



Her Majesty's  
Inspectorate of  
Probation

## Inspecting youth offending services: A technical review of our court disposals standards

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HM Inspectorate of Probation  
Research & Analysis Bulletin 2022/01

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HM Inspectorate of Probation is committed to reviewing, developing and promoting the evidence base for high-quality probation and youth offending services. Our *Research & Analysis Bulletins* are aimed at all those with an interest in the quality of these services, presenting key findings to assist with informed debate and help drive improvement where it is required. The findings are used within HMI Probation to develop our inspection programmes, guidance and position statements.

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We would like to thank all those who participated in any way in our inspections. Without their help and cooperation, the collation of inspection data would not have been possible.

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## Executive summary

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### Context

We launched an inspection programme for youth offending services in 2018 with a new inspection standards framework. The standards are grouped into three domains, with each standard (four within each domain) underpinned by key questions (three for each standard) and prompts.

We are committed to continually reviewing the standards framework, and the focus in this bulletin is upon the technical performance of the four court disposals standards. Across these standards, we consider whether we are measuring discrete, coherent and critical aspects of delivery, supporting the accompanying inspection ratings.

### Approach

The findings are based upon data collected from 43 inspections of youth offending services conducted between June 2018 and February 2020. Across these inspections, we examined a total of 1,168 cases where children had received a court disposal. In each case, our inspectors made a range of judgements about the quality of delivery, recording yes/no responses at the key question level, informed by similar yes/no responses at the prompt level.



### Key findings and implications

- In terms of a focus upon the most **critical** aspects of service delivery, we found that across the 12 key questions, all but three of the 52 underpinning prompts were independently driving the inspectors' judgements.
- We found the standards to have strong **coherence**, with the vast majority of the prompts within each key question correlating well with each other. The weakest correlation was for one of the prompts underpinning the planning/desistance key question – does planning give sufficient attention to the needs and wishes of the victim/s? A positive judgement was much less likely for this prompt compared to the other prompts underpinning this key question, indicating a need for providers to increase their focus upon victims' wishes and potential reparative/restorative activities.
- Analysis of supplementary questions indicated some lack of coherence between reviewing activities and recording – while a written record might have been

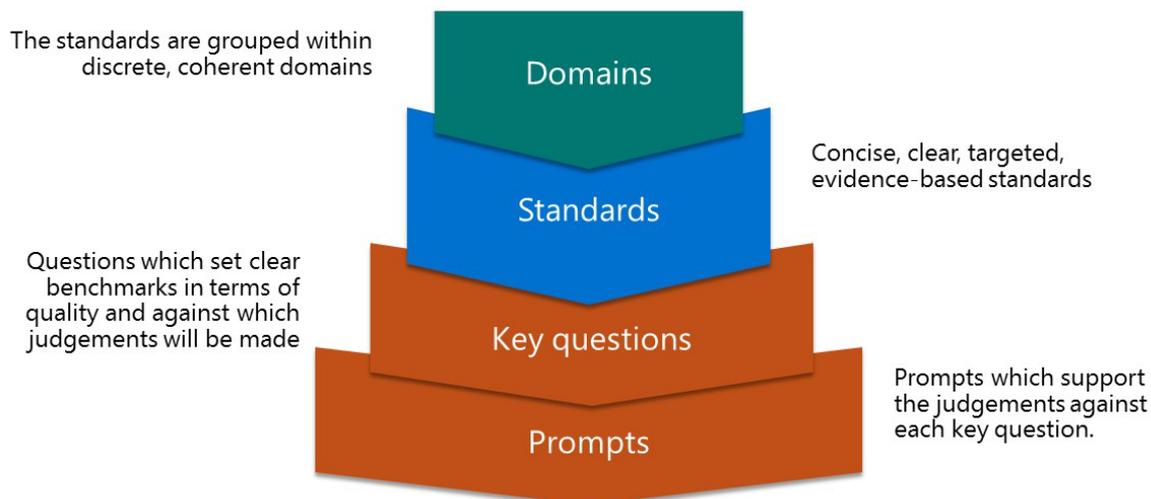
produced, inspectors could find deficiencies in the quality of the reviewing activities underpinning the record. We also found that while inspectors might have agreed with a classification of safety and wellbeing, this did not necessarily mean that they agreed that there had been sufficient analysis of how to keep the child safe.

- We found that the standards were measuring **discrete** aspects of delivery, with each set of prompts mainly distinct from each other. The key questions within our court disposals standards distinguish between the aims of (i) supporting the child's desistance, (ii) keeping the child safe, and (iii) keeping other people safe. This structure was maintained, with the following exceptions for the reviewing standard:
  - a separating out of formal recording from the earlier analytical stages; and
  - all the other prompts relating to the safety of other people falling into two components, with the prompt considering the meaningful involvement of the child and parents/carers separated out.
- During 2020, we consulted on revisions to our standards framework for inspecting youth offending services, with two new standards being introduced in July 2021: (i) a resettlement standard; and (ii) a specific standard on the policy and provision for out-of-court disposals (replacing the previous 'joint working' standard). During 2022, we will review how these standards are working alongside the other standards in the framework. The findings in this bulletin will be considered alongside other internal and external feedback on the framework's application, as well as any relevant developments in the underlying evidence base for delivering high-quality youth offending services. We are determined to ensure that our approach remains focused on those areas that make a difference to the quality of youth offending services, and that providers know where to focus their efforts when improvement is required.

# 1. Introduction

We launched an inspection programme for youth offending services in 2018 with a new inspection standards framework grounded in evidence, learning and experience. As set out in Figure 1 below, the standards are grouped into domains, with each standard underpinned by key questions and prompts. When developing this framework,<sup>1</sup> we took account of the evidence (from studies across differing disciplines) that the reliability and validity of professional judgement is aided through the structuring of these judgements. We recognised that the greater the number of prompts underpinning a key question, the more difficult it becomes to balance them into a single judgement. We thus took the view that no key question should have more than ten prompts. We further recognised the need for the standards, key questions and prompts to be coherent, sufficiently comprehensive and balanced, supporting inspection ratings. They need to be sufficiently discrete, one from another, and they should be restricted to those areas that are most essential.

**Figure 1: The structure of the standards framework**



Three domains were created:

- domain one covers how well the organisation is led, managed and set up
- domain two covers the quality of practice in individual court disposal cases
- domain three covers the quality of practice in individual out-of-court disposal cases.

Each domain has four standards, and each standard is accompanied by a rating: outstanding; good; requires improvement; inadequate. In domains two and three, these ratings are driven by the results from our assessments of individual cases.<sup>2</sup> In each case, inspectors make yes/no judgements at the key question level, informed by similar yes/no judgements at the prompt level.

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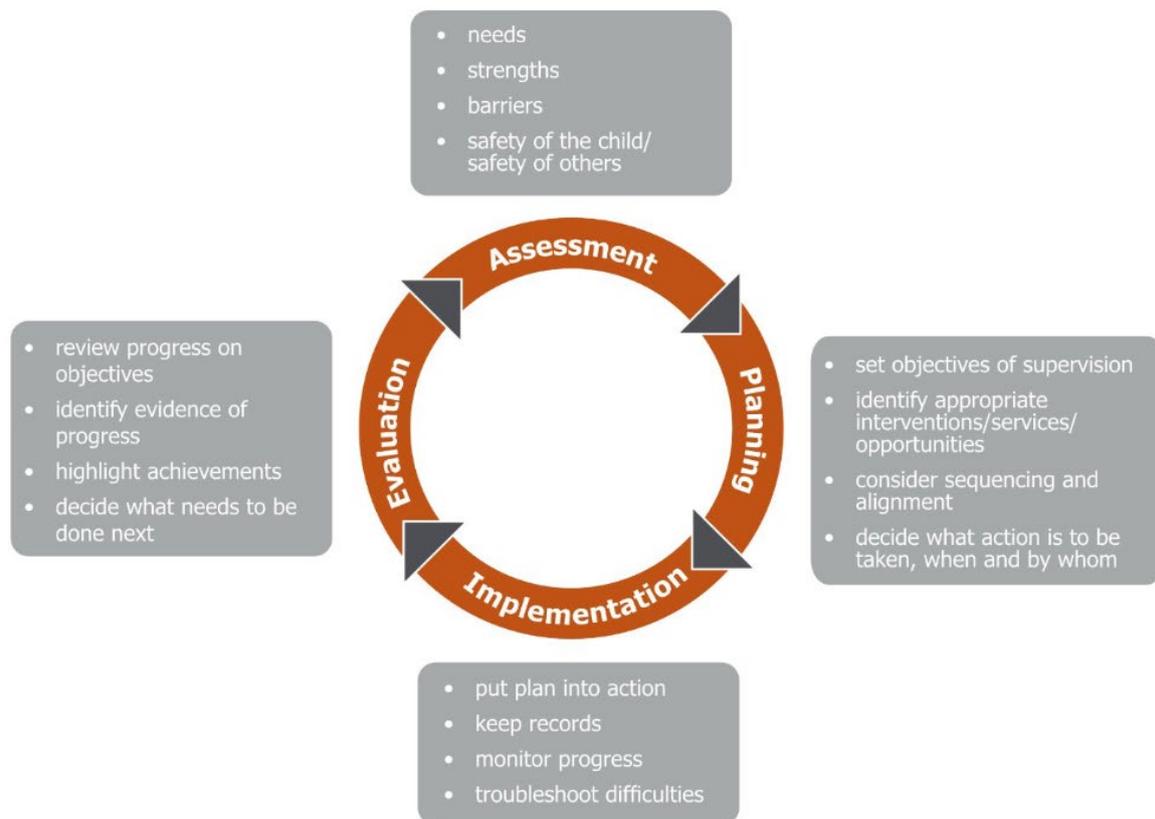
<sup>1</sup> The full standards framework can be found here:

<https://www.justiceinspectorates.gov.uk/hmiprobation/about-our-work/our-standards-and-ratings/>.

<sup>2</sup> In domain one, judgements are not driven by findings in individual cases – they are single judgements, based upon a wide range of sources.

We continually review our standards framework, evaluating how well it is working and whether it remains focused on those areas that are most essential. In this bulletin, we focus upon the technical performance of the four court disposals standards.<sup>3</sup> Using the case assessment data from 43 inspections of youth offending services, we examine which prompts have been influential, and how these prompts relate to each other. The court disposals standards are aligned to the well-established ASPIRE model for case supervision (see Figure 2), recognising that for delivery to be tailored to the individual child, both assessment and planning must be undertaken well. Crucially, inspectors consider the extent to which the delivery in individual cases can be seen as sufficiently holistic, personalised, supportive and responsive.

**Figure 2: ASPIRE model**



The standards framework was also designed to reflect the high-level expectations that government and the public have of youth offending services. As set out in Table 1, the key questions across the APSIRE case supervision standards are aligned to the following enduring expectations:

- supporting the child’s desistance
- keeping the child safe
- keeping other people safe.

<sup>3</sup> We will examine the technical performance of the out-of-court disposals standards when the sample sizes have increased further. We also plan to match our case assessment data with appropriate outputs/outcomes data, further validating the inputs → activities → outputs → outcomes logic model.

**Table 1: Number of prompts by key question**

Key questions	Number of prompts
<b>2.1 Assessment</b>	
2.1.1 Does assessment sufficiently analyse how to support the child's desistance?	7
2.1.2 Does assessment sufficiently analyse how to keep the child safe?	3
2.1.3 Does assessment sufficiently analyse how to keep other people safe?	3
<b>2.2 Planning</b>	
2.2.1 Does planning focus sufficiently on supporting the child's desistance?	6
2.2.2 Does planning focus sufficiently on keeping the child safe?	4
2.2.3 Does planning focus sufficiently on keeping people safe?	5
<b>2.3 Implementation and delivery</b>	
2.3.1 Does the implementation and delivery of services effectively support the child's desistance?	7
2.3.2 Does the implementation and delivery of services effectively support the safety of the child?	2
2.3.3 Does the implementation and delivery of services effectively support the safety of other people?	3
<b>2.4 Reviewing</b>	
2.4.1 Does reviewing focus sufficiently on supporting the child's desistance?	5
2.4.2 Does reviewing focus sufficiently on keeping the child safe?	3
2.4.3 Does reviewing focus sufficiently on keeping other people safe?	4

## 2. Findings

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The findings presented in this bulletin are based upon the domain two case assessment (court disposals) data from 43 youth inspections completed between June 2018 and February 2020. We inspected cases for 1,168 children; a summary profile of the children can be found in Annex B.

The focus in the bulletin is upon the technical performance of the standards framework rather than user requirements such as face validity, clarity or simplicity. We consider whether the standards are measuring *discrete, coherent and critical aspects of service delivery* by examining:

- (i) which prompts are the main drivers of judgements at the key question level;
- (ii) how well the prompts within each key question tie together and measure various aspects of the same characteristic; and
- (iii) the extent to which the prompts can be explained by groupings which are distinct from the other sets of prompts.

As set out in Annex C, there are some further supplementary questions within our case assessments tools, and these have been incorporated within the analysis where appropriate.<sup>4</sup>

To look at the drivers of the inspectors' judgements, binary logistic regression was used to account for the relationships between the prompts. To examine the coherence of the standards, Cronbach's alpha scores were used, measuring how well the individual prompts in each key question correlate with the sum of the remaining prompts. Item-scale correlations were also calculated. To examine how well the standards are measuring discrete aspects of delivery, principal component analysis was used, assessing the variance among all the prompts and then explaining these prompts in terms of their common underlying dimensions (components).<sup>5</sup>

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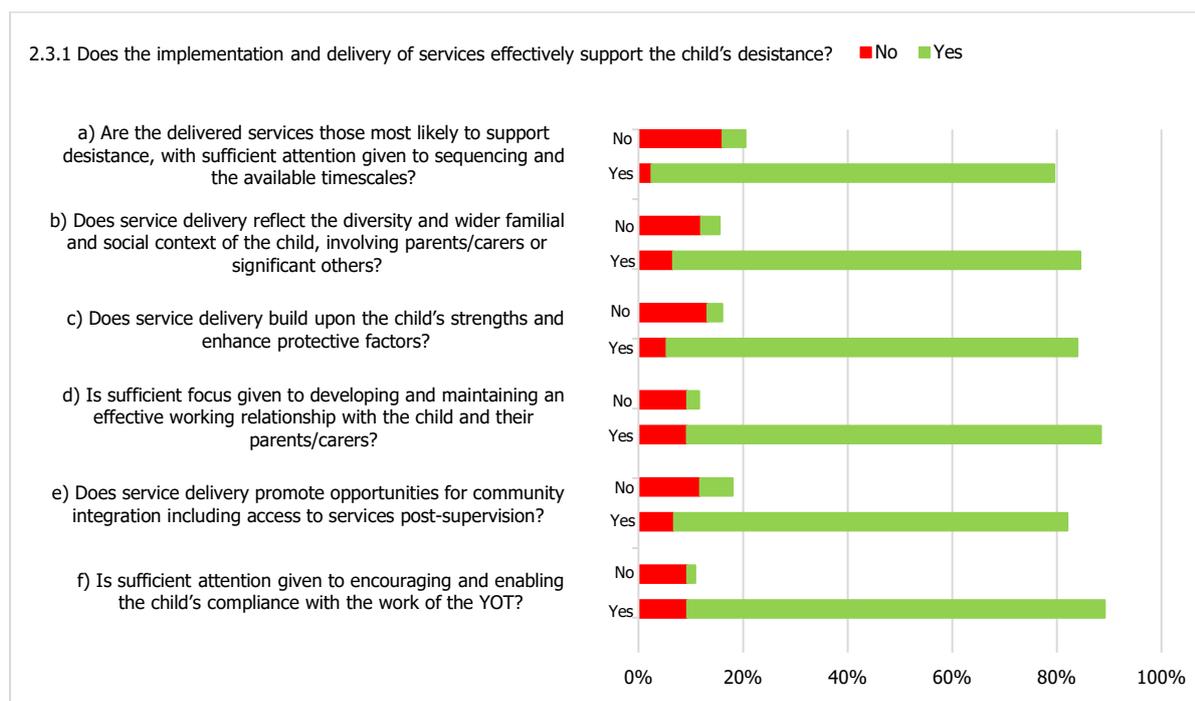
<sup>4</sup> One prompt within 2.3.1 was excluded from the analysis as it was not applicable in more than four in ten of the cases – those cases where enforcement actions were appropriate (2.3.1(g)).

<sup>5</sup> See Annex A for further information about the analysis as well as our case assessment approach.

## 2.1 Critical aspects of service delivery

The standards framework should be focused on the most *critical* aspects of service delivery. Across the court disposals key questions, all but three of the 52 underpinning prompts were found to be independently driving the inspectors' judgements (taking into account the relationships between the prompts).<sup>6</sup> The prompts for the key question on the effectiveness of implementation/delivery in supporting desistance are set out in Figure 3. As can be seen, the implementation/delivery was much more likely to be judged effective (the green proportion of the bars) when appropriate services were being used, with a focus on developing the relationship with the child, building upon strengths, and promoting opportunities for community integration. There is strong alignment here to the research literature (e.g. desistance theory, the Good Lives Model, the socio-ecological framework, the Child First philosophy/model, core supervision skills etc) which highlights the need for supportive and empathetic relationships, meaningful collaboration, a focus on individual strengths and capacities, and the identification of wider opportunities and resources, enabling children to move towards pro-social and fulfilling lives, realising their potential.

**Figure 3: Effectiveness of implementation/delivery in supporting desistance by responses to prompt questions**



<sup>6</sup> All the logistic regression models can be found in Annex D.

## 2.2 Coherent aspects of service delivery

Focusing on the *coherence* of the standards, all of the key questions were found to have good overall internal consistency, with the vast majority of the prompts (and supplementary questions) correlating well with each other, indicating that they are measuring various aspects of the same construct. As shown in Annex E, the Cronbach's alpha score for each key question was at least 0.8 (and at least 0.9 for two key questions).

Removal of individual prompts resulted in an increase in the overall alpha score for just one of the 52 prompts (2.2.1(e) Does planning give sufficient attention to the needs and wishes of the victim/s?). This prompt, which underpins the planning/desistance key question, had the lowest item-scale correlation at 0.41.<sup>7</sup> Looking across all the prompts underpinning this key question, a positive judgement was much less likely for this specific prompt (63% positive, compared to 81 – 84% for the other prompts), indicating a need for providers to increase their focus upon victims' wishes and potential reparative/restorative activities.

Removal of four supplementary questions also resulted in marginal increases in the overall alpha scores (with two of these scores then exceeding 0.9). Three of these questions focus on the written record at the reviewing stage, indicating some lack of coherence between reviewing activities and recording. While a written record might have been produced, inspectors could find deficiencies in the quality of the reviewing activities underpinning the record. The other supplementary question focuses on the accuracy of the case manager's classification of safety and wellbeing<sup>8</sup> – while the overall classification may have been deemed correct, this did not necessarily mean that inspectors agreed that there had been sufficient analysis of how to keep the child safe.

## 2.3 Discrete areas of service delivery

Each set of prompts within the standards framework should also measure *discrete* aspects of delivery, requiring them to be sufficiently distinct from the other prompts. Principal component analysis was used to group the prompts within each standard into their common underlying components (see Annex F for the resulting tables).

As highlighted previously, the prompts within the court disposals standards are all grouped according to the following three enduring expectations:

- supporting the child's desistance
- keeping the child safe
- keeping other people safe.

The prompts within the assessment standard and implementation/delivery standards fell into components aligning to these three expectations, with each prompt in the expected

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<sup>7</sup> The equivalent prompt underpinning the assessment/desistance key question (2.1.1(f) Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?) also had an item-scale correlation below 0.5. There was only one other prompt with an item-scale correlation below 0.5. Some commentators have proposed a lower cut-off (e.g. 0.3) when considering the removal of individual items.

<sup>8</sup> This question also had an item-scale correlation just below 0.5.

component. A similar structure was produced for the planning standard, with the prompts falling within the expected component except for the three prompts set out in Table 2. The non-alignment of these prompts demonstrates the close relationship between the three expectations/goals. For example:

- while the need to consider the needs/wishes of victims is recognised in relation to desistance (with links to restorative justice etc), victim issues are prominent in terms of the safety of other people
- the appropriate involvement of other agencies at the planning stage is considered in separate prompts linked to the safety of the child and the safety of others, recognising that multi-agency working can help to provide a safe space for supporting children. There was a strong correlation – concurrence in 87% of cases – between the responses to these two prompts.

**Table 2: Planning prompts and supplementary questions within non-corresponding components**

Prompt/supplementary question	Grouping within standards framework (key question)	Grouping within analysis (principal component)
P 2.2.3(a) Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	Keeping other people safe	Keeping the child safe
P 2.2.3(b) Does planning involve other agencies where appropriate?	Keeping other people safe	Keeping the child safe
2.2.1(e) Does planning give sufficient attention to the needs and wishes of the victim/s?	Supporting desistance	Keeping other people safe

Analysis of the prompts within the reviewing standard resulted in a five-component solution. The three prompts relating to written reviews/formal recording fell into a distinct component, separate from the other prompts which cover differing quality aspects of the earlier reviewing processes. All the other prompts relating to the safety of other people then fell into two components, with the prompt on the meaningful involvement of the child and parents/carers being separated out.

### 3. Conclusion

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When we launched the inspection standards framework in 2018, we highlighted its grounding in evidence, learning and experience, and our intention to continually review and update it over time. The focus in the bulletin has been upon the technical performance of the four court disposals standards within the framework (rather than user requirements such as face validity, clarity or simplicity). Across these four standards, it is considered whether we are measuring discrete, coherent and critical aspects of service delivery, supporting the accompanying inspection ratings.

In terms of an emphasis upon the most **critical** aspects of service delivery, all but three of the 52 underpinning prompts across the 12 key questions, were found to be independently driving the inspectors' judgements.

The standards examined had strong **coherence**, with the vast majority of the prompts within each key question correlating well with each other. The weakest correlation was for one of the prompts underpinning the planning/desistance key question – does planning give sufficient attention to the needs and wishes of the victim/s? A positive judgement was much less likely for this prompt compared to the accompanying underpinning prompts, indicating a need for providers to increase their focus upon victims' wishes and potential reparative/restorative activities.

Analysis of the supplementary questions indicated some lack of coherence between reviewing activities and recording – while a written record might have been produced, inspectors could find deficiencies in the quality of the reviewing activities underpinning the record. Also, while inspectors might have agreed with the classification of safety and wellbeing, this did not necessarily mean that they agreed that there had been sufficient analysis of how to keep the child safe.

The standards framework was found to be measuring **discrete** aspects of delivery, with each set of prompts mainly distinct from each other. The key questions within our court disposals standards distinguish between the aims of (i) supporting the child's desistance, (ii) keeping the child safe, and (iii) keeping other people safe. This structure was maintained, with the following exceptions for the reviewing standard:

- a separating out of formal recording from the earlier analytical stages; and
- all the other prompts relating to the safety of other people falling into two components, with the prompt considering the meaningful involvement of the child and parents/carers separated out.

There were also a few instances of prompts falling into principal components different to their positioning in the standards framework, illustrating the close relationship between supporting the desistance of the child, keeping the child safe, and keeping other people safe. We have continually emphasised the need for providers and practitioners to focus upon all three areas, which is why they are afforded equal importance (i.e. no weightings) within the ratings which accompany our inspection standards.

During 2020, we consulted on revisions to our standards framework for inspecting youth offending services, with two new standards being introduced in July 2021: (i) a resettlement standard; and (ii) a specific standard on the policy and provision for out-of-

court disposals, replacing the previous 'joint working' standard. We also took the opportunity to make the following changes at the prompt level:

- the removal of the prompt underpinning the reviewing/keeping other people safe key question on the meaningful involvement of the child and parents/carers (2.4.3(c)). As indicated above, this prompt was separated out in the principal component analysis, and its removal produces greater consistency across the standards – all the prompts relating to the involvement of the child and parents/carers now fall under the desistance key questions
- the splitting of all prompts focused on (i) diversity issues and (ii) the wider familial and social context of the child, so that sufficient focus is given to both. We found that the relevant prompt within the implementation and delivery standard was one of three prompts not independently driving the inspectors' judgements.

During 2022, we will review how the new standards are working alongside the other standards in the framework. The findings in this bulletin (e.g. in relation to the prompts focused upon victims) will be considered alongside other internal and external feedback on the framework's application, as well as any relevant developments in the underlying evidence base for delivering high-quality youth offending services. We are determined to ensure that our approach remains focused on those areas that make a difference to the quality of youth offending services, and that providers know where to focus their efforts when improvement is required.

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## Annex A: Methodology

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### Inspections of youth offending services

The findings presented in this bulletin are based on data from 43 youth inspections completed between June 2018 and February 2020 (fieldwork weeks), with the reports for 39 of these being published (as set out in Table A1 below).<sup>9</sup>

**Table A1: Youth inspections, June 2018 – February 2020**

Youth offending service	Month of report publication
Derby	August 2018
Hampshire	September 2018
Hertfordshire	September 2018
Bristol	September 2018
Sandwell	November 2018
Essex	December 2018
Warwickshire	December 2018
Blackpool	December 2018
Barking and Dagenham	December 2018
Hounslow	January 2019
Manchester	February 2019
Wandsworth	March 2019
Wrexham	March 2019
Western Bay	March 2019
Oldham	April 2019
Lambeth	April 2019
Sefton	May 2019
East Riding	May 2019
Liverpool	June 2019
South Tees	June 2019
Walsall	June 2019
Dudley	June 2019
Lancashire	July 2019
Sheffield	August 2019
Surrey	August 2019

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<sup>9</sup> Solihull, Stoke on Trent, West Berkshire, and Wokingham were pilot small YOT inspections and did not result in a published report.

Youth offending service	Month of report publication
Newham	September 2019
Leeds	November 2019
Leicester City	November 2019
Croydon	December 2019
Brent	December 2018
Bradford	January 2020
Southampton	January 2020
Gloucestershire	January 2020
Nottingham City	March 2020
Camden	May 2020
Oxfordshire	May 2020
Luton	May 2020
Medway	June 2020
Cardiff	July 2020

### Case samples

The cases selected were those of children who had been given court disposals and had been under youth offending team (YOT) supervision for approximately six to eight months. This enabled work to be examined in relation to assessing, planning, implementing and reviewing.

The overall sample size in each inspection was set out to achieve a confidence level of 80% (with a margin of error of five percentage points), and we ensured that the ratios in relation to gender, type of disposal, and risk of serious harm level/safety and wellbeing classification matched those in the eligible population.

All sampled cases were allocated to individual inspectors. To support the reliability and validity of their judgements against our standards framework, all cases were examined using standard case assessment forms, underpinned by rules and guidance.<sup>10</sup>

### Analysis

In this bulletin, a range of quantitative analytical methods have been used to evaluate the construction of our inspection standards. To identify the critical drivers of the inspectors' judgements, binary logistic regression was used to analyse how the relevant prompts (and supplementary questions) independently contributed to each higher-level key question. For each regression model, a forced entry method was used, entering all the variables in a single step. This method identifies the unique effect of each independent variable (prompt/supplementary question) to predict the dependent variable (key question).

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<sup>10</sup> The reliability and validity of judgements was further supported through training and quality assurance activities.

To examine coherence (internal consistency), Cronbach's alpha scores were used to measure how well the individual prompts (and supplementary questions) underpinning each key question correlated with the sum of the remaining prompts/questions. Alpha scores generally increase when the correlations between questions increase, thus indicating the extent to which each set of questions can be treated as measuring a coherent characteristic. By comparing the overall alpha score for the key question to the score produced when each individual prompt/supplementary question was removed, the results were used to indicate which items were not contributing to the internal consistency of the key question. Item-scale correlations were also calculated to demonstrate which prompts/supplementary questions were poorly correlated with the total of scores on all other items.

To examine how well the standards are measuring discrete aspects of delivery, factor analysis using the principal components extraction method was used. Principal component analysis assesses the variance amongst questions and then groups them in terms of their composite dimensions (components) to explain the maximal variance. The correlation matrix was used in the method of analysis, and components were rotated using VARIMAX.

The number of components retained for each standard varied, with multiple criteria used to assess the optimal number. The criteria included: Eigenvalue greater than one; scree plot break points; and a priori structure within the standards framework and components for interpretability.<sup>11</sup> Not all noted criteria were met within each analysis. Where appropriate, multiple iterations of the analysis retaining different numbers of principal components were assessed to identify the most logical component groupings. The final criteria were as follows:

- Assessment (three components): Standards framework and component structure.
- Planning (three components): Eigenvalue > 1, standards framework, and component structure.
- Implementation and delivery (three components): Eigenvalue > 1, standards framework, and component structure.
- Reviewing (five components): Eigenvalue > 1, standards framework, and component structure.

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<sup>11</sup> Yong, A.G. and Pearce, S. (2013). 'A beginner's guide to factor analysis: Focusing on exploratory factor analysis', *Tutorials in quantitative methods for psychology*, 9(2), pp.79-94.

## Annex B: Case assessments – profile of the children

The profile of the children within our case sample is summarised in Table B1 below. Data was missing for some variables – percentages relate to the data available for each variable and not all inspected cases.

**Table B1: Case sample profile**

		n	%
All		1,168	-
Gender	Male	1,025	88.3%
	Female	135	11.6%
Age	10-14	91	7.9%
	15-16	399	34.5%
	17+	668	57.7%
Ethnic group	White	757	66.0%
	Black	194	16.9%
	Asian	61	5.3%
	Mixed	114	9.9%
	Other	21	1.8%
Looked After Child	Yes	290	26.4%
	No	807	73.6%
Number of previous sanctions	0	397	35.3%
	1	238	21.2%
	2+	489	43.5%
Offence	Violence	554	47.6%
	Sexual offences	25	2.1%
	Burglary	82	7.0%
	Robbery	88	7.6%
	Theft and handling stolen goods	97	8.3%
	Criminal damage excluding arson	44	3.8%
	Drug offences	86	7.4%
	Motoring offences	107	9.2%
	Other offences	82	7.0%
Safety and wellbeing classification	Low	188	16.3%
	Medium	507	44.0%
	High/Very High	456	39.6%
Risk of serious harm	Low	252	21.9%
	Medium	590	51.2%
	High/Very High	310	26.9%

## Annex C: Frequency tables

All of the key questions, prompts and supplementary questions are set out in Tables C1 to C4 below, alongside the number of cases in which answered and the percentage of cases in which the inspectors' judgement was positive. The key questions are in bold, while the supplementary questions are in italics.

**Table C1: Responses to assessment questions**

Key question, prompt or supplementary question	n	% yes
<b>2.1.1 Does assessment sufficiently analyse how to support the child's desistance?</b>	<b>1,168</b>	<b>85%</b>
a) Is there sufficient analysis of offending behaviour, including the child's attitudes towards and motivation for their offending?	1,168	85%
b) Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	1,167	87%
c) Does assessment focus on the child's strengths and protective factors?	1,166	90%
d) Does assessment analyse the key structural barriers facing the child?	1,016	84%
e) Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change, and their likelihood of engaging with the court disposal?	1,166	87%
f) Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	960	67%
g) Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	1,164	83%
<i>Is there sufficient assessment (of the child's desistance) within an appropriate period following the start of sentence or release on licence?</i>	1,165	84%
<i>Is there a clear, written record of the assessment of the child's desistance?</i>	1,156	93%
<b>2.1.2 Does assessment sufficiently analyse how to keep the child safe?</b>	<b>1,167</b>	<b>76%</b>
a) Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	1,165	78%
b) Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	1,167	80%
c) Does assessment analyse controls and interventions to promote the safety and wellbeing of the child?	1,106	74%
<i>Is the case manager's classification of safety and wellbeing correct?</i>	1,155	84%
<i>Is there sufficient assessment (of the child's safety and wellbeing) within an appropriate period following the start of sentence or release on licence?</i>	1,161	79%
<i>Is there a clear, written record of the assessment of the child's safety and wellbeing?</i>	1,160	88%

Key question, prompt or supplementary question	n	% yes
<b>2.1.3 Does assessment sufficiently analyse how to keep other people safe?</b>	<b>1,164</b>	<b>73%</b>
a) Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	1,155	73%
b) Does assessment draw sufficiently on available sources of information, including past behaviour and convictions, and involve other agencies where appropriate?	1,060	77%
c) Does assessment analyse controls and interventions to manage and minimise the risk of harm presented by the child?	1,058	72%
<i>Is there sufficient assessment (to keep other people safe) within an appropriate period following the start of sentence or release on licence?</i>	1,155	78%
<i>Is there a clear, written record of the assessment to keep other people safe?</i>	1,154	85%

**Table C2: Responses to planning questions**

Key question, prompt or supplementary question	n	% yes
<b>2.2.1 Does planning focus sufficiently on supporting the child's desistance?</b>	<b>1,156</b>	<b>82%</b>
a) Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	1,158	84%
b) Does planning take sufficient account of the diversity and wider familial and social context of the child?	1,157	82%
c) Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	1,156	82%
d) Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	1,156	84%
e) Does planning give sufficient attention to the needs and wishes of the victim/s?	943	63%
f) Are the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	1,150	81%
<i>Is planning proportionate to the court outcome, with interventions capable of being delivered within an appropriate timescale?</i>	1,150	86%
<b>2.2.2 Does planning focus sufficiently on keeping the child safe?</b>	<b>1,051</b>	<b>67%</b>
a) Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	1,051	72%
b) 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?	946	72%
c) Does planning set out the necessary controls and interventions to promote the safety and wellbeing of the child?	1,050	70%
d) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	1,044	60%
<b>2.2.3 Does planning focus sufficiently on keeping people safe?</b>	<b>1,007</b>	<b>66%</b>
a) Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	1,010	71%
b) Does planning involve other agencies where appropriate?	902	71%
c) Does planning address any specific concerns and risks related to actual and potential victims?	1,006	61%
d) Does planning set out the necessary controls and interventions to promote the safety of other people?	1,008	69%
e) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	1,006	58%

**Table C3: Responses to implementation and delivery questions**

Key question, prompt or supplementary question	n	% yes
<b>2.3.1 Does the implementation and delivery of services effectively support the child's desistance?</b>	<b>1,121</b>	<b>81%</b>
a) Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	1,127	79%
b) Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	1,129	84%
c) Does service delivery build upon the child's strengths and enhance protective factors?	1,123	84%
d) Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	1,122	88%
e) Does service delivery promote opportunities for community integration including access to services post-supervision?	1,126	82%
f) Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	1,124	89%
g) Are enforcement actions taken when appropriate?	659	85%
<b>2.3.2 Does the implementation and delivery of services effectively support the safety of the child?</b>	<b>1,022</b>	<b>75%</b>
a) Does service delivery promote the safety and wellbeing of the child?	1,023	76%
b) Is the involvement of other organisations in keeping the child safe sufficiently well coordinated?	937	74%
<b>2.3.3 Does the implementation and delivery of services effectively support the safety of other people?</b>	<b>977</b>	<b>71%</b>
a) Are the delivered services sufficient to manage and minimise the risk of harm?	978	73%
b) Is sufficient attention given to the protection of actual and potential victims?	857	65%
c) Is the involvement of other agencies in managing the risk of harm sufficiently well coordinated?	841	72%

**Table C4: Responses to reviewing questions**

Key question, prompt or supplementary question	n	% yes
<b>2.4.1 Does reviewing focus sufficiently on supporting the child's desistance?</b>	<b>1,159</b>	<b>76%</b>
a) Does reviewing identify and respond to changes in factors linked to desistance?	1,160	78%
b) Does reviewing focus sufficiently on building upon the child's strengths and enhancing protective factors?	1,159	78%
c) Does reviewing consider motivation and engagement levels and any relevant barriers?	1,156	81%
d) Is the child and their parents/carers meaningfully involved in reviewing their progress and engagement, and are their views taken into account?	1,157	74%
e) Does reviewing lead to the necessary adjustments in the ongoing plan of work to support desistance?	1,147	73%
<i>Was a written review of desistance completed?</i>	1,092	82%
<b>2.4.2 Does reviewing focus sufficiently on keeping the child safe?</b>	<b>860</b>	<b>67%</b>
a) Does reviewing identify and respond to changes in factors related to safety and wellbeing?	859	<b>70%</b>
b) Is reviewing informed by the necessary input from other agencies involved in promoting the safety and wellbeing of the child?	820	70%
c) Does reviewing lead to the necessary adjustments in the ongoing plan of work to promote the safety and wellbeing of the child?	785	65%
<i>Was a written review of safety and wellbeing completed?</i>	842	77%
<b>2.4.3 Does reviewing focus sufficiently on keeping other people safe?</b>	<b>726</b>	<b>65%</b>
a) Does reviewing identify and respond to changes in factors related to risk of harm?	725	<b>66%</b>
b) Is reviewing informed by the necessary input from other agencies involved in managing the risk of harm?	681	69%
c) Is the child and their parents/carers meaningfully involved in reviewing their risk of harm, and are their views taken into account?	724	63%
d) Does reviewing lead to the necessary adjustments in the ongoing plan of work to manage and minimise the risk of harm?	640	59%
<i>Was a written review of risk of harm completed?</i>	710	76%

## Annex D: Logistic regression tables

The logistic regression models are set out in Tables D1 to D4. In each table, the asterisks indicate whether the association with the prompt/supplementary question is significant and to which level (\*\*\*)  $p < .001$ ; \*\*)  $p < .01$ ; \*)  $p < .05$ ). The odds ratios are an indication of effect size, comparing: (i) the odds of a positive response to the summary question when the response to the prompt/supplementary question was positive; with (ii) the odds of a positive response to the summary question when the response to the prompt/supplementary question was negative.

All supplementary questions are marked in italics.

### Assessment

**Table D1: Regression model for focus of assessment on supporting desistance**

Prompt	b (SE)	Odds ratio
a) Is there sufficient analysis of offending behaviour, including the child's attitudes towards and motivation for their offending?	3.27 (0.48) ***	26.21
b) Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	1.30 (0.51) *	3.66
c) Does assessment focus on the child's strengths and protective factors?	0.31 (0.51)	1.36
d) Does assessment analyse the key structural barriers facing the child?	1.27 (0.46) **	3.54
e) Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change, and their likelihood of engaging with the court disposal?	2.30 (0.48) ***	10.01
f) Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	0.84 (0.43) *	2.31
g) Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	1.12 (0.43) **	3.08
<i>Is there sufficient assessment (of the child's desistance) within an appropriate period following the start of sentence or release on licence?</i>	2.46 (0.45) ***	11.71
<i>Is there a clear, written record of the assessment of the child's desistance?</i>	-0.45 (0.89)	0.64
<i>constant</i>	-6.77 (1.04) ***	0.00

**Table D2: Regression model for focus of assessment on keeping the child safe**

Prompt	b (SE)	Odds ratio
a) Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	2.54 (0.35) ***	12.73
b) Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	2.02 (0.37) ***	7.53
c) Does assessment analyse controls and interventions to promote the safety and wellbeing of the child?	2.04 (0.33) ***	7.66
<i>Is the case manager's classification of safety and wellbeing correct?</i>	2.06 (0.37) ***	7.81
<i>Is there sufficient assessment (of the child's safety and wellbeing) within an appropriate period following the start of sentence or release on licence?</i>	1.95 (0.34) ***	7.01
<i>Is there a clear, written record of the assessment of the child's safety and wellbeing?</i>	1.63 (0.51) ***	5.12
<i>constant</i>	-7.58 (0.71) ***	0.00

**Table D3: Regression model for focus of assessment on keeping other people safe**

Prompt	b (SE)	Odds ratio
a) Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	3.23 (0.32) ***	25.19
b) Does assessment draw sufficiently on available sources of information, including past behaviour and convictions, and involve other agencies where appropriate?	1.83 (0.36) ***	6.24
c) Does assessment analyse controls and interventions to manage and minimise the risk of harm presented by the child?	1.65 (0.33) ***	5.19
<i>Is there sufficient assessment (to keep other people safe) within an appropriate period following the start of sentence or release on licence?</i>	2.02 (0.34) ***	7.50
<i>Is there a clear, written record of the assessment to keep other people safe?</i>	2.20 (0.48) ***	8.99
<i>constant</i>	-6.72 (0.62) ***	0.00

## Planning

**Table D4: Regression model for focus of planning on supporting desistance**

Prompt	b (SE)	Odds ratio
a) Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	2.79 (0.37) ***	16.34
b) Does planning take sufficient account of the diversity and wider familial and social context of the child?	1.75 (0.37) ***	5.73
c) Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	0.91 (0.38) *	2.48
d) Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	1.31 (0.41) ***	3.70
e) Does planning give sufficient attention to the needs and wishes of the victim/s?	1.12 (0.35) ***	3.06
f) Are the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	1.05 (0.37) **	2.85
<i>Is planning proportionate to the court outcome, with interventions capable of being delivered within an appropriate timescale?</i>	2.40 (0.45) ***	11.04
<i>constant</i>	-6.54 (0.69) ***	0.00

**Table D5: Regression model for focus of planning on keeping the child safe**

Prompt	b (SE)	Odds ratio
a) Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	3.84 (0.53) ***	46.55
b) 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?	2.83 (0.43) ***	16.93
c) Does planning set out the necessary controls and interventions to promote the safety and wellbeing of the child?	2.44 (0.42) ***	11.48
d) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	2.76 (0.42) ***	15.83
<i>constant</i>	-6.93 (0.70) ***	0.00

**Table D6: Regression model for focus of planning on keeping other people safe**

Prompt	b (SE)	Odds ratio
a) Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	3.45 (0.46) ***	31.39
b) Does planning involve other agencies where appropriate?	1.20 (0.42) **	3.33
c) Does planning address any specific concerns and risks related to actual and potential victims?	1.09 (0.40) **	2.98
d) Does planning set out the necessary controls and interventions to promote the safety of other people?	2.58 (0.41) ***	13.17
e) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	2.84 (0.41) ***	17.12
<i>constant</i>	-6.01 (0.58) ***	0.00

## Implementation and delivery

**Table D7: Regression model for effectiveness of implementation/delivery in supporting desistance**

Prompt	b (SE)	Odds ratio
a) Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	3.57 (0.34) ***	35.43
b) Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	0.62 (0.42)	1.86
c) Does service delivery build upon the child's strengths and enhance protective factors?	1.86 (0.39) ***	6.41
d) Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	1.71 (0.49) ***	5.55
e) Does service delivery promote opportunities for community integration including access to services post-supervision?	1.16 (0.36) ***	3.20
f) Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	2.49 (0.50) ***	12.11
<i>constant</i>	-6.93 (0.69) ***	0.00

**Table D8: Regression model for effectiveness of implementation/delivery in keeping the child safe**

Prompt	b (SE)	Odds ratio
a) Does service delivery promote the safety and wellbeing of the child?	5.47 (0.43) ***	236.85
b) Is the involvement of other organisations in keeping the child safe sufficiently well coordinated?	3.54 (0.41) ***	34.36
<i>constant</i>	-4.47 (0.46) ***	0.01

**Table D9: Regression model for effectiveness of implementation/delivery in keeping other people safe**

Prompt	b (SE)	Odds ratio
a) Are the delivered services sufficient to manage and minimise the risk of harm?	4.70 (0.56) ***	110.17
b) Is sufficient attention given to the protection of actual and potential victims?	2.98 (0.47) ***	19.68
c) Is the involvement of other agencies in managing the risk of harm sufficiently well coordinated?	3.63 (0.51) ***	37.63
<i>constant</i>	-5.73 (0.64) ***	0.00

## Reviewing

**Table D10: Regression model for focus of reviewing on supporting desistance**

Prompt	b (SE)	Odds ratio
a) Does reviewing identify and respond to changes in factors linked to desistance?	2.48 (0.37) ***	11.89
b) Does reviewing focus sufficiently on building upon the child's strengths and enhancing protective factors?	1.73 (0.40) ***	5.63
c) Does reviewing consider motivation and engagement levels and any relevant barriers?	0.40 (0.44)	1.49
d) Is the child and their parents/carers meaningfully involved in reviewing their progress and engagement, and are their views taken into account?	1.35 (0.39) ***	3.87
e) Does reviewing lead to the necessary adjustments in the ongoing plan of work to support desistance?	2.93 (0.35) ***	18.72
<i>Was a written review of desistance completed?</i>	1.88 (0.39) ***	6.56
<i>constant</i>	-5.88 (0.58) ***	0.00

**Table D11: Regression model for focus of reviewing on keeping the child safe**

Prompt	b (SE)	Odds ratio
a) Does reviewing identify and respond to changes in factors related to safety and wellbeing?	3.14 (0.57) ***	23.07
b) Is reviewing informed by the necessary input from other agencies involved in promoting the safety and wellbeing of the child?	3.07 (0.55) ***	21.63
c) Does reviewing lead to the necessary adjustments in the ongoing plan of work to promote the safety and wellbeing of the child?	3.74 (0.50) ***	42.04
<i>Was a written review of safety and wellbeing completed?</i>	1.61 (0.61) **	4.99
<i>constant</i>	-6.95 (0.88) ***	0.00

**Table D12: Regression model for focus of reviewing on keeping other people safe**

Prompt	b (SE)	Odds ratio
a) Does reviewing identify and respond to changes in factors related to risk of harm?	2.63 (0.51) ***	13.91
b) Is reviewing informed by the necessary input from other agencies involved in managing the risk of harm?	2.06 (0.54) ***	7.87
c) Is the child and their parents/carers meaningfully involved in reviewing their risk of harm, and are their views taken into account?	1.15 (0.47) *	3.16
d) Does reviewing lead to the necessary adjustments in the ongoing plan of work to manage and minimise the risk of harm?	3.88 (0.48) ***	48.25
<i>Was a written review of risk of harm completed?</i>	0.58 (0.55)	1.78
<i>constant</i>	-5.47 (0.66) ***	0.00

## Annex E: Internal consistency tables

Cronbach's alpha scores and item-scale correlations are set out in Tables E1 to E12 below. The supplementary questions are in italics. Alpha scores are marked in bold where exclusion of the item would increase the overall alpha score.

### Assessment

**Table E1: Internal consistency of assessment – supporting desistance**

Key question	Cronbach's alpha	
2.1.1 Does assessment sufficiently analyse how to support the child's desistance?	0.85	
Prompt	Item-scale correlation	Alpha if item deleted
a) Is there sufficient analysis of offending behaviour, including the child's attitudes towards and motivation for their offending?	0.65	0.83
b) Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	0.61	0.83
c) Does assessment focus on the child's strengths and protective factors?	0.63	0.83
d) Does assessment analyse the key structural barriers facing the child?	0.65	0.83
e) Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change, and their likelihood of engaging with the court disposal?	0.63	0.83
f) Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	0.47	0.85
g) Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	0.47	0.85
<i>Is there sufficient assessment (of the child's desistance) within an appropriate period following the start of sentence or release on licence?</i>	0.59	0.84
<i>Is there a clear, written record of the assessment of the child's desistance?</i>	0.58	0.84

**Table E2: Internal consistency of assessment – keeping the child safe**

Key question	Cronbach's alpha	
2.1.2 Does assessment sufficiently analyse how to keep the child safe?	0.84	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	0.78	0.79
b) Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	0.68	0.81
c) Does assessment analyse controls and interventions to promote the safety and wellbeing of the child?	0.68	0.81
<i>Is the case manager's classification of safety and wellbeing correct?</i>	0.48	<b>0.85</b>
<i>Is there sufficient assessment (of the child's safety and wellbeing) within an appropriate period following the start of sentence or release on licence?</i>	0.60	0.82
<i>Is there a clear, written record of the assessment of the child's safety and wellbeing?</i>	0.56	0.83

**Table E3: Internal consistency of assessment – keeping other people safe**

Key question	Cronbach's alpha	
2.1.3 Does assessment sufficiently analyse how to keep other people safe?	0.86	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	0.77	0.81
b) Does assessment draw sufficiently on available sources of information, including past behaviour and convictions, and involve other agencies where appropriate?	0.70	0.83
c) Does assessment analyse controls and interventions to manage and minimise the risk of harm presented by the child?	0.71	0.83
<i>Is there sufficient assessment (to keep other people safe) within an appropriate period following the start of sentence or release on licence?</i>	0.62	0.85
<i>Is there a clear, written record of the assessment to keep other people safe?</i>	0.62	0.85

## Planning

**Table E4: Internal consistency of planning – supporting desistance**

Key question	Cronbach's alpha	
2.2.1 Does planning focus sufficiently on supporting the child's desistance?	0.86	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	0.70	0.83
b) Does planning take sufficient account of the diversity and wider familial and social context of the child?	0.69	0.83
c) Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	0.67	0.83
d) Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	0.69	0.83
e) Does planning give sufficient attention to the needs and wishes of the victim/s?	0.41	<b>0.88</b>
f) Are the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	0.62	0.84
<i>Is planning proportionate to the court outcome, with interventions capable of being delivered within an appropriate timescale?</i>	0.70	0.83

**Table E5: Internal consistency of planning – keeping the child safe**

Key question	Cronbach's alpha	
2.2.2 Does planning focus sufficiently on keeping the child safe?	0.90	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	0.82	0.85
b) 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?	0.75	0.88
c) Does planning set out the necessary controls and interventions to promote the safety and wellbeing of the child?	0.82	0.85
d) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	0.72	0.89

**Table E6: Internal consistency of planning – keeping other people safe**

Key question	Cronbach's alpha	
2.2.3 Does planning focus sufficiently on keeping other people safe?	0.89	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	0.82	0.85
b) Does planning involve other agencies where appropriate?	0.67	0.88
c) Does planning address any specific concerns and risks related to actual and potential victims?	0.70	0.88
d) Does planning set out the necessary controls and interventions to promote the safety of other people?	0.83	0.85
e) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	0.67	0.88

## Implementation and delivery

**Table E7: Internal consistency of implementation – supporting desistance**

Key question	Cronbach's alpha	
2.3.1 Does the implementation and delivery of services effectively support the child's desistance?	0.88	
Prompt	Item-scale correlation	Alpha if item deleted
a) Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	0.70	0.85
b) Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	0.72	0.85
c) Does service delivery build upon the child's strengths and enhance protective factors?	0.75	0.84
d) Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	0.66	0.86
e) Does service delivery promote opportunities for community integration including access to services post-supervision?	0.61	0.87
f) Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	0.66	0.86

**Table E8: Internal consistency of implementation – keeping the child safe**

Key question	Cronbach's alpha	
2.3.2 Does the implementation and delivery of services effectively support the safety of the child?	0.83	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does service delivery promote the safety and wellbeing of the child?	0.71	-
b) Is the involvement of other organisations in keeping the child safe sufficiently well coordinated?	0.71	-

**Table E9: Internal consistency of implementation – keeping other people safe**

Key question	Cronbach's alpha	
2.3.3 Does the implementation and delivery of services effectively support the safety of other people?	0.87	
Prompt	Item-scale correlation	Alpha if item deleted
a) Are the delivered services sufficient to manage and minimise the risk of harm?	0.78	0.79
b) Is sufficient attention given to the protection of actual and potential victims?	0.75	0.82
c) Is the involvement of other agencies in managing the risk of harm sufficiently well coordinated?	0.72	0.84

## Reviewing

**Table E10: Internal consistency of reviewing – supporting desistance**

Key question	Cronbach's alpha	
2.4.1 Does reviewing focus sufficiently on supporting the child's desistance?	0.91	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does reviewing identify and respond to changes in factors linked to desistance?	0.81	0.88
b) Does reviewing focus sufficiently on building upon the child's strengths and enhancing protective factors?	0.81	0.88
c) Does reviewing consider motivation and engagement levels and any relevant barriers?	0.82	0.88
d) Is the child and their parents/carers meaningfully involved in reviewing their progress and engagement, and are their views taken into account?	0.73	0.89
e) Does reviewing lead to the necessary adjustments in the ongoing plan of work to support desistance?	0.77	0.88
<i>Was a written review of desistance completed?</i>	0.51	<b>0.92</b>

**Table E11: Internal consistency of reviewing – keeping the child safe**

Key question	Cronbach's alpha	
2.4.2 Does reviewing focus sufficiently on keeping the child safe?	0.89	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does reviewing identify and respond to changes in factors related to safety and wellbeing?	0.87	0.81
b) Is reviewing informed by the necessary input from other agencies involved in promoting the safety and wellbeing of the child?	0.80	0.84
c) Does reviewing lead to the necessary adjustments in the ongoing plan of work to promote the safety and wellbeing of the child?	0.80	0.84
<i>Was a written review of safety and wellbeing completed?</i>	0.56	<b>0.92</b>

**Table E12: Internal consistency of reviewing – keeping other people safe**

Key question	Cronbach's alpha	
2.4.3 Does reviewing focus sufficiently on keeping other people safe?	0.89	
Prompt	Item-scale correlation	Alpha if item deleted
a) Does reviewing identify and respond to changes in factors related to risk of harm?	0.84	0.84
b) Is reviewing informed by the necessary input from other agencies involved in managing the risk of harm?	0.78	0.85
c) Is the child and their parents/carers meaningfully involved in reviewing their risk of harm, and are their views taken into account?	0.71	0.87
d) Does reviewing lead to the necessary adjustments in the ongoing plan of work to manage and minimise the risk of harm?	0.80	0.85
<i>Was a written review of risk of harm completed?</i>	0.53	<b>0.91</b>

## Annex F: Principal component analysis tables

The principal component analysis tables are set out in Tables F1 to F4 below. Supplementary questions are in italics.

**Table F1: Principal components of assessment prompts and key questions**

Component (% variance explained)	Prompt	Largest Loading	Loading across other components		
			1	2	3
1. Supporting desistance (21.7%)	2.1.1(a) Is there sufficient analysis of offending behaviour, including the child 's attitudes towards and motivation for their offending?	0.64	-	0.25	0.23
	2.1.1(b) Does assessment consider the diversity and wider familial and social context of the child, utilising information held by other agencies?	0.66	-	0.19	0.20
	2.1.1(c) Does assessment focus on the child's strengths and protective factors?	0.66	-	0.22	0.15
	2.1.1(d) Does assessment analyse the key structural barriers facing the child?	0.64	-	0.25	0.28
	2.1.1(e) Is sufficient attention given to understanding the child's levels of maturity, ability and motivation to change?	0.69	-	0.14	0.21
	2.1.1(f) Does assessment give sufficient attention to the needs and wishes of the victim/s, and opportunities for restorative justice?	0.43	-	0.30	0.15
	2.1.1(g) Is the child and their parents/carers meaningfully involved in their assessment, and are their views taken into account?	0.60	-	0.08	0.03
	<i>2.1.1 Is there sufficient assessment (of the child's desistance) within an appropriate period following the start of sentence or release on licence?</i>	0.61	-	0.25	0.26
<i>2.1.1 Is there a clear, written record of the assessment of the child's desistance?</i>	0.62	-	0.25	0.10	
2. Keeping the child safe (18.0%)	2.1.2(a) Does assessment clearly identify and analyse any risks to the safety and wellbeing of the child?	0.79	0.30	0.22	-
	2.1.2(b) Does assessment draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?	0.67	0.37	0.25	-
	2.1.2(c) Does assessment analyse controls and interventions to promote the safety and wellbeing of the child?	0.65	0.35	0.35	-

Component (% variance explained)	Prompt	Largest Loading	Loading across other components		
			1	2	3
	<i>2.1.2 Is the case manager's classification of safety and wellbeing correct?</i>	0.77	-0.11	0.03	-
	<i>2.1.2 Is there sufficient assessment (of the child's safety and wellbeing) within an appropriate period following the start of sentence or release on licence?</i>	0.63	0.34	0.22	-
	<i>2.1.2 Is there a clear, written record of the assessment of the child's safety and wellbeing?</i>	0.53	0.29	0.22	-
3. Keeping other people safe (16.6%)	2.1.3(a) Does assessment clearly identify and analyse any risk of harm to others posed by the child, including identifying who is at risk and the nature of that risk?	0.83	0.16	-	0.22
	2.1.3(b) Does assessment draw sufficiently on available sources of information, including past behaviour and convictions, and involve other agencies where appropriate?	0.72	0.29	-	0.26
	2.1.3(c) Does assessment analyse controls and interventions to manage and minimise the risk of harm presented by the child?	0.78	0.27	-	0.21
	<i>2.1.3 Is there sufficient assessment (to keep other people safe) within an appropriate period following the start of sentence or release on licence?</i>	0.68	0.27	-	0.21
	<i>2.1.3 Is there a clear, written record of the assessment to keep other people safe?</i>	0.73	0.24	-	0.08

**Table F2: Principal components of planning prompts and key questions**

Component (% variance explained)	Prompt	Largest loading	Loading across other components		
			1	2	3
1. Keeping the child safe (27.3%)	2.2.2(a) Does planning promote the safety and wellbeing of the child, sufficiently addressing risks?	0.79	-	0.39	0.11
	2.2.2(b) 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?	0.77	-	0.34	0.03
	P 2.2.2(c) Does planning set out the necessary controls and interventions to promote the safety and wellbeing of the child?	0.80	-	0.31	0.21
	P 2.2.2(d) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	0.77	-	0.18	0.22
	P 2.2.3(a) Does planning promote the safety of other people, sufficiently addressing risk of harm factors?	0.63	-	0.21	0.56
	P 2.2.3(b) Does planning involve other agencies where appropriate?	0.66	-	0.25	0.35
2. Supporting desistance (24.9%)	2.2.1(a) Does planning set out the services most likely to support desistance, paying sufficient attention to the available timescales and the need for sequencing?	0.72	0.29	-	0.21
	2.2.1(b) Does planning take sufficient account of the diversity and wider familial and social context of the child?	0.73	0.31	-	0.13
	2.2.1(c) Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these as necessary?	0.76	0.27	-	0.11
	2.2.1(d) Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?	0.74	0.22	-	0.15
	2.2.1(f) Are the child and their parents/carers meaningfully involved in planning, and are their views taken into account?	0.72	0.09	-	0.25
	<i>2.2.1 Is planning proportionate to the court outcome, with interventions capable of being delivered within an appropriate timescale?</i>	0.75	0.24	-	0.20
	2.2.1(e) Does planning give sufficient attention to the needs and wishes of the victim/s?	0.73	-0.04	0.33	-

Component (% variance explained)	Prompt	Largest loading	Loading across other components		
			1	2	3
3. Keeping other people safe (16.3%)	2.2.3(c) Does planning address any specific concerns and risks related to actual and potential victims?	0.78	0.35	0.21	-
	2.2.3(d) Does planning set out the necessary controls and interventions to promote the safety of other people?	0.64	0.55	0.21	-
	2.2.3(e) Does planning set out necessary and effective contingency arrangements to manage those risks that have been identified?	0.57	0.56	0.11	-

**Table F3: Principal components of implementation/delivery prompts and key questions**

Component (% variance explained)	Prompt	Largest loading	Loading across other components		
			1	2	3
1. Supporting desistance (33.0%)	2.3.1(a) Are the delivered services those most likely to support desistance, with sufficient attention given to sequencing and the available timescales?	0.71	-	0.36	0.15
	2.3.1(b) Does service delivery reflect the diversity and wider familial and social context of the child, involving parents/carers or significant others?	0.74	-	0.23	0.30
	2.3.1(c) Does service delivery build upon the child's strengths and enhance protective factors?	0.78	-	0.30	0.14
	2.3.1(d) Is sufficient focus given to developing and maintaining an effective working relationship with the child and their parents/carers?	0.77	-	0.07	0.22
	2.3.1(e) Does service delivery promote opportunities for community integration including access to services post-supervision?	0.65	-	0.27	0.17
	2.3.1(f) Is sufficient attention given to encouraging and enabling the child's compliance with the work of the YOT?	0.75	-	0.18	0.17
2. Keeping other people safe (21.9%)	2.3.2(a) Are the delivered services sufficient to manage and minimise the risk of harm?	0.81	0.34	-	0.24
	2.3.2(b) Is sufficient attention given to the protection of actual and potential victims?	0.86	0.25	-	0.15
	2.3.2(c) Is the involvement of other agencies in managing the risk of harm sufficiently well coordinated?	0.70	0.23	-	0.48
3. Keeping the child safe (17.2%)	2.3.3(a) Does service delivery promote the safety and wellbeing of the child?	0.75	0.39	0.31	-
	2.3.3(b) Is the involvement of other organisations in keeping the child safe sufficiently well coordinated?	0.89	0.21	0.23	-

**Table F4: Principal components of reviewing prompts and key questions**

Component (% variance explained)	Prompt	Largest loading	Loading across other components				
			1	2	3	4	5
1. Supporting desistance (24.7%)	2.4.1 (a) Does reviewing identify and respond to changes in factors linked to desistance?	0.75	-	0.36	0.24	0.28	0.10
	2.4.1 (b) Does reviewing focus sufficiently on building upon the child's strengths and enhancing protective factors?	0.81	-	0.24	0.23	0.16	0.20
	2.4.1 (c) Does reviewing consider motivation and engagement levels and any relevant barriers?	0.80	-	0.27	0.25	0.21	0.16
	2.4.1 (d) Is the child and their parents/carers meaningfully involved in reviewing their progress and engagement, and are their views taken into account?	0.69	-	0.25	0.18	0.05	0.57
	2.4.1 (e) Does reviewing lead to the necessary adjustments in the ongoing plan of work to support desistance?	0.72	-	0.34	0.23	0.39	0.04
2. Keeping the child safe (21.8%)	2.4.2 (a) Does reviewing identify and respond to changes in factors related to safety and wellbeing?	0.80	0.33	-	0.25	0.27	0.16
	2.4.2 (b) Is reviewing informed by the necessary input from other agencies involved in promoting the safety and wellbeing of the child?	0.85	0.29	-	0.20	0.20	0.17
	2.4.2 (c) Does reviewing lead to the necessary adjustments in the ongoing plan of work to promote the safety and wellbeing of the child?	0.72	0.38	-	0.18	0.34	0.12
	2.4.3 (b) Is reviewing informed by the necessary input from other agencies involved in managing the risk of harm?	0.60	0.30	-	0.18	0.53	0.23
3. Written reviews (17.7%)	<i>2.4.1 Was a written review of desistance completed?</i>	0.83	0.34	0.09	-	0.06	0.06
	<i>2.4.2 Was a written review of safety and well-being completed?</i>	0.84	0.17	0.37	-	0.06	0.08
	<i>2.4.3 Was a written review of risk of harm completed?</i>	0.84	0.15	0.12	-	0.30	0.17
4. Keeping other people safe (13.9%)	2.4.3(a) Does reviewing identify and respond to changes in factors related to risk of harm?	0.68	0.28	0.45	0.23	-	0.26
	2.4.3(d) Does reviewing lead to the necessary adjustments in the ongoing plan of work to manage and minimise the risk of harm?	0.75	0.34	0.38	0.17	-	0.19

Component (% variance explained)	Prompt	Largest loading	Loading across other components				
			1	2	3	4	5
5. Keeping other people safe – involving the child (8.4%)	2.4.3(c) Is the child and their parents/carers meaningfully involved in reviewing their risk of harm, and are their views taken into account?	0.77	0.26	0.27	0.19	0.39	-