wellbeing, health needs, and maturity. We also expect the YJS to have considered the child's safeguarding needs, including the stability and appropriateness of a placement, and concerns about exploitation or risk outside the home. We expect a proposal to consider the practicalities of a child being released on bail and what a bail package might need to include. Any proposal should be based on a range of appropriate sources of information and should be balanced and reasonable.</p> <p>An appropriate proposal should also ensure the safety of the victim, potential victims and others.</p> <p>Where remand is proposed, we expect all alternative options to have been considered. The proposal should consider the most appropriate remand options, such as remand to the care of the local authority, or to a secure children's home (SCH), secure school, secure training centre (STC) or Young Offender Institution (YOI).</p>
2.0.29	Was the type of out-of-court disposal suitable, given all the information available at the point the decision was made?	<p>This question is only asked in out-of-court disposal cases.</p> <p>We expect the child gravity matrix to be considered as part of the disposal decision-making.</p> <p>A range of sources and information-gathering should have been used to inform the decision-making, including specialist assessments where applicable. The disposal should consider the child's individual circumstances, including support networks, living arrangements, diverse needs, ETE, motivation and engagement. Inspectors will consider whether the victims' wishes and safety have been taken into consideration. We expect reasonable assessing activity to have been undertaken, with the child, parent or carers having the opportunity to contribute to this. The child's previous convictions, offending, or behaviours, including previous disposals, should have been considered as part of the decision-making. We expect to see appropriate analysis that considers the relevance of these in relation to the child's current</p>

		<p>behaviours. The safety of the child and others should be considered, including the role of other partnership agencies.</p> <p>We expect the decision to maximise appropriate diversion opportunities, where appropriate, to prevent the child from formally entering the youth justice system, and to support work to achieve positive change for the child. This includes opportunities for deferred prosecution, where appropriate.</p> <p>The decision should be informed by a multi-agency approach, triage or panel discussion, and should involve relevant professionals with knowledge of the child.</p>
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Assessing

2.1	Assessing is well-informed and personalised, effectively analysing how to achieve positive change and keep children and the community safe.	
	<p>'Assessing' includes all assessment activity, not just the preparation of a written assessment. We look for evidence from a range of sources, including case records, written assessments (such as AssetPlus, the Youth Justice Board Prevention and Diversion Assessment Tool (PDAT) and locally developed tools), specific or specialist assessments (such as SAVRY, AIM, and case formulations), notes from internal or multi-agency meetings about the child, and the interview with YJS staff. We judge the quality of the assessment process in its entirety. We do not require the use of any specific assessment tool for any specific type of work; we look at assessing in the round to ensure that sufficient information about the child and their circumstances has been gathered and analysed. We expect initial assessing to be completed early enough in the child's engagement with the YJS to support planning and delivery.</p> <p>Assessing should be proportionate to the child's needs, the nature of their offending and their circumstances.</p> <p>Under this standard we expect to see dynamic and timely reassessing and reviewing, when the child's circumstances change. We are not solely looking for a written review, but for evidence across a range of sources to show that there are ongoing, active responses to and reflection on any changing circumstances.</p> <p>In cases where the child has received a custodial sentence or has been remanded into youth detention accommodation, we expect the YJS to meet all our standards for assessing during the custodial and (where applicable) post-release periods of the sentence.</p>	
	Inspection question	CARaG
2.1.1	Does assessing sufficiently analyse how to achieve positive change for the child?	
2.1.01	Does assessing analyse the context of the child, including the wider familial and social environment?	<p>As part of an individualised and contextual whole-child approach, assessing should consider the child's lived experience, including their family and their environmental and social context. This can include practical issues such as living in a rural area or the child's ability to attend appointments. Personal factors, such as issues with attachment, speech, language and communication needs, and learning difficulties or disabilities, including attention deficit hyperactivity disorder and autism spectrum disorder, should be considered. YJS staff should also consider whether the child has experienced trauma, and what impact this may have on understanding the child, their behaviour and their ability to engage in an intervention.</p> <p>For cared-for and care-experienced children, we expect assessing to take account of the potential lack of trust children might have in professionals, or difficulties they might have in engagement, arising from their experiences. Inspectors will expect YJS staff to be aware of research highlighting the impact of trauma or negative experiences on care-experienced children in the youth justice system, including</p>

		<p>factors such as placement instability, and to have taken these into consideration in their assessing activity.</p> <p>Assessing should explain and analyse the wider familial context of the child's offending, and the social context within which the child is living. YJS staff should include information from parents and any other carers, including carers where the child is living away from the family home. Inspectors will also look for evidence that YJS staff have considered any identified issues that the parents or carers may have, such as mental health, domestic abuse, offending or drug or alcohol problems, and what impact these may have on the child.</p> <p>Where a child is in a secure or custodial environment (whether convicted or remanded), YJS staff should consider the impact of this alongside factors such as distance from and access to family.</p>
2.1.02	Does assessing draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	<p>Where appropriate, we expect to see a multi-agency approach to constructing a narrative about the child in order to build a complete picture of the child's life. As a minimum, we expect to see checks with police, children's social care, health services, any education provider and, where appropriate, checks with the probation service. The YJS should seek additional information from other partner or voluntary organisations that know the child, such as youth workers or support workers. If the child is cared for/care experienced, the YJS should obtain information from the child's social worker or personal advisor.</p> <p>For this to be sufficient, YJS staff should have taken into account the key relevant sources of information. It is not sufficient to just list the issues; analysis is required. This should include any additional assessments that have been completed by other agencies, such as child exploitation screenings and assessments, 'return home' interviews, and police intelligence. Information from past or present child protection plans, child in need assessments, harm outside the home reviews, early help assessments, education, health and care plans (EHCPs) and care experience reviews should be included. For Welsh youth justice services, relevant assessments may include care and support plan assessments or individual development plans that assess additional learning needs. This may include information from additional learning provision.</p> <p>Historical information should be referenced, analysed and evaluated in the current circumstances. If the child has been involved with other agencies, staff should obtain information on how well they engaged with that agency, what work has been completed or is ongoing, and anything that facilitated or hindered the child's engagement.</p> <p>For children in custody, staff should seek relevant information from the institution. This should include information on the child's needs and behaviour while in this environment. It should also include any specialist services, such as education and psychology; assessment, care in custody and teamwork (ACCT) documents; 'keep apart' lists, and reports on incidents, including restraints and intervention teams.</p>

2.1.03	Does assessing include the active participation of and co-production with the child?	<p>Inspectors will look for evidence that the child has fully participated in assessing activity. We expect the YJS to use language or tools that facilitate the child's understanding. For co-production, we expect the child to have had the opportunity to feel listened to, be meaningfully involved, and be supported in engaging with the assessing activity. We are looking for clear evidence of an understanding of the child's perspective on their behaviour, and we expect to see the child's voice, views and needs being incorporated and analysed throughout the assessment process.</p> <p>For effective assessing, building a rapport, asking open questions, and ensuring the child understands are critical. The emphasis is on meaningful participation, where children are able to speak their mind and give their views in all matters that affect them, with their opinions being taken into account seriously and given due respect. We expect to see the child having a voice and being supported to invest in the assessing process. Children should be given the opportunity to meaningfully collaborate and participate in assessing activity.</p>
2.1.04	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?	<p>Inspectors look for evidence that assessing has involved parents or carers and analysed their capacity to support the child to achieve positive change. Assessing should involve both parents equally, including parents who do not live with the child, where it is safe and appropriate to do so. YJS staff should consider the role of other carers, such as foster carers, corporate parents, connected carers, residential staff and extended family, and their ability to support the child to achieve positive change. Parents and carers should be meaningfully involved and engaged in the assessment process and their views included and considered. Inspectors may answer yes where assessing has reasonably identified that working collaboratively with the child's parents or carers is not possible.</p>
2.1.05	Does assessing analyse the child's strengths and protective factors, including the key structural factors affecting the child?	<p>Inspectors will look for a clear identification of the child's strengths to support making positive change. This should include personal characteristics such as a sense of self-efficacy and motivation to change. Research indicates that a child's strengths are shaped by personal characteristics, experiences and circumstances. Strengths can be identified by the child, parents or carers, the education provider, or any other involved professional. They can also be identified through working with and engaging the child, as well as any self-assessment. This information should be analysed in terms of the impact of each on the child. YJS staff should take care to avoid deficit-based assessments that only focus on the child's risks or concerns. They should ensure assessing is balanced, to include the child's strengths and protective factors.</p> <p>Protective factors should be identified at the individual, family, community and society levels, recognising the importance of considering the child in the context of their lives. Protective factors can include those that relate to the child, such as positive use of leisure time and engagement in education, and factors that relate to wider family, peers and community networks. Inspectors will look for evidence that the YJS</p>

		<p>has identified any actual strengths and protective factors, and any factors that have the potential to be enhanced. Inspectors will also look for evidence that the YJS has identified periods when there was no offending, and explored what the child felt was going well for them at that time.</p> <p>Structural factors can be barriers that prevent the child from gaining sufficient access to universal services such as education or healthcare. School exclusion is a particularly significant structural barrier, as it can make a child vulnerable to exploitation and serious youth violence. Though a child may be receiving some form of education, inspectors will consider whether the actual provision is sufficient. For example, reduced timetables and alternative packages (including placement in a pupil referral unit) may be a structural barrier for the child. Where the child has special educational or additional learning needs, assessing should consider whether the child has access to provision, support and resources to meet their needs. Barriers to healthcare could include waiting lists for specialist pathways, such as mental health services, or difficulties in accessing basic healthcare for physical, sexual, and dental health needs.</p> <p>A custodial sentence can be considered a structural barrier, and assessing should consider the impact of this. For resettlement cases, assessing should consider critical structural barriers, such as suitable accommodation for release. Where a child has been remanded, assessing should consider whether sufficient accommodation is available and whether options have been explored to enable the child to be bailed.</p>
2.1.06	Does assessing analyse capacity for change, participation and community integration?	<p>We expect the YJS to analyse the child's capacity for change, and their ability to participate and engage in the community in which they live.</p> <p>Assessing should consider the community in which the child lives and their sense of belonging, integration, participation and connectedness to it. It should consider factors in the child's life that may affect these.</p> <p>Assessing should consider the child's self-identity, motivation and capacity to change. There should be a clear strengths-based focus on achieving positive change.</p> <p>Assessing should be based on all the information identified. It should include an assessment of any past engagement with services, including an understanding of whether the child attended appointments, actively engaged with the service or disengaged from it, and the reasons for that.</p> <p>If relevant, the YJS should consider the impact of custody or remand on the child, particularly if this is the child's first custodial sentence or remand episode. It should refer to any information from previous periods of custody, including police custody or remand, and the impact these have had on the child.</p>

2.1.07	Does assessing sufficiently recognise and analyse diversity issues?	<p>Inspectors expect to see a meaningful exploration of any diversity factors relevant to the child, including equity, diversity and inclusion.</p> <p>We recognise the nine protected characteristics (sex, age, race, religion and belief, disability, pregnancy and maternity, sexual identity, gender reassignment and marriage or civil partnership) and expect to see recognition and analysis of these for the child.</p> <p>Assessing should consider all of the key areas of intersectionality, self-identity and cultural heritage that impact on the child's lived experience. Assessing should analyse and recognise inequalities, exclusion and discrimination that the child might experience. It needs to recognise any neurodiversity, and the child's mental health and wellbeing, and consider issues such as attention deficit hyperactivity disorder, autism, speech and language needs, or acquired brain injury, and their impact on the child. Religion should be identified and appropriately considered.</p> <p>Once the child's diverse needs are identified and recognised, we expect to see appropriate analysis of them. This needs to go beyond simply listing any factors relevant to the individual child and include analysis of their impact on the child.</p> <p>We expect practitioners to seek and critically appraise information about the child's diverse needs, and to adopt an open, honest and reflective approach to recognising and analysing them. This is critical, to minimise error, reduce the potential for conscious or unconscious bias, and ensure that actions are balanced, reasoned and well evidenced. This analysis is critical in influencing and determining the overall quality of assessing and whether it has sufficiently analysed how to achieve positive change for the child.</p>
2.1.08	Does assessing analyse the child's attitudes, motivations and behaviour within the context of the child?	<p>The child's context is important. Practitioners need to consider what life is like for the child and how their behaviour may be a response to their circumstances and context, in order to understand the child's attitudes, motivations and behaviour. The child's views should be clearly captured.</p> <p>Inspectors are looking for an analysis of the child's attitudes, motivations and behaviours and how these have contributed to the child's offending behaviour. We expect case managers to assess why the child committed the offence, as well as how.</p> <p>We expect analysis to explore what happened and what the child thought about it, at the time and afterwards. Practitioners should also assess whether the child has accepted responsibility, and their attitude to, or motivation for, the offence.</p> <p>Where there has been previous offending or concerning behaviours, we expect assessing to identify and incorporate information relevant to the current offence, as well as any previous offending history or related behaviours, such as unconvicted incidents, released under investigation, or other known</p>

		<p>behaviours. If the child's previous behaviours are not relevant to their current behaviour, we expect to see sufficient analysis to ascertain this.</p> <p>The views of parents and carers towards the child's offending and behaviour are also important to understanding the context of the child. Assessing should explore the impact of the parents' or carers' views and attitudes on the child. Practitioners should consider, for example, whether these are perpetuating, promoting or condoning pro-criminal behaviour or supporting change and identity shift.</p>
2.1.09	Is assessing responsive to change, including to ensure continued effective arrangements to manage those issues that have been identified to achieve positive change?	<p>Inspectors will judge whether the overall assessing process considers, analyses and is responsive to changes in the child's circumstances. Assessing should respond to new and changing information in a timely manner and ensure this supports effective arrangements that enable the child to achieve positive change.</p> <p>Assessing needs to be dynamic and timely, and to actively consider any changes in the child's context and their wider familial and social environment, strengths, protective and structural factors, capacity for change, community integration, participation and co-production, diversity, and attitudes, motivation and behaviour. The YJS must evidence that assessing is responsive to changes in circumstances or new information.</p> <p>Changes such as remand into youth detention or local authority accommodation, custodial sentences, release on bail, or release following a custodial sentence must be considered in a timely manner. Assessing should also recognise if an order or disposal is coming to an end. Practitioners should appropriately analyse what might be needed to support exit planning and identify the resources or support required to achieve positive change for the child.</p> <p>Where appropriate, this should include obtaining information from others working with the child to ensure there is an up-to-date, shared understanding of the child, and that relevant and current information is known and its impact analysed and understood. We expect this to be done in a timely and responsive manner where there is a change or new information becomes available.</p> <p>Being responsive to change includes assessing the child's engagement to date, and their responses to the activities and interventions that have been delivered.</p> <p>The child should be actively involved in ongoing assessing activity and discussions around change, as well as marking their progress.</p> <p>We do not always expect to see a formal written review but do expect to see evidence that demonstrates assessing has been appropriately responsive to change. Evidence may come from written reviews, formal assessments, ongoing case records, or from a discussion with the case manager.</p>

		If information about relevant changes is known, but the YJS has not responded to this in a responsive, dynamic and timely manner, inspectors will answer this question negatively.
2.1.10	In which area were changes needed for the child?	<p>Inspectors are asked to identify factors from the following list relevant to the child. The list is not meant to be exhaustive, but identifies factors we would expect YJS staff to identify and address:</p> <ul style="list-style-type: none"> • substance misuse • learning and ETE (including social education) • living arrangements • emotional wellbeing • speech, language and communication • lifestyle/positive activity • neurodiversity • family/peer relationships • attitudes to offending.
2.1.11	Does assessing sufficiently analyse how to achieve positive change for the child?	<p>Inspectors will judge whether the overall assessing considers the needs of the child and sufficiently analyses how to achieve positive change for the child, irrespective of the nature of the case, sentence, disposal or support.</p> <p>Assessing that sufficiently analyses and recognises the child's diverse needs is a critical component when inspectors consider their sufficiency judgements. Initial assessing should be prompt and proportionate to the child's needs, and it should be conducted early enough in the period of work with the child to inform planning and delivery. Ongoing assessing should be dynamic, responsive and timely.</p> <p>The child's voice should be evident throughout, and we expect assessing to show that YJS staff understand the child within the context of their life.</p> <p>Sufficient assessing for a child with a limited offending history and few needs may be less detailed than for a child who has had more involvement with criminal justice or has a greater level of need. The process of assessing should be bespoke to the child. It should depend on the child's individual needs, characteristics and circumstances, the nature of the offence and the context of the child's involvement with the YJS.</p> <p>Inspectors need to take into account their answers to all the questions in this section and decide whether the strengths outweigh any deficiencies. We are not looking for perfection, but for sufficient assessment of the important factors in achieving positive change for the child.</p> <p>Where there are gaps in assessing activity, inspectors will consider their impact in the context of the child. In some circumstances, a particular omission may be enough to lead to a judgement of insufficient.</p>

		For example, assessing that failed to take into account a child's learning disability may be judged insufficient, even if it covered all other factors relevant to achieving positive change for the child.
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2.1.2	Does assessing sufficiently analyse how to achieve safety for the child and the community?	
	Inspection question	CARaG
2.1.20	Does assessing clearly identify and analyse any risks to the safety and wellbeing of the child?	<p>Risks to the safety and wellbeing of the child may involve a number of factors and come from a variety of sources. They can broadly be split into three categories:</p> <ul style="list-style-type: none"> • concerns outside the home • concerns inside the home • the child's own behaviour. <p>There are a range of positive and negative factors that can influence a child's safety and wellbeing. YJSs are expected to consider these in their assessing activity, as well as to recognise the complex relationships between them. Factors might include familial abuse, neglect, parental substance abuse, domestic violence, security or absence of accommodation, prevalence of access to drugs and alcohol within the community, poverty, social isolation (including school exclusion or reduced timetables), exploitation, bullying, pro-offending identities, mental and physical health, neurodiversity, low self-worth, self-harm, missing episodes, and behaviours (from themselves or others) that place the child at risk in terms of their safety and wellbeing.</p> <p>Care experience, trauma, adverse childhood experiences, and current adversity may mean risks to the child's safety and wellbeing are heightened. We expect the YJS to consider and analyse these when assessing the child's safety and wellbeing.</p> <p>Safety concerns relating both to the child and to other people, such as carrying knives or other weapons, illegal drug possession, drug and alcohol misuse, and peer influence, are often overlapping and intertwined. Inspectors will expect practitioners to have considered this in their assessing activity.</p> <p>Having identified the safety and wellbeing concerns, practitioners should analyse the potential impact of those concerns on the child. They should consider the circumstances and the context in which the safety and wellbeing concerns are likely to occur.</p> <p>Assessing should identify any existing support, protective structures and interventions that are in place to promote the child's safety and wellbeing and how these can be built upon. This should include detail of what the support is, and an explanation of how the child is responding to it. Support could include that put in place by parents or carers, counselling, trauma-informed approaches, educational support, or services provided by external agencies to address mental or physical ill-health, or substance misuse. It could also include more formal support, such as bail conditions or child protection procedures. Where there are risks to the child outside the home, inspectors expect to see a contextual safeguarding</p>

		<p>approach to ensure risks are understood and appropriately assessed. The child's strengths and protective factors, including internal protective factors (such as a feeling of self-efficacy and pro-social identity) should also be considered when identifying what is needed to achieve safety and wellbeing for the child. The child's voice and views should be incorporated and evident throughout and parents' and carers' views included and considered.</p> <p>'Child first' principles state that addressing risks of harm to the child or others is crucial in providing a safe space for child development and for victims and potential victims. This can be understood in positive terms, such as keeping everybody safe, safeguarding and health and safety, and we expect it to be evidenced in assessing activity.</p> <p>Inspectors will look for clear evidence that the YJS has asked other agencies for information about the child's safety and wellbeing and used it appropriately as part of its assessing activity. This includes seeking additional information and assessments completed by other agencies, such as education, health, mental health, custodial establishments, and children's social care, to inform assessment activity. Information from the police and MAPPA (multi-agency public protection arrangements) may also be relevant.</p> <p>There should be an explicit assessment of the impact that a custodial sentence or remand to youth detention accommodation will have on the child, where this is relevant. Assessing should consider the impact of the child being away from their home, family and peer group, and the potential safeguarding risks of being placed in a custodial setting. The impact of custody on the child's physical, emotional and mental health should be assessed. This might include risks from others in the secure setting, potential use of restraint, and risk of self-harm and suicide.</p>
2.1.21	Does assessing clearly identify and analyse what is needed to achieve safety for other people, sufficiently considering risks?	<p>There are a number of factors to consider when assessing what is needed to achieve safety for other people from the child's offending or behaviours, and we expect to see consideration of all relevant factors and not just those where there is a risk of serious harm to the safety of other people.</p> <p>Other people could include members of the public, staff, family members, friends, partners, known victims or potential unknown victims.</p> <p>We expect practitioners to clearly identify and analyse what is needed to achieve safety for other people and this needs to consider their physical, sexual, psychological and emotional safety and wellbeing. Assessing clearly needs to identify the nature of any concerns, when these might occur (including circumstances, context and likelihood), why they might occur, and to whom.</p> <p>Having identified any concerns relating to other people, the YJS should identify and analyse what is needed to achieve safety for other people and should analyse the potential impact if this is not achieved.</p>

		<p>Assessing should identify any existing support and interventions that are in place or need to be in place to promote the safety of other people and how these can be built upon. This should include detail of what the support is, and an explanation of how the child is responding to it. Support could include that put in place by parents or carers, counselling, trauma-informed approaches, educational support or services provided by external agencies. It also could include factors such as bail or licence conditions, restrictions/exclusion zones, victim work, risk management plans or procedures and context plans. The child's strengths, including internal protective factors (such as a feeling of self-efficacy and pro-social identity), should also be considered when identifying what is needed to achieve safety for other people.</p> <p>The child's voice and views should be incorporated and evident throughout. There should be evidence that the child has contributed to assessment of the concerns and considered the likelihood of the concern(s) occurring. Parents' and carers' views should be included and considered.</p> <p>Inspectors will look for clear evidence that the YJS has actively asked other agencies for information and used this appropriately as part of its assessing activity. This includes seeking additional information from the police and MAPPA, and from assessments completed by other agencies such as education, health, mental health, custodial establishments, and children's social care.</p> <p>Inspectors expect practitioners to examine YJS records for information about the child's current and previous convictions, previous behaviours (including those that did not result in a criminal outcome but are relevant to the child's behaviour or offending), prosecution documents, and information about any out-of-court or informal disposals. We expect to see that the YJS has considered the impact of factors such as learning difficulties, experience of trauma, and neurodiversity on the future behaviour of the child.</p> <p>'Child first' principles state that addressing risks of harm to the child or others is crucial in providing a safe space for child development and for victims and potential victims. This can be understood in positive terms, such as keeping everybody safe, safeguarding and health and safety, and we expect it to be evidenced in assessing activity.</p> <p>Safety concerns relating both to other people and to the child, such as carrying knives or other weapons, illegal drug possession, drug and alcohol misuse, and peer influence, are often overlapping and intertwined. Inspectors will expect the YJS to have considered this in their assessing activity. The child's individual needs may also be relevant, such as learning difficulties or neurodiversity and where these are relevant, they should be considered in keeping other people safe.</p>
2.1.22	Does assessing sufficiently identify and analyse issues	<p>There are a range of factors that can make a child vulnerable, or at risk of victimisation or exploitation. These may include experience of trauma, domestic abuse, neglect, accommodation, poverty, learning difficulties, neurodiversity or special educational needs, not being in education, training or employment,</p>

	<p>of vulnerability, victimisation and exploitation?</p>	<p>care experience, missing from home episodes, peer influence, bereavement, disruption to peer relationships, the context or environment in which they live, the need for a sense of belonging, mental health needs, substance misuse or financial difficulties. There may be key moments of risk for the child, such as school exclusion or moving between care placements.</p> <p>YJS need to be aware of the indicators of vulnerability, victimisation and exploitation and ensure they have sufficiently identified and analysed any relevant factors in the child's life. When carrying out assessments, practitioners should show professional curiosity about what is happening in the child's life, and be alert to the range of types of potential exploitation, which can include the following:</p> <ul style="list-style-type: none"> • criminal and sexual exploitation, including county lines • modern slavery and trafficking • peer on peer exploitation • radicalisation • serious violence, including group or peer-related violence • internet-based online exploitation (contact and non-contact offences) • forced marriage, honour-based abuse and female genital mutilation. <p>Inspectors expect to see practitioners using appropriate screening tools to sufficiently identify and analyse any vulnerability, victimisation and exploitation of the child.</p> <p>YJS need to use appropriate language when identifying and analysing risks to the child and to consider and address factors such as adultification and victim blaming.</p> <p>The child's voice and views in relation to their vulnerability, victimisation and exploitation should be incorporated and evident in assessing. Parents' and carers' views should be included and considered.</p> <p>If a child is sentenced to custody or remanded, inspectors will expect to see appropriate assessment of the child's vulnerability and propensity to be victimised or exploited in records relating to the initial placement recommendation. This might include evidence that the YJS advocates for a placement in a specific establishment (such as a secure school, secure training centre or secure children's home) as part of their assessing activity.</p>
2.1.23	<p>Does assessing incorporate the needs and wishes of the victims?</p>	<p>This question does not apply in bail or remand cases.</p> <p>Inspectors expect the needs and wishes of victim's incorporated into assessing, where there is/are identified victims.</p> <p>Where a victim has engaged with a victim worker or restorative justice worker within the YJS and expressed their needs and wishes, or the victims needs and wishes are known, these should be clearly recorded and considered within assessing activity for the child. This can include any needs or wishes</p>

		<p>identified by a victim in relation to keep them safe from future harm from the child. Information from prosecution papers, victim impact statements or any other sources of information relating to the victim's needs and wishes should be considered and incorporated into assessing activity (particularly if a victim has chosen not to engage or the YJS has not received contact details or consent for contact).</p> <p>Any views the victim may have expressed regarding the disposal (for example if an out-of-court disposal is being considered), reparation or any restorative activity, such as a letter of apology, shuttle mediation, direct or indirect reparation, or (where appropriate) a restorative meeting should be incorporated into assessing activity.</p> <p>If a victim wishes to be involved in a restorative activity, the YJS should consider the child's and the victim's capacity, capability, and suitability to participate in this activity. Any requests from the victim should be considered in terms of safety (for the child and the victim), and be balanced with the requirements of the disposal, and an awareness of the timescales and status of the disposal.</p>
2.1.24	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?	<p>Parents and carers can hold invaluable information about the child and the context of their life. We expect YJS to recognise that parents and carers are often best placed to understand their child's needs and strengths, including how to engage and communicate with them, and can play an important collaborative role in keeping the child and the community safe. Practitioners should proactively create opportunities for parents and carers to participate actively in risk assessment, safety planning, interventions and reviews, and offer them ways to contribute as partners in the work being undertaken.</p> <p>The YJS should consider the role of the child's parents or carers in keeping the child and community safe. It should ensure their views are incorporated and consider whether work can be undertaken collaboratively with them to support the child's and other people's safety. Assessing should consider the ability, capacity and motivation of parents and carers to work collaboratively with the YJS, to keep the child and community safe. This should include an analysis of the extent to which parents and carers recognise the impact of the child's behaviour, and their willingness and ability to engage in work that will keep the child and the community safe.</p> <p>It may be that not all parents and carers can be partners in safeguarding the child or the community, for a variety of reasons. Where this is the case, we expect YJS to have completed sufficient analysis and evidence showing why this is not appropriate.</p> <p>We expect to see the YJS identify whether parents and carers need any additional support to work collaboratively, for example the use of interpreters.</p> <p>For a care-experienced child, the views of the social worker and any other professional working with the child should also be included.</p>

2.1.25	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?	<p>Inspectors will judge whether the overall assessing process considers, analyses, and is responsive to changes in the child's circumstances which have impacted on, or may impact on, the safety of the child and of the community (both positively and negatively).</p> <p>Assessing should respond to new and changing information in a timely manner and ensure this supports effective arrangements that keep the child and the community safe. Assessing needs to be dynamic and timely, and to actively consider any changes to the context of the child and their wider familial and social environment, strengths, protective and structural factors. Further offending or concerning behaviours, changes in medication, engagement, mental health, or accommodation factors, for example, may reduce or increase concerns in relation to the child and the community. The YJS must evidence that assessing is responsive to changes in circumstances or new information.</p> <p>Changes such as remand into youth detention or local authority accommodation, custodial sentences, release on bail, and release following a custodial sentence must be considered in a timely manner. Practitioners should fully consider their impact on the child's safety and the safety of the community.</p> <p>Assessing should also consider if an order or disposal is coming to an end and appropriately analyse exit planning and the resources or support required to achieve safety for the child and the community.</p> <p>Where appropriate, this should include obtaining information from others working with the child to ensure there is an up-to-date, shared understanding of the child, that relevant and current information is known and that its impact is analysed and understood. We expect this to be done in a timely and responsive manner when there is a change or new information becomes available.</p> <p>Being responsive to change includes assessing the child's engagement to date, and their responses to the activities and interventions that have been delivered; and how this might impact on progress towards safety for the child and the community.</p> <p>The child should be actively involved in ongoing assessing activity and discussions around change, as well as their progress.</p> <p>Inspectors do not necessarily expect to see a formal written review but do expect to see evidence that demonstrates assessing has been appropriately responsive to change. Evidence may come from written reviews, formal assessments, ongoing case records, or a discussion with the case manager. If pertinent and relevant information about changes is known, but the YJS has not responded to it in a dynamic and timely manner, this will be considered insufficient.</p>
2.1.26	What is the classification of the level of safety and	<p>Every case should have a designated level of concern relating to the child's safety and wellbeing; this should be recorded accurately and consistently. This question refers to the classification at the date of the inspection fieldwork.</p>

	<p>wellbeing of the child, according to the case manager?</p>	<p>The AssetPlus framework has the following definitions of safety and wellbeing concerns for the child:</p> <ul style="list-style-type: none"> • Low: No risks to the young person's safety and wellbeing have been identified or the risks identified are unlikely to occur and would not impact on the young person's immediate safety and wellbeing. • Medium: Some risks to the young person's safety and wellbeing have been identified and are likely to occur. The young person's immediate safety and wellbeing is unlikely to be compromised provided specific actions are taken. • High: Clear risks to the child or young person's safety and wellbeing have been identified, are likely to occur and the impact would compromise the young person's safety and wellbeing. 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 wellbeing 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. <p>For assessing that has used PDAT, inspectors recognise practitioners will be using the four classifications laid out in the guidance:</p> <ul style="list-style-type: none"> • Low: No concerns about the child's safety and wellbeing have been identified, or are likely to occur, that would have an impact on the child's safety and wellbeing. • Medium: Some safety and wellbeing concerns have been identified, but they are unlikely to cause serious adverse safety and wellbeing outcomes for the child unless circumstances change. Action should be taken to mitigate this occurring. • High: Concerns about the child's safety and wellbeing have been identified that are currently occurring or could occur in the near future and the potential impact could be serious. Actions are required now or soon to address these concerns. • Very high: There are clear concerns about the child's immediate or imminent safety and action is required immediately to protect the child. If this action is not taken the impact on the child could be very serious
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2.1.28	Is the case manager's classification of the level of safety and wellbeing of the child reasonable?	<p>This question refers to the classification at the date of the inspection fieldwork.</p> <p>In making this assessment, inspectors will consider all of the information about the child that was available to the YJS on, and leading up to, the date of the inspection.</p> <p>Inspectors will consider if the classification is accurate, reflects the child's circumstances and the knowledge the YJS had of the child, and is reasonable based on this information.</p> <p>We expect a clear and logical explanation of the reasons why a particular level of safety and wellbeing has been set. These should be informed by the information available and by definitions from AssetPlus, PDAT or locally designed tools.</p> <p>Inspectors will use this information in judging whether the assessment classification is reasonable.</p> <p>We recognise that the precise level of safety and wellbeing is a point on a continuum, and that for cases close to the boundary between two levels, the classification involves a fine judgement.</p> <p>Factors that can lead to misclassification can include:</p> <ul style="list-style-type: none"> • poor use of assessment tools and insufficient documentation, leading to important factors being overlooked • a lack of professional curiosity or poor analysis of information • overlooking significant factors that put the child in danger, with concerning comments from the child about risks not being explored • an insufficient focus on safety concerns alongside identified protective factors • insufficient attention being paid to contextual safeguarding or harm outside the home • a lack of consideration of potential future concerns/strengths and adverse/positive outcomes • an assumption that risks were addressed through periods in custody • a failure to recognise information around heightened or reduced concerns when reviewing. <p>If an inspector considers the classification to be unreasonable, that alone will not result in a negative summary judgement.</p>
2.1.29	What is the classification of the level of safety of others and the community according to the case manager?	<p>Every case should have a clearly designated level of safety of others, irrespective of the assessment tool used. This should be recorded accurately and consistently.</p> <p>This question refers to the classification at the date of the inspection fieldwork.</p> <p>For assessing that has used an AssetPlus assessment tool, inspectors recognise that the classification will refer to a definition of serious harm. The Youth Justice Board defines serious harm 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'.</p>

		<p>The AssetPlus framework has the following definitions of risk of serious harm:</p> <ul style="list-style-type: none"> • Low risk: There is no evidence at present to indicate likelihood of serious harmful behaviour in the 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, for example supervision by middle or senior management, or 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. <p>For assessing using PDAT, inspectors recognise YJS staff will assess the safety and wellbeing of others which may result from the child's behaviour, not just serious harm. There are four classifications:</p> <ul style="list-style-type: none"> • Low: No safety and wellbeing concerns to others have been identified or are likely to occur that would have an impact on other people's safety and wellbeing. • Medium: Some safety and wellbeing concerns to others have been identified, but they are unlikely to cause serious safety and well-being adverse outcomes unless circumstances change. Action should be taken to mitigate this occurring. • High: Concerns about other people's safety and wellbeing from the child's behaviour have been identified. These are currently occurring or could occur in the near future and the potential impact could be serious. Actions are required now or soon to address these concerns. <p>Very high: There are clear concerns about the safety and wellbeing of others from the child's behaviour. This is immediate or imminent and action is required immediately to protect others. If this action is not taken the impact on others could be very serious.</p> <p>If any other assessment tool is used, we still expect to see use of a classification framework with similar definitions to these.</p>
2.1.31	Is the case manager's classification of the level of safety of	<p>This question refers to the classification at the date of the inspection fieldwork.</p> <p>In making this assessment, inspectors will consider all of the information about the child that was available to the YJS on, and leading up to, the date of the inspection.</p>

	<p>others and the community reasonable?</p>	<p>Inspectors will consider if the classification is accurate, reflects the circumstances and the knowledge the YJS had of the child, and is reasonable based on this information.</p> <p>We expect a clear and logical explanation of the reasons why a particular level of safety and wellbeing for others and the community has been set. These should be informed by the information available and by definitions from AssetPlus, PDAT, or locally designed tools. Inspectors will use this information when judging whether the assessment classification is reasonable.</p> <p>We recognise that the precise level of safety and wellbeing for others and the community is a point on a continuum, and that for cases close to the boundary between two levels, the classification involves a fine judgement.</p> <p>If an inspector considers the classification to be unreasonable, that alone will not result in a negative summary judgement.</p>
2.1.37	<p>Does assessing sufficiently analyse how to keep the child and the community safe?</p>	<p>Safety concerns relating to the child and to the community are often overlapping and intertwined. They can include:</p> <ul style="list-style-type: none"> • carrying knives or other weapons • illegal drug possession • drug and alcohol misuse • adversity and trauma • criminal exploitation, including county lines • mental health issues • domestic abuse • family issues • negative peer influences. <p>Research identifies that we need to think of them as two sides of the same coin.</p> <p>In answering this question, inspectors will consider whether the safety and wellbeing of both the child and the community has been sufficiently analysed.</p> <p>Inspectors will judge how well assessing analyses how to achieve safety for the child and the community, irrespective of the nature of case, sentence, disposal or support.</p> <p>Initial assessing should be prompt and proportionate to the level and nature of concerns about the safety of the child and community and should be conducted early enough in the period of work with the child to</p>

	<p>inform planning and delivery. Ongoing assessing should be dynamic, timely and responsive to any changes in factors related to keeping the child and the community safe.</p> <p>The child's voice should be evident throughout, and we expect assessing to show that YJS staff understand the child within the context of their life.</p> <p>Sufficient assessing for a child with a limited offending history and few or no concerns about keeping the child and the community safe may be less detailed than for a child who has had more involvement with criminal justice or higher levels of concern about their safety or the safety of others and the community. The process of assessing should be bespoke to the child. It should depend on the child's individual safety and wellbeing needs, characteristics and circumstances, the nature of the offence and the context of the child's involvement with the YJS.</p> <p>Concerns about identified classifications of safety and wellbeing for the child and the community do not alone determine the summary judgement rating of sufficiency. The most important factors are whether assessing sufficiently identifies and analyses the factors related to achieving safety for the child and community. Inspectors need to take into account their answers to all the questions in this section and decide whether the strengths outweigh any deficiencies. We are not looking for perfection, but for sufficient assessment of the important factors related to achieving safety for the child and community.</p> <p>Where there are gaps in assessing activity, inspectors will consider their impact in the context of the child, and keeping them and others safe. So, in some circumstances a particular omission may be enough to lead to a judgement of insufficient. For example, assessing might be judged insufficient if it identified concerns relating to the safety of the general public, but overlooked concerns relating to the safety of parents or siblings.</p>
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Planning

2.2	<p>Planning is well-informed, holistic and personalised, focusing on how to achieve positive change and keep children and community safe.</p> <p>'Planning' includes all planning activity, not just the preparation of a written plan. We expect to see planning that is proportionate to the nature of the child's needs, offending, behaviour, and circumstances. We look for evidence from a range of sources, including case records, written plans (such as those in AssetPlus, the Prevention and Diversion Assessment Tool or locally developed planning tools), notes with plans from internal or multi-agency meetings about the child, and interviews with case managers. We judge the quality of the planning process in its entirety.</p> <p>We do not require the use of any specific tool for any specific type of work; we look at planning in the round to ensure that sufficient information about the child and their circumstances has been gathered, analysed and used in planning. We expect initial planning to be completed early enough in the child's engagement with the YJS to support delivery.</p> <p>Planning should be proportionate to the child's needs, the nature of their offending/behaviours and their circumstances, not to the disposal. If the child has needs that cannot be met through the current disposal, we expect to see planning for those needs to be met by other agencies and appropriate exit, onward referrals or handover planning.</p> <p>Under this standard we also expect to see dynamic and timely re-planning and reviewing, when the child's circumstances change. We are not solely looking for a written review, but for evidence across a range of sources to show that there is ongoing, active reflection on any changing circumstances, and that this is considered and applied in future planning.</p> <p>If assessing activity has failed to identify and analyse how to achieve positive change, and safety for the child and for other people, inspectors will still expect to see planning activity that fully considers, recognises and plans for what is needed to achieve positive change, safety and stability for the child and to keep other people safe. In referral order cases, the contract with the panel sets out what should be achieved. We expect to see more detailed planning from the YJS about how this will be done.</p> <p>In cases where the child has received a custodial sentence, we expect the YJS to meet all our standards for planning during the custodial and post-release phases of the sentence.</p> <p>In bail or remand cases, we recognise that planning will be undertaken within the context of uncertain timescales and outcomes in relation to the child's period of involvement or intervention with the YJS. The judgements about sufficiency will recognise this.</p>
2.2.1	<p>Does planning focus sufficiently on how to achieve positive change for the child?</p>

2.2.01	Does planning take sufficient account of the context of the child, including the child's wider familial and social environment?	<p>As part of an individualised and contextual whole-child approach, planning should consider the child's lived experience, including their family, environmental and social context, and plan for and reflect how this may affect the child's ability to engage in interventions. It is key that planning translates the assessment of the child's needs and strengths into what needs to be done and that it recognises the uniqueness of the child and the factors identified in their assessment.</p> <p>Planning should identify where activities and interventions will be delivered and should ensure this is achievable for the child. This might include considering the level of family support, local transport links and the impact of living in a rural area. Planning should consider the context in which the child is living, build on personal, familial and structural support, and identify how to support and develop the child's strengths and protective factors.</p> <p>Planning for delivery should consider any educational or employment commitments of the child and ensure these are accommodated.</p> <p>We expect YJS staff to consider the child's social context and lived experience. Planning should take into consideration the role of the wider family, both in terms of the support they can offer, but also any caring role the child may have in the family. Inspectors will also look for evidence that YJS staff have used information on any issues the parents or carers may have (such as mental health, domestic abuse, offending or drug or alcohol problems), and considered their impact on the child.</p> <p>YJS staff should use assessed information on whether the child has experienced trauma, plan for the impact this may have on the child's ability to engage in an intervention and plan how best to deliver services that will meet the child's needs.</p> <p>For children leaving custody, the transition into the community can be challenging and traumatic; we expect to see clear planning to mitigate the impact of this.</p>
2.2.02	Does planning include the active participation of and co-production with the child?	<p>Inspectors will look for evidence that the child has fully, actively, and meaningfully participated in planning activity.</p> <p>Co-production is a collaborative process. During planning, building a rapport, asking open questions, and ensuring the child's understanding are critical. The emphasis is on meaningful participation where the child is able to speak their mind, give their views on what should be included in planning, with their opinions being taken into account seriously, and given due respect. The child should be supported to invest in the planning process and have a voice in the development of plans. The YJS must demonstrate that it has provided opportunities for the child to express their views and be listened to.</p> <p>The YJS should work alongside the child to understand what adaptations or approaches work best for them and include these in planning. We expect to see the YJS proactively create opportunities for the child to</p>

		<p>exercise control of and choice in the work planned with them. The child's views should be clear, including what they believe will work for them, such as information about their preferred styles of learning, suitability of timings for appointments and what will facilitate and support their engagement in the plan. This may include reference to their experience of previous contact with the YJS and other services, if applicable. The child should be encouraged to participate in developing their plan, be empowered to find their own solutions and identify what will support them to achieve their goals and aspirations. Planning should be a learning process that enables the child to think about how they would like to be in the future, and how they can develop and acquire the skills necessary to achieve this.</p> <p>Language used with children when developing planning activity should be positive, engaging, non-stigmatising and empowering. It must be age-appropriate and in line with the child's development and understanding.</p> <p>At the end of the planning process there should be a shared understanding of the expectations of the plan, with planned activities and interventions clearly specified and detailed. A plan that the child does not sufficiently understand, has not contributed to, or does not agree with is less likely to be successful.</p> <p>If the child has not actively participated and co-produced planning, inspectors will answer this question 'no'.</p>
2.2.03	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?	<p>Strengths-based and relationship-based approaches can help ensure planning moves beyond a focus on risk and behaviours to include building genuine connections and relationships with the child. This can allow a better understanding of the child's life, thereby enhancing their protection and safety and maximising the opportunities to achieve positive change.</p> <p>Planning needs to support the child to recognise their aspirations, strengths and skills and to identify the changes they would like to make for themselves. Planning should build on identified strengths and protective factors to support the child to achieve positive change. Rather than solely focusing on identified needs, planning needs to build on the child's interests, knowledge, experience, skills and support network.</p> <p>This includes planning to develop internal strengths as well as external protective factors. The concept of systemic resilience recognises the importance of strengthening the protective factors around the child, moving beyond an individualised view that identifies resilience solely as a characteristic of the child.</p> <p>Planning should actively facilitate the child's attendance at positive activities and build on any existing positive activities that have been identified.</p> <p>Inspectors will look for evidence that planning addresses key structural barriers that are preventing the child from achieving their potential. These might include how to reintegrate the child into education, or evidence of planning to meet the child's accommodation needs. Planning should consider how best to use a mix of available targeted, specialist and mainstream services to build on the child's strengths.</p>

		Planning should develop any positive activities that the child is able to access while in custody, since continuous service delivery between custody and community provides the best chances for successful resettlement.
2.2.04	Does planning create opportunities for change, participation and community integration?	<p>Inspectors look for planning that creates opportunities for positive change, setting out services and/or activities that will help the child to desist from offending and integrate into the community.</p> <p>Planning should consider the community in which the child lives and their sense of belonging, integration, participation and connectedness to it, and how these can be built on or developed. Planning should consider the child's hobbies and interests, their peer groups, and the community in which they live, and look at how to work with the child to facilitate and create opportunities for participation and community integration. For referral orders, we expect to see community volunteers involved in developing the plan or contract and participation and community integration to be appropriately considered in planning activity.</p> <p>For custody or remand, planning should consider community reintegration and how to achieve this.</p>
2.2.05	Does planning sufficiently include and consider all the child's diversity issues?	<p>Inspectors expect to see meaningful planning to accommodate all diversity factors relevant to the child. Planning should take an individualised, contextual, whole-child approach that takes account of the child's specific needs (including the child's protected characteristics and unique characteristics). Planning should set out how these will be accommodated in delivery. We recognise the nine protected characteristics (sex, age, race, religion and belief, disability, pregnancy and maternity, sexual identity, gender reassignment and marriage or civil partnership) and expect to see planning that recognises and considers all of these where they are relevant to the child.</p> <p>For example, planning should:</p> <ul style="list-style-type: none"> • explicitly consider the child's race or ethnic background in the context of their community and the impact this might have on work with the child, for example to ensure there is a clear focus on equity and inclusion and to address issues of disproportionality and discrimination • clearly set out how delivery will accommodate any disabilities, learning difficulties, mental health or neurodiversity • consider how the child's speech, language or communication needs may impact on their understanding and engagement and plan for how work will be appropriately tailored and individualised for the child • consider the impact of sex, sexual orientation or gender identity on the child • accommodate any religious commitments or childcare responsibilities of the child • consider all key areas of intersectionality, self-identity and cultural heritage that affect the child's lived experience.

		<p>It is imperative that all children benefit from a high-quality, personalised and supportive service, irrespective of their background and individual characteristics and circumstances. Planning needs to sufficiently consider all relevant factors.</p> <p>Plans should be proportionate to the needs of the child. Interventions and activities should be sequenced in the most effective and manageable way for the child, taking into account the length of the disposal or intervention. Care should be taken in planning not to overload the child. The child should be given any help that they may need to develop structure and routine and to achieve positive change. Activities and interventions may need to be broken down into a small number of 'chunks' or 'steps' with realistic, short-term objectives.</p> <p>This question is critical in underpinning planning to achieve positive change for the child.</p>
2.2.06	Is there sufficient planning of delivery with other services, including for exit planning and referral to mainstream services?	<p>Planning should always consider the work of other agencies engaged with the child to better coordinate, align and complement plans and delivery. Planning needs to identify clear lines of responsibility for the different agencies involved with the child, with clarity on who will do what and when. Planning should consider how information will be shared and gathered to ensure all partner organisations have a shared holistic understanding of the child.</p> <p>Joint planning can also identify services that other agencies may be able to deliver once YJS intervention and support have ended, particularly when the child's period of involvement with the YJS is likely to be short.</p> <p>If the child has complex needs, planning needs to recognise that they may need extensive longer-term support at individual, family and community levels. The YJS should consider how this will be facilitated, coordinated and continued once the child's involvement with the YJS ends.</p> <p>The YJS needs to consider planning for handover to mainstream services, if required, to ensure continuity of support for the child so that they can continue to achieve positive change.</p> <p>If the child is due to turn 18 before the end of their intervention, we expect to see appropriate consideration of youth to adult transition arrangements, and evidence of transitional safeguarding approaches. This should specifically include probation, where appropriate, but should also include any other services requiring transition for the child (health, mental health and education, for example). The YJS may also plan to remain involved with the child, if appropriate.</p> <p>If other agencies have not been engaged in planning and should have been, inspectors will answer this question 'no'.</p>

2.2.07	Does planning take sufficient account of the child's ability and motivation to change, and seek to develop these as necessary?	<p>Inspectors will look for planning that takes into consideration the child's ability and motivation to change and identifies the interventions that are best suited to their needs.</p> <p>YJS staff should also consider the child's level of motivation to address the issues that underlie their offending behaviour. Planning should have a clear focus on how to increase, build on or sustain the child's motivation to change. The child's maturity should be considered in planning interventions and support.</p>
2.2.08	Does planning address the child's attitudes, motivations and behaviour within the context of that child?	<p>Inspectors look for planning that sets out services and/or activities that address the child's behaviour within the context of that child. Planning should recognise the child's attitude towards their offending and behaviours, their motivations and the context within which behaviour has occurred. It should plan for how to build positive engagement with meaningful activities that will support the child to make positive changes.</p> <p>Planning needs to consider the child's identity and, where appropriate, how to encourage the child to move from a pro-offending identity to a pro-social identity.</p> <p>Planning should consider how to sequence and prioritise activities according to the child's attitudes, motivations and behaviour and to identify the right opportunities and interventions at 'teachable' moments. It should focus on prioritising interventions and support, within the child's context, that will motivate the child and encourage them to engage. This might include relationship-building and working from a trauma-informed perspective. It may involve small, incremental steps to ensure work is appropriately tailored to the child's individual needs.</p> <p>For children in custody, planning for release should start at the initial sentence planning stage. This is particularly crucial for remand cases, where the release date may not be known, and timescales for completing objectives must reflect this lack of certainty. We expect accommodation needs to be considered early to enable sufficient planning and preparation, and continuity of planning to address educational and health needs, including linking with community provision. Where specific interventions are not available in custody, planning should consider how these can be started as soon as possible after release.</p>
2.2.09	Were sufficient services planned for to address the factors identified as related to positive change in this case?	Where inspectors have identified areas of need for the child (question 2.1.10), we expect to see sufficient planning for the factors that have been identified as relevant.

2.2.10	Does planning focus sufficiently on how to achieve positive change for the child?	<p>Inspectors will judge whether overall planning considers the child's needs and sufficiently supports them to achieve positive change, irrespective of the nature of case, sentence, disposal or support.</p> <p>Initial planning should be prompt and proportionate to the needs of the child and should be conducted early enough in the period of work with the child to inform delivery. Ongoing planning should be dynamic, responsive and timely.</p> <p>Assessing that sufficiently analyses and recognises the child's diverse needs is a critical component when inspectors consider their sufficiency judgements.</p> <p>The child's voice should be evident throughout, and we expect planning to show that YJS staff understand the child within the context of their life.</p> <p>Sufficient planning for a child with a limited offending history and few needs may be less detailed than for a child who has had more involvement with criminal justice or has a greater level of need. Planning may also include small manageable steps and 'soft' outcomes or progress. It may initially focus on stabilising the child and building a positive relationship with them. The process of planning should be bespoke to the child. It should depend on the child's individual needs, characteristics and circumstances, the nature of the offence and the context of the child's involvement with the YJS.</p> <p>Inspectors need to consider their answers to all the questions in this section and decide whether the strengths outweigh any shortcomings. We are not looking for perfection, but for sufficient planning activity for the important factors related to achieving positive change for the child and enabling the right interventions to be put in place.</p> <p>Where there are gaps in planning activity, inspectors will consider their impact within the context of the child. Inspectors may be able to conclude that overall planning is sufficient within that context. Conversely, in some circumstances, a particular omission may be enough to lead to a judgement of insufficient. For example, planning that failed to consider a child's neurodiverse needs or speech, language and communication may be judged insufficient, even if it covered all other factors relevant to achieving positive change for the child.</p>
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2.2.2	Does planning focus sufficiently on how to keep the child and community safe?	
2.2.20	Does planning set out how to achieve safety and stability for the child as foundations for change?	'Child first' principles state that addressing risks of harm to the child or others is crucial in providing a safe space for child development and for victims and potential victims. This can be understood in positive terms, such as keeping everybody safe, safeguarding and health and safety, and we expect it to be evidenced in planning activity.

A range of positive and negative factors can influence a child's safety and wellbeing. We expect the YJS to consider all relevant factors in its planning activity, and to recognise the complex relationships between them. Safety concerns relating to children themselves and to other people are often overlapping and intertwined. Inspectors will expect practitioners to have considered this in planning activity.

Planning to achieve safety and stability should include work to be done directly with the child and parents or carers, and work to be done by the YJS, potentially on a multi-agency or partnership basis.

Planning should recognise and anticipate the factors that may lead to a change in what is needed to achieve safety for the child. It should set out actions to take, when and by whom, and consider what actions need to be taken if these factors change and the risks to the child's safety increase or decrease.

Planning should identify activities, services and interventions that support the child's safety and wellbeing. The child's strengths and protective factors, including internal protective factors (such as a feeling of self-efficacy and pro-social identity), should be considered when planning what is needed to achieve safety and wellbeing for the child, with a focus on strengthening these wherever possible.

Planning should also promote any existing controls and interventions, internal and/or external supports and interventions necessary to promote the child's safety and wellbeing and keep them safe. Planning should make it clear how these will be monitored. Support could include that put in place by parents or carers, counselling, trauma-informed approaches, educational support, and services provided by external agencies to address mental or physical ill-health, or substance misuse. It could also include more formal factors, such as bail conditions, child protection procedures, specific safety planning with the police, implementation of child abduction warning notices, and placing restrictions on activities.

Where there are concerns about harm to the child outside the home, inspectors expect to see a contextual safeguarding approach to ensure risks and concerns are understood and appropriately planned for. Planning needs to recognise the complex dynamics that may be in place for the child. It should consider a holistic response for the child that is clearly coordinated with all agencies and individuals involved.

If the child is in custody, planning should link to and be coordinated with custodial plans, such as behaviour management, ACCT, anti-bullying and secure stairs planning. It should consider any controls provided by the custodial setting to keep the child safe, such as room location, monitoring of telephone calls, and management of association. We also expect planning to manage a safe transition back into the community after release.

		<p>Planning should clearly include the child's views about their safety and wellbeing, and what is needed from their perspective to achieve safety. The child should be involved in developing plans for safety in a collaborative manner, rather than planning being 'done to' the child.</p> <p>Inspectors will look for clear evidence that the YJS has incorporated information about the safety and wellbeing of the child from relevant others and used this appropriately as part of their planning activity.</p>
2.2.21	Does planning set out what is needed to keep other people safe, sufficiently addressing risks?	<p>This question only applies in cases where there are identified concerns about the safety of other people.</p> <p>There are a number of factors to consider when planning what is needed to keep other people safe and sufficiently address risks. We expect to see consideration of all relevant factors and not just those where there is a risk of serious harm to the safety of other people. Other people could include members of the public, staff, family members, friends, partners, known victims or potential unknown victims.</p> <p>'Child first' principles state that addressing risks of harm to the child or others is crucial in providing a safe space for child development and for victims and potential victims. This can be understood in positive terms, such as keeping everybody safe, safeguarding and health and safety, and we expect it to be evidenced in planning activity.</p> <p>Planning should identify the activities, services and interventions that strengthen existing protective factors for keeping others safe, promote existing support and interventions and/or external controls that are in place, and identify any new controls and/or interventions that are required. Planning should identify who is responsible for implementing these and make it clear how these will be monitored.</p> <p>Potential controls, support and interventions could include (not exhaustive):</p> <ul style="list-style-type: none"> • specific agreements with the child and their parents or carers • safety planning with children's home staff and/or the police • measures that aim to restrict the child's ability to cause harm, such as informal curfews or identification of suitable accommodation • monitoring of activities by YJS staff, the police or others to ensure the child engages and complies with services and to identify changes in risk factors • specific licence conditions, exclusion zones, bail conditions and information-sharing • constructive activities that address internal factors that enable the child to develop self-efficacy and self-control • interventions to address specific factors, such as victim work, anger management, substance misuse interventions, and knife-crime interventions. <p>Planning should recognise and anticipate the factors that may lead to a change in what is needed to keep other people safe. It should set out the actions that need to be taken, and when and by whom they</p>

		<p>should be taken. It should also consider what actions need to be taken if these factors change and the risk to others increases or decreases.</p> <p>Inspectors will judge whether planning sets out what is reasonable to keep other people safe and whether risks have been sufficiently addressed.</p> <p>Planning should include work to be done directly with the child and their parents or carers, and work to be done by the YJS, potentially on a multi-agency or partnership basis.</p> <p>The child's voice and views should be incorporated and evident throughout and there should be evidence that the child has contributed to planning in relation to understanding the risks to other people, the likelihood of the concern(s) occurring and what is needed to keep other people safe.</p> <p>Inspectors will look for clear evidence that the YJS has incorporated information about the safety of others from relevant partners and organisations and used this appropriately as part of its planning activity.</p> <p>If the child is in custody, planning should link to and coordinate with custodial plans, such as behaviour management, ACCT, anti-bullying and secure stairs planning. It should consider any controls provided by the custodial setting to keep other people safe, such as room location, monitoring of telephone calls, and management of association. It should include staff from the custodial institution. Planning should consider how the custodial setting will keep others safe. YJS staff should consider actual and potential victims within the custodial environment and in the community. We also expect planning to manage transition back into the community after release that helps to keep other people safe, such as arrangements for accommodation (including avoiding proximity to victims or potential victims), education and other critical factors. If the child is likely to need a specialist placement, planning for this should start early. Planning should be shared between the YJS and the institution.</p>
2.2.22	Does planning sufficiently address issues of vulnerability, victimisation and exploitation?	<p>This question only applies if there are identified issues of vulnerability, victimisation or exploitation for the child.</p> <p>Planning should sufficiently address issues related to the child's vulnerability, victimisation and exploitation. It should consider factors such as, but not restricted to, the child's experience of trauma, domestic abuse, neglect, and neurodiverse needs, and their impact on the child's vulnerability and propensity to be victimised or exploited.</p> <p>Concerns about the child's vulnerability, and risks in relation to victimisation or exploitation, might increase in certain circumstances, including if the child:</p> <ul style="list-style-type: none"> • goes into custody • moves to accommodation away from their home, family and peer group

		<ul style="list-style-type: none"> • is excluded from school • becomes care experienced. <p>Planning should consider what is happening in a child's life and be alert to any changes that indicate they may be vulnerable or at higher risk of exploitation.</p> <p>Planning needs to recognise the complex dynamics that may be occurring in relation to the child's vulnerability, victimisation and exploitation. It should set out how to address these in a holistic manner. Planning should consider risk outside the home and contextual safeguarding approaches as a response to concerns about vulnerability, victimisation or exploitation, as appropriate.</p> <p>YJS need to ensure appropriate language is used to understand issues related to vulnerability, victimisation and exploitation, and ensure factors such as adultification and victim blaming are addressed in planning activity. Planning needs to ensure analysis is non-blaming (for example, it does not use language such as 'disengaged', 'putting themselves at risk', or 'out of control'), and prioritises the child's safety and wellbeing. Planning needs to be alert to and challenge all discrimination and negative stereotypes in relation to the child that might lead to false assumptions about blame and responsibility.</p> <p>If the child is in custody, planning should consider how they will be kept safe from victimisation and exploitation in the custodial setting. Planning should include staff from the custodial institution.</p> <p>The child's voice and views in relation to their vulnerability, victimisation and exploitation should be incorporated and evident in planning.</p>
2.2.23	Does planning give sufficient attention to the needs and wishes of the victims, and opportunities for restorative justice?	<p>This question is not about the safety of the victim; that is covered in the next question.</p> <p>Victims' expressed wishes may come via a victim worker, Victim Liaison Officer (VLO), restorative justice worker or other locally identified person, or may be available through paperwork such as victim impact statements, Crown Prosecution Service (CPS) documents, or police documents.</p> <p>Where a victim has expressed their needs or wishes and these are available, we expect the YJS to ensure sufficient attention is given to these and they are included as part of planning activities. Opportunities for restorative justice (where appropriate) should be considered as part of planning activity.</p> <p>Planned activity may include direct or indirect reparation activities, a letter of explanation, a victim impact statement, which can be used in victim awareness work, and other restorative justice activities. If a victim has not chosen to participate in a restorative disposal, their potential wishes could be included in planning, for example writing a letter of apology, to remain on file. Planning for restorative justice activities needs to ensure the safety of both the victim and the child.</p> <p>This question does not apply in bail or remand cases, or in cases where there are no identifiable victims.</p>

2.2.24	Does planning address any specific concerns and risks related to actual and potential victims?	<p>This question only applies if there are identifiable actual or potential victims.</p> <p>Inspectors will look for planning that addresses specific concerns and risks related to actual and potential victims. We expect to see clear planning to keep actual and potential victims safe. Practitioners should have a clear understanding of the impact offences have had on victims and have used all available sources of information to gain this understanding. Planning should be focused on identifying appropriate activities to minimise the risk to identifiable or potential victims and reduce the likelihood of revictimisation or further offending towards victims. This could be through formal requirements such as restricted activities, exclusion zones, conditions, restraining orders, or informal activities that support the safety of actual and potential victims.</p> <p>There should be clear and regular communication with a victim worker or any individual working with a victim to ensure the victim's views on their safety are taken into consideration. Planning should identify actions and interventions to address risks to actual and potential victims. It should include what needs to be done, who needs to do it and when concerns and risks should increase.</p> <p>In bail or remand cases we do not expect to see direct contact with victims but expect planning to appropriately consider any ongoing risks or concerns about victims in the case.</p>
2.2.25	Does planning set out how work will be undertaken collaboratively with the child's parents and carers to keep the child safe	<p>Parents and carers hold invaluable information about the child and the context of their life. Practitioners need to recognise that parents and carers are often best placed to understand their child's needs and strengths, including how to engage and communicate with them, and can play an important collaborative role in keeping the child safe. YJS need to proactively create opportunities for parents and carers to participate actively in risk assessment, safety planning, interventions and reviews, and offer them ways to contribute as partners in the work being undertaken. Planning needs to set out how work will be undertaken collaboratively with the child's parents and carers to keep the child safe.</p> <p>In some circumstances, parents and carers may not be appropriate partners in safeguarding the child. Where this is the case, we expect YJS to explain the reasons for this in their planning activities. We expect them to identify whether parents and carers need any additional support to work collaboratively, for example the use of interpreters.</p> <p>For a care-experienced child, the views of the social worker and any other professional working with the child should also be included in planning. If the child is not living with their parents or does not have contact with their parents, then we expect to see the YJS engage with any other relevant person with caring responsibilities or involvement with the child in planning. This could be a professional person such as a support worker, an extended family member or a family friend.</p>
2.2.26	Does planning pay sufficient attention to the	Planning should pay attention to the duration of the engagement the child will have with the YJS. It should ensure plans are realistic about what can be achieved in the available timescales. Planning should

	<p>available timescales, coordinating with any other agencies' planning and the need for sequencing?</p>	<p>recognise that it may not be possible to work on all of the child's identified needs in the available timescales. Planning should then consider what else is required to support the child and meet their needs in the longer term. Planning should ensure there is ongoing involvement of other agencies and appropriate onward referrals as part of exit planning, where this is required. Exit planning should consider how progress can be sustained, as well as identifying what ongoing support may be needed and who will provide it.</p> <p>Where more than one agency is involved with the child, planning should be clear about which agency will lead on each activity, how activities will be coordinated, and how agencies will communicate with each other to ensure that work with the child is cohesive. Where the child is subject to plans managed by other agencies, such as child protection plans, child in need plans, EHCPs, additional learning provision plans, or MAPPA, the YJS planning should be coordinated with and refer to these plans to ensure work is cohesive and joined up. Plans should be integrated and should support each other.</p> <p>For children in custody, planning should link to, but not repeat, other custodial plans, such as behaviour management, anti-bullying or secure stairs planning. Where there are specific risks linked to the child's placement in custody, such as gang retaliation, these must be planned for with the custodial establishment. Specialist agencies may need to be involved at the earliest stage to manage risks and concerns and to support the child's and others' safety.</p> <p>The YJS should be aware that, if the child is remanded, they could be released at any time and planning should reflect the uncertainty of these timeframes.</p> <p>Planning should be sequenced appropriately, and may be broken down into small manageable chunks or activities for the child.</p>
2.2.27	<p>Is planning responsive to change, including to ensure continued effective arrangements to manage those issues that have been identified?</p>	<p>Inspectors will judge whether planning is responsive to changes in the child's circumstances which have or may impact on the safety of the child and the safety of the community (both positively and negatively). Planning should respond to new and changing information in a timely manner and plans should be adjusted accordingly to support effective arrangements that keep the child and the community safe.</p> <p>To ensure planning remains current and relevant, the YJS needs to consider any changes to the child's context and their wider familial and social environment, strengths, protective and structural factors. Being responsive to change means that planning may change depending on the child's circumstances. For example, if the child were to change or be excluded from education, become homeless, or start or resume using substances, planning would need to demonstrate it has responded to these changes and done so in a timely manner. Other relevant factors could include changes in medication, in engagement or in mental health. Where appropriate, practitioners should obtain information from others working with the child to ensure there is an up-to-date, shared understanding of the child that informs planning.</p>

		<p>Planning should be reviewed on an ongoing basis to check that interventions are still appropriate and that services are having the intended impact. Reviewing of planning should identify what has been effective and what has been achieved, as well as work that is still outstanding or needs to be reconsidered or redesigned. Any problems with delivery of planned services should be resolved immediately, and should not wait for a formal, written review. Planning needs to be flexible to maintain a personalised, tailored approach to the child. Changes such as remand into youth detention or local authority accommodation, custodial sentences, release on bail, and release following a custodial sentence must be considered and planned for in a timely manner.</p> <p>We do not necessarily expect to see a formal written review of a plan, but we do expect to see evidence that demonstrates planning has been appropriately responsive to change. Evidence may come from written reviews, ongoing case records, notes from a risk panel or meeting, or a discussion with the case manager.</p> <p>If relevant changes in information are known, but the YJS has not responded to them in a dynamic and timely manner in planning, inspectors will answer this question negatively.</p>
2.2.28	Does planning focus sufficiently on how to keep the child and community safe?	<p>In answering this question, inspectors will consider whether the safety and wellbeing of both the child and the community have been sufficiently planned for.</p> <p>Initial planning should be prompt and proportionate to the level and nature of concerns about the safety of the child and the community; it should be conducted early enough in the period of work with the child to inform delivery. Ongoing planning should be dynamic, timely and responsive to any changes in factors related to keeping the child and the community safe.</p> <p>The child's voice should be evident throughout, and we expect planning to show that YJS staff understand the child within the context of their life. There should also be evidence that the child sufficiently understands planning and what is needed to keep them and others safe.</p> <p>Planning should be bespoke to the child's characteristics and circumstances. It should be proportionate to the child's individual safety and wellbeing needs, concerns about the safety of others and the community, the nature of the offence and the context of the child's involvement with the YJS.</p> <p>Planning for a child with a limited history of offending and few or no concerns about keeping them and the community safe may be less detailed than planning for a child who has had more involvement with criminal justice, a higher level of need, or high levels of concern about their safety or the safety of others and the community. If YJS involvement/engagement is short, planning may focus more on referrals, exit planning, and handover to mainstream services, to ensure ongoing support is in place for the child.</p>

	<p>There should be a shared understanding of the expectations of the plan, with the aims of all activities and interventions clearly specified.</p> <p>Inspectors need to consider their answers to all the questions in this section and decide whether the strengths outweigh any deficiencies. We are not looking for perfection, but for sufficient planning activity that focuses on how to achieve safety for both the child and community, given that both elements are essential and often linked. Sufficient planning will enable the right measures to be put in place to keep the child and the community safe. Where there are shortcomings, inspectors will consider these in the context of the child. Inspectors may be able to conclude that overall planning is sufficient to keep the child and community safe. Conversely, in some circumstances, a particular omission may be enough to lead to a judgement of insufficient, based on the child's unique circumstances.</p> <p>Where there are no factors related to keeping the child or community safe, inspectors will answer 'Yes'.</p>
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Delivery

2.3	<p>High-quality, well-focused, personalised and coordinated services are delivered, achieving positive change and keeping children and the community safe.</p>
	<p>The child should benefit from a high-quality, personalised and supportive service with a continual focus on providing the right help at the right time. This should support the child to achieve positive change, and keep the child and the community safe. Integrated services and pathways of delivery, supported through effective cooperation, are vital for the child. We expect to see delivery that is proportionate to the nature of the child's needs, offending, behaviour and circumstances, not to the disposal. If the child has needs that cannot be met through the current disposal or support the child is receiving from the YJS, we expect to see arrangements for those needs to be met by other agencies. This includes appropriate exit planning, onward referrals, links made with mainstream or universal services and handover planning and delivery.</p> <p>Delivery includes all direct YJS delivery, and any services delivered on behalf of the YJS. This could include delivery by workers other than case managers, such as speech, language communication therapists, nurses, mental health practitioners, victim or restorative justice workers, and interventions, education and substance misuse workers.</p> <p>We look for evidence from a range of sources, including case records, written work completed by the child, artwork, and recordings and records of any activities or programmes that have been completed with the child. Inspectors also consider evidence from notes from internal or multi-agency meetings, case formulations or enhanced case management processes, and the interview with the case manager. We judge the quality of delivery in its entirety.</p>

	<p>We expect delivery to be timely, tailored to the child and focused on the child's needs. We recognise that delivery will appropriately prioritise building effective working relationships and working in a trauma-informed way with the child. We expect to see activities used that are relevant to the child's life, and support, interest, enable and motivate the child to engage and participate fully, in a manner that is meaningful to them.</p> <p>Under this standard, we expect to see delivery that is dynamic and timely, reviewed when the circumstances of the child change. We look for evidence from a range of sources that there is ongoing, active consideration of any changing circumstances and that these changes are reflected in future delivery.</p> <p>If assessing and planning activity has failed to identify and analyse how to achieve positive change, and safety for the child and for other people, inspectors will still expect to see delivery that fully considers, recognises and focuses on what is needed in relation to these factors.</p> <p>In bail or remand cases, we recognise that delivery will be undertaken within the context of uncertain timescales and outcomes in relation to the child's period of involvement or intervention with the YJS, and the application of sufficiency will be nuanced accordingly.</p> <p>In out-of-court disposals, we recognise that the child's engagement may be entirely voluntary, and expect to see the YJS take tenacious and proactive steps to engage the child.</p> <p>In cases where the child has received a custodial sentence or is remanded, the YJS needs to take all reasonable steps to ensure the child receives appropriate services during the custodial part of the intervention, as well as after release.</p>
2.3.1	<p>Does the delivery of well-focused, personalised and coordinated services achieve positive change for the child?</p>
2.3.01	<p>Does the YJS focus sufficiently on developing and maintaining a working relationship with the child, with their active participation, that encourages and enables engagement?</p> <p>The YJS should focus on developing a rapport and establishing a sense of trust through ongoing dialogue with the child from the outset of its involvement with them. Methods should be used that engage, interest, and motivate the child, are meaningful to them, and enable them to participate fully.</p> <p>YJS delivery should be holistic, child-centred, and pay attention to the child's individual context. We expect to see evidence that the YJS has created the space and opportunity to build a trusting and supportive working relationship with the child and prioritised meaningful collaboration with them.</p> <p>Inspectors will look for evidence that the child has had the opportunity to identify the best way to support them to engage and fully participate in delivery; we expect to see activities done with them, rather than to them. We expect to see evidence that the child has been listened to, given choices about what delivery might be best suited to them, and given the opportunity to provide feedback on what has or has not worked for them. We expect</p>

delivery to provide the opportunity for the child to talk about their experience of the intervention and what has or has not supported their engagement. We expect the YJS to give feedback to the child about how they have engaged in the intervention. We look for evidence that the child's speech, language, communication, neurodiversity and other needs have been considered in developing a working relationship with the child and supporting their participation. If there are difficulties in the working relationship, we expect to see efforts made to explore the reasons for this and to consider possible resolutions. We expect workers involved with the child to motivate them and reinforce positive behaviour. This may include the use of motivational interviewing techniques, pro-social modelling, identity shift or other communication and support methods. Inspectors will need to be satisfied that the worker has not adopted a 'one size fits all' approach to their work with the child, but has judged the best way to maximise the potential for the child to successfully engage and participate.

Inspectors will look for evidence of effective engagement with the child, going beyond simply attending appointments. This might include supporting them with education, advocating on their behalf, helping the child to engage with other services, such as substance misuse, and exploring opportunities for the child to develop a pro-social identity.

We expect to see evidence that YJS staff have responded to incidents of non-engagement using a clear, measured and motivating approach to encourage participation. This should include using a variety of ways to engage with the child, including participation panels or meetings, a change in the venue for appointments, or a change in the timings of the appointments. YJS workers should try to understand why the child has not engaged with the interventions. Where it has been harder to engage the child, practitioners will need to maintain an appropriate balance between encouragement and flexibility, to make sure work stays on track and to avoid 'drift'. For any out-of-court interventions where engagement is voluntary, we expect case managers to use a measured, tenacious and motivational approach to non-engagement. They should not simply stop attempting service delivery and close the offer of intervention. Inspectors will make a judgement based on the YJS worker's approach, such as the level of effort, skill and tenacity they have used to try to engage the child in the interventions, not on the child's response. If non-participation of the child was a barrier to delivering planned services, this will not necessarily result in a negative answer.

If the child is in the secure estate, we expect YJS workers to identify where any non-engagement may be due to restrictions in the regime, and to discuss this with the

		<p>institution. We expect to see evidence that the child has been prepared for release, including those on remand where timescales may be unclear, and that the child has a good understanding of what will be expected of them in terms of their engagement when they are back in the community, including information about the reasons for any additional licence conditions. Inspectors will look for evidence that the YJS worker has maintained regular contact with the child. We expect to see appropriate communication with the child on a regular basis, beyond any sentence planning arrangements.</p>
2.3.02	Does delivery take sufficient account of the context of the child, including the child's wider familial and social environment?	<p>As part of an individualised and contextual whole-child approach, the YJS should consider the child's lived experience, including their familial, environmental and social context. The content of delivery, interventions and activities should be relevant to the child's life.</p> <p>Tasks and activities should be achievable for the child. The YJS should consider the level of family support available, any caring role the child may have in the family, and the need for additional support if family support is lacking. It should also consider the availability and suitability of local transport links, and where the child lives, for example in a rural area or on a specific estate. It should consider the context within which the child is living, build on personal, familial and structural support, and identify how to support and develop the child's strengths and protective factors. The YJS should consider the child's educational or employment commitments and make sure these are accommodated. Inspectors will also look for evidence that YJS staff have used information about any issues the child's parents or carers may have (such as mental health, domestic abuse, offending or drug or alcohol problems), and considered these sufficiently to maximise effective delivery.</p> <p>Appointments should be made at times and places that are suitable and safe for the child. There should be evidence that the child is able to understand and respond to the interventions being offered. Reasonable adaptations should be made to meet the child's needs. YJS staff must take care to avoid adultification bias when helping children to access services and interventions. They should ensure that all delivery is suitable, appropriate and tailored to the child.</p>
2.3.03	Does delivery take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these in order to build resilience?	<p>Inspectors will look for clear evidence that the YJS has taken sufficient account of the child's strengths to support making positive change. This should include personal characteristics, such as work to support a sense of self-efficacy or to strengthen the child's motivation to change. It may include interventions to promote external protective factors such as membership of pro-social friendships groups or involvement in positive activities.</p>

		<p>The YJS should take care to avoid deficit-based delivery, which only focus on the child's risks or concerns; and ensure delivery is balanced to include a clear focus upon the child's strengths and protective factors and building these.</p> <p>The concept of systemic resilience involves putting the child at the centre and strengthening the protective factors around them, including within their family, their community and in the services that are available to support them. We expect to see delivery reinforce the opportunities for systemic resilience to support the child.</p> <p>Service delivery should actively support the child to attend positive activities and build on any existing positive activities that have been identified. There is evidence that mentoring can help children in terms of attitudinal, motivational social and interpersonal outcomes; psychological and emotional needs; conduct issues; academic or school outcomes; and wellbeing. If mentoring services are available, we expect to see these used where appropriate.</p>
2.3.04	Does delivery achieve opportunities for change, participation and community integration, including access to services post-supervision?	<p>We expect delivery to provide opportunities for the child to positively change. It should support the child to participate and engage in the community in which they live. YJS staff should consider the child's self-identity, motivation and capacity to change, and should have a clear strengths-based focus on achieving positive change.</p> <p>YJS staff should consider the community in which the child lives and seek to enhance their sense of belonging, integration, participation and connectedness to it.</p> <p>There should be evidence within delivery of how the YJS has or will support the child's access to targeted, specialist and mainstream services. We expect to see that the YJS has supported any existing engagement with services in the community, and that it has ensured its own interventions do not distract from this. Every effort should be made to support the child to access services such as education or healthcare. This could include evidence of supporting the child at a first appointment or session(s) with other agencies as part of handover or exit work, after the child's involvement with the YJS ends.</p> <p>If the child is likely to need further intervention after completing their disposal or support, the YJS should actively support this transition, particularly if the child is turning 18.</p> <p>For children in the secure estate, inspectors expect to see evidence of continuity between the custodial and community elements of the intervention, including for children who are remanded, where timescales for delivery may be unclear. There should be evidence that information is shared between the secure sector and the community to prepare for the child's release. If the child has completed any training or courses while in custody, these</p>

		<p>should be built upon following release. We will look for evidence that release on temporary licence (ROTL) has been considered as part of the preparations for release or that bail applications have been made which fit the child's risks and needs. The YJS should work with the custodial establishment to make any practical arrangements required for release.</p>
2.3.05	Does delivery sufficiently include and consider all the child's diversity factors?	<p>Inspectors expect to see delivery take an individualised, contextual, whole-child approach which that takes account of the child's specific needs (such as the child's protected characteristics and unique characteristics). This includes needs related to equity, diversity and inclusion.</p> <p>We recognise the nine protected characteristics (sex, age, race, religion and belief, disability, pregnancy and maternity, sexual identity, gender reassignment and marriage or civil partnership) and expect to see delivery that recognises and considers the impact of all of these for the child.</p> <p>For example (not exhaustive), delivery should:</p> <ul style="list-style-type: none"> • explicitly consider the child's race or ethnic background in the context of their community and the impact this might have on the child • clearly set out how any disabilities, learning difficulties, and mental health or neurodiversity needs will be accommodated and considered • consider how the child's speech, language or communication needs may impact on their understanding and engagement and ensure work is appropriately tailored and individualised for the child • consider the impact of sex, sexual orientation or gender identity on the child • accommodate any religious commitments or childcare responsibilities of the child • consider all key areas of intersectionality, self-identity, cultural heritage which impact upon the child's lived experience. <p>It is imperative that all children benefit from a high-quality, personalised and supportive service, irrespective of their background or individual characteristics and circumstances and delivery needs to ensure all relevant factors have been sufficiently considered.</p> <p>Delivery should be proportionate to the needs of the child Interventions and activities should be sequenced in the most effective and manageable way for the child, taking into account the length of the disposal or intervention. Care should be taken in delivery not to overload the child. The child should be given any help they may need to develop structure and routine and to achieve positive change. Activities and interventions may need to be</p>

		<p>broken down into small 'chunks' or 'steps' with realistic objectives. Delivery needs to be individualised and evidence based.</p> <p>This question is critical in influencing and determining the sufficiency rating for the key question: does the delivery of well-focused, personalised and coordinated services achieve positive change for the child?</p>
2.3.06	Do interventions address the child's attitudes, motivations and behaviour within the context of that child?	<p>The child's context is important; YJS staff need to consider what life is like for the child and how their behaviour, attitudes and motivation may be a response to their circumstances and context.</p> <p>Inspectors are looking for delivery to address the child's attitudes, motivations and behaviours, so that the child can understand how these factors have contributed to their offending behaviour.</p> <p>Delivery needs to help and support the child to see themselves in a way that encourages positive behaviour and constructive futures, with a clear future focus on moving the child's life forward positively, and developing a pro-social identity and attitudes.</p> <p>Where the YJS is delivering programmes or interventions, we expect these to be in line with the research and evidence base and appropriately tailored to the child. Inspectors will look at the specific interventions and services actually delivered to the child, and the reasons for choosing them in the context of the child. We expect to see a clear rationale for delivering specific interventions that explains how they meet the child's needs. For some children, achieving stability and preventing deterioration is needed before moving on to work to achieve positive change.</p>
2.3.07	Is the YJS's work sufficiently aligned and coordinated with the delivery of other services, including exit planning and referral to universal services?	<p>Strong multi-agency and partnership relationships ensure that the child is receiving the most effective support at the right time, in a joined-up manner. These enable greater alignment and coherence, and support effective information-sharing and resource allocation.</p> <p>The YJS should always consider the work of other agencies that are engaged with the child to better coordinate, align and complement support and intervention. It needs to identify clear lines of responsibility for the different agencies involved or working with the child, with clarity about who is doing what and when, to maximise the impact of working together for the benefit of the child. YJS should ensure information is shared with and obtained from other agencies to align and coordinate the delivery of services.</p>

		<p>The YJS needs to recognise that the child may need longer-term support at individual, family and community levels that extends beyond their involvement with the YJS. It needs to explore how it will facilitate, coordinate and continue this support once the child's involvement with the YJS ends.</p> <p>The YJS needs to consider handover to mainstream services, if required, to ensure continuity of support for the child so that they can continue to achieve positive change.</p> <p>If the child is due to turn 18 before the end of their intervention, we expect to see appropriate consideration of youth to adult transition arrangements, and evidence of transitional safeguarding approaches. This should specifically include probation, where appropriate, but also any other services requiring transition for the child (such as health, mental health and education). The YJS may also plan to remain involved with the child, if appropriate, and continue to deliver services.</p> <p>For children in the secure estate, inspectors expect to see evidence of continuity between the custodial and community elements of the intervention. There should be evidence that information is shared between the secure sector and the community to prepare for the child's release. If the child has completed any training or courses while in custody, these should be built on after release. We will look for evidence that ROTL has been considered as part of the preparations for release. The custodial establishment should work with the YJS to make any practical arrangements required for release, such as securing suitable identification documents. For children who are remanded, appropriate alternative bail arrangements should be considered, including liaison arrangements with out-of-area services and partners if required.</p>
2.3.08	Is the quality of the work with the child reviewed where necessary?	<p>We expect to see evidence that the YJS is proactively reviewing the quality of work being delivered, and considering whether the work is having the intended impact.</p> <p>Reviewing should take into account the child's engagement to date, their responses to the activities and interventions that have been delivered, and whether they are achieving the desired changes or progress is being made. Positive change for a child can be a gradual, non-linear, and multidimensional process. If the YJS identifies anything that is not working to achieve positive change for the child, it should adjust delivery to ensure it fits the current situation.</p> <p>Flexibility is important to ensure that a personalised approach is maintained. The focus should be on adaptation, removing any structural barriers, and maximising the child's chances of making positive progress, to realise their potential.</p>

		<p>New or different interventions may be identified, or adjustments may be made to the way current interventions are being delivered to ensure work is adapted where necessary. For example, if the child is no longer able to access their education, training and employment provision, we would expect the YJS to consider resequencing interventions. This might include referring to a specialist intervention, or reviewing the timeliness and frequency of appointments to meet the changed circumstances. The evidence for this can come from case records, discussion during the case inspection interview, or from examples of where delivery has been reviewed and adapted.</p>
2.3.09	Were sufficient services delivered to address the factors identified as related to positive outcomes in this case?	<p>This question links back to 2.1.10.</p> <p>We expect to see sufficient delivery of work to address factors that were identified as relevant in the case. If there are reasons that some planned work has not been delivered, inspectors will want to see the reasons for this captured appropriately in the case diary or through feedback during the case manager interview.</p>
2.3.10	Does the delivery of well-focused, personalised and coordinated services achieve positive change for the child?	<p>Well-focused delivery is relevant and pertinent to the child, delivered appropriately without drift, and clearly focuses on what was trying to be achieved.</p> <p>Delivery should be bespoke and proportionate to the child's individual needs, characteristics and circumstances, the nature of the offence and the context of the child's involvement with the YJS. Personalised delivery means that the child's context is understood, delivery is individualised, sequenced and tailored accordingly, and the child understands what is being delivered and why. It should be</p> <p>Coordinated delivery means that services work together effectively, their work is cohesive and joined up, and the services complement each other.</p> <p>Delivery that sufficiently recognises and is tailored to the child's diversity needs is a critical component when inspectors consider their sufficiency judgements.</p> <p>Sufficient delivery for a child with a limited history of offending and few needs may be less frequent and have less content than for a child who has had more involvement with criminal justice or a higher level of need.</p> <p>Inspectors take into account their answers to all the questions in this section and decide whether the strengths outweigh any deficiencies. We are not looking for perfection, but for sufficient delivery of services to achieve positive change for the child.</p> <p>Where there are gaps in delivery, inspectors will consider their impact in the context of the child. Inspectors may be able to conclude that overall delivery is sufficient within the</p>

context of the child. Conversely, in some circumstances, a particular omission may be enough to lead to a judgement of insufficient. For example, delivery that failed to take into account a child's neurodiversity may be judged insufficient, even if it covered all other factors relevant to achieving positive change for the child.

D 2 Does the implementation and delivery of services effectively support the safety of the child and community?

In cases where the child is in the secure estate, we expect the YJS to take all reasonable steps to ensure appropriate work is done to keep the child safe during the custodial part of the sentence, as well as when the child is in the community.

2.3.20	Are the right services delivered to achieve safety and stability for the child as foundations for change?	<p>'Child first' principles state that addressing risks of harm to the child or others is crucial in providing a safe space for child development and for victims and potential victims. This can be understood in positive terms, such as keeping everybody safe, safeguarding and health and safety, and we expect it to be evidenced in delivery to achieve safety and stability for the child.</p> <p>Safety concerns relating both to the child and to other people are often overlapping and intertwined. Inspectors will expect practitioners to have considered this in their delivery.</p> <p>Delivery should build on existing support, protective structures and interventions that are in place to promote the child's safety and wellbeing. It should also identify new structures and support, where appropriate. Delivery should consider the role of others in keeping the child safe. This might include multi-agency or partnership approaches, work with parents and carers as partners (where possible and appropriate) and direct work with the child to identify and implement ways to help them keep safe, such as strengths and relationship-based activities.</p> <p>Where there are risks to the child outside the home, inspectors expect to see delivery include a contextual safeguarding or risk outside the home approach to working with the child. YJS staff should follow local safeguarding procedures, and, in instances of child exploitation, make a referral to the National Referral Mechanism.</p> <p>Delivery should be responsive to factors that may lead to a change in what is needed to achieve safety for the child. YJS staff need to recognise the complex dynamics that may be in place for the child, and ensure they consider a holistic response that is clearly coordinated with all agencies, partners or individuals involved.</p>
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2.3.21	Are services delivered collaboratively with the child's parents and carers to build safety and protection for the child and the community?	<p>We expect to see regular opportunities for parents and carers to be part of delivery, and to be invited to relevant meetings and forums. YJS need to create opportunities for parents and carers to actively participate in discussions about risk and activities, safety work, interventions and reviews. Parents and carers should be encouraged to contribute as partners in the work being undertaken. Where it is not safe or appropriate for parents and carers to be partners in safeguarding the child or the community, we expect YJS to evidence why it was not appropriate to deliver services collaboratively.</p> <p>We expect to see the YJS identify whether parents and carers need any additional support to work collaboratively, for example the use of interpreters.</p> <p>For a care-experienced child, the social worker and any other professional working with the child should also be involved in delivery. If the child is not living with their parents or does not have contact with their parents, then we expect to see the YJS collaborate with any other relevant person with caring responsibilities or involvement with the child. This could be a professional person such as a support worker, or an extended family member, or a family friend.</p> <p>If the child is in the secure estate, inspectors need to see evidence that parents and carers are updated and communicated with regularly and that they are involved in developing bail packages or release plans.</p> <p>Inspectors will expect to see that the level of contact with parents and carers has been considered if the child has turned 18.</p>

2.3.22	Does delivery of services sufficiently address issues of vulnerability, victimisation and exploitation?	<p>This question only applies where there are issues relating to the vulnerability, victimisation or exploitation of the child.</p> <p>YJS need to ensure delivery sufficiently addresses any relevant issues relating to vulnerability, victimisation and exploitation, and does so in a coordinated manner.</p> <p>Delivery could include a range of activities to address victimisation, vulnerability and exploitation. These might include positive activities with the child, a contextual safeguarding or risk outside of the home approach, disruption of activities or the creation of safe spaces and places for the child. Delivery might take place collaboratively with other agencies or professionals, such as children's social care or the police.</p> <p>Concerns about a child's vulnerability and risks in relation to victimisation or exploitation might increase in certain circumstances. For example, a child may be remanded or made subject to a custodial sentence, be moved to accommodation away from their home, family and peer group, be excluded from school, or become care experienced.</p> <p>Delivery should respond to what is happening in a child's life. We expect practitioners to be alert to any changes that indicate a child is becoming vulnerable or that vulnerabilities are increasing, or that they are at risk of experiencing victimisation or exploitation, particularly if changes suggest the concerns are new or increasing. YJS staff should demonstrate ongoing professional curiosity about what is happening in the child's life, be alert to the range of types of potential exploitation and respond appropriately when there are concerns.</p> <p>YJS staff need to use appropriate language in relation to the identified risks to the child and proactively address factors such as adultification or victim-blaming through delivery. Delivery needs to be alert to and challenge all discrimination and negative stereotypes that might lead to false assumptions about blame and responsibility.</p>
2.3.23	Are the right services delivered to keep other people safe, sufficiently managing risks?	<p>This question only applies in instances where there are concerns about the safety of other people.</p> <p>'Child first' principles state that addressing risks of harm to the child or others is crucial in providing a safe space for child development and for victims and potential victims. This can be understood in positive terms, such as keeping everybody safe, safeguarding and health and safety, and we expect it to be evidenced in delivery to achieve safety and stability for the child.</p>

		<p>Inspectors will look for services being delivered that sufficiently manage identified risks and focus on keeping other people safe. We expect to see delivery that addresses specific concerns and risks related to other people. We expect to see sufficient meaningful contact with the child to allow delivery of constructive interventions and to support the YJS in monitoring factors related to the safety of others. The child's voice and views should be incorporated and evident throughout. There should be evidence that YJS staff have supported the child to understand what is needed to keep other people safe.</p> <p>Delivery should be focused on undertaking appropriate activities to minimise risk to identifiable or potential victims and reduce the likelihood of revictimisation or further offending towards others. This could be through formal requirements such as restricted activities, exclusion zones, conditions, or restraining orders, or informal activities that support the safety of others. Interventions might focus on supporting the child to develop internal strategies, victim work, positive activities, or to understand the concerns associated with harm to others.</p> <p>In addition to services delivered specifically to the child, we expect to see clear joint working with any other agencies involved in work with the child, with a view to maximising the safety of others, wherever possible. This could potentially be on a multi-agency basis. Inspectors will look for clear evidence that the YJS has incorporated information about the safety of others from relevant partners and organisations and that it has used this appropriately as part of delivery.</p> <p>Where risks to others change or new concerns emerge, we expect delivery to be responsive to these.</p> <p>Whether the child has engaged or not, inspectors will expect the YJS to recognise its overarching responsibility for public protection.</p>
2.3.24	Is sufficient attention given to the protection of actual and potential victims in the delivery of services?	<p>This question only applies in instances where there are identified actual or potential victims.</p> <p>Inspectors will look for delivery that gives sufficient attention to the protection of actual and potential victims, and work that contributes to keeping a victim safe.</p> <p>Delivery should include appropriate activities to minimise the risk to identifiable or potential victims and reduce the likelihood of revictimisation or further offending towards</p>

		<p>victims. This could be through formal requirements such as restricted activities, exclusion zones, conditions, or restraining orders, or informal activities that support the safety of actual and potential victims.</p> <p>There should be clear and regular communication with a victim worker or anyone else working with a victim, to ensure victims' views about their safety are known and taken into consideration.</p> <p>We expect delivery to include a response to any reasonable wishes of victims.</p> <p>Effective delivery would also include active monitoring (including, where relevant, enforcement) of any licence conditions, other conditions or other restricted activities.</p> <p>In custody cases, where there is a victim who is eligible for statutory victim contact, inspectors will expect a referral to be made to the Probation Service immediately after sentencing.</p>
2.3.25	Do the interventions delivered pay sufficient attention to the available timescales and the need for sequencing?	<p>Inspectors will take into account the duration of the child's period of engagement with the YJS and look at the work that could reasonably be delivered during that timescale. We check that the order of interventions has been considered, to ensure that critical factors are addressed as a priority.</p> <p>We recognise that interventions may need to be staggered, sequenced and broken into smaller meaningful 'chunks' for the child. We expect to see a focus on establishing effective professional relationships with the child from the outset, to maximise the benefit of intervention and support. We expect the YJS to be mindful of the timescales available to work with the child and ensure it uses this time effectively.</p>
2.3.26	Does delivery respond effectively to changes when required?	<p>Delivery should respond to new and changing information in a timely manner, to ensure that interventions and support are adjusted accordingly.</p> <p>The YJS must evidence that delivery remains current and relevant to the child and consider any changes to the child's context and their wider familial and social environment, strengths, protective and structural factors. Further offending or concerning behaviours, changes in medication, engagement, mental health, or accommodation, for example, may impact on what delivery is required. The YJS should then review the delivery of services to check it is having the intended impact.</p>

		<p>If the YJS identifies anything that is not working to achieve safety for the child and the community, it should adjust delivery to ensure it fits the current situation. This should not wait for a formal, written review. Delivery needs to be flexible to ensure a personalised, tailored approach to the child is maintained. Changes such as remand into youth detention or local authority accommodation, custodial sentences, release on bail, and release following a custodial sentence must be considered. The YJS should demonstrate how it has responded appropriately to these in adapting its delivery. It may identify new interventions, or make adjustments to the way current interventions are being delivered.</p> <p>Where appropriate, this should include obtaining information from others working with the child to ensure there is an up-to-date, shared understanding of the child, to inform delivery. Safety concerns can escalate over time, and appropriate adjustments to coordinated multi-agency activity have the potential to benefit both the child and the community in the longer term. Evidence may come from written reviews, ongoing case records, notes from a risk panel or meeting, or a discussion with the case manager.</p> <p>If relevant information about changes is known, but the YJS has not responded to this in a dynamic and timely manner in its delivery, this question will be answered 'no'.</p> <p>Where the child is reaching the end of their disposal or intervention, there should be clear exit strategies that recognise work that needs to continue to support the child and keep them and the community safe.</p>
2.3.27	Is engagement supported effectively, including by taking enforcement action when appropriate?	<p>We expect to see that the YJS has made efforts to engage with the child before taking formal enforcement action. Efforts to promote engagement should be tenacious and proactive and we expect to see the YJS speak with the child to understand the factors that might support the child to engage.</p> <p>Where formal enforcement action appears to be the only option, the YJS should consider holding a pre-breach meeting, such as an enforcement, engagement or compliance panel. They should try to involve the parents or carers and any other professionals working with the child, to empower the child to engage before formal enforcement action is taken. Activity should take into account any relevant diversity or structural factors that are impacting on the child's ability to engage.</p>

		In some circumstances, enforcement is required as part of planning to manage the safety of the child or of other people. When formal enforcement action is required, this should be done promptly and recorded accordingly.
2.3.28	Does the delivery of well-focused, personalised and coordinated services keep the child and the community safe?	<p>Inspectors will judge whether overall delivery focuses sufficiently on keeping the child and community safe, based on the identified needs and risks of the child.</p> <p>Delivery should be bespoke to the child's characteristics and circumstances. It should depend on the child's individual safety and wellbeing needs, characteristics and circumstances, concerns in relation to the safety of others and the community, and the context of the child's involvement with the YJS.</p> <p>Sufficient delivery for the child needs to be tailored, well focused and personalised according to the identified needs and concerns. If YJS involvement is short, delivery may be focused on or give more consideration to referrals, exit arrangements, and handover to mainstream services, to ensure ongoing support is in place for the child.</p> <p>Inspectors need to consider their answers to all the questions in this section and decide whether the strengths outweigh any deficiencies. We are not looking for perfection, but for sufficient delivery and activity that focuses on how to achieve safety for both the child and the community, given that both elements are essential and often linked. Sufficient delivery will enable the right measures to be put in place to keep the child and the community safe. Where there are shortcomings, inspectors will consider these in the context of the child. Inspectors may be able to conclude that overall delivery is sufficient to keep the child and community safe. Conversely, in some circumstances, a particular omission may be enough to lead to a judgement of insufficient, based on the child's unique circumstances.</p> <p>Whether the child has engaged or not, inspectors will expect the YJS to recognise their overarching responsibility for the safety of the child and the community, and to ensure risks to the child and community are minimised.</p> <p>Where there are no factors related to keeping the child or community safe, this question will be answered 'not applicable'.</p>

Case manager interview

2.4	Is there access to appropriate services to achieve positive change and safety for the child and the community?	
	We expect the YJS to have a comprehensive range of high-quality, personalised and responsive services in place which achieve positive change and keep children and communities safe.	
2.4.04	Does management oversight meet the needs of the case?	We expect to see evidence of formal and informal interaction between case managers and their line manager during this intervention. We expect to see this interaction having an impact. For example, if the line manager has given an action, we expect to see it completed by the case manager or followed up by the line manager if not completed. If assessing or planning activity is inaccurate or incomplete or if service delivery is not being undertaken appropriately, we expect to see the line manager identify the relevant concerns and request that the case manager takes action, with appropriate follow-up by the manager to ensure that all identified actions have been completed.
2.4.06	Does the case manager have access to the services needed in this case to achieve positive change?	We expect the YJS partnership to ensure that sufficient services are in place to achieve positive change. The services may be provided internally by the YJS, by partner agencies, or by other organisations (on a commissioned or non-commissioned basis).
2.4.08	Does the case manager have access to the services needed in this case to achieve safety for the child and the community?	We expect the YJS partnership to ensure that sufficient services are in place to achieve safety for the child and the community. The services may be provided internally by the YJS, by partner agencies, or by other organisations (on a commissioned or non-commissioned basis).

Victim work

V1.1 Work with victims is high-quality, individualised, and responsive, driving positive outcomes and safety for victims.

The Code of Practice for Victims of Crime (Victims' Code) sets out the rights of victims. It also defines services that should be provided to victims by specific organisations in England and Wales. Under the Victims' Code, YJS are a named organisation with responsibility for delivering victims' rights set out in the code. It is likely that victims will receive their rights through a combination of service providers listed in the Victims' Code, for example the police, CPS, and courts, alongside the YJS. The Victims' Code can be accessed using this link:

<https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime>

Under the code, YJS may contact victims directly (so long as victims have consented to having their information shared) and have a responsibility to provide information about the progress of the child during intervention or support, on request, and provide information about appropriate services that support victims.

Under the code, YJS must take the victim's age, maturity, views, needs and concerns fully into account. They must ensure victims:

- are treated with respect, dignity, sensitivity, compassion and courtesy
- are able to make informed choices that are fully respected
- have their privacy respected by service providers in accordance with their obligations under the relevant privacy and data protection laws
- have services provided to assist them and their family to understand and engage with the criminal justice process and that are offered in a professional manner, without discrimination of any kind.

When we inspect work undertaken with victims, we inspect cases where there is an individual, named victim, who has consented to their contact details being shared with the YJS. We access records about contact and work with victims, irrespective of whether they are kept on a separate system or as part of the child's case records.

	Inspection question	CARaG
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3.0.03	Were the views of the victim considered as part of the decision-making process?	<p>Inspectors will review how the views of the victim were considered for both pre- and post-court interventions, in line with the YJS local processes. This includes whether information relating to victims (either through direct contact, victim impact statements, court or CPS papers, police documents or another means) was included in pre-sentence, panel, police referrals or triage reports. Inspectors will also consider whether this information was considered by the pre-sentence report author, the referral order panel or in the out-of-court disposal decision-making process.</p> <p>Inspectors expect the YJS to have considered the victim's views and wishes, where appropriate, as part of the sentence, disposal or intervention type and outcome. Inspectors expect sufficient attention to be paid to victims' safety and support.</p> <p>If victims' views have not been considered, inspectors will review the reasons for this.</p>
3.0.06	Is there a clear record of the protected characteristics of the victim?	<p>Our standards expect that all victims benefit from a high-quality, personalised and supportive service, irrespective of their background or individual characteristics and circumstances. To underpin the expectation, victim work needs to ensure all relevant factors have been sufficiently identified, accurately recorded and appropriately responded to.</p> <p>Inspectors expect to see a clear record of the protected characteristics of the victim and a meaningful exploration of any diversity factors relevant to the victim, including equity, diversity and inclusion, so that appropriate account of these can be taken when contact is made.</p> <p>We recognise the nine protected characteristics (sex, age, race, religion and belief, disability, pregnancy and maternity, sexual identity, gender reassignment and marriage or civil partnership) and where relevant for the victim, expect to see recognition and analysis of these, alongside appropriate and accurate recording.</p> <p>In some instances, inspectors may identify that characteristics such as ethnicity are recorded inaccurately in the victim's record. In these instances, inspectors will tick 'no' for this question.</p>
3.1.02	How was initial contact made with the victim?	<p>We expect contact to be made by the YJS as soon as reasonably possible once the victim's details and consent are received.</p> <p>For the purposes of this question, inspectors will consider how contact was initially made by the YJS once it has received the victim's details. Inspectors are not making a judgement here as to the suitability of the means of contact. That is addressed later. In some instances, the victim worker may initially use more than one means of contact.</p>

		Inspectors record all methods that were used to try to initiate contact with the victim, including telephone calls, text, letters or emails.
3.1.03	Was initial contact with the victim personalised?	<p>We expect YJS to ensure initial contact is personalised and has considered anything relevant that is known about the victim and/or the offence. This may include specific information passed on by the police, or other information that can be identified from the nature of the offence, CPS papers, referral paperwork, the child's case record, or any other relevant place. When deciding on the nature and content of initial contact, the victim worker should consider any known protected characteristics of the victim, and any diversity factors relevant to the victim, including equity, diversity and inclusion, so that appropriate account of these is taken when personalised contact is made. This may include factors such as being a victim of hate crime, having a disability, speaking a different language, or being a child.</p> <p>YJS need to be sensitive to issues such as the date of the offence, the victim's date of birth, holiday and festival periods, and any other factors that may have an adverse impact on the victim.</p> <p>As a minimum, we expect all contact to be professional and sensitive. We expect letters and emails to be professionally constructed and to use accurate spelling for the names and addresses of victims. Written contact should be translated or provided in an easier-to-read format, if information about the victim suggests that is required.</p> <p>Telephone contact needs to be non-invasive and at made at appropriate times. It may be that different days and different times are tried to ensure a personalised approach. If telephone or text contact has been made, inspectors will consider whether sufficient information has been recorded in the victim's records to determine whether contact was personalised.</p> <p>In cases where the person being contacted is the parent or carer of a child victim, contact should recognise that relationship.</p> <p>If the victim is a vulnerable adult, contact with an appropriate adult (where identified) should be considered to discuss and agree whether direct contact with the victim is appropriate.</p> <p>All contact should recognise any pre-existing relationship between the child who has offended and the victim. The language of the contact should be sensitive to the nature of the offence.</p> <p>Victims have the right to understand and be understood and therefore initial contact with victims needs to ensure it is appropriately and accordingly tailored and personalised to facilitate this.</p>

3.1.05	What service(s) did the victim receive?	<p>Inspectors are not making a judgement call here as to the suitability of the service received by the victim but identifying what service was received. Inspectors record all relevant services received by the victim, including:</p> <ul style="list-style-type: none"> • face-to-face or telephone contact with the victim worker • letter of explanation or apology from the child • shuttle mediation • face-to-face restorative justice conference • contact with the Probation Service VLO • direct or indirect reparation.
3.1.07	Is the victim supported to make informed choices about their needs, including any direct work with children?	<p>When engaging with victims, the YJS must clearly explain its role and allow victims to make informed choices about whether they wish to be involved with the YJS, what this might involve and whether they want to access the services available. This should include a detailed explanation of the offer of support, the role of YJS in safety planning and keeping the victim safe, referral to other services, restorative activities, and reparation opportunities (as appropriate). This may include giving the victim appropriate leaflets and explanation of appropriate onward referrals.</p> <p>Victims' involvement must always be voluntary and YJS contact with them must reflect this. Victims need sufficient time to reflect on the contribution they wish to make, without pressure.</p> <p>It may not always be possible to undertake activity in a way that the victim would prefer. For example, restorative activities may not be appropriate due to the child's circumstances, or the outcome may not be what the victim had hoped. This may also be for practical reasons, such as the nature of the offence, the victim or child's safety, concerns about revictimisation, or the child's history. However, in these cases, victims should still feel listened to, their needs should be heard, and the reasons why it is not possible to meet their needs should be explained, alongside an explanation of what is possible.</p> <p>Inspectors will answer this question positively if sufficient efforts have been made to provide or discuss options during initial contact with the victim, including through a letter, leaflets or links, even if the victim declined further services.</p>
3.1.08	Is clear information given to the victim about what they can expect at different	All information should be clear about what the victim can expect and the offer available to them from the outset of YJS involvement with them and the child, throughout contact, and when YJS involvement ceases. This should include timescales, frequency and type of victim contact, options in relation to keeping the victim safe, and appropriate updates in relation to the child.

	points in a child's work with the YJS?	<p>The victims' code states that victims have the right to receive information from YJS about the progress of the child who has offended and information on appropriate services that support victims, on request. We expect to see YJS clearly articulate this to the victim.</p> <p>Language must be straightforward and understandable for all victims.</p> <p>All contact should make it clear that the victim is free to choose whether to cease engagement with the YJS at any stage and that the initial choice not to participate can be changed, should the victim wish. Information should be available that explains what the victim should do in those circumstances and the support they will be offered should they chose to re-engage.</p> <p>If information has been provided verbally, we would expect clear and detailed contemporaneous records of conversations in the victim's record.</p> <p>Inspectors will answer this question positively if there is evidence that sufficient information was given to the victim explaining what they can expect throughout the YJS involvement with them and with the child.</p>
3.1.09	Are the individual needs of the victim well understood?	<p>All contact with the victim should provide an opportunity for the victim to express their needs and ensure that those working with and supporting them understand these needs.</p> <p>Victims have the right to make a personal statement to explain in their own words how they have been affected by the offence, including physically, emotionally, financially or in any other way.</p> <p>Parents or carers of victims under the age of 18 can receive services under the Victims' Code directly, as well as on behalf of the child. We expect to see the needs of parents and carers understood where appropriate, as well as those of the child victim.</p> <p>The Victims' Code acknowledges that victims who are considered vulnerable or intimidated, who are victims of the most serious crimes, or who have been persistently targeted are more likely to require specialist assistance. Assistance and support may include being referred to specialist support services, being contacted more frequently or being kept informed of key decisions.</p> <p>Victims are considered vulnerable and are eligible for enhanced rights if:</p> <ul style="list-style-type: none"> • they were under 18 years of age at the time of the offence • the quality of their evidence is likely to be affected because they suffer from a mental disorder within the meaning of the Mental Health Act 1983 or have a physical disability or are suffering from a physical disorder.

		<p>When assessing whether a victim is intimidated, the YJS must consider:</p> <ul style="list-style-type: none"> • the behaviour towards the victim on the part of the suspect, members of their family or associates, or any other person who is likely to be a suspect or witness in the case • the victim's age • if relevant, the victim's social and cultural background, religious beliefs or political opinions, ethnic origin, and domestic and employment circumstances • the nature and alleged circumstances of the offence to which the case relates (victims of a sexual offence or human trafficking will be considered to be intimidated) • any views expressed by the victim. <p>We expect the YJS to recognise and consider enhanced rights, where appropriate, and identify how best to address them effectively and tailor the YJS support and intervention for the victim.</p> <p>Inspectors will answer this question positively if there is evidence that the YJS sufficiently understood and took into consideration the victim's needs. This includes if the victim states they do not wish to engage in any form of contact, or states that they wish to express how they have been impacted by the offence, but engage in no other intervention or support, so long as the initial contact was tailored to them and provided the opportunity for them to express their needs.</p>
3.1.10	Does the support offered to the victim sufficiently promote their safety and wellbeing?	<p>This question does not apply where there are no identified support or safety and wellbeing concerns, or the victim has chosen not to engage.</p> <p>All victim contact should provide an opportunity for the victim to express their views about their safety and wellbeing and ensure that those working with and supporting them sufficiently consider what is needed to promote their safety and wellbeing. This should be done in conjunction with those working with the child, so that all factors that contribute to keeping the victim safe have been appropriately considered.</p> <p>We expect the YJS to consider proactively the actual and potential risks faced by the victim as a result of or following the offence. This can include ongoing concerns and may include the victim's physical, emotional, or psychological safety.</p> <p>Support such as exclusion zones, disruption, safety plans, support networks, and referrals to appropriate agencies or specialist services should be considered to promote the victim's safety and wellbeing. The YJS may offer, for example, updates on the child's progress, liaison with the police, or provision of personal safety devices. If the child is known to the victim (such as through</p>

		<p>school/educational establishments, peer group, geography or family), the YJS is expected to consider and implement any steps required to promote the safety of the victim and reduce the likelihood of further offending, revictimisation, intimidation or retaliation. This could also include work that is undertaken with the child to reduce the risk to the victim.</p> <p>If restorative activities are being considered (including direct reparation), the YJS must ensure it is safe for the victim to engage and should undertake appropriate assessing and planning activity before it considers bringing the child and victim together. Activities must be appropriately sequenced and supported to ensure the victim's safety at all times.</p> <p>Any changes in the child's behaviours that impact on the victim's safety and wellbeing must be discussed between those working with the child and those supporting the victim, and relayed to the victim and partnership agencies, where appropriate. Those working with the victim should also be kept updated of any changes in planning and delivery for the child if these are likely to impact on the victim's safety, to ensure appropriate action is taken to promote the victim's safety.</p> <p>We expect to see evidence of what is required to promote the safety and wellbeing of the victim clearly recorded on the victim's record and support appropriately offered as a result.</p>
3.1.11	Is there effective engagement and relationship building with the victim that enables individualised, responsive support?	<p>We expect the YJS to focus on building effective relationships with the victim from the outset of their contact with them. This starts from the point of initial contact, which needs to be tailored and individualised and then needs to be inherent in all subsequent contact with the victim.</p> <p>We expect to see evidence that the YJS has focused on building a positive and trusting working relationship with the victim, by responding to the victim's experience and wishes. The victim should have the opportunity to contribute actively to and participate in the services offered if they choose. For example, if the victim expresses concerns about their safety, we expect to see the YJS explore the nature of the victim's concerns and identify potential support and/or protective measures, as well as revisit this regularly with the victim.</p> <p>Where a victim has elected to have regular updates on the child's progress or wishes to engage with the YJS, we expect to see an agreement on what this will involve, accurate records that reflect what has been agreed and evidence that this has taken or is taking place, all focused on the expressed wishes of the victim.</p>

		<p>We expect the YJS to make reasonable efforts to enable the victim to participate, and tackle any barriers to engagement, such as adapting service delivery to meet the victim's individual diversity needs or personal circumstances.</p> <p>If the victim chooses to participate in restorative activities, we expect to see the YJS support the victim with this, undertake relevant risk and safety assessments, and provide support during and following any restorative conversations or meetings.</p>
3.1.12	Are there effective arrangements and relationships with practitioners across the YJS to enable the needs of the victim to be met?	<p>We expect to see evidence within the victim records of sharing of information by the YJS with the child's case manager, to ensure that the wishes of the victims are incorporated into relevant documents, assessment and planning activity. This should be reciprocated, with appropriate updates from the case manager to those working with and supporting the victim. These might include updates on the child's progress, work undertaken, safety assessments, reparation and, where appropriate, preparedness to engage in restorative activities.</p> <p>In line with what has been agreed with the victim, there may be key points at which there is liaison between the case manager and the victim worker, for example referral order panel reviews or sentence plan reviews, or key points during an out-of-court disposal. We expect to see proactive and effective communication between practitioners across the YJS, with appropriate sharing of information to enable the victim's needs to be met.</p> <p>Where some form of direct face-to-face contact between the victim and the child is planned, we expect to see evidence of proportionate planning activity in the victim's case records that reflects the work being undertaken to facilitate this. We expect to see evidence that both the case manager and the victim worker have jointly played key roles in developing how this work is progressed and delivered.</p> <p>If necessary, inspectors will access records of work with the child as well as the victim's case records to obtain evidence for this question.</p>
3.1.13	Does the support delivered meet the needs of the victim?	<p>In some instances, a single initial telephone or face-to-face discussion between the YJS and the victim may be sufficient to meet the needs of the victim. The victim may simply want to explain how the process has affected them, talk about their feelings about the criminal justice system, or express frustration at how their case has been dealt with and have the opportunity to have their voice heard.</p> <p>Other support could include giving the victim information about local services that provide advice, information, and support to victims of crime, such as Victim Support, Barnardo's and/or any other appropriate local support organisations. In those circumstances, we would expect to see victim workers</p>

		<p>providing details of the Victim Support helpline, giving the victim literature and leaflets, and making appropriate referrals.</p> <p>Where direct or indirect reparation is considered, we expect to see regular liaison with the victim to keep them updated on the progress of the child. For direct reparation or restorative contact, we expect to see that the victim's safety has been considered, and appropriate preparation undertaken, before any restorative activities or meetings.</p> <p>The key aspects we expect to see are that the YJS has heard what the victim considers their needs are and ensures that appropriate support is delivered in line with this. Work delivered by another agency or service as a result of referral or signposting by the YJS will also be considered as evidence for this question.</p> <p>If this is clearly what the victim wants out of the process, then inspectors will answer 'yes' to this question.</p>
3.1.13	Was there appropriate liaison with the probation victim liaison officer?	<p>If a child receives a custodial sentence of 12 months or more for a specified violent or sexual offence, or if a child is detained under the Mental Health Act 1983, the victim has a right to be automatically referred, within 10 days of sentencing, to the Statutory Victim Contact Scheme and be assigned a VLO. Each YJS should have a process in place to ensure this occurs and we expect to see reference to it in victim's records where relevant.</p> <p>Once assigned, the VLO might independently arrange to contact the victim under this scheme. We would expect to see an integrated approach to developing and delivering services to the victim, with clear liaison and communication between those in the Probation Service and the YJS supporting the victim. We expect to see evidence in the victim's case record of appropriate discussions and decisions on roles and responsibilities taking place and agreement on who will undertake what activities. If the VLO leads on all activities, we expect to see regular communication between the VLO and the YJS to provide updates and an overview of the work being undertaken.</p> <p>We would also expect to see evidence of review and discussion between the YJS, VLO, and child's case manager at important stages in the child's involvement with the YJS. This should include sentence planning, MAPPA level screening decisions, and MAPPA level 2 or 3 multi-agency meetings. It may be that the YJS practitioner responsible for working with the victim takes the lead in coordinating this rather than the child's case manager.</p>

		<p>We would expect to see clear evidence of liaison with the VLO before any decision is made on licence conditions pre-release. Any discussions the VLO has with the victim independent of the YJS to canvass their views on licence conditions, should be fed back and recorded in the YJS victim case record.</p>
3.1.14	Is work with the victim high-quality, responsive, and individualised?	<p>Inspectors will judge whether the overall quality of victim work meets the victim's needs. Inspectors need to consider their answers to all the questions in this section and decide whether the strengths outweigh any deficiencies. We are not looking for perfection, but sufficient evidence that arrangements have been developed and delivered in accordance with the circumstances of the case and the wishes of the victim.</p> <p>Where there are deficits, inspectors will consider their impact in the context of the case. However, it is possible that, in some cases, insufficient consideration of a single critical factor, such as not taking the victim's protected characteristics into consideration when planning and implementing a service for a victim of a hate crime, may be enough to lead to a judgement of insufficient.</p> <p>Where a victim has not responded to attempts to contact them or has opted out of services after a limited amount of contact, inspectors will make their judgements on the basis of the quality of the work to attempt to contact and engage victims. If that has been individualised and done with sufficient consideration of the nature of the case and the needs of the victim, inspectors will answer positively.</p>

Victim worker interview

3.2.04	Does management oversight meet the needs of the case?	<p>We expect to see evidence of formal and informal interaction between the victim worker and their line manager if required in the case, particularly where the victim has been subject to a serious sexual or violent offence.</p> <p>We expect to see any interaction have an impact. For example, if the line manager has given an action, we expect to see it completed by the victim worker or followed up by the line manager if not completed. If service delivery to the victim is not being undertaken appropriately, we expect to see the line manager identify the relevant concerns and ask the victim worker to take action, with appropriate follow-up by the manager to ensure that all identified actions have been completed.</p>
3.2.05	Did you have access to the services needed to achieve support for the victim in this case?	<p>We expect the YJS to be aware of all relevant services in place locally to support the victim while it is working with them and once their involvement has finished. Victim workers should be aware of the arrangements in place to signpost victims to relevant services where appropriate.</p> <p>These services may be specific to the needs of victims, such as Victim Support. However, services may also be more universal in nature but equally relevant to victims of crime, such as counselling services or financial advice services.</p> <p>It is unlikely that the YJS will commission external victim services themselves, but there may be arrangements in place with local strategic partnerships, through the Office of the Police and Crime Commissioner for example, that enhance arrangements. Links with relevant services providing support to victims within the local authority, such as independent domestic abuse adviser services, should also be considered.</p>