

Youth offending services inspection  
Domain three  
case assessment rules and guidance

HMI Probation, v1.0 July 2018

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YOUTH OFFENDING DOMAIN THREE OUT OF COURT DISPOSALS		
Question number	Question text	CARaG content
I 1.0	Is this a single or joint inspection?	
I 1.1	Which youth offending service is being inspected?	
I 1.2	Is this inspection in England or Wales?	
I 1.3	Inspector Name:	
I 1.4	(No text needed)	
I 2.1	HMIP ID Number:	
I 2.2	Name of team:	
I 2.3	Was the child or young person a <b>Looked After Child</b> at the date the OOCd was given?	<p><b>Looked After Child:</b> This is a child who is looked after by the local authority, this can be by voluntary arrangement with the parents and young person (section 20), or because of care proceedings. The child can be placed in foster care or a children’s home, or placed with family members. The local authority is responsible for placing a looked after child, and some children are often placed away from their local area. This may be because they need a specialist provision, such as a therapeutic placement, it removes them from risk factors, such as gang exploitation, or the local authority does not have any/enough suitable provision.</p> <p>Children who are remanded in custody attain looked after child status. There is a duty for the local authority to provide certain services for looked after children. A looked after child must be seen every six weeks by the local authority social worker and they retain the case where ever the young person is placed.</p> <p>A children’s home is a home where children and young people are placed. There is a range of different provision, some local authorities have their own children’s homes, which they manage themselves. Much provision is delivered by private children’s homes. These are run by many different private providers, and are located anywhere in the country. Some local authorities reserve beds in these homes, these are referred to as contracted beds. However most provision is now privately provided. The homes will</p>

		range in size, but most are 2 or 3 bed units. Education is often provided on site, or at a shared education site.
I 2.4	Was the Youth Offending Team being inspected responsible for assessment in this case?	
I 2.4a	Cases where the inspected Youth Offending Team is not responsible for assessment, should have been excluded from the case sample. You have indicated that in this case the local Youth Offending Team has not been responsible for assessment. Check with the Lead Inspector whether the case should be excluded at this point, and a substitute identified. Explain the decision made.	Decision-making responsibility for out-of-court disposals is determined by the police force for the area in which the child or young person committed the offence. For this reason, if the YOT being inspected undertook the assessment, the case should be included in the case sample. If any of the YOT undertook the assessment, then the case should be excluded from the case sample.
I 2.5	PNC ID	
I 2.6	Age now	
I 2.7	Gender:	The options to answer this question are recommended as best practice by the Office of National Statistics. The most crucial factor here is to look for the voice of the child or young person in how they see their gender identity.
I 2.7a	Please explain:	
I 2.8	Race and ethnic category:	The options here reflect best practice guidance from the Office of National Statistics. The most crucial factor is that the child/young person has identified their own race and ethnic category.
I 2.8 a	Please explain:	
I 2.9	What is the child/young person's preferred language?	The options here reflect best practice guidance from the Office of National Statistics. The most crucial factor is that the child/young person has identified their preferred language.
I 2.9 a	Please explain:	
I 2.10	Religion / Faith:	The options here reflect best practice guidance from the Office of National Statistics. The most crucial factor is that the child/young person has identified their faith or religion.
I 2.10 a	Please explain:	
I 2.11	Sexual identity:	On balance, research evidence suggests that sexual identity question can be used (appropriately) as a measure to capture disadvantaged related to sexual orientation about children and young people. The conventional sexual identity categories of

		straight, lesbian, gay and bisexual (as recommended by the Office of National Statistics) continue to be relevant to young people, but there are also some newer sexual orientation categories of which we need to be aware. We need to understand that in some cases children and young people may not want to, or feel unable to label their sexual identity, and may be unsure. As inspectors, we need to make sure that the methods used by youth offending teams to ask this question of children and young people, allows young people the option to be unsure.
I 2.11a	Please explain:	
I 2.12	Does the child/young person have a disability?	<p>The definition of disability is taken from legislation; the key words are substantial and long-term. The list of potential conditions, and degrees of impact, are those recommended by the General Medical Council.</p> <p>Where the child or young person has any other condition, that does not meet this definition of disability, we would expect youth offending teams to take account of this in how they assess, plan and deliver services to children and young people. Such factors will be inspected as part of assessment/planning/implementation and delivery.</p>
I 2.13	Please indicate the nature of the disability:	
I 2.14	Please indicate the impact of the disability on the child/young person:	
I 3.1	Type of Out of Court Disposal:	
I 3.1 a	Please explain:	
I 3.2	As this child or young person received any previous Out of Court Disposals?	
I 3.5	Number of previous sanctions:	We use the total number of previous sanctions, as recorded on the front sheet of the previous convictions printout, as a proxy measure for the extent to which this child or young person has previous convictions. We no longer exclude convictions for breach of orders alone. While this approach is different to other measures of previous sanctions, it is the most accurate and straightforward for inspectors to record.
	How was the final OOCd disposal decided in this case?	
	Had the child or young person been convicted of an offence prior to this OOCd being given?	

	Was this OOC run, at any point, in parallel with another sentence?	
I 3.6	Offence: please select the original, principal offence only	A reference document listing all summary and indictable offences is available on GRH office.
I 3.7	Present at interview: indicate all that apply	
I 3.8	Is this the first time the case manager has been interviewed?	
I 3.9	Was the interview conducted in Welsh?	
None	None	
None	None	
	<b>ASSESSMENT</b>	
	<i>Assessment is well-informed, analytical and personalised, actively involving the child or young person and their parents/carers</i>	
<b>A 1</b>	<b>Does assessment sufficiently analyse how to support the child or young person's desistance?</b>	
A 1.1	Is there sufficient analysis of offending behaviour, including the child or young person's acknowledgement of responsibility, attitudes towards and motivation for their offending?	There should be an analysis of the offending behaviour, which gives context as to why the child or young person committed the offence, not just how, and it must also include an assessment of the child or young person's attitudes or motivation for the offence. This can be based on the interview with the young person, which identifies the reasons for the offence, and it can also be from information from the self-assessment tool. Information from the police should be used and any discrepancies in the information about the offence should be highlighted and explored.
A 1.2	Does assessment consider the diversity and wider familial and social context of the child or young person, utilising information held by other agencies?	The inspector should make a judgement on whether assessment includes a meaningful exploration of the diversity and wider familial context of the child or young person's offending. There should be a clear consideration of the social context in which the child or young person is being raised. It should give an understanding of the child or young person's lived experience and how this may affect their ability to engage in an intervention. This can include practical issues such as rurality and their ability to attend appointments, as well as internal issues, such as issues with attachment, speech and language needs, ADHD or Autism.

		<p>Consideration should be given to whether the child or young person has experienced trauma, and what impact this may have on their ability to engage in an intervention.</p> <p>Assessment must include information from a parent/carer and if appropriate, other extended family that has caring responsibilities for the child or young person. Consideration must be given to any identified issues that the parent/carer may have, such as mental health or drug or alcohol problems, and what impact this may have on the child or young person. If the child is Looked After, information must be gained from the child or young person's social worker. Consideration must be given to the child or young person's diversity factors, this goes beyond a recognition of their protected characteristics.</p> <p>Information must be gained from a variety of sources, as a minimum there should be a check with children's social care and education provider, but additional information can be gained from other partner or voluntary organisations that know the child or young person, such as youth workers or support workers. Past assessments, where available, should be used, and if there is a significant difference in these assessments, this should be explored and explained.</p>
A 1.3	Does assessment focus on the child or young person's strengths and protective factors?	<p>There should be a clear identification of the child or young person's strengths, this should include personal characteristics such as resilience, a sense of self efficacy or motivation to change. This should also identify periods where there has been no offending and what the child or young person felt was going well for them at that time. Strengths can be identified from the child or young person, parent/carer or education provider, and can be drawn from the interview process and the self-assessment.</p> <p>Protective factors can include those in relation to the child or young person, such as positive use of leisure time, engagement in education, and the wider family and community networks. Potential as well as actual strengths and protective factors should be identified.</p>
A 1.4	Does assessment analyse the key structural barriers facing the child or young person?	<p>Assessment should include an analysis of the impact that any structural barriers may have on the child or young person. If the child or young person is not accessing universal services such as education or health care, sufficient to meet their needs,</p>

		consideration must be given to this. Assessment should also include consideration of how to overcome any structural barriers.
A 1.5	Is sufficient attention given to understanding the child or young person's levels of maturity, ability and motivation to change?	<p>Consideration must be given to the maturity of the child/young person. This should include any episodes that may have delayed maturity, such as periods in custody, or experiences of neglect.</p> <p>The assessment should also include an analysis of the child/young person's ability to engage in the out-of-court disposal, this should include consideration of any cognitive or emotional issues such as ADHD, autism, learning difficulty, speech and language needs or acquired brain injury.</p> <p>The assessment should include an analysis of the child or young person's motivation to engage in the disposal, this should include an assessment of any past engagement, including any episodes of good or poor compliance, their attitude to the offence and the court process.</p>
A 1.6	Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	Where there are identified victims, assessment should consider the needs or wishes of the victim, these can be gained either from the police statement, or from the victim worker. Assessment should not be delayed if the only information that is outstanding is information from the victim. Assessment should include the victim's views, if any, on the out-of-court disposal, and any views the victim may have on reparation or any restorative activity, such as a letter of apology. Any requests from the victim must be balanced with the requirements of the out-of-court disposal and an awareness of the timescales and status of the disposal.
A 1.7	Is the child or young person and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	<p>There must be evidence that the child or young person has been interviewed as part of the assessment process and the interview has considered the needs of the child or young person. This should include consideration of a suitable venue and the use of language or tools that the child or young person is able to understand. There should be evidence in the assessment of the child or young person's perspective of their behaviour.</p> <p>The views of the parent/carer of the young person must be included in the assessment and every effort must be made to include these. The needs of the parent/carer must also be taken into consideration when completing an assessment. If an interpreter is</p>

		needed it is not acceptable for the child or young person to act in this role. If the child or young person lives with their parent, but other family members have significant caring responsibilities their perspective should also be sought. For Looked After Children the views of the child's social worker should be included, or there should be evidence that their views have been sought.
A 1.8	What were the key factors related to desistance in this case?	
A 1.9	Is there sufficient assessment (of the child or young person's desistance) within an appropriate period following the OOC?	<p>We deliberately do not define an appropriate period within which assessment should be completed. The deciding factor is whether any delay in the assessment process has had an impact on the subsequent progress of the out-of-court disposal. Inspectors will make judgements based on their assessment of the timeliness of assessment at the start of the disposal, and whether the assessment met the needs of the case.</p> <p>The process of assessment should be completed in a timely manner, to allow the intervention to start. The process of assessment involves seeking and analysing information from a range of sources. Case managers should be persistent in seeking information they need, and where there are structural barriers to accessing information from other agencies, the YOT should be addressing this. If a delay is due to factors associated with the young person and their family, for example holidays or bereavement, that needs to be considered in making a judgement. It is not acceptable for assessment to be delayed due to the circumstances of the YOT or case manager.</p>
A 1.10	Is there a clear, written record of the assessment of the child or young person's desistance?	A clear, written assessment is necessary to guide the management of the case, and to allow others to access key information if required. HMI Probation do not set a specific timescale for this to happen, but would not expect a written assessment to be delayed because of any specific information that has not been obtained.
A1S	<b>Does assessment sufficiently analyse how to support the child or young person's desistance?</b>	
	<b>Please records the reasons for your judgement:</b>	The inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.

A 2	Does assessment sufficiently analyse how to keep the child or young person safe?	
A 2.1	Has the child or young person been subject to a <b>Child Protection Plan</b> or <b>Section 47 Enquiries</b> at any time during the sentence being inspected?	<p>Key concepts in Child Safeguarding:</p> <p>Any person who has concerns for the welfare and safety of a child should make a referral to children’s social care. The welfare of the child is paramount. Professionals need to share information as no one person can understand the full picture of a child’s life, and, therefore all professionals must share information to get a fuller picture of the child’s needs and circumstances. Working Together 2015 states “If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.” If it is thought that a child is in immediate danger then a referral should be made. On receiving the referral, the children’s social care service and the police, assess known information and decide as to what action needs to be taken.</p> <p>Terms often used in safeguarding include:</p> <p>Section 47 investigation: Section 47 of the Children Act (1989) requires local authorities to undertake enquires when, following a referral and information gathering, a concern arises that a child maybe suffering, or is likely to suffer significant harm. The purpose of this multi-agency assessment is to enable the agencies to decide whether any action should be taken to safeguard and promote the welfare of the child.</p> <p>Child in Need: A child or young person who is deemed to be vulnerable to not achieving a satisfactory level of development without additional services. In Wales, the equivalent arrangements are 'Children Requiring Care and Support'. Both groups should have access to additional support from statutory children’s services.</p> <p>Child Protection Plan: The aim of the plan is to safeguard the child from further harm.</p> <p>CSE: Children at risk of sexual exploitation.</p> <p>CME: Children missing education. The local authority is required to check and report on any children missing education.</p>

		<p>Early Help: Each Local Authority has a responsibility to provide Early Help for children and young people who are considered to need additional support. These children do not meet the criteria of being 'at risk', but without additional support they may be. Early Help is a wide term and can include children's centres, youth services and in some areas YOTs now sit in this department.</p> <p>Front Door. This is the process by which children and young people are referred to local authority services. Staff at the front door (which is sometimes multi agency) decide in the first instance what the next steps are for the case referred. This can be the provision of advice, referral to another agency, referral to Early Help services or undertaking a section 47 enquiry. In some circumstance an emergency response may be required.</p> <p>MASH. Multi Agency Safeguarding hub. This is a multi-agency 'front door' usually with police, probation, health and social care who share information to aid decision making about children at risk.</p> <p>Residence Order. A court order specifying where a child should live.</p> <p>Step up/Step Down. This refers to a process where the child or young person can be moved from one level of support to another, so a child who may be a child in need, can be stepped down to early help.</p>
A 2.2	Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child or young person?	<p>The assessment must consider any risks to the safety and well-being of the child or young person, from either external sources or the behaviour of the child or young person. The assessment should clearly state what the risk to safety and well-being is, why that risk is present, and the likelihood and imminence of the risk.</p> <p>Safety and well-being should consider whether the child or young person is being exploited, criminally or otherwise, by more sophisticated offenders, or being sexually exploited.</p> <p>Consideration should be given to the impact on the safety and well-being of the child or young person from their own behaviour. This should include consideration of any</p>

		physical or mental health concerns, substance misuse or risk-taking behaviour that may place them at risk.
A 2.3	Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	There should be clear evidence that information from other agencies with reference to the safety and well-being of the child or young person has been sought, this should include any additional assessments that have been completed by other agencies, such as CSE screening, return from missing episode interviews or police intelligence relating to safety and well-being. Information from past or present child protection plans should also be included. If the child or young person has engaged with other agencies in relation to safety and well-being, information should be gained on how well they engaged with that agency and what facilitated or prevented this engagement.
A 2.4	What is the safety and well-being classification of the child/young person?	Every case must have a classification of safety and well-being; this should be recorded accurately and consistently throughout the assessment.  There are four classifications: <ul style="list-style-type: none"> <li>• Low – there are no specific behaviours, events or people likely to cause an adverse outcome</li> <li>• Medium – some risk of safety and well-being concerns has been identified, but unlikely to cause serious safety and well-being adverse outcomes unless circumstances change. Can be managed under normal case management.</li> <li>• High – there is a high risk that a potential negative safety and well-being outcome will occur and the impact could be serious. The case may need increased case supervision.</li> <li>• Very high - the negative safety and well-being concern could happen immediately and the impact will be serious. The case will need increased case supervision.</li> </ul>
A 2.5	Is the safety and well-being classification accurate?	
A 2.6	What should have been the classification of safety and well-being?	
A 2.6a	Please explain:	
A 2.7	Is there sufficient assessment (of the child or young person's safety and well-being) within an appropriate period following the start of sentence or release on licence?	We deliberately do not define an appropriate period within which assessment should be completed. The deciding factor is whether any delay in the assessment process has had an impact on the subsequent progress of the out-of-court disposal. Inspectors will make judgements based on their assessment of the timeliness of assessment at the start of the disposal, and whether the assessment met the needs of the case.

		Decision making can be done by the police, with consultation with the YOT, or by a panel process, and in some cases assessment is completed prior to the decision. If there is a delay in the assessment being completed, inspectors must consider whether this negatively impacted. Out-of-court disposals should be delivered speedily for their impact to be maximised. too long for the nature of the case. Asset plus does not have to be used for assessment in out-of-court cases. The inspector must be satisfied that whatever assessment tool is used it is rigorous, proportionate and appropriate to the needs of the case.
A 2.8	Is there a clear, written record of the assessment of the child or young person's safety and well-being?	A clear, written assessment is necessary to guide the management of the case, and to allow others to access key information if required. HMI Probation do not set a specific timescale for this to happen, but would not expect a written assessment to be delayed because of any specific information that has not been obtained.
A2S	<b>Does assessment sufficiently analyse how to keep the child or young person safe?</b>	
	<b>Please records the reasons for your judgement:</b>	Inspectors will judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
A 3	<b>Does assessment sufficiently analyse how to keep other people safe?</b>	
A 3.1	Does assessment clearly identify and analyse any risk of harm to others posed by the child or young person, including identifying who is at risk and the nature of that risk?	The assessment should consider who is at risk from the child/young person; the nature of that risk; and the impact and imminence of the risk. We expect an assessment of the risk of any/all harm, not just serious harm.  If there is an identified person at risk (parent, sibling, peer, partner or ex-partner) this should be clearly identified, and the nature of that risk specified.  Use of specialised risk assessment tools such as AIM should be referenced.
A 3.2	Does assessment draw sufficiently on available sources of information, including any other assessments that have been completed, and other	There should be clear evidence that information from other agencies with reference to risk of harm from the child or young person has been sought. This should include any additional assessments completed by other agencies. Information about previous

	evidence of behaviour by the child or young person?	<p>convictions should be used, and information about concerning behaviour that did not result in the criminal outcome should also be referenced. This might include information from school about bullying, or police investigations or intelligence.</p> <p>If the child or young person has engaged with other agencies in relation to risk of harm, information should be gained on how well they engage with agency, and what facilitated or prevented that engagement.</p>
A 3.3	What is the risk of serious harm classification of the child/young person?	<p>Every case should have a classification for risk of serious harm, and this should be recorded accurately and consistently throughout the assessment.</p> <p>There are four classifications:</p> <ul style="list-style-type: none"> <li>• Low - no specific behaviours, events or people likely to cause an adverse outcome.</li> <li>• Medium - some risk of harm concerns have been identified, but is unlikely to cause serious harm unless circumstances change. Can be managed under normal case management.</li> <li>• High - high risk that a potential risk of serious harm outcome will occur, and the impact could be serious. The case may need increased case management.</li> <li>• Very high - the risk of serious harm concern could happen imminently and the impact would be serious. The case will need increased case supervision.</li> </ul>
A 3.4	Is the risk of serious harm classification accurate?	
A 3.5	What should have been the classification of risk of serious harm?	
A 3.6	Please explain:	
A 3.9	Is there sufficient assessment (to keep other people safe) within an appropriate period following the start of the OOC?	<p>We deliberately do not define an appropriate period within which assessment should be completed. The deciding factor is whether any delay in the assessment process has had an impact on the subsequent progress of the out-of-court disposal. Even in cases where there are no factors related to risk of harm, or the level of risk of serious harm is correctly judged to be low, the assessment should be completed within a reasonable timescale.</p> <p>Inspectors will make judgements based on their assessment of the timeliness of assessment at the start of the disposal, and whether assessment met the needs of the case. The process of assessment involves seeking and analysing information from a</p>

		<p>range of sources. Case managers should be persistent in seeking information they need, and where there are structural barriers to accessing information from other agencies, the YOT should be addressing this. If a delay is due to factors associated with the child or young person and their family, for example holidays or bereavement, that needs to be considered in making a judgement.</p> <p>It is not acceptable for assessment to be delayed due to the circumstances of the YOT or case manager.</p>
A 3.10	Is there a clear, written record of the assessment of to keep other people safe?	A clear, written assessment is necessary to guide the management of the case, and to allow others to access key information if required. HMI Probation do not set a specific timescale for this to happen, but would not expect a written assessment to be delayed because of any specific information that has not been obtained. Even in cases where there are no factors related to risk of harm, or the level of risk of serious harm is correctly judged to be low, there should be a clear written record of this.
A3S	<b>Does assessment sufficiently analyse how to keep other people safe?</b>	
	<b>Please records the reasons for your judgement:</b>	Inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
	<b>PLANNING</b>	
	<i>Planning is well-informed, holistic and personalised, actively involving the child or young person and their parents/carers.</i>	
P 1	<b>Does planning focus sufficiently on supporting the child or young person's desistance?</b>	
P 1 .1	Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	Planning is not a single activity and this refers to planning in its entirety, not just the actual plan. The plan itself could be contained in asset plus, be the youth caution contract, or another document. We expect to see planning for the most appropriate

		<p>services to support desistance, irrespective of whether they had been identified in the assessment process.</p> <p>Planning should be achievable for the child or young person in the time available on the out-of-court disposal. Planning should set out what activities will be completed by the YOT and which will be completed by the child or young person and should be understandable by the child or young person. It should be clear what the child or young person is expected to do and when they have achieved that outcome. There should be clear evidence that the plan has been shared and understood by the child or young person, and their parent/carer. Planning should be based on where the child or young person is, in recognition of attitude towards their offending and aim to build positive engagement in meaningful activities with the aim of reducing offending.</p> <p>Interventions identified should be based on the needs of the child or young person and should be designed to reduce offending. Interventions and activities that will develop desistance should be utilised. Planning should build on any previous periods of desistance.</p>
P 1.2	For the factors identified in A 1.8, were sufficient services planned for?	
P 1.3	Does planning take sufficient account of the diversity and wider familial and social context of the child or young person?	<p>Planning should take full account of the diversity needs of the child or young person, it should consider how these needs are facilitated by the delivery of the plan and there should be consideration of the social context of the child or young person as well as their lived experience. Planning should take into consideration the role of the wider family, both in the support they can offer, but also any caring role the child and young person may have. Planning should identify where activities and interventions will be delivered and ensure this is achievable for the young person. This should include both consideration of rurality issues and affordability. Planning should take into consideration the education and religious commitments of the child or young person.</p>
P 1.4	Does planning take sufficient account of the child or young person's strengths and protective factors, and seek to reinforce or develop these as necessary?	<p>Planning should build on the child or young person's strengths and protective factors, which should have been identified in the assessment. This includes planning to develop internal strengths as well as protective factors identified. Planning should actively facilitate the child or young person's attendance at positive activities, and build on the positive activities that have been identified.</p>

P 1.5	Does planning take sufficient account of the child or young person's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	<p>Planning should take into consideration the maturity of the child or young person and identify the interventions that are the best suited for the needs of the child or young person, and there should be evidence that this has been a consideration when developing the plan.</p> <p>Consideration should also be given to the level of motivation of the child or young person to address the issues that underlie the offending behaviour and interventions should be identified that support and encourage the young to increase their motivation to change.</p>
P 1.6	Does planning give sufficient attention to the needs and wishes of the victim/s?	Where a victim has expressed wishes in relation to the out-of-court disposal these should be included in the planning. This may include reparation activities, if appropriate, a letter of apology or other restorative activities.
P 1.7	Are the child or young person and their parents/carers meaningfully involved in planning, and are their views taken into account?	There should be clear evidence that the child or young person, and their parents/carers have been involved in planning and they have been able to contribute and participate in planning. This should be more than simply signing the planning documents, and should include views from the child or young person and their parents/carer on what they consider has worked well in the past and what has not worked well, if that is applicable. There should be evidence that the plan has been shared with the child or young person and their parent/carer. There should be evidence of what the child or young person and their parent carer believes will work for the child or young person, including information about preferred learning styles, suitability of timings for appointments and what will facilitate their engagement in the plan.
P 1.8	Is planning proportionate to the disposal type, with interventions capable of being completed within appropriate timescales?	The planning should be appropriate to the disposal. The maximum length of an out-of-court disposal is three months and any activities identified in the plan should be capable of being finished within this time. If there are issues relating to the child or young person that go beyond this time, it should be identified which community based organisation is best placed to meet those needs. It may be possible that the needs of the case can be met with one session and it should be clear if this is the case.
<b>P1S</b>	<b>Does planning focus sufficiently on supporting the child or young person's desistance?</b>	
	<b>Please records the reasons for your judgement:</b>	The inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that

		overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
<b>P 2</b>	<b>Does planning focus sufficiently on keeping the child or young person safe?</b>	
P 2.1	Does planning promote the safety and wellbeing of the child or young person, sufficiently addressing risks?	Planning includes all planning activity, as well as any written plan. All relevant concerns (whether or not identified in the assessment) should feature in the planning. Planning should identify activities, services and interventions that promote the specific safety and well-being factors that are present in the case. Planning should make it clear who is to complete actions, and how the child or young person will know when the desired outcomes been achieved.
P 2.2	Does planning involve other agencies where appropriate, and is there sufficient alignment with other plans (e.g. child protection or care plans) concerning the child or young person?	Planning to promote the safety and well-being of the child or young person should be closely aligned with any other plans that are managed by other agencies. This can include CSE plans, missing from home plans, criminal exploitation plans, EHCP and health care plans. This can either be by referencing other plans, or directly drawing up the activities that have been identified in other agency plans. Where there are other agency plans in place it should be very clear on which agency will lead on each activity and how they will keep each other informed of how the child or young person has engaged in the activities.
P 2.3	Does planning include necessary contingency arrangements for those risks that have been identified?	Planning to promote the safety and well-being of the child or young person should be closely aligned with any other plans that are managed by other agencies. This can include CSE plans, missing from home plans, criminal exploitation plans, EHCP and health care plans. This can either be by referencing other plans, or directly drawing up the activities that have been identified in other agency plans. Where there are other agency plans in place it should be very clear on which agency will lead on each activity and how they will keep each other informed of how the child or young person has engaged in the activities.
<b>P2S</b>	<b>Does planning focus sufficiently on keeping the child or young person safe?</b>	
	<b>Please records the reasons for your judgement:</b>	The inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an

		assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
<b>P 3</b>	<b>Does planning focus sufficiently on keeping people safe?</b>	
P 3.1	Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	Inspectors should consider all the planning activity, not just any written plan has been produced. Planning should address all factors relevant to keeping other people safe, irrespective of whether they had been identified at the assessment stage. Planning should specify who is to complete the outcomes, and how the child or young person knows when the outcome has been achieved.
P 3.2	Does planning involve other agencies where appropriate?	Inspectors will look for clear evidence that planning to keep other people safe has taken a multi-agency approach. Where there has been a multi-agency planning meeting used to formulate the planning, this must be referenced in the main plan. Where there are other agency plans in place it should be very clear on which agency will lead each activity and how they will keep each other informed of how the child/young person has engaged in the activities.
P 3.3	Does planning address any specific concerns and risks related to actual and potential victims?	Planning should identify who may be at risk and in what circumstances and include actions to minimise that risk. Where there is an identifiable victim planning must be clear as to how the risks to that victim will be managed. There should be clear communication with the victim worker, and there should be clear planning to keep that victim safe. Where there is no specific identifiable victim, planning should consider who is a most risk (peers, people in authority, children, etc) and what plans need to be in place to minimise those risks, planning should specify how an increased risk will be identified and what actions will be taken and by whom.
P 3.4	Does planning set out necessary contingency arrangements to manage those risks that have been identified?	<p>Planning should identify which internal interventions are in place to minimise the risk of harm to others and who is responsible for delivering these, this could include managing emotions interventions, or knife crime awareness work.</p> <p>Planning should also identify when external controls are needed to minimise the risk of harm to others and who is responsible for implementing these, this could include agreements with parents or child's home staff to check bedrooms for weapons, or increased police intelligence. This can also include formal restrictions such as non-association requirements or restricted activities. It should be clear what those controls and interventions are and who is responsible for delivering them.</p>

		There should be clear contingency planning in place, this should include what actions to take if the risk increases and if the risk decreases. To maintain high levels of control where the risk has decreased may not be in the interests of the child or young person. Contingency planning should be more than stating the plan will be reviewed if the risk changes.
P3S	Does planning focus sufficiently on keeping people safe?	
None	Please records the reasons for your judgement:	Inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
<b>IMPLEMENTATION AND DELIVERY</b>		
<i>High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child or young person.</i>		
D 1	Does service delivery support the child or young person's desistance?	
D 1.1	Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	The services, activities and interventions that are delivered should be those most likely to support desistance, irrespective of whether they had been identified at the assessment stage. There must be a clear link with the interventions provided and the known likelihood of those reducing offending and increasing desistance. The case manager should be able to verbalise why specific interventions have been delivered and how they meet the needs of the child or young person. The interventions should start in a timely manner and it should be clear that the child or young person has engaged in the interventions and if they have not done so what adjustments have been undertaken to increase their engagement. Where interventions have not been delivered as identified in the plan there must be clear reasons recorded for this, such as a crisis in a primary need, and planning adjusted

D 1.2	Is there sufficient activity delivered for the factors related to desistance which you identified in question A1.8 as most important?	
D 1.3	Does service delivery reflect the diversity and wider familial and social context of the child or young person, involving parents/carers or significant others?	<p>The interventions delivered must consider the diversity needs of the child or young person. This includes a range of needs associated with learning needs, rurality, identity, culture, race and gender. The interventions should suit the needs of the child or young person and there should be clear evidence that the child or young person is able to understand and respond to the interventions being offered. Where it is clear the child or young person is struggling to engage reasonable adaptations should be made to meet the needs of the young person. Consideration should be given to the wider familial circumstances of the child or young person, which not only includes recognition of their lived experience, but also their role in the family. If it has been recognised that the child or young person has experienced trauma this should be recognised and responded to appropriately.</p> <p>Feedback should be given to the child or young person on how they have engaged in the intervention, and the child or young person views should be gained on their experience of the intervention. This could be done after each intervention session, or as part of the closure process. Feedback should be given to parents/carers as to how the child or young person has engaged and consideration should also be given to how the parent/carer can reinforce and support the interventions, for example encouraging parent/carer to support desistance based activities.</p>
D 1.4	Is sufficient focus given to developing and maintaining an effective working relationship with the child or young person and their parents/carers?	<p>Service delivery should aim to maintain a positive working relationship with the child or young person and parent/carer. There should be evidence that the child or young person has been engaged with using their preferred method of communication and this has been followed up. Appointments should be made at times and places that are suitable for the child or young person and facilitates their attendance. If the relationship is not working there should be evidence of efforts to explore the reasons for this and consideration of possible resolutions to this. There should be evidence of positive feedback to the child or young person, where applicable. There should be evidence that the child or young person, or their parent/carer is aware of how to respond if they are unhappy with the response they receive.</p>

D 1.5	Is sufficient attention given to encouraging and enabling the child or young person's compliance with the work of the YOT?	<p>There should be evidence of effective engagement with the child or young person, and their parent/carer. Simply attending appointments does not necessarily indicate engagement and compliance, there must be other supporting evidence.</p> <p>For meaningful engagement in the delivery of the out-of-court disposal the inspector will need to be satisfied that parents/carers are involved as appropriate throughout the delivery, particularly to support the work of the YOT. Evidence of this could be found through case diary entries, particularly with reference to home visits and any specific parenting or family work which could possibly involve other agencies, such as children's services.</p> <p>Inspectors should be satisfied that any workers involved with the child or young person have sought to maintain a positive working relationship, motivate them and reinforce positive behaviour. This can include the use of motivational interviewing techniques, pro-social modelling or other communication and support methods.</p> <p>Critically inspectors will need to be satisfied that the worker has not adopted a 'one size fits all' approach to their work with the child/ or young person, but has assessed their individual needs and the best way to work to maximise the potential for a successful outcome to the out-of-court disposal.</p> <p>For looked after children the local authority social worker should be involved in delivery of interventions, particularly where they are cross-cutting with welfare needs.</p>
D 1.6	Does service delivery promote opportunities for community integration, including access to mainstream services?	<p>Service delivery should promote opportunities for community integration and access to mainstream services. This may be achieved by using community venues for meetings, and referrals should be considered to mainstream services.</p> <p>There should be evidence of how the YOT will support access to mainstream services, which could include evidence of supporting the young person at the first appointment or session. There should be evidence to show the YOT has supported any existing community linked interventions and the YOT intervention does not distract from this. Every effort should be undertaken to ensure the child or young person accesses universal services, such as education or healthcare and if the child or young person</p>

		needs intervention post the out-of-court disposal there should be activity in place to support this transition.
D1 .7	Is the delivery of services proportionate to the type of O OCD, and completed within the required timescales?	<p>The delivery of services should be in line with the nature of the out-of-court disposal and the disposal should be designed to be completed within a three-month period. If the child or young person needs services beyond this time, who will be delivering this service should be identified. This might be an Early Help service within the local authority, or another agency.</p> <p>Delivery of services should start promptly and an out-of-court disposal should not go over the three-month period simply because there was a delay in services being delivered. The only exception to this may be when there has been delays in setting up a restorative process.</p>
D 1 S	<b>Does service delivery support the child or young person's desistance?</b>	
	<b>Please records the reasons for your judgement:</b>	Inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
D 2	<b>Does the implementation and delivery of services effectively support the safety of the child or young person?</b>	
D 2.1	<b>Does service delivery promote the safety and wellbeing of the child or young person?</b>	Service delivery should be delivered in connection with the most important factors related to safety and well-being, irrespective of whether they had been identified in the plan. This should include interventions and controls that will promote the safety of the child or young person. This could include interventions that develop internal strategies for staying safe, and external controls for supporting the safety and well-being of the child or young person. There should be evidence of the intended impact of the interventions and how the child or young person has responded to it.
D 2.2	Is the involvement of other organisations in keeping the child or young person safe sufficiently well utilised and coordinated?	There should be evidence of how the child or young person has engaged with other agencies in the work to promote their safety and well-being. If there have been delays in other agencies becoming involved, as identified in the plan, this should be followed

		up by the case manager and an explanation sought to the delays and appropriate actions taken. The child or young person should be supported in engaging with other agencies as required. There should be feedback available as to how the child or young person has engaged with other agencies and this feedback should be responded to and followed up by the case manager. The work of the other agencies should link and support the work of the YOT to assist in promoting the safety and well-being of the child or young person.
D 2S	<b>Does service delivery promote the safety and wellbeing of the child or young person?</b>	
	<b>Please records the reasons for your judgement:</b>	Inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
D 3	<b>Does service delivery effectively support the safety of other people?</b>	
D 3.1	Is sufficient attention given to the protection of actual and potential victims?	Where a specific victim has been identified the intervention delivered should contribute to keeping that victim safe. If victim safety will be increased by restorative work, or a victim awareness intervention, this should be considered. There should be evidence of a response to any reasonable wishes from victims in connection with requirements. There should be regular liaison with the victim worker if required.
D 3.2	Are the delivered services sufficient to manage and minimise the risk of harm?	The services, activities and interventions that are necessary to manage and minimise risk of harm should be delivered, irrespective of whether they had been identified at the planning stage. The interventions and services can include interventions that increase the capacity of the child or young person to minimise their risk to others, such as managing emotions or external controls.
D3S	<b>Does the implementation and delivery of services effectively support the safety of other people?</b>	
	<b>Please records the reasons for your judgement:</b>	Inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an

		assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
	<b>JOINT WORKING</b>	
	<i>Joint working with the police supports the delivery of high-quality, personalised and coordinated services.</i>	
<b>J 1</b>	<b>Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child or young person, supporting joint decision making?</b>	
J 1.1	Are the recommendations by the YOT for out of court disposal outcomes, conditions and interventions appropriate and proportionate?	<p>The recommendations made by the YOT for out-of-court disposal conditions and interventions should be in keeping with the nature of the offence and the needs of the child or young person. The conditions should be realistic and achievable by the child or young person. There should be clear evidence that the child and their parent carer understand what is expected of them.</p> <p>The interventions should be achievable within a three-month time scale and they should be proportionate to the risk factors and seriousness of the offence. Consideration should be given to restorative outcomes in the broadest scope, such as reparation or letters of apology. Where there is disagreement about conditions and interventions, there should be clear reasons why the conditions have varied from those recommended by the YOT.</p> <p>For youth conditional cautions or second youth cautions, the YOT must be involved in the decision making and there should be clear evidence this has taken place. For other out-of-court disposals, it will be a matter of local policy how much the YOT is involved. The local policy should be followed and any variation on this should be clearly recorded.</p>
J 1.2	Do the recommendations consider the degree of the child or young person's understanding of the offence and their acknowledgement of responsibility?	The recommendations made by the YOT should take into consideration the child or young person's understanding of the offence and the recommendations should take account of the child or young person's acknowledgement of their offending. If the child or young person does not admit to the offence a disposal should not be available and the police should be advised that this is not a suitable outcome.

J 1.3	Is a positive contribution made by the YOT to determining the disposal?	For any youth conditional caution or second youth caution the YOT must be involved in the decision making. There should be clear evidence this has taken place. For other disposals, it will be a matter of local policy how much the YOT is involved. The local policy should be followed and any variation on this should be clearly recorded.
J 1.4	Is sufficient attention given to the child or young person's understanding, and their parents'/carers' understanding, of the implications of receiving an out of court disposal?	<p>There should be clear evidence that the child or young person and their parent carer fully understands the implications of receiving an out-of-court disposal, as a minimum there should be a signed record that explains the implications of the disposal which should include information about what information is retained on the police computer and whether the outcome goes on PNC. There should also be evidence in the case record that the implications have been discussed with the child and young person and their parent/carer and they are able to reflect their understanding of the implications.</p> <p>Community resolutions do not count as a formal police record, but the young person is recorded on the police database as an offender and the offence can be disclosed, if deemed appropriate, on an enhanced DBS check.</p>
J 1.5	Is the information provided to inform decision making timely to meet the needs of the case, legislation and guidance?	<p>Police should refer all matters to the YOT within 24 hours of a case being deemed suitable for an out-of-court disposal, and the YOT should provide feedback within 10 days if a pre-assessment is required.</p> <p>Consideration must be given to where the delays are coming, if at all. Should the delays be coming from the YOT, consideration should be given as to the reasons for the delay, some may be acceptable and suitable, such as waiting for feedback from a victim. Even in these cases a decision must be made at some point what is in the best interests of the child or young person. Delays for other reasons may not be considered as acceptable.</p>
J 1.6	Is the rationale for joint disposal decisions appropriate and clearly recorded?	
J1S	<b>Are the YOT's recommendations sufficiently well-informed, analytical and personalised to the child or young person, supporting joint decision making?</b>	
	<b>Please records the reasons for your judgement:</b>	
J 2	Does the YOT work effectively with the police in implementing the out of court disposal?	

J 2.1	Does the YOT inform the police of progress and outcomes in a sufficient and timely manner?	For youth conditional caution cases the YOT must inform the police when the child or young person successfully completes the requirements of the case. This can be earlier than three months, but must be done within three months. The police must then notify PNC. There should be clear evidence that this has been done. With other out-of-court disposals it is a matter of local policy whether the police are informed of the outcomes, although good practice may dictate that this does take place, as it could assist future decision making. The local policy should be followed as required.
J 2.2	Is sufficient attention given to compliance with and enforcement of the conditions?	When the out-of-court disposal is a youth conditional caution the YOT should respond appropriately to cases where the child or young person has not complied with the requirements or conditions of the caution. There should be clear evidence that this has been responded to in a timely manner and in an appropriate way. Any decision to allow the youth conditional caution to remain in place despite failures to comply with conditions must be clearly recorded and be in the best interests of the safety to others as well as the child or young person.
R2J	<b>Does the YOT work effectively with the police in implementing the out of court disposal?</b>	
	<b>Please records the reasons for your judgement:</b>	Inspectors should judge whether the overall quality of the assessment undertaken meets the needs of the case. Does sufficiency in the assessment outweigh any insufficiency? While there may be deficits, the inspector may be able to conclude that overall this assessment is sufficient within the context of the case. Conversely, while an assessment may have many strengths, the importance of a particular omission may be sufficient to lead to a judgement of insufficient.
	<b>OVERSIGHT</b>	
O 1	<b>Was there effective management oversight in this case?</b>	
O 1.1	Have you received effective management oversight in this case?	
O 1.2	In the opinion of the inspector, does management oversight meet the needs of the case?	
O 1.3	Please record any comments about management oversight:	

O 2	<b>Is there access to appropriate services to support desistance, safety and well-being and risk of harm?</b>	
O2	Did you have access to the services needed to support desistance, safety and well-being and risk of harm in this case?	
O 2.1	Services to support desistance?	
O 2.2	Services to support safety and well-being?	
O 2.3	Services to support management of risk of harm?	
O 3	In the opinion of the inspector, does the case manager have access to the services needed to support desistance, safety and well-being and risk of harm in this case?	
O 3.1	Services to support desistance?	
O 3.2	Services to support safety and well-being?	
O 3.3	Services to support management of risk of harm?	
O 3.4	Please record any comments about available services	
C 1		
C 2	Was a formal alert raised with the YOT in connection with this case?	
C 3	Briefly describe the circumstances that led to the alert being raised:	
C 4	Is this a case where it would be useful for partner inspectorates to follow up issues?	
C 5	Please identify which other Inspectorates	
C 6	Briefly describe the issues	