



Llywodraeth Cymru
Welsh Government

Criminal justice system and education, training and employment

Education, training and employment
pathways for young people in the criminal
justice system

August 2016

Criminal justice system and education, training and employment

Audience

Organisations offering support to young people aged 16–18 involved in the criminal justice system who access and engage with education, training and employment opportunities.

Overview

This resource seeks to help professionals in their work to improve outcomes for young people involved in the criminal justice system by providing summaries of good practice in key areas of work. The resource was commissioned by the Welsh Government and developed with the support of a range of partners including Youth Offending Teams, work-based learning providers, secure accommodation, Careers Wales and the Youth Justice Board.

Action required

None – for information only.

Further information

Enquiries about this document should be directed to:

Youth Engagement Branch

Support for Learners Division

The Education Directorate

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

e-mail: youthengagementandprogression@wales.gsi.gov.uk

Additional copies

This document can be accessed from the Welsh Government's website at <http://gov.wales/topics/people-and-communities/communities/safety/youthjustice/youthjustice/?skip=1&lang=en>

Related documents

Education, training and employment young people case studies (2016)

Contents

Foreword	3
1. Key messages and audiences for the resource	4
2. About this resource	9
2.1 Introduction	9
2.2 Developing the resource	9
2.3 Rationale for the resource	11
2.4 Rating the practice examples	12
3. Challenges in delivering ETE to young people in the criminal justice system	14
3.1 Overview	14
3.2 Summary of challenges and suggested responses	14
4. Young people's pathways into and through ETE	20
4.1 Key messages	20
4.2 Evidence from existing literature	21
4.3 Stakeholders' perceptions of good practice	23
4.4 Case studies with examples of good practice	26
5. Resettlement	41
5.1 Key messages	41
5.2 Evidence from existing literature	41
5.3 Stakeholders' perceptions of good practice	43
5.4 Case study with examples of good practice	45
6. Disclosure of offending behaviour	49
6.1 Key messages	49
6.2 Evidence from existing literature	49
6.3 Stakeholders' perceptions of good practice	50
6.4 Case study with examples of good practice	53
7. Partnership working and information sharing	57
7.1 Key messages	57
7.2 Evidence from existing literature	58
7.3 Stakeholders' perceptions of good practice	59
7.4 Case studies with examples of good practice	62
Appendix 1: Protocol between the NPTC Group and NPT LAC Education Service, NPT 16+ LAC and Leaving Care Team (Route 16), and Powys 16+ Team [not in document]	
Appendix 2: Protocol for information-sharing between Conwy and Denbighshire YOT and Grŵp Llandrillo Menai [not in document]	
Appendix 3: Conwy and Denbighshire YOT working arrangements for management of young people with sexual offences within education settings [not in document]	
Appendix 4: Risk management support document for ETE placements for young people who have completed their statutory order with the YOT [not in document]	
Appendix 5: Learner-led pro forma to accompany a young person on their journey through traineeship [not in document]	

Appendix 6: Ceredigion Multi-Agency NEET Service Practitioners' Handbook [not in document]

Appendix 7: Anonymised statement of arrangement between further education college and youth offending team [not in document]

Appendix 8: Memorandum of understanding between Careers Wales and YOT Managers Cymru 2013–2015 [not in document]

Foreword

Engagement and progression in education, training and employment (ETE) is a major protective factor in preventing offending and reoffending. Access to appropriate and quality ETE opportunities is critical to support young people involved in the criminal justice system when they leave compulsory education at 16.

Increasing youth engagement and progression is a key priority for the Welsh Government, as evidenced in the Youth Engagement and Progression Framework (YEPF) and the commitments set out in the joint Welsh Government and Youth Justice Board Strategy, *Children and Young People First*.

This resource illustrates how a multi-agency and holistic approach to the coordination of ETE provision can help to establish safe and achievable pathways to employment for young people involved in the criminal justice system.

Embedding and strengthening effective and systematic approaches to identifying young people who need support, and making sure they get the help they need to engage in ETE, will maximise their potential to achieve and narrow the gap in educational achievement between those young people involved in the criminal justice system and those who are not.

This resource draws upon the vast amount of good work already taking place, as well as feedback from professionals of 'what works' across a range of organisations. We recognise that frontline services are operating in very challenging financial times. We hope that the resource will help to promote a broader integrated approach from all organisations involved in delivering post-16 ETE opportunities for young people, and will support professionals to overcome common challenges and barriers, and focus on the specific needs of individual young people.

We wish to thank all those who took the time to engage and share their views during the development of this resource.

Youth Engagement and Progression
Welsh Government
February 2016

1. Key messages and audiences for the resource

Figure 1 offers an overview of the key messages from each chapter in this resource, and indicates who might benefit from reading and applying the learning within the case studies. This is to enable you to dip in and out of chapters that you may find most interesting. You can view the full text for each chapter and the individual case studies by clicking on the links within the table.

Figure 1: Summary of key messages and audiences

Chapter number and title	Key messages	Case studies	Case study target audience
Chapter 3 Challenges in delivering ETE to young people in the criminal justice system	<p>There are a number of potential challenges to engaging young people involved in the criminal justice system in ETE, which fall into four broad categories:</p> <ul style="list-style-type: none"> • Personal. • Environmental. • Operational. • Strategic. <p>A review of literature and interviews with professionals working in the field reveals suggestions for how to overcome these challenges, which are summarised in the chapter.</p>	No case studies.	No case studies.
Chapter 4 Young people's pathways into and through ETE	<p>There are several features of ETE provision that can improve the engagement of young people involved in the criminal justice system. These include:</p>	Tailoring provision and using social enterprise to promote engagement and progression in the community: Cwmbran Centre for Young People and	Community-based ETE providers.

Chapter number and title	Key messages	Case studies	Case study target audience
	<ul style="list-style-type: none"> • Early identification of young people at risk of disengaging from ETE. • Holistic provision to address the whole range of a young person's needs. • Personalised and consistent support throughout their whole ETE journey, based on establishing trusting relationships between young people and staff/volunteers. • Activity-based and vocational learning to suit kinaesthetic learners¹. • One-to-one and small group provision. • Managing young people's expectations of ETE provision and the potential outcomes they can be supported to achieve. 	<p>Randomz</p> <p>Tailoring ETE provision to promote engagement and progression in a secure setting: Hillside secure children's home</p> <p>Developing a local work experience scheme for NEET 16-18 year olds: Pembrokeshire Youth</p> <p>Seconding a Careers Wales advisor to a YOT to increase the intensity and quality of in-house ETE provision and support: YJS Ceredigion</p>	<p></p> <p>Secure settings.</p> <p>Youth services and community- based ETE providers.</p> <p>Youth offending teams.</p>
<p>Chapter 5 Resettlement</p>	<p>Resettlement that addresses the full range of a young person's needs plays a crucial role in a young person's continued engagement with ETE, as well as in the prevention of reoffending. The main recommendations in this area include:</p> <ul style="list-style-type: none"> • Early planning to avoid gaps in service provision. This includes in-reach into 	<p>Early resettlement planning and continued support after release to promote transition from custody to community-based ETE provision: Hillside secure children's home</p>	<p>Secure settings and community-based ETE providers.</p>

¹ Kinaesthetic learners prefer to learn by carrying out activities, rather than listening to a lecture, watching demonstrations or reading materials.

Chapter number and title	Key messages	Case studies	Case study target audience
	<p>custody by community-based providers.</p> <ul style="list-style-type: none"> • Striving for continuity in ETE provision within secure settings and the community to ensure that young people can access provision in both settings to contribute to their overall learning plans and goals. • Intensive wrap-around support following release from custody to address wider issues that might impact on engagement with ETE and to support transition into the community-based ETE provision. • Clear information sharing protocols between custodial and community-based settings. • Multi-agency panels and meetings to plan provision for individual young people and facilitate the handover process. 		
<p>Chapter 6 Disclosure of offending behaviour</p>	<p>Consistent, robust and sensitive procedures around disclosure of offending behaviour can have a positive impact on young people's engagement with ETE. They can lead to:</p> <ul style="list-style-type: none"> • Accurate and appropriate information being shared. • Disclosure contributing to appropriate 	<p>Appropriate disclosure that is used to manage risk and trigger additional wrap-around support: Conwy and Denbighshire YOT and Grŵp Llandrillo Menai</p>	<p>Youth offending teams and community-based ETE providers.</p>

Chapter number and title	Key messages	Case studies	Case study target audience
	<p>risk assessment and management.</p> <ul style="list-style-type: none"> • Disclosure resulting in additional/more holistic support being offered to young people. <p>Main recommendations in this area include:</p> <ul style="list-style-type: none"> • Encouraging young people to make the disclosure themselves when it is necessary. This includes advising young people on the legal requirements of disclosure and how to cast their disclosure in the most positive light to minimise negative responses from those providing ETE opportunities. • Consistent, robust and effective information sharing arrangements between partners. These should be based on mutual trust and work best when partners have a history of working together to support young people with criminal justice backgrounds to achieve successful ETE outcomes. 		
<p>Chapter 7 Partnership working and information sharing</p>	<p>Effective partnership working and information sharing can have a positive impact on young people’s engagement with ETE, in particular, with respect to:</p>	<p>YOS education officer delivering provision and support at an ETE centre: Partnership between Itec Llwynypia and Cwm Taf YOS</p>	<p>Youth offending teams and community-based ETE providers.</p>

Chapter number and title	Key messages	Case studies	Case study target audience
	<ul style="list-style-type: none"> • Smooth transition between services. • Appropriate tailoring of services to a young person's needs. <p>The main recommendations in this area include:</p> <ul style="list-style-type: none"> • Regular, consistent and transparent communication. • Robust information sharing protocols. • Multi-agency panels attended by key stakeholders. • Secondments or co-location of workers from key partner organisations involved in engaging young people involved in the criminal justice system in ETE. • Building relationships with new partners who can bring resources and expertise to create improved provision. 	<p><u>ETE providers collaborating to support early engagement and transition into more structured provision: Partnership between Itec Llwynypia and Llamau</u></p> <p><u>Merging youth justice services with youth services to increase integration of services under the NEET and pre-NEET agenda: Pembrokeshire Youth</u></p> <p><u>Youth outreach team supporting early intervention and engagement in ETE settings: Pembrokeshire Youth</u></p> <p><u>Using a multi-agency NEET practitioners group to deliver better coordinated identification and support of young people: Ceredigion</u></p>	<p>Community-based ETE providers.</p> <p>Local authorities, youth services and youth offending teams.</p> <p>Youth services, outreach services and youth offending teams.</p> <p>Local authority Engagement and Progression Coordinators and all professionals involved in facilitating ETE pathways for young people involved in the criminal justice system.</p>

2. About this resource

2.1 Introduction

This resource is aimed at professionals who support young people aged 16-18 involved in the criminal justice system to access and engage with education, training and employment (ETE). It seeks to help professionals in their work to improve outcomes for young people.

The resource was commissioned by the Welsh Government, with the support of the Youth Justice Board (YJB) Cymru. It was delivered by Cordis Bright, an independent research and consultancy organisation.

The resource offers summaries of good practice in key areas of work which help to support young people aged 16-18 involved in the criminal justice system to engage with ETE. It draws together:

- Evidence of effective practice based on a review of literature.
- Good practice examples and case studies based on professionals' experience of "what works" across Wales.
- Exemplars of protocols and other documentation used by professionals to support effective practice within their organisation or locality, which are included in the language in which they were produced.

2.2 Developing the resource

Figure 2 illustrates the approach taken to develop this good practice resource.

Figure 2: Approach to developing the resource



The research was conducted in two phases. Phase one included:

A review of relevant Welsh Government and YJB policy and guidance, with a particular focus on *Children and Young People First* and the *Youth Engagement and Progression Framework (YEPF)*². A rapid evidence assessment on effective practice in supporting young people in the criminal justice system to engage with ETE, to sustain their engagement and to progress. The strength of the evidence reviewed was rated by Cordis Bright using the criteria based on those outlined in the YJB's *Effective Practice Identification and Dissemination* (2013) report (see Figure 3 for a summary).

<https://www.justice.gov.uk/downloads/yjb/effective-practice-identification.pdf>.

- Telephone interviews with 22 key stakeholders involved in the design and delivery of ETE pathways for young people involved in the criminal justice system. The interviews ascertained stakeholders' perceptions of barriers and effective practice, and gathered evidence of existing effective practice. Stakeholders were drawn from the public, private and voluntary sectors. They included local authority Engagement and Progression Coordinators and representatives from YJB Cymru, youth offending teams (YOTs), work-based learning (WBL) providers, Careers Wales, colleges, and secure settings (HMP Parc and Hillside Secure Children's Home).

Phase two involved 13 follow-up interviews with stakeholders from a number of organisations in which good practice was identified. These organisations were selected to ensure that a variety of types of agencies, partnerships and pathways were represented within the resource, and not on the basis of geographic or demographic factors. The information provided within these interviews was used to develop the case studies with examples of good practice presented in chapters 3 to 6.

The draft resource was presented and discussed at a workshop with representatives from Welsh Government, YJB Cymru and 13 professionals who support young people involved in the criminal justice system to engage with ETE. Their feedback was incorporated into the final resource.

² Welsh Government and Youth Justice Board. (2014). *Children and Young People First*. Welsh Government. Available at: <https://www.gov.uk/government/publications/youth-justice-strategy-for-wales-children-and-young-people-first>

Welsh Government. (2013). *Youth engagement and progression framework - Implementation plan*. Welsh Government. Available at: <http://gov.wales/topics/educationandskills/skillsandtraining/youthengagement/?lang=en>

2.3 Rationale for the resource

The resource was developed in response to feedback from professionals, and particularly from survey consultation with YOTs regarding the YEPF³. This feedback suggested that professionals value the clarity provided by the principles of the YEPF but would appreciate more guidance on how to implement elements of the YEPF, as well as information about good practice already being implemented in other regions, organisations and partnerships.

The resource is not designed as an exhaustive account of all aspects of supporting young people involved in the criminal justice system into ETE. Nor does it include all possible examples of good practice within the work areas discussed. Some good practice examples are replicated within other localities and organisations. However, in order to avoid the resource becoming too lengthy, multiple examples of the same practice are not included.

The organisations which are the focus of case studies were primarily selected to ensure that a variety of types of agencies, partnerships and pathways were represented within the resource, and not on the basis of geographic or demographic factors.

A number of the examples relate to practices to support young people who are not in education, training or employment (NEET) or who are at risk of becoming NEET, and not specifically young people who are involved in the criminal justice system. This is because interviewed stakeholders often expressed that provision for young people involved in the criminal justice system is not separated from provision for other vulnerable young people.

Similarly, stakeholders did not always identify distinct practices for supporting young people aged 16-18. For example, early identification of these young people might ideally occur prior to them leaving school (i.e. when they are under 16). Equally, some pathways and provision cater for those aged 16 and over but do not necessarily offer different pathways for 16-18 year olds, when compared with those aged 19 and over. Where practice explicitly relates to those aged 16-18, this is specified within the resource.

Stakeholders who participated in interviews referred to a number of issues that are outside the scope of this resource. These included:

- A lack of clear, up-to-date guidance on disclosure of criminal offences.

³ Welsh Government and Youth Justice Board. (2015). Youth Engagement and Progression Framework Survey. Not publically available.

- An absence of common, simple definitions of key criminal justice terminology for use by ETE providers.
- An absence of “dos and don’ts” guidance for ETE providers around engaging with young people with offending backgrounds.

It is anticipated that further research will be undertaken in the future, and that additional resources will be developed to respond to gaps in guidance and resources identified by professionals. Therefore, this resource seeks to respond quickly to professionals’ requests for good practice examples and to offer an initial summary of what is known about effective practice in this field in Wales.

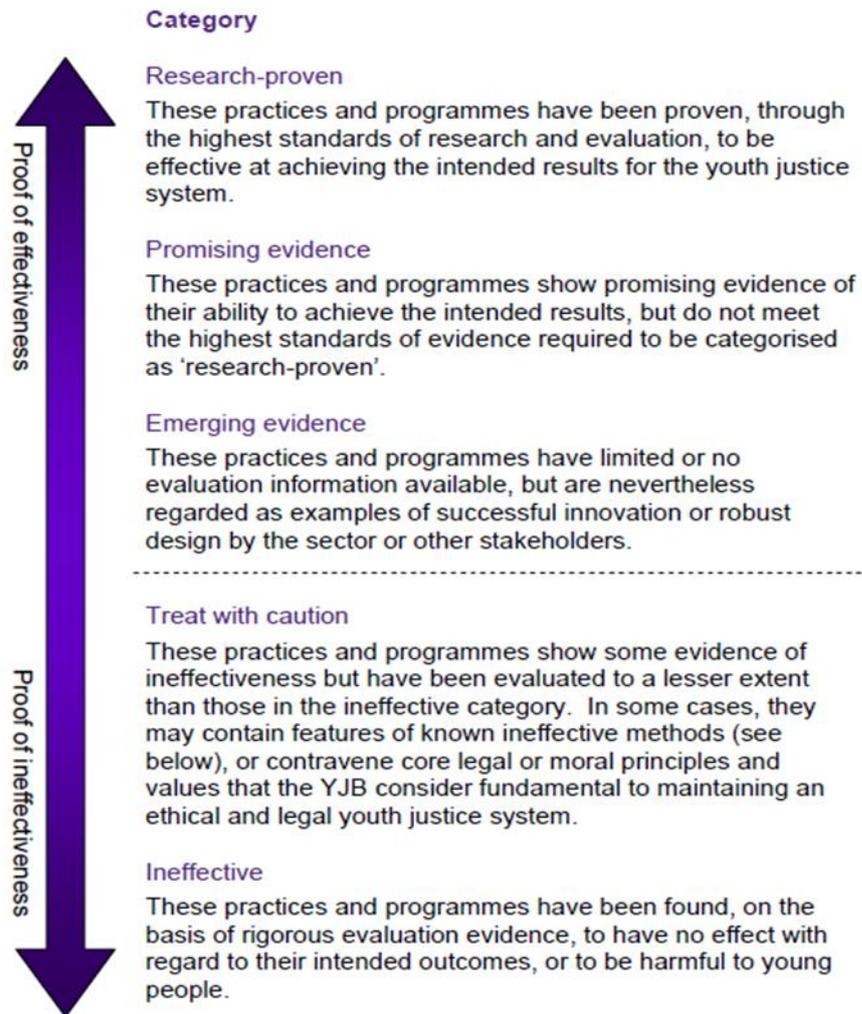
2.4 Rating the practice examples

Welsh Government and YJB Cymru recognise that practice in supporting young people to engage with ETE is evolving in all localities and organisations, and that this extends to work that may target young people aged 16 to 18 involved in the criminal justice system. Thus many of the practices identified within this resource would be categorised by Cordis Bright as emerging good practice under the YJB’s effective practice classification categories⁴. The categories are shown in Figure 3.

This means that the practice examples included in this resource have not been formally assessed as effective by the Welsh Government, Youth Justice Board (YJB) or other evaluation mechanisms; they are under continual review and modification by partners involved in their design and delivery. Nevertheless, these practices may provide a starting point for professionals seeking to build on their existing practices and/or tackle specific areas that they find challenging.

⁴ Youth Justice Board. (2013). Effective Practice Identification and Dissemination. Youth Justice Board.

Figure 3: YJB effective practice classification categories



3. Challenges in delivering ETE to young people in the criminal justice system

3.1 Overview

This chapter summarises the primary challenges to engaging young people involved in the criminal justice system in ETE and presents suggestions on how to overcome these. The information presented in this chapter is drawn from reviewed literature and from interviews with professionals working in the field.

3.2 Summary of challenges and suggested responses

Figure 4 presents the primary challenges to engaging young people involved in the criminal justice system in ETE and suggestions for how to overcome these. In particular, the outline of key challenges builds on the types of barriers identified by the YJB⁵. The challenges fall into four broad categories:

- Personal.
- Environmental.
- Operational.
- Strategic.

Chapters 0 to 0 provide more detail on aspects of good practice that emerge as crucial to tackling a number of challenges in facilitating access to ETE for young people aged 16 to 18 involved in the criminal justice system.

⁵ Youth Justice Board. (2006). Barriers to engagement in education, training and employment. Youth Justice Board. Accessible here: <http://yjbpublications.justice.gov.uk/Resources/Downloads/Barriers%20to%20ETE%20report%20FINAL.pdf>

Figure 4: Challenges in ETE provision to young people with criminal justice backgrounds and suggested solutions

Type of challenge	Specific challenge	Description	Suggestions for overcoming challenge
Personal	Previous negative experiences of ETE.	Young people with criminal justice backgrounds have often experienced low attainment and stigmatisation within ETE, and particularly at school. They may have become detached or disengaged from ETE.	<ul style="list-style-type: none"> • Consistent relationships between staff and young people, based on regular communication, transparency and trust. • Supporting young people to develop confidence and self-esteem by emphasising their own agency in successful engagement with ETE and celebrating their achievements. • Tailoring provision to meet a young person's needs, interests and expectations. This maximises the chances of sustaining engagement and achieving successful outcomes.
Environmental	Delivering ETE pathways in rural areas.	<p>Delivering ETE pathways in rural areas poses some specific challenges:</p> <ul style="list-style-type: none"> • Fewer ETE opportunities, and particularly work experience and employment opportunities. This may mean that there are not enough opportunities for all young people or that available opportunities do not match young people's interests. • Lengthy travel times or high travel costs to access 	<ul style="list-style-type: none"> • Work with local partners, such as employers and the voluntary and community sector, to increase the availability and geographical spread of ETE opportunities. • Exploring low-cost travel options, such as community transport. • Provision of travel warrants to young people to enable them to travel to ETE provision for free on public transport.

Type of challenge	Specific challenge	Description	Suggestions for overcoming challenge
		opportunities.	
	Supporting progression to employment in a challenging economic context.	The current economic environment has impacted on both funding available for ETE provision and the wider labour market, which is ultimately the source of job opportunities for young people who progress through ETE provision.	<ul style="list-style-type: none"> • Reviewing the current provision and reallocating funding to provision which is proven to be most effective in leading to employment. • Broadening the available work experience and employment opportunities, for instance through public sector scholarships, apprenticeships, paid work opportunities, the use of the social enterprise model and the use of community benefits clauses within local authority contracts.
Operational	Lack of continuity for learning between custody and the community.	There is often a lack of continuity between learning opportunities provided in custody and in the community. This can lead to young people beginning qualifications/learning opportunities in one setting, which they are unable to continue in another. In addition, shortcomings in the transfer of information between custodial and community settings may mean that records of young people's ETE attainments and plans are not communicated between the settings, leading to duplication of learning or delays/breakdowns in	<ul style="list-style-type: none"> • Strengthening information sharing practices between custodial and community settings to better transfer information about young people's ETE engagement, needs, plans, progress and achievements. • In-reach into custody by community-based agencies, to assess and set up ETE packages in advance of a young person's release date. • Use of Release on Temporary Licence (RoTL) to enable young people approaching release to visit community-based ETE settings. • Ensuring that ETE provision is available to young people immediately on release from custody, including offering short-term

Type of challenge	Specific challenge	Description	Suggestions for overcoming challenge
		planned ETE pathways for individual young people.	<p>provision to bridge any waiting times for suitable longer-term provision.</p> <ul style="list-style-type: none"> • Attempts where possible to enable young people in custody to continue on ETE pathways they commenced in the community, or to maintain engagement enough to be able to pick up this pathway on release. Examples of methods include: distance learning; 1-to-1 ETE support; encouraging those staff in secure settings who are not specialist ETE staff (e.g. prison officers) to take a more active interest in the ETE of young people.
	Available provision does not match the interests or preferred learning styles of young people.	Young people with criminal justice backgrounds often engage best with kinaesthetic learning activities and enjoy learning practical skills and ETE provision that they feel is directly work-related. At present, provision does not always cater to these preferences.	<ul style="list-style-type: none"> • The learning environment should be adapted to suit the needs of high numbers of young people in this cohort. For instance, stakeholders reported that small class size, activity-based learning and work-related learning are all beneficial in engaging young people with criminal justice backgrounds. • A young person's individual learning styles and needs should be assessed systematically at the start of their engagement and delivery should be tailored where possible to suit their style and needs.
	Lack of provision for young people	A disproportionately high number of young people with criminal justice backgrounds have SEN/ALN, when	<ul style="list-style-type: none"> • High staff to young person ratios to enable 1-to-1 support and small group provision. • Provision of additional funding to recruit

Type of challenge	Specific challenge	Description	Suggestions for overcoming challenge
	with special educational needs (SEN)/additional learning needs (ALN) or challenging behaviour.	compared to those without criminal justice backgrounds ⁶ . At present, ETE pathways for young people with criminal justice backgrounds do not always offer adequate support for those with SEN/ALN or challenging behaviour, which can lead young people who need this support to disengage from ETE or to be excluded from provision.	<p>specialist staff to work with young people with SEN or challenging behaviour.</p> <ul style="list-style-type: none"> • Provision of specialist training to existing staff on working with young people with SEN/ALN or challenging behaviour.
Strategic	Strategic partners do not always adequately address the scale and nature of issues affecting operation.	<ul style="list-style-type: none"> • There is sometimes a lack of clarity about which partner has lead responsibility for strategy, or for translating strategy into practice. • Existing protocols between partners do not always address all necessary issues or contain the level of detail required. • Partners involved in developing strategy do not always have an adequate understanding of the youth justice system. 	<ul style="list-style-type: none"> • Local authorities assuming lead responsibility for making provision for ETE needs of all young people involved in the criminal justice system⁷. • Introducing more detailed written protocols and cross-organisational agreements to promote effective, rigorous and consistent partnership working and information sharing based on shared goals and a thorough understanding of each other's practices and responsibilities. • Increasing knowledge and awareness among all professionals delivering ETE of

⁶ See, for example: <http://www.prisonreformtrust.org.uk/Publications/vw/1/ItemID/67>.

⁷ The need for local authorities to take this lead responsibility for ensuring appropriate ETE provision is clearly articulated in the Welsh Government's (2015) *Inclusion and Pupil Support draft guidance*, which is available here: <http://gov.wales/docs/dcells/consultation/151216-inclusion-and-pupil-support-draft-guidance-en.pdf>

Type of challenge	Specific challenge	Description	Suggestions for overcoming challenge
		<ul style="list-style-type: none"> Organisations delivering ETE for young people involved in the criminal justice system have different objectives, targets and risk assessment procedures. This may cause delays and inconsistencies in ETE provision and pathways. 	<p>the challenges young people may encounter once they are involved in the criminal justice system.</p>

4. Young people's pathways into and through ETE

4.1 Key messages

There are several features of ETE provision that can improve the engagement of young people involved in the criminal justice system. These include:

- Early identification of young people at risk of disengaging from ETE.
- Holistic provision to address the whole range of a young person's needs.
- Personalised and consistent support throughout their whole ETE journey, based on establishing trusting relationships between young people and staff/volunteers.
- Activity-based and vocational learning to suit kinaesthetic learners⁸.
- One-to-one and small group provision.
- Managing young people's expectations of ETE provision and the potential outcomes they can be supported to achieve.

Case studies of emerging good practice focus on the following approaches and organisations:

- Tailoring provision and using social enterprise to promote engagement and progression in the community: Cwmbran Centre for Young People and Randomz.
- Tailoring ETE provision to promote engagement and progression in a secure setting: Hillside secure children's home.
- Developing a local work experience scheme for NEET 16-18 year olds: Pembrokeshire Youth.
- Seconding a Careers Wales advisor to a YOT to increase the intensity and quality of in-house ETE provision and support: Youth Justice Service (YJS) Ceredigion.

⁸ Kinaesthetic learners prefer to learn by carrying out activities, rather than listening to a lecture, watching demonstrations or reading materials.

4.2 Evidence from existing literature

The literature identifies four main areas of good practice to support young people's engagement in ETE:

- Early identification of young people who are NEET or at risk of becoming NEET.
- Young person-centred provision and wrap-around support.
- Activity-based learning and vocational learning.

These are described in more detail in Figure 5

.

Figure 5: Good practice in supporting young people’s engagement with ETE – evidence from literature review

Good practice area	Description
Early identification of young people.	<p>Early identification of young people involved in the criminal justice system who are at high risk of becoming NEET in the future is crucial to promptly address these young people’s needs and designing an appropriate intervention to support them. Early identification tools should focus on:</p> <ul style="list-style-type: none"> • Identification of risk factors. • Weighting of risk factors. • Implementation of support packages.
Young person-centred provision and wrap-around support.	<p>A focus on young people’s individual needs can contribute to facilitating their engagement with and access to ETE. In particular, young people often find it helpful to receive targeted support in the following areas:</p> <ul style="list-style-type: none"> • Addressing wider psychological, social and practical issues: wrap-around support can increase stability for a young person, improve their overall wellbeing and maximise the chances that they engage successfully with ETE. • Overcoming negative perceptions of ETE: a professional who is aware of a young person’s past negative experiences in school or at work is in the best position to motivate them to re-engage with ETE opportunities.
Activity-based learning and vocational learning.	<p>Activity-based learning and vocational learning through work experience often suit the learning styles and interests of young people with criminal justice backgrounds. These activities give young people an opportunity to learn and apply their learning in practical ways, often achieving outcomes that can boost their confidence.</p>

4.3 Stakeholders' perceptions of good practice

Stakeholders identified the crucial importance of:

- **Staff recruitment, training and development that supports consistent practice and develops core competencies within the workforce.**
- **Personalised, holistic and consistent support.** This builds rapport and ensures that a young person's needs and interests are identified and promoted. This support is often provided by key workers within the ETE provider, learning support staff and mentors, including peer mentors. If a young person requires support to address more complex emotional and psychological issues then counsellors play a key role. These may be linked to the ETE setting (e.g. in schools or colleges) or may be provided via another service (e.g. Child and Adolescent Mental Health Services) as part of multi-agency support for a young person. Staff who are especially dedicated to getting to know the young people's needs and circumstances can promote their engagement with ETE in various ways, for instance, by directing the young person towards suitable opportunities and support services or by taking a young person to their ETE-related appointments.
- **Tailoring the content and structure of ETE provision to match young people's needs and circumstances.** Stakeholders believe that effective ETE provision for young people involved in the criminal justice system often has the features outlined in Figure 6.

A number of interviewed stakeholders cited Symud Ymlaen Moving Forward (SYMF) as an example of a provision specifically targeting young people aged 16-18 who have been involved in the criminal justice system. Many of these stakeholders reported that the SYMF provision is effective in engaging young people in ETE and supporting them to progress within it. More information about SYMF can be accessed here:

<http://www.symfwales.org.uk/>

However, SYMF has not been included as a good practice example because details of its implementation and impact are already provided by an independent evaluation report.

https://www.biglotteryfund.org.uk/prog_getting_ahead

Figure 6: Features of effective ETE provision

Feature	Description
Supporting engagement	<p>This includes:</p> <ul style="list-style-type: none"> • Getting to know a young person’s specific needs before they access provision or very early on in their engagement. • Accommodating erratic engagement where possible. • Supporting the young person to address practical, social, behavioural and emotional factors that might impact negatively on engagement. • Supporting re-engagement if a young person disengages from provision, by offering more than one chance to engage. • Building trust and rapport with other partners who can provide opportunities to young people, such as employers.
Managing the young person’s expectations	<p>This means being realistic about what the young person can achieve and striking a balance between their aspirations and the provision that is actually available.</p> <p>Careers Wales has developed an online prospectus of post-16 ETE opportunities, which presents a summary of provision available in different localities. It is designed to be accessed by young people with or without support from professionals. It can be accessed here:</p> <p>http://www.careerswales.com/en/cap/</p>
Mixing theoretical learning and practical activities	<p>Young people involved in the criminal justice system are often kinaesthetic learners, so they find it more engaging to learn in varied environments, rather than through standard classroom-based activities.</p>
One-to-one and small group provision	<p>Small class sizes ensure that the young people receive personalised, tailored interventions and tend to increase their confidence and sense of ease in the setting.</p>
Supporting integration in mainstream	<p>Many providers offer additional support as required to enable young people involved in the criminal justice system to access mainstream provision alongside</p>

Feature	Description
provision	learners who are not involved with the criminal justice system. This makes sure that the young people involved in the criminal justice system do not feel isolated or stigmatised. It also avoids duplication of services.
Continued support	This means continued support following transition out of a service (e.g. continued support by YOT/Careers Wales/other identified agency or mentor).

4.4 Case studies with examples of good practice

4.4.1 Tailoring provision and using social enterprise to promote engagement and progression in the community: Cwmbran Centre for Young People and Randomz

Who might replicate this practice?

Community-based ETE providers seeking to improve the engagement and outcomes of young people involved in the criminal justice system.

What are the benefits of replicating this practice?

- The social enterprise model used here generates income to support the sustainability of Cwmbran Centre for Young People (CCYP).
- Both CCYP and Randomz engage young people in activity-based learning which:
 - Provides them with practical skills to increase their employability.
 - Encourages them to lead projects and generate their own ideas to improve the provision.
 - Builds their sense of ownership of CCYP and Randomz, and hence improves their engagement.
 - Supports the day-to-day running of CCYP and Randomz.

About the organisations

CCYP is a charity working with young people aged 7-25. It is based in the centre of Cwmbran, with easy access to local transport links. It acts as a local hub for young people wishing to access support and activities, including ETE provision. CCYP's traineeship programme targets young people aged 16-18. CCYP normally has between 10 and 20 young people undertaking traineeships at any one time and usually one or two of these young people are or have been involved in the criminal justice system.

CCYP is the parent company of a social enterprise called Randomz, which provides young people with training, skills and support to gain employment or set up their own business/social enterprise. It also hosts a traineeship programme targeting young people aged 16-18. Randomz generates income through the design, manufacture, recycling and sale of products. It therefore contributes to the sustainability of CCYP, making it less reliant on grants and contracts.

Randomz has a website, which can be accessed here: <http://www.randomz.co.uk/>.

Content and structure of provision to suit young people involved in the criminal justice system: elements to replicate

1. Offer integrated provision

Young people with and without offending backgrounds access the same provision at CCYP and Randomz, although the support they receive to engage with the provision varies based on need. The aim is to support young people from all backgrounds to integrate and feel comfortable within the centre, and to avoid marginalising or stigmatising young people because of their background.

2. Create centres which act as hubs

CCYP and Randomz deliver or host as much provision as possible in-house at the centres. CCYP runs a daily drop-in and youth groups in the evenings, which focus on engaging young people in the centre prior to encouraging them to engage with more structured ETE provision. CCYP also hosts activities by other local services and groups that support young people, including inviting other training providers to deliver sessions. This both increases the range of opportunities via which a young person can begin their engagement at the centre, and encourages them to progress between opportunities within an environment in which they are confident and comfortable.

3. Use activity-based learning as a basis for provision

Much of the learning within ETE provision at CCYP and Randomz is activity-based. CCYP encourages young people to take responsibility for specific projects and to learn by delivering these. Examples include: arranging the centre's open day and visits to the centre by local organisations; running a local food bank; running seasonal activities (e.g. selling Christmas trees); and running the centre's catering (from food shopping to cooking). Randomz' status as a social enterprise informs much of its ETE provision. Young people on traineeships work as sub-contracted employees in the social enterprise, which centres on the design, manufacture, recycling and sale of products. Randomz also runs courses on creative arts and sports, some of which are accredited.

4. Promote smooth transition between partner services

As CCYP and Randomz are closely linked and are only about a mile apart, it is easy for young people to move between the two centres. When young people access CCYP or Randomz for ETE support, they undertake an assessment to choose the most appropriate pathway for them. Young people who join either organisation thus have a bespoke pathway depending on their interests and needs: this means that a young person can engage with Randomz' activities first and then access an opportunity at CCYP, or vice versa.

Supporting young people involved in the criminal justice system to engage and progress: elements to replicate

1. Consult young people and act on their suggestions

CCYP and Randomz develop their provision in response to regular consultation with young people. They run courses and projects that young people express an interest in and enjoy doing. Randomz was set up following a consultation with 250 young people.

2. Promote a sense of ownership

Young people are encouraged to take ownership of aspects of the day-to-day running of the centres (such as working in the social enterprise at Randomz or doing the catering at CCYP). This promotes engagement because young people feel a sense of pride in the centre, and in their role within it.

3. Offer dedicated one-to-one and group support

All young people at the centres have a key worker and a training officer. Randomz does a risk assessment for each young person with a criminal justice background and then offers them intensive support to develop their skills and help them overcome barriers they may be facing. Young people with an offending background participate in specific small group work and one-to-one sessions.

4. Host activities run by the YOT

The local YOT uses CCYP premises to run a discussion group for young people with a criminal justice background. This does not directly involve CCYP staff but using the premises familiarises the young people with the centre and sometimes young people have accessed CCYP provision following attendance at these sessions.

5. Be flexible within your provision

As CCYP is open in the evenings and on Saturdays, it offers young people the opportunity to engage at times which suit them. In addition, CCYP tries to work with erratic engagement by enabling young people to catch up on missed hours at another time. Staff are also sensitive to a young people's moods and how these might impact on the quality of their engagement: for example, if a young person arrived feeling very angry or stressed, they would be offered support but also the chance to return another day to complete their ETE hours.

6. Build in practical support to progress into employment

In supporting young people to progress onto employment at another organisation, Randomz offers practical support

with issues like buying/washing appropriate clothes, getting a haircut, and having something to eat and drink on the day of an interview.

4.4.2 Tailoring ETE provision to promote engagement and progression in a secure setting: Hillside secure children's home

Who might replicate this practice?

Secure settings seeking to improve young people's engagement in their in-house ETE provision.

What are the benefits of replicating this practice?

- Delivering short, accredited courses maximises the chance that a young person can complete one or more course during their time in custody. It also ensures that qualifications are transferable and contribute to a young person's overall progress through ETE.
- Involving young people in planning their ETE journey, providing intensive support to engage and rewarding engagement promotes improved engagement with in-house provision.

About the organisation

Hillside secure children's home is a 22-bed unit. 6 beds are youth justice beds⁹, which are for young people aged 11-18. The average length of stay at Hillside is around three months. In Hillside, the education component is compulsory. Many young people who come into Hillside have not had an opportunity to positively engage with education before and often thrive on the stability offered by Hillside.

Content and structure of provision to suit young people involved in the criminal justice system: elements to replicate

1. Deliver short courses

Hillside delivers several practical short courses in-house. These maximise the number of young people who can attend and complete them during their stay at Hillside. They are also well-suited to young people who may have

⁹ Up to and including March 2016, YJB contracted for 10 youth justice beds were at Hillside SCH. This was reduced to 6 as of April 2016, to reflect the continued fall in the numbers of children in custody.

negative experiences of engaging with mainstream education. Short courses:

- Act as taster sessions for young people to help them to decide on their interests and longer-term plans for ETE.
- Only require young people to apply themselves for a short period of time. This is useful for young people who may not be accustomed to applying themselves for long periods of time and may not be able to sustain longer engagement.
- Offer regular opportunities to complete a course and receive a certificate. This is helpful in building young people's confidence and self-belief in relation to ETE.

2. Offer activity-based learning opportunities

Hillside has good facilities to support activity-based learning, including a gym, a construction room and workshops. Examples of more practical courses which are offered include creative arts, recycling and cooking.

3. Deliver accredited courses

Hillside offers some courses that are accredited by Agored Cymru. The Agored Cymru units are recognised by many other providers and this avoids duplication when a young person leaves custody and starts ETE in the community.

4. Host courses by external agencies

Hillside invites local agencies to run short courses in the establishment. Examples include the fire service, football and rugby clubs. This has the benefit of introducing the young people to professionals in a range of different roles. It can raise their aspirations and provide them with ideas for their own ETE progression. It also encourages them to interact with adults who are not on the Hillside staff.

Supporting young people involved in the criminal justice system to engage and progress: elements to replicate

1. Involve the young person in planning a bespoke pathway through ETE in custody and the community

Hillside receives detailed information on a young person prior to their arrival from the YOT and/or local authority. On arrival at Hillside, a young person completes a core skills assessment, which is repeated when they leave as a measure of progress. Young people participate in an initial planning meeting in which they discuss their aspirations and contribute to planning their ETE pathway, starting with in-house provision at Hillside and extending to planning for

ETE provision following resettlement.

2. Provide intensive, wrap-around support to enable young people to engage with ETE

Hillside offers intensive, wrap-around support to young people. This includes daily one-to-one support to address a range of issues that might impact on their engagement with ETE. It also involves preparatory work to make sure that a young person is ETE-ready before they leave, including:

- Building soft skills, such as confidence and communication.
- Developing employability skills via mock interviews, work tasters, CV work and personal budgeting.

3. Use rewards to promote engagement with ETE

Hillside uses a reward system to encourage young people to engage with ETE and other available support. Young people receive points for attending key work sessions, good behaviour and performance during activities. Points unlock different bonuses, such as: more facilities in their bedroom; access to increased association and recreational activities; later bedtime or increased pocket money.

4.4.3 Developing a local work experience scheme for NEET 16-18 year olds: Pembrokeshire Youth

Who might replicate this practice?

Youth services and community-based ETE providers wishing to establish a work experience scheme, improve their existing scheme or build networks with local employers.

What are the benefits of replicating this practice?

- The scheme is a progression route for young people into:
 - Employment with the participating employer. Following the first scheme with Sodexo, 43% of young people were offered employment with Sodexo. Following the second scheme with Sodexo, one young person with a criminal justice background was offered an apprenticeship.
 - College and further education. 29% of young people who participated in the first Sodexo scheme enrolled at college.
 - Sponsorship by the participating employer. Following the scheme with Burns Pet Nutrition Ltd, the employer agreed to offer ongoing support to four young people. This included sponsorship to engage in further ETE.
- Young people report positive outcomes of attending the scheme, such as:
 - Discovering a desire to work and/or move on to other ETE opportunities.
 - Increased motivation, self-efficacy, self-confidence and self-belief.

About the scheme

Delivering the Difference for a Better Tomorrow, Pembrokeshire Youth's work experience scheme, was developed to provide a positive work experience opportunity to NEET young people who either: (a) did not access work experience during years 10 and 11, or (b) had a negative experience of their school work experience scheme.

The scheme is led by the targeted youth team and targets young people aged 16-21. This includes young people who are involved in the youth justice team in Pembrokeshire Youth or who have been involved in the criminal justice system in the past. Approximately two thirds of young people who access the scheme are aged 16-18.

Initial rounds of the scheme ran with a single employer, either Sodexo Defence Services or Burns Pet Nutrition Ltd. As of Spring 2016, the scheme will run with multiple employers, each of which will offer two placements. The initial training week for the young people will be held centrally in partnership with Careers Wales before young people then go out onto their placements with different employers. This has increased the range of industries and localities included on the scheme, in the hopes of better matching a young person's interests and area of residence to their placement.

The scheme won the 2015 Youth Work in Wales Excellence Award for an outstanding project that supports young people into education, employment or training. A short video about the scheme can be accessed here:

<https://www.youtube.com/watch?v=FODNmdc-3oU&feature=youtu.be>

Content and structure of provision to suit young people involved in the criminal justice system: elements to replicate

1. Offer a short scheme, including preparation for work training following by a two-phase placement

Delivering the Difference is a three-week scheme, which is structured as follows:

- **Week 1: Training:** Young people undertake a week's training to prepare them for the workplace. This includes qualifications in Emergency First Aid at work (provided by the army) and a Level 2 qualification in Food Safety and Catering. It also includes skills for the workplace, such as customer service and dealing with conflict. In addition, it includes employability skills, such as CV writing and interview skills. Where possible, the training aims to account for the varied learning styles of individual young people who participate.
- **Week 2: Generic work experience:** Young people attend their placement site and try out a range of different areas of the employer's work. This is not restricted to the core business of the employer and may include areas such as retail, catering, hospitality, cleaning, HR and administration.
- **Week 3: More specific work experience:** Young people attend their placement site for a further week of more in-depth experience in a chosen area of work. Where possible this is based on an interest the young person identified

in week 2.

Supporting young people involved in the criminal justice system to engage and progress: elements to replicate

1. Use a staged application process to ease transition onto the scheme

Prior to being accepted onto the scheme, young people complete a short application form. They then attend an informal interview with a youth worker to discuss what the programme entails. Following this, they attend a taster day at a placement site. Their place on the scheme is then confirmed.

2. Assess risk in-house and only initiate disclosure if a young person's offending history poses a direct risk in the workplace

Pembrokeshire Youth's in-house risk assessment for the scheme includes assessment of a young person's offending history. Disclosure of offending behaviour, as with any other challenging circumstances or behaviour, is only made to an employer if it is likely to pose a direct risk in the workplace. Employers have to date been happy with this arrangement because they accept Pembrokeshire Youth's expertise in working with young people and managing behaviour and risk.

3. Allocate a designated youth worker to each employer

During the scheme each employer is provided with a designated youth worker, who acts as a mentor to the young people on placement and also as a single point of contact for the employer if they have any concerns or feedback. This worker attends the placement site on an ad hoc basis to check in with young people and employers. The worker's involvement varies depending on the needs of the young people and the employer, but generally tends to be more intensive in week 2 and then less intensive as the young people become more confident and established in week 3 of the scheme.

4. Facilitate travel to placements

If necessary, young people are provided with travel warrants to enable them to travel to placements.

Recruiting employers to the scheme: elements to replicate

By the end of 2015, Pembrokeshire Youth had approached approximately 35 employers and around half of these had expressed interest in the scheme.

1. **Underline that the scheme carries no costs to employers and emphasise benefits to them**

The targeted youth team makes the first approach to employers by letter, which underlines that there are no costs to the employer of participating in the scheme but that it can offer a practical mechanism for introducing new potential employees or apprentices into the workplace.

2. **Invest time early in building relationships with employers**

The initial approach letter to employers is followed up by a phone call and then by a visit to those employers who express interest in the scheme. The targeted youth team aims to make personal, face-to-face contact with individuals at an employer, rather than using corporate channels in which the message might be lost. This may reduce the chances of getting caught up in complex bureaucratic processes that hinder recruitment of employers to the scheme.

3. **Focus on local employers**

Local employers who have a stake in the economic and social success of region are more likely to buy into the scheme.

4. **Focus on employers with a history of offering opportunities to young people**

Pembrokeshire Youth targeted Sodexo initially because the company already had experience of working with NEET young people in partnership with the Princes Trust. They have also contacted employers already on the database for school-age work experience schemes.

5. **Plan the scheme in the context of the local labour market and flashpoints in demand**

Pembrokeshire Youth considers the local labour market to determine those industries which might be represented on the scheme. For example, they have made contact with employers via a local-authority-led group offering business support to employers working in catering and hospitality. They also seek to run schemes at times of the year when employers are likely to have need of young people on placement (such as during high season for tourism).

6. Include provisional dates for schemes in the approach to employers

Pembrokeshire Youth feels that employers are able to commit more meaningfully to the scheme if they have advanced knowledge of the dates when it will run. Employers can then consider whether they will have capacity to be involved at those times and to plan their involvement in advance.

4.4.4 Seconding a Careers Wales advisor to a YOT to increase the intensity and quality of in-house ETE provision and support: YJS Ceredigion

Who might replicate this practice?

YOTs wishing to increase the intensity and quality of in-house ETE provision in local authority areas where resources can be identified to fund a seconded Careers Wales advisor.

What are the benefits of replicating this practice?

- Seconding a Careers Wales advisor to a YOT provides:
 - Specialist ETE support for young people aged 16-18 which is more intensive than the universal services provided by Careers Wales, and can complement provision delivered by YOT staff.
 - Direct access to the Careers Wales database, meaning information can be shared with YOT workers to enable improved tracking and planning of a young person's ETE journey.
 - Multiple opportunities for informal information sharing between the Careers Wales advisor and YOT workers, due to the co-location of staff.
- Increasing resources to deliver more intensive in-house ETE provision and support can increase a young person's chances of sustained engagement with an external provider via:
 - Increased preparatory work to equip young people with the skills and confidence to engage with external provision.
 - More intensive support to smooth transition to external provision.
 - Greater ongoing support to sustain engagement with external provision.

Promoting sustained engagement with external ETE provision is likely to lead to improved ETE outcomes for young people.

About the organisation

A careers advisor from Careers Wales is seconded to YJS Ceredigion three days a week. The goal of the careers advisor is to move young people into ETE or sustain their engagement if they are already accessing an opportunity.

The YJS case manager engages first with a young person. Through the case manager's work and discussions with the young person, the case manager identifies the young person's ETE needs and then refers the young person to the careers advisor.

Supporting young people involved in the criminal justice system to engage and progress: elements to replicate

1. Tailor provision to suit assessed learning style and needs

The Careers Wales advisor at YJS Ceredigion assesses the learning style of all young people accessing ETE support and tailors provision to match their learning style and needs. Much of the in-house provision is activity-based and designed to suit kinaesthetic learners because this is the preferred learning style of 76% of young people at the YJS. Young people also complete a speech and language assessment. Those who find it difficult to communicate can join the Talk About programme, which involves group activities to promote communication and social skills.

2. Involve the young person in planning a bespoke pathway through ETE

The careers advisor works with each young person to devise an individual learning plan, which is reviewed regularly. Goals on the plan relate to work a young person can do in-house at the YJS and also to external provision they may access.

3. Provide intensive support to prepare young people to engage with external ETE provision

The Careers Wales advisor and the young person meet regularly on a one-to-one basis. They work together on areas such as self-awareness, emotional intelligence, language and communication and behaviour in the workplace (focusing on the importance of attending regularly, being punctual and following employers' procedures). Motivational interviewing is a key tool that the careers advisor uses with young people. This can help them to find, sustain and build motivation, and to remain engaged with the YJS. Sometimes the external ETE provision a young person would like to access is not immediately available and regular contact with the careers advisor can be a means to ensure that the young person does not lose interest and disengage whilst waiting.

4. Offer practical and emotional support to smooth the transition to external ETE provision

Prior to a young person accessing external provision, the Careers Wales advisor liaises with the ETE provider to

increase their understanding of any specific challenges a young person faces and particular ways in which they can be supported. This can improve the young person's initial experience at the provider by helping the provider to adapt their approach to suit the individual young person. In addition, the advisor often accompanies the young person to meet the ETE provider before the opportunity starts and also on their first day at the new opportunity. This can reduce any anxiety a young person might have about attending a new place and meeting new people.

5. Provide ongoing support to sustain engagement with external ETE provision

Whilst a young person is engaging with external ETE provision, the Careers Wales advisor stays in regular contact with both the young person and the provider to check progress and pick up on any difficulties. The advisor may intervene with a young person if they are at risk of disengaging. This might include: referring to wrap-around support to address other problems; working with the young person and the provider to iron out any problems in their relationship; advocating on behalf of the young person; and arranging another opportunity if the young person is no longer able or willing to engage with the initial placement. In some cases, the advisor can continue to offer support when a young person has completed their engagement with the YJS.

5. Resettlement

5.1 Key messages

Resettlement that addresses the full range of a young person's needs plays a crucial role in a young person's continued engagement with ETE, as well as in the prevention of reoffending. The main recommendations in this area include:

- **Early planning to avoid gaps in service provision.** This includes in-reach into custody by community-based providers.
- **Striving for continuity in ETE provision within secure settings and the community** to ensure that young people can access provision in both settings to contribute to their overall learning plans and goals.
- **Intensive wrap-around support following release from custody** to address wider issues that might impact on engagement with ETE and to support transition into the community-based ETE provision.
- **Clear information sharing protocols** between custodial and community-based settings.
- **Multi-agency panels and meetings** to plan provision for individual young people and facilitate the handover process.

The case study of emerging good practice focuses on Hillside secure children's home's use of early resettlement planning and continued support after release to promote transition from custody to community-based ETE provision.

5.2 Evidence from existing literature

YJB case management guidance on custody and resettlement highlights the importance of early resettlement planning, including planning for ETE provision. The guidance can be accessed here:

<https://www.gov.uk/government/publications/custody-and-resettlement/custody-and-resettlement-section-7-case-management-guidance>

It is extremely important to ensure that a young person is in a position to engage with community-based ETE provision as soon as they are

released from custody¹⁰. Evidence shows that returning to full-time education, training or employment can prevent reoffending amongst young people. Meanwhile, the chances of a young person becoming NEET on release from custody are increased if time elapses before an ETE placement is made available to them.

An important element in achieving continuity in service provision for young people and thus facilitating the young people's engagement with ETE is early preparation for resettlement. This means:

- **Clear information sharing protocols** and accurate and timely information flow between settings so that relevant partners are aware of a young person's learning plan, previous attainment and support needs.
- **Flexibility in how ETE provision is offered**, e.g. roll-on, roll-off courses, so that young people can access the opportunities when they need them.
- **Including ETE provision as part of a wider, holistic resettlement plan that is tailored to the individual young person.** This must also address practical issues impacting on engagement with ETE, such as housing, health and support networks. One way to achieve this effectively is to have a named resettlement support worker with responsibility for oversight of resettlement support plans for individual young people.
- **Early planning for ETE provision on release from custody.** Substantive planning should begin as soon as a release date is known, though provisional exploration of possible pathways could take place prior to this.

Overall strategic management of resettlement plays an important role in young people's outcomes further down the line. In practice this means:

- **Use of multi-agency reintegration and resettlement panels** in which participating staff have sufficient seniority to commit resources to resettlement support plans.
- **One manager with operational accountability** to the YOT partnership and the panel for the delivery of resettlement support plans.

¹⁰ For example, in 2015 HM Inspectorate of Probation, Care Quality Commission and Ofsted published their *Joint thematic inspection of resettlement services to children by Youth Offending Teams and partner agencies*. This stresses the importance of continuity of provision between secure settings and the community and of enabling young people to engage with ETE provision immediately on release from custody. The joint inspection can be accessed here: https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2015/03/Youth-Resettlement_report.pdf

- **A review function** that focuses on the effectiveness of the panel and monitors whether outcomes for young people are being improved.

5.3 Stakeholders' perceptions of good practice

Stakeholders interviewed discussed the following areas of good practice in this area:

- **Continuity of provision between secure settings and the community** ensures that young people sustain their engagement with ETE and reduces the chances of them becoming NEET or being negatively influenced by peers. This includes ensuring that provision is available immediately on entry into custody and on release. It also includes detailed and timely information sharing to maximise the extent to which provision in both settings is complementary and contributes to a coherent learning journey.
- **Early preparation, planning and contact with young people prior to release from secure settings** makes sure that the arrangements with the new service provider are right for the young people and that there are no gaps in provision. This includes:
 - A detailed release plan that is clearly articulated to all partners.
 - A single plan based on a known address to which the young person will be released or multiple plans if the release address is not known in advance.
 - In-reach visits to a young person in custody by both YOT workers and ETE providers where possible.
 - Use of videolink to enable face-to-face communication between the young person and/or the YOT and ETE provider when visits in person are not possible (e.g. when the secure setting is a long distance from the young person's release address).
 - Use of Release on Temporary Licence or Mobility where possible to enable young people to visit ETE provision.
- **Knowledge of local provision in the locality where a young person will be resettled** means that the practitioner working with a young person can suggest the most appropriate ETE pathway.
- **Roll-on/roll-off programmes or short-term provision** can be used to ensure that a young person engages with ETE immediately on release and can plug gaps whilst they await longer-term provision that matches their interests and needs.
- **Intensive and timely wrap-around support** can help a young person to make a successful transition out of custody and engage effectively with ETE provision in the community. Where possible, this might include

meeting young people at the point of release and accompanying them to appointments.

- **Steering panels and multi-agency meetings can facilitate information sharing** on young people transitioning from one setting to another and can lead to prompt and smooth transfers.
- **Good communication between all partners** promotes all of the above and avoids delays.

5.4 Case study with examples of good practice

5.4.1 Early resettlement planning and continued support after release to promote transition from custody to community-based ETE provision: Hillside secure children's home

Who might replicate this practice?

Secure settings seeking to improve young people's engagement with ETE on release from custody and community-based ETE providers wishing to collaborate with secure settings.

What are the benefits of replicating this practice?

- Involving young people and community agencies in early, holistic resettlement planning increases the likelihood that a comprehensive, multi-agency plan is in place on release to support a young person to engage with ETE.
- Continued support by the secure setting on release facilitates transition into community-based ETE provision and promotes early intervention with young people at risk of disengaging.
- Developing close partnerships and protocols with ETE providers in the community increases the numbers of young people who access and sustain placements with the provider following release, and thus achieve positive ETE outcomes.

Overview

Hillside secure children's home has a dedicated resettlement officer and has developed effective partnership working with a range of organisations to ensure that a young person's ETE provision is in place prior to release. Hillside's partnership with Neath Port Talbot College Group is an example of resettlement work aimed at creating a smooth pathway into college for young people aged 16-18. This partnership is under development and will work to a protocol that is based on the existing protocol between NPTC Group and the Looked After Children team in Neath Port Talbot. This protocol was driven by senior management, which is crucial to its success. It regulates roles, responsibilities, information sharing practices, principles, processes and goals.

Resettlement planning whilst a young person is in custody: elements to replicate

1. Involve the young person in resettlement planning as soon as they arrive in custody

As soon as a young person comes into Hillside, the resettlement officer talks to them about their aspirations for resettlement. ETE provision is a key strand of a holistic resettlement plan which also includes accommodation, finance and transport. At this point, the resettlement officer liaises with the YOT, education and any other relevant local authority departments to find out what ETE provision the young person was previously accessing, and whether the young person has any special educational needs or requires additional support. On the basis of the young person's aspirations and needs, the resettlement officer contacts Careers Wales, the youth services and relevant ETE providers in the locality in which the young person will be living following their release from Hillside.

2. Make use of reintegration and resettlement panels

The resettlement officer is building links with reintegration and resettlement panels in the different localities. The intention is to be able to attend these panels to discuss individual young people prior to their release and ensure that a multi-agency plan is in place to support them.

3. Promote opportunities for the young person to meet with providers prior to release

Hillside encourages a young person's chosen ETE provider to visit them at Hillside before release, to make sure the arrangements are right for the young person. Some young people also try work tasters, which are promoted by the Mobility programme, allowing young people to visit a placement in advance with permission from their social worker.

Resettlement support by the custodial setting following release: elements to replicate

1. Maintain close contact with the young person immediately after release

The resettlement officer visits the young person during the week following their release and rings them at regular intervals for the first month to make sure everything is running smoothly.

2. Monitor engagement with the community-based ETE provider

The resettlement officer maintains regular communication with the community-based ETE provider in the weeks following a young person's release. This enables him to monitor the young person's engagement and to make direct contact with the young person if they are at risk of disengaging to discuss any concerns or act as intermediary. This is useful until a young person has established relationships with the community-based provider and feels

comfortable with them.

Facilitating transition from secure setting to college: elements to replicate

1. Establish a single point of contact at the college

If a young person at Hillside is being released to Neath Port Talbot and is interested in college, a dedicated member of staff in Neath Port Talbot College Group is available to speak to them on a one-to-one basis. The staff member is based in the student support services for looked after children and care leavers.

2. Hold regular events in the secure setting to promote the college

Student support staff from the college visit Hillside during a twice-yearly participation day which aims to familiarise young people with the idea of attending college and present college as a supportive environment, where experienced staff will be able to understand and support their individual needs. Young people are made aware of the support available to college students, including the fact that college staff are trained to support vulnerable young people with issues such as offending behaviour, sexual abuse, mental health issues and being in care.

3. Ensure that the college addresses all practical barriers to a young person's attendance as early as possible

On leaving Hillside, young people enrolling at college attend an open day, where any necessary extra support is put in place. Arrangements are made so that the local authority pays the college fee prior to the start of the academic year so that young people do not have to focus on financial issues when they should be focusing on settling in at college. Young people who need a bus pass also receive this in advance. This reassures them that transport arrangements are in place prior to the start of the course and enables them to practice the route if they wish. It also incentivises enrolling with the college by offering them free transport to see friends and family when they are not attending college. The college supports young people to access Financial Contingency Funds to provide the funding they may need for transport, meals and equipment.

4. Establish opportunities for joint learning for staff from both settings

College staff often attend training at Hillside, and vice versa. This helps to build strong relationships between staff in both organisations and it increases everyone's understanding of each organisation's role, remit and working practices.

Supporting documents

Protocol between Neath Port Talbot College Group, NPT LAC teams and Powys 16 + team

Appendix 1

6. Disclosure of offending behaviour

6.1 Key messages

Consistent, robust and sensitive procedures around disclosure of criminal offences/history of offending behaviour can have a positive impact on young people's engagement with ETE. They can ensure that:

- Accurate and appropriate information is shared.
- Disclosure contributes to appropriate risk assessment and management.
- Disclosure results in additional/more holistic support being offered to young people.

The main recommendations in this area include:

- Encouraging young people to make the disclosure themselves when it is necessary. This includes advising young people on the legal requirements of disclosure and how to cast their disclosure in the most positive light to minimise negative responses from those providing ETE opportunities.
- Consistent, robust and effective information sharing arrangements between partners. These should be based on mutual trust and work best when partners have a history of working together to support young people with criminal justice backgrounds to achieve successful ETE outcomes.

The case study of emerging good practice focuses on appropriate disclosure that is used to manage risk and trigger additional wrap-around support: Conwy and Denbighshire YOT and Grŵp Llandrillo Menai.

6.2 Evidence from existing literature

Nacro produced guidance in 2014, which is aimed at adults and outlines the legal requirements around disclosing criminal records when applying for jobs. <https://3bx16p38bchl32s0e12di03h-wpengine.netdna-ssl.com/wp-content/uploads/2014/06/disclosing-criminal-records-a-nacro-guide.pdf>

There is also advice and guidance provided within NACRO's online resources entitled *Jobs and Volunteering*. This can be accessed here:

<https://www.nacro.org.uk/resettlement-advice-service/support-for-individuals/jobs-and-volunteering/>

Key steps in making a disclosure to an employer are summarised in Figure 7.

Figure 7: Key steps in disclosure to an employer



6.3 Stakeholders' perceptions of good practice

Stakeholders perceived the following as principles of good practice in the disclosure of criminal offences/offending behaviour.

- A supportive structure around disclosure, such as designated staff who can advise young people and enable them to make the disclosure themselves.

- Disclosure viewed and portrayed as a means of supporting a young person to manage any ETE-related challenges, rather than as a barrier to accessing opportunities.
- Disclosure at an appropriate level for individual providers.
- Disclosure to a single named contact.
- Longstanding partnerships and robust information sharing arrangements between organisations.

Figure 8 provides more detail about each principle.

Figure 8: Good practice in disclosure – evidence from stakeholders

Element	Description
A supportive structure around disclosure.	Young people benefit from having a supportive structure around disclosure and having someone to talk to about it. Specialist staff are in the best position to advise young people about the legal requirements of disclosure on application forms and about how to cast their disclosure in as positive a light as possible.
Disclosure at an appropriate level for individual providers.	This means both: <ul style="list-style-type: none"> • Avoiding over-disclosure of offending history which it is not legally necessary to disclose and which does not pose any risks within the provision. • Disclosing in adequate detail to enable providers to support a young person to engage with ETE and to safeguard the young person and other people studying or working within the ETE setting.
Disclosure viewed and portrayed as a means of supporting a young person to manage any ETE-related challenges, rather than as a barrier to accessing opportunities.	Appropriate disclosure can help professionals to direct young people towards opportunities where past convictions/cautions would not constitute a barrier. In addition, disclosure of offending behaviour which may result in increased support needs can enable ETE providers to offer this additional support, and thus increase the chances of a young person successfully engaging with ETE.
Disclosure to a single named contact.	Young people feel reassured if disclosure is made to a single named contact within an organisation

	<p>and information is subsequently only passed on to others on a need-to-know basis, such as, if the offence or surrounding circumstances necessitate a risk management plan involving other staff members.</p>
<p>Longstanding partnerships and robust information sharing arrangements between organisations.</p>	<p>These should ensure that:</p> <ul style="list-style-type: none"> • Information about offences is shared in a consistent and timely manner. • Inappropriate disclosure or failure to disclose are minimised. • Disclosure results in action to manage risk and to provide suitable support to young people, rather than punitive responses that prevent access or engagement with ETE provision.

6.4 Case study with examples of good practice

6.4.1 Appropriate disclosure that is used to manage risk and trigger additional wrap-around support: Conwy and Denbighshire YOT and Grŵp Llandrillo Menai

Who might replicate this practice?

YOTs and colleges wishing to develop a protocol for disclosure and build a partnership to promote positive ETE outcomes for young people involved in the criminal justice system.

What are the benefits of replicating this practice?

- Developing a protocol establishes clear processes for young people who have a criminal record who are applying for college places and how their disclosure will be dealt with.
- Disclosure to the college triggers additional support for a young person, and close partnership working between the college and the YOT. This can help young people to engage, progress and achieve successful outcomes at the college.
- The close partnership and protocols ensure smooth referrals and admissions processes, meaning that a young person does not encounter gaps in ETE provision caused by delays or unsuccessful referrals. In turn this supports a young person to sustain their engagement with ETE and reduces the likelihood of them becoming NEET whilst transitioning into the college.

Overview

Conwy and Denbighshire YOT and Grŵp Llandrillo Menai (a large college group) work in close partnership to support young people involved in the criminal justice system to engage at the colleges. In particular, the strong relationship between the two organisations ensures smooth referrals and admissions processes. The organisations have an information sharing protocol to facilitate the sharing and processing of personal and sensitive data between the two organisations. It outlines the obligations of the parties in relation to data security, what information should be shared and the appropriate actions to be taken on receipt of information. In addition, there is a specific protocol covering the management of young people with sexual offences in education settings. Conwy and Denbighshire YOT have also developed a specific form to support risk management in ETE settings for young people who have completed their statutory order but who previously required risk management in an ETE setting.

Approach to disclosure: elements to replicate

1. Provide the college with a designated contact at the YOT

The colleges' primary designated contact in the YOT is the ETE officer. YOT case managers do not have contact with the colleges. Conwy and Denbighshire YOT also has a careers advisor seconded to the service who provides specialist advice and support to young people aged 16-18 and can act as a contact for colleges for those young people who are not in the 'high' or 'very high' risk categories.

2. Assess the academic merit of the college application first

When young people apply to college with the support of the YOT, Grŵp Llandrillo Menai first assesses the academic merit of their application. Disclosure is only made if the application is accepted on academic grounds. The YOT has built a good reputation with the colleges for making sure that the young people's application are appropriate at the start and there is a high level of mutual trust. Thus it is very rare that a young person supported by the YOT would not get a place in college.

3. Ensure the level of disclosure is dictated by the YOT risk assessment

When a young person is assessed by the YOT as 'high' or 'very high' risk, the YOT ETE officer makes a full disclosure of both spent and unspent convictions and designs a risk management plan for the education setting. If the young person is classified as lower risk, the ETE officer makes a basic disclosure of unspent convictions only. If the risk changes over time, the YOT is responsible for sharing this information with the college and assisting them to manage the risk.

4. Make the disclosure to one designated staff member at the college

The disclosure is only made to a designated person in the college (a senior safeguarding officer). The disclosure can be further shared with other college staff if this is necessary to manage any risk and in any case only following the YOT's approval.

5. Enable young people to participate in the disclosure process

Young people are given the opportunity to undertake the disclosure of their criminal offences jointly with the YOT ETE officer. This has the purpose of encouraging them to be confident and knowledgeable about the legal requirements around disclosure and confidentiality. In particular, it is important that the young people understand when it is appropriate to make a disclosure, especially in the college environment. Young people can contact the YOT at any

point to ask for clarification around disclosure. This includes requesting advice when they are no longer engaging with the YOT.

6. Ensure the disclosure is only used to trigger risk management and additional support

Grŵp Llandrillo Menai only uses disclosed information about criminal offences to support the learner who has made the disclosure and to ensure the safety of other learners and staff. The protocol between the YOT and Grŵp Llandrillo Menai covers disclosures without prejudice and this ensures that the application is not terminated solely in virtue of the disclosure. Having a criminal justice background triggers additional pastoral support for young people who attend the colleges.

Enabling young people with criminal justice backgrounds to engage with the colleges: elements to replicate

1. Use YOT resources to support the young person's transition into college

The YOT provides specific support to encourage young people aged 16-18 to engage at college. This includes:

- Helping them to prepare for interview.
- Talking through the process of settling in at college.
- Helping them with transport.
- Accompanying them on their first day(s) at college.

2. Ensure that disclosure triggers additional pastoral support at college if needed

The college has staff to support all learners, such as the student finance team and welfare team. These teams offer dedicated support to young people who may be more vulnerable, such as those with an offending background. A learning support manager undertakes risk assessments for young people in this cohort. Vulnerable young people are allocated a personal tutor to offer welfare support and a mentor, if their personal circumstances mean that they would benefit from this. College mentors have an open communication channel with the YOT and key contacts at all organisations working with a young person. This means that they can promptly reach out if they have concerns, such as if a young person's attendance becomes erratic or reduces.

3. Provide additional support from the YOT for 'high risk' young people

The YOT offers additional expertise to support the college to work with "high risk" young people through dynamic risk management and flexibility to adapt the risk management and support arrangements to a young person's changing

needs. It also offers additional one-to-one support directly to these young people.

Supporting documents

Protocol for information sharing between Conwy and Denbighshire YOT and Grŵp Llandrillo Menai	Appendix 2
Conwy and Denbighshire YOT working arrangements for management of young people with sexual offences within education settings	Appendix 3
Risk management support document for ETE placements for young people who have completed their statutory Order with the YOT	Appendix 4

7. Partnership working and information sharing

7.1 Key messages

Effective partnership working and information sharing is crucial in ensuring:

- Smooth transition between services.
- Appropriate tailoring of services to a young person's needs.

The main recommendations in this area include:

- Regular, consistent and transparent communication.
- Robust information sharing protocols.
- Multi-agency panels attended by key stakeholders.
- Secondments or co-location of workers from partner organisations involved in engaging young people involved in the criminal justice system in ETE.
- Building relationships with new partners who can bring resources and expertise to create improved provision.

Case studies of emerging good practice in partnership working and information sharing focus on the following approaches, organisations and localities:

- Youth offending service (YOS) education officer delivering provision and support at an ETE centre: Partnership between Itec Llwynypia and Cwm Taf YOS.
- ETE providers collaborating to support early engagement and transition into more structured provision: Partnership between Itec Llwynypia and Llamau.
- Merging youth justice services with youth services to increase integration of services under the NEET and pre-NEET agenda: Pembrokeshire Youth.
- Youth outreach team supporting early intervention and engagement in ETE settings: Pembrokeshire Youth.
- Using a multi-agency NEET practitioners group to deliver better coordinated identification and support of young people: Ceredigion.

7.2 Evidence from existing literature

The literature review identified three key principles for achieving effective partnership working and information sharing to support young people involved in the criminal justice system to engage with ETE. These are:

- Ensuring the right organisations are involved.
- Early involvement of all relevant organisations.
- Multi-agency panels.

Figure 9 provides more detail about each principle.

Figure 9: Good practice in partnership working/information sharing – evidence from literature review

Element	Description
Ensuring the right organisations are involved.	<p>The type of organisations involved in partnerships depends on the local needs and context, and on the young person’s circumstances. Integral partners typically include:</p> <ul style="list-style-type: none"> • YOTs. • Education. • Training providers. • Work-based learning providers. • Children’s services. • Youth services. • Health. • Housing. • Voluntary sector agencies.
Early involvement of all relevant partners.	<p>Early involvement of all partners in the development of support packages for young people can improve young people’s outcomes. All partners need an adequate amount of time to:</p> <ul style="list-style-type: none"> • Assess and understand a young person’s specific circumstances, needs and interests. • Plan appropriate ETE provision and wrap-around support. • Ensure that placements and services are in place as quickly as possible, and that they coincide with key dates such as release dates from custody or end dates for existing ETE provision (e.g. the end of school or a work placement).

Element	Description
Multi-agency panels	<p>Multi-agency panels attended by representatives from all partners:</p> <ul style="list-style-type: none"> • Facilitate joined up, holistic, multi-agency plans and support packages for young people. • Offer a forum for identifying the most appropriate pathways and support on a case-by-case basis, drawing on the expertise of all partners. • Enable roles and tasks to be allocated to individual partners, who can then be held to account when a case is reviewed at subsequent meetings. • Promote information sharing on young people's progress and/or difficulties. • Contribute to earlier intervention, because cases can be presented prior to a young person becoming NEET or offending and appropriate support can be put in place to prevent this.

7.3 Stakeholders' perceptions of good practice

Stakeholders emphasised that young people themselves are the key partners with whom professionals should be working to plan and deliver successful engagement with ETE. In addition, stakeholders outlined the following principles of good practice concerning information sharing and partnership working:

- Regular, consistent and transparent communication.
- The establishment of information sharing protocols (such as service level agreements and Wales Accord on the Sharing of Information (WASPI) information sharing protocols).
- Multi-agency panels attended by the right representatives.
- Developing new relationships and bringing in new partners.
- The co-location of practitioners from different organisations (e.g. via secondments). In particular, the secondment of Careers Wales officers to YOTs was seen to improve working practices and support for young people.
- Long-established relationships between partners.

Figure 10 provides more detail about each principle.

Figure 10: Good practice in partnership working/information sharing – evidence from stakeholders

Element	Description
Regular, consistent and transparent communication.	<p>This can enable good partnership working, because it promotes:</p> <ul style="list-style-type: none"> • Sharing appropriate information about the young person. • Effective coordination of the activities in which a young person is involved. • Smooth transitions between different services. • Awareness of the roles and responsibilities of all partners.
The establishment of information sharing protocols (such as service level agreements and Wales Accord on the Sharing of Information (WASPI) information sharing protocols).	<p>These help to ensure that:</p> <ul style="list-style-type: none"> • The disclosure of information follows consistent and agreed guidelines. • Information is shared securely and promptly. • Referrals and decisions are not delayed.
Multi-agency panels attended by the right representatives.	<p>Multi-agency panels are most effective when they are attended by stakeholders who have both enough authority to commit their organisations to actions and enough operational contact to ensure that the decisions made are grounded in what is practical and achievable. Examples of effective multi-agency meetings cited by stakeholders interviewed include:</p> <ul style="list-style-type: none"> • Pre- and post-16 NEET/pre-NEET panels. • Fair Access Panels. • Reintegration and resettlement panels.
Developing new relationships and bringing in new partners.	<p>New partners can provide resources and expertise to improve the ETE offer for young people involved in the criminal justice system. Third sector partners may have been under-utilised in the past but often have specialist knowledge and skills, as well as strong links to local communities. They may therefore be able to contribute to innovative models of</p>

Element	Description
	support and/or to partnerships drawing on multiple potential funding sources, including social enterprise approaches.
The co-location of practitioners from different organisations (e.g. via secondments).	<p>This can promote partnership building and multi-agency working. The open communication channel between co-located staff working for different organisations facilitates information sharing, smooth referrals and better tailoring of services around the young people's needs.</p> <p>The secondment of Careers Wales officers to YOTs is seen as particularly beneficial because it facilitates an enhanced Careers Wales service for young people engaging with the YOT. This includes more frequent contact and in-depth support; mentoring and accompanying young people to providers; advocacy; and more holistic understanding of the young person's needs due to being embedded in the YOT team. Funding arrangements for these seconded posts varies across local authorities, sometimes coming directly from the YOT and sometimes via other sources.</p>
Long-established relationships between partners	These are particularly effective and often lead to better outcomes for young people, because partners have a more comprehensive understanding of each other's roles and ways of working, trust and have confidence in each other. In addition, they often have experience of working together to support young people to achieve positive outcomes, and thus are more invested in the partnership.

7.4 Case studies with examples of good practice

7.4.1 YOS education officer delivering provision and support at an ETE centre: Partnership between Itec Llwynypia and Cwm Taf YOS

Who might replicate this practice?

YOTs and ETE providers wishing to build a partnership to promote positive ETE outcomes for young people involved in the criminal justice system.

What are the benefits of replicating this practice?

Effective partnership work between individual ETE providers and YOTs promotes:

- Incorporation of offending-related topics into providers' ETE curriculum.
- Early identification of young people at risk of offending and/or becoming NEET and interventions to prevent this.
- Improved support for young people involved in the criminal justice system to engage and progress at the ETE provider.

Overview

Itec in Llwynypia is based in a rural part of Rhondda Cynon Taff. The centre has just over 100 learners who are attending Engagement and Level 1 traineeship programmes. The majority of these learners are aged 16-18. Young people normally stay at the centre between 9 and 18 months. It is not uncommon for young people on the traineeships to have offended or be at risk of offending.

Cwm Taf YOS has a specialist education officer in post who works closely with Itec (and with other training providers and Careers Wales) to support young people to access and sustain their engagement with ETE placements.

Supporting young people involved in the criminal justice system to engage and progress: elements to replicate

1. Provide a designated YOT worker and ensure that the YOT has a visible presence within the ETE setting

Itec staff contact the YOS education officer if they have concerns about any young person attending the centre. The education officer has a regular presence at the centre so is known to both staff and young people. YOS staff also

attend the centre to host groups, facilitate workshops and attend meetings with young people.

2. Educate staff at the ETE provider to identify young people at risk of offending

Staff at Itec will contact the YOS education officer if they identify young people not known to the YOS who may be at risk of offending. The YOS education officer will attend the centre to speak with young people about their behaviour, peer groups and the potential consequences of offending.

3. Incorporate offending-related topics into ETE provision for all young people

Staff from the YOS attend the centre to facilitate workshops on offending-related topics, such as anti-social behaviour. The workshops are delivered to all young people on the traineeship programme and are not targeted specifically at learners with a history of criminal justice involvement. This avoids stigmatising or marginalising young people with criminal justice backgrounds and promotes a climate in which offending-related issues can be raised. It also acts as an early intervention by educating young people about the risks of becoming involved in offending. The workshops run by YOS staff are complemented by in-house provision and workshops by other training providers, which ensures that criminal justice issues are embedded into the engagement curriculum. For example, the Fire and Rescue Service attend the centre once per term to work with young people around crime in the community.

4. Use YOT resources to support transition into the ETE provider and offer additional support to young people with criminal justice backgrounds whilst they are engaging at the ETE provider

The YOS has previously used the centre to host a pre-engagement group for young people with criminal justice backgrounds. This has the benefit of introducing the young people to the centre, and giving them the opportunity to become confident and comfortable there, thus increasing the likelihood that they progress onto a traineeship with the centre.

The YOS education officer also supports young people who are known to the YOT throughout their ETE journeys, including during their engagement at Itec. This includes support with ETE itself, or support to address other issues that are impacting on a young person's capacity to engage with ETE. It may involve convening case conferences with relevant parties.

5. Support young people to identify what helps them to engage with ETE and communicate this to providers

The YOS has also developed a learner-led pro forma for use with all young people accessing traineeships. Staff will support the young person to complete a pro forma on a young person's 'ETE profile', which includes information about

what helps and hinders them in their engagement with ETE. The pro forma can be started in custody or during induction week with a training provider. It is a working document that can be amended as the young person moves through their traineeship and should follow the young person if they move between providers.

Supporting documents

Learner-led pro forma to accompany young person on their journey through a traineeship

Appendix 5

7.4.2 ETE providers collaborating to support early engagement and transition into more structured provision: Partnership between Itec Llwynypia and Llamau

Who might replicate this practice?

ETE providers wishing to collaborate to develop ETE provision to better support the engagement and progression of young people involved in the criminal justice system.

What are the benefits of replicating this practice?

- Different providers pooling their resources and expertise can enable both providers to engage more effectively with young people involved in the criminal justice system and support them to progress to achieve positive ETE outcomes.

Overview

Itec Llwynypia and Llamau are currently piloting a partnership called the *Ready to Engage* project. The project involves Llamau delivering provision to learners who are registered on Itec's traineeships. The Llamau provision will be at engagement level, but will be lower level and more flexible than that delivered directly by Itec.

Supporting young people involved in the criminal justice system to engage and progress: elements to replicate

1. **Early engagement: use a provider offering increased flexibility and intensity of support**

Whilst young people on the Itec programme usually need to complete their required 21 hours of engagement per week over three days, those receiving Llamau provision can do this over five days. Llamau provision is delivered in smaller groups and is more bespoke to the individual young person. Llamau staff have greater capacity to support young people with issues that might impact on their engagement and ability to access employment, such as finding out their National Insurance number.

2. Promoting progress within ETE: maintain contact with the young person and monitor their readiness to transfer

Young people engaging with the Llamau provision will attend “keeping in touch days” at the Itec centre to maintain their contact there. They work through a checklist to enable them to transition into the centre and Itec’s main traineeship provision. They may enter the main provision at engagement level or may come straight in at level 1, depending on their individual attainment and needs.

7.4.3 Merging youth justice services with youth services to increase integration of services under the NEET and pre-NEET agenda: Pembrokeshire Youth

Who might replicate this practice?

Youth services and YOTs operating within the same local authority area.

Overview

In Pembrokeshire, youth justice services were merged with mainstream youth services. The resulting service, Pembrokeshire Youth, incorporates three operational teams: the youth justice team; the targeted youth team and the community youth team.

What are the benefits of replicating this practice?

- The merger has led to closer integration of services for all young people, including those who are involved in the criminal justice system. Referrals between different elements of the service, including to and from the youth justice team, are smoother because they are now internal referrals.
- The merger has reduced duplication across services and partnerships, leading to more efficiency.
- The integrated service promotes a more systematic recognition of the relationship between offending behaviour and disengagement from ETE (because now the ETE needs of young people who have offended or who are at risk of offending are primarily addressed under the NEET and pre-NEET agenda).
- The integrated service facilitates earlier intervention to prevent young people from becoming NEET and/or offending.
- As part of a larger, integrated service the youth justice team sometimes has more leverage when working with other partners than they had when they were a standalone service.

7.4.4 Youth outreach team supporting early intervention and engagement in ETE settings: Pembrokeshire Youth

Who might replicate this practice

Youth services, outreach services and YOTs.

What are the benefits of replicating this practice?

- Using outreach in ETE settings:
 - Encourages early identification of young people at risk of disengaging from ETE.
 - Provides an additional source of support to help them to address difficulties and sustain their engagement.

This could include supporting young people who are involved in the criminal justice system.

Overview

The youth outreach team from Pembrokeshire Youth works with young people at their ETE provision to support them to remain engaged. The team includes 6.5 posts. Some outreach workers are based in specific settings, such as schools and the local college. However, some workers are also able to offer floating support in other ETE settings, such as with training providers. Many of these are in a position to offer support to young people aged 16-18. The team has also developed a post (0.5 full-time equivalent) to deliver specialist support to young people involved in the criminal justice system.

How the outreach benefits young people involved in the criminal justice system who require support with ETE

1. Refer young people to the outreach worker as soon as risk of disengagement is identified

Young people are referred to the outreach worker by the ETE provider if their attendance is dropping off, or if they are encountering difficulties which might impact on their attendance and attainment (such as housing or behavioural issues).

2. Use outreach workers to provide enhanced ETE and wraparound support

The outreach worker offers pastoral support to the young person, including referring them to other agencies for

specialist support as required. The outreach worker often undertakes additional literacy work with young people who are having difficulties in this area. Workers are trained in the Rapid English programme, an online tool that can be accessed with the young person in any location that suits them. Young people are encouraged to complete this alongside the worker in order to gain key literacy and communication skills to enable them to engage more effectively with ETE provision. Details on the Rapid English programme can be accessed here:

<http://www.rapidenglish.com/home.htm>.

3. Use outreach workers to support young people to support early and sustained engagement in an ETE setting

The college outreach worker, who is based in the student support centre at the college, supports vulnerable young people to settle in to college. This might include young people known to the youth justice team and/or young people who have previously faced challenges in engaging with ETE, such as those in pupil referral units or at risk of dropping out of school. The worker engages with a young person before they start college and offers a bridge into the college environment. They also deliver training for young people around life skills. In addition, they sometimes act as advocates for young people in their relationship with the college, both at admissions stage and once they are attending. This might include supporting young people to communicate with college staff about problems they are having, or encouraging the college to take a measured approach to attendance or behavioural problems by ensuring that they are aware of any mitigating circumstances.

7.4.5 Using a multi-agency NEET practitioners group to deliver better coordinated identification and support of young people: Ceredigion

Who might replicate this practice?

Local authority Engagement and Progression Coordinators (EPCs) and representatives from all agencies involved in delivering ETE provision and support to young people involved in the criminal justice system, including youth justice services.

What are the benefits of replicating this practice?

- The practitioner meetings:
 - Provide an opportunity to share information about individual young people, but also to share expertise and knowledge in order to develop the best multi-agency plan to support each young person.
 - Are a mechanism for tracking the progress and engagement of young people, and also for allocating actions to specific agencies and holding them to account for delivery.

Overview

Regular multi-agency NEET practitioner meetings have been running in Ceredigion since 2002 for both the pre-16 and post-16 age groups. There is also a NEET management panel which is attended by YJS Ceredigion management staff, the EPC and other relevant organisational management representatives. This meeting is strategic and aims to oversee and guide the practitioners' work, for instance, by developing a lead worker protocol. Stakeholders who belong to this panel have also worked on developing a local plan based on the YEPF objectives, Welsh audit office findings and recommendations received by external evaluators.

The post-16 meetings focus on young people on tier 1, 2 and 3¹¹. The Careers Wales advisor is lead worker for young people at tier 3 and the youth service outreach team provide lead workers for young people at tiers 1 and 2. The work done on each case is rigorously tracked, actions are set and progress is measured. This work is fed live into the Careers Wales database, because the meetings are held in the Careers Wales office.

Ceredigion has a WASPI information sharing protocol (ISP) for the NEET Multi-Agency Services, to support the Ceredigion NEET Practitioners Group with the regular sharing of young people's personal information. The ISP and accompanying appendix detail the purposes of information sharing, the required operational procedures and consent processes. The aim of the protocol is to ensure that young people experience a seamless transition between services and that all organisations work towards the same outcomes.

Ceredigion also has a Multi-Agency NEET Service Practitioners Handbook. This document outlines the structure of the practitioners group, its meetings, processes, and monitoring and reporting procedures. This is supplemented by a menu of local ETE support for young people aged 16-18.

Supporting documents	
Ceredigion WASPI ISP for NEET Multi-Agency Service	http://www.waspi.org/docopen.cfm?orgid=702&id=208998
Ceredigion WASPI ISP_supporting appendix	http://www.waspi.org/docopen.cfm?orgid=702&id=209001
Ceredigion Multi-Agency NEET Service Practitioners Handbook	Appendix 6

¹¹ The tiers are drawn from the YEPF five-tier model of engagement (post-16). Tier 1 is young people unknown to Careers Wales; tier 2 is unemployed 16 and 17 year olds, known to Careers Wales, who are not available for ETE; tier 3 is unemployed 16 and 17 year olds known to Careers Wales.

Ceredigion multi-agency NEET service lead worker menu of local ETE provision to support young people aged 16-18	http://fis.ceredigion.gov.uk/wp-content/uploads/2015/05/Lead-Worker-Local-Provision-Handbook-2.pdf
---	---

