HM Inspectorate of Probation

Draft Inspection standards for youth justice services for consultation

August 2023

Domain one- Organisational delivery

This domain covers the arrangements and activity that support all areas of a YJS' work with children including out-of-court disposals, court disposals, bail and remand and resettlement.

1.1 Governance and Leadership

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

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

a) Does the YJS Management Board set the direction and strategy for the YJS, enabling the achievement of positive outcomes and keeping children and communities safe?

b) Are there effective governance arrangements and clear delivery plans that enable relational practice and effective evidence based work with children?

c) Can the YJS Management Board explain any disproportionality and have they taken sufficient action to address this?

d) Does the YJS Management Board seek, analyse and use the views of children, parents and carers and victims into the YJS' vision and strategy?

e) Does the YJS Management Board include all statutory partners and non-statutory partners at the right level where these would add value?

f) Are YJS Management Board members well-engaged and active in their contribution to achieving positive outcomes and keeping children and communities safe?

g) Does the YJS Management Board sufficiently understand and appropriately challenge the YJS' data and information?

h) Do other relevant local strategic partnerships give priority to work to achieve positive outcomes and keep children and communities safe?

i) Are strategic arrangements and activity, and the impact of these on delivery, monitored and regularly reviewed?

1.1.2 Does the YJS leadership team drive a high-quality, personalised and responsive service to achieve positive outcomes and keep children and communities safe?

a) Does the YJS leadership team provide an effective link to the YJS Management Board?

b) Do the YJS partnerships arrangements facilitate the delivery of effective operational work to achieve positive outcomes and keep children and communities safe?

c) Does the YJS leadership team successfully deliver and operationalise the vision and strategy?

d) Does the YJS leadership team seek, analyse and use the views of children, families and victims?

e) Can the YJS leadership team explain any disproportionality in their delivery area, and have they taken sufficient action to address this?

f) Do staff understand their roles and responsibilities within the partnership arrangements, and what they are accountable for?

g) Are the necessary policies in place and understood by all those to whom they apply?

1.1.3 Does the YJS leadership team actively engage with staff to deliver a high-quality, personalised and responsive service to achieve positive outcomes and keep children and communities safe?

a) Does the YJS culture promote openness, constructive challenge and ideas?

b) Are staff well engaged and motivated?

c) Are the views of staff sought, analysed and used to review and improve the effectiveness of services?

d) Do managers equitably recognise and reward exceptional work?

e) Is appropriate attention paid to staff safety and wellbeing, and building staff resilience?

f) Is there support for staff if they feel discriminated against or experience any form of discrimination?

g) Is there a clear and understood process for staff complaints?

h) Do YJS leaders understand and promote the meeting of diverse needs, including the provision of reasonable adjustments for staff in accordance with protected characteristics?

1.1.4 Do leaders use analysis, evidence and learning to drive a high-quality, personalised and responsive service to achieve positive outcomes and safety for children and communities?

a) Are policies regularly evaluated and reviewed including responding to changes in the evidence base and paying due regard to diversity issues?

b) Is the delivery of partnership services informed by regular robust evidence-based monitoring, evaluation and review, including a review of the impact on diverse groups?

c) Are service improvement plans regularly evaluated and reviewed including responding to changes in the evidence base?

d) Does evaluation include the use of data and is it informed by necessary input from other agencies including those delivering out-of-court, post court, bail and remand and resettlement services?

e) Are the views of children, parents, carers and victims sought, analysed and used to inform and improve the delivery of partnership services?

f) Does evaluation include active consideration of diversity issues?

g) Do performance and quality assurance systems drive improvement?

h) Does the YJS learn systematically and communicate effectively when things go wrong, including serious incidents?

1.2 Staffing

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

1.2.1 Do staff and workload levels support staff to deliver a high quality, personalised and responsive service to achieve positive outcomes and keep children and communities safe?

a) Are YJS staffing levels sufficient?

b) Do YJS practitioners have manageable workloads, given the profile of the cases and the range of work undertaken?

c) Do YJS specialist staff have manageable workloads, given the profile of the cases and the range of work undertaken?

d) Do support staff have manageable workloads allowing them to effectively support YJS delivery?

e) Do leaders and managers have manageable workloads?

f) Are workloads managed actively, with resources being redeployed, when this is reasonable and necessary, in response to local pressures?

1.2.2 Do the skills and profile of staff support the delivery of a high-quality, personalised and responsive service to achieve positive outcomes and keep children and communities safe?

a) Does the workforce reflect adequately the diversity of the local population?

b) Do the skills and diversity of the workforce meet caseload needs?

c) Are cases allocated to staff who are appropriately qualified and/or experienced?

d) Are the learning needs of staff identified and met?

e) Is a culture of learning and continuous improvement promoted actively?

f) Is the potential of staff identified and developed?

1.2.3 Does the oversight of work support high-quality delivery and professional development to achieve positive outcomes and keep children and communities safe?

a) Is an effective induction programme delivered to all new staff that addresses issues of diversity and is accessible to all?

b) Do staff receive effective child focused supervision that supports and enables a relational approach to working with children?

c) Are there effective management oversight arrangements that enhance and sustain the quality of work with children?

d) Is the appraisal process used effectively to ensure that staff are delivering a high-quality service?

e) Is poor staff performance identified and addressed?

f) Where volunteers and mentors are used, are they supported to fulfil clearly defined roles?

1.3 Partnerships and Services

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

1.3.1 Is there a comprehensive and up-to-date analysis of the profile of children, used by the YJS to deliver well-targeted services?

a) Is there an up-to-date analysis of the needs presented by all children?

b) Does the analysis pay sufficient attention to factors relating to achieving positive outcomes and keep children and communities safe?

c) Does the analysis pay sufficient attention to factors relating to all types of cases including out of court, post court, bail and remands and resettlement?

d) Does the analysis pay sufficient attention to diversity factors and to issues of disproportionality?

e) Is there sufficient analysis of local patterns of sentencing, offence types and the use of out-of-court disposals?

f) Is the analysis used effectively to drive service delivery?

g) Does the analysis incorporate the views of children, parents, carers and victims about the services they receive?

1.3.2 Does the YJS partnership provide the volume, range and quality of services and interventions required to meet the individualised needs of all children?

a) Are there effective arrangements to ensure access to the right specialist, mainstream and follow on services and interventions to meet the needs of all children?

b) Are services available in a timely manner for all children?

c) Is building strengths, future focus and enhancing resilience central to the delivery of services?

d) Are services to children delivered in safe and accessible places?

e) Do delivery environments enable appropriate relational, strengths based, personalised work to be undertaken?

f) Are diversity factors and issues of disproportionality addressed sufficiently in the way that services are delivered?

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

a) Are there effective collaborative arrangements with partners and providers to achieve positive outcomes for all children?

b) Are there effective collaborative arrangements with partners and providers to achieve safety for children and communities?

c) Do staff understand how to access the right services from partners and providers?

d) Are arrangements set out to ensure that children are actively signposted, referred and supported into the most appropriate services?

e) Is there a clear, joint protocol in place with the police, setting out a locally agreed out-of-court disposal policy and practice, including joint and defensible decision-making?

f) Does the out-of-court disposal eligibility criteria include an escalation process which avoids the inappropriate overuse of specific disposals?

g) Are there suitable arrangements for out-of-court joint decision-making that is informed by assessment and includes contribution from the YJS, police and social care as a minimum?

h) Are courts made sufficiently aware of the services available to support sentencing options?

Domain two- Work with children

This domain covers work with children across all areas of the YJS' delivery including out-of-court disposals, court disposals, bail and remand and resettlement.

2.1 Assessing

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

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

a) Does assessing analyse the context of the child including the wider familial and social environment of the child?

b) Does assessing draw sufficiently on available sources of information, including other assessments, and involve other agencies where appropriate?

c) Does assessing include the active participation of and co-production with the child?

d) Does assessing analyse the child's strengths and protective factors, with a view to building resilience?

e) Does assessing analyse capacity and opportunities for change, participation and community integration?

f) Does assessing sufficiently recognise and analyse diversity issues?

g) Does assessing analyse the key structural factors affecting the child?

h) Does assessing analyse the child's attitudes, motivations and behaviour within the context of the child?

2.1.2 Does assessing sufficiently analyse how to achieve safety for the child and the community?

a) Does assessing clearly identify and analyse risks to the safety and wellbeing of the child?

b) Does assessing clearly identify analyse what is needed to achieve safety for other people, sufficiently considering risks?

c) Does assessing sufficiently analyse issues of vulnerability, victimisation and exploitation?

d) Does assessing seek and incorporate the needs and wishes of the victims?

e) Are the child's parents or carers meaningfully involved in assessment activity assessing, and are their views taken into account?

f) Does assessing sufficiently analyse if work could be undertaken collaboratively with the child's parents or carers that would build safety and protection for the child and community?

2.2 Planning

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

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

a) Does planning take sufficient account of the context of the child including the wider familial and social environment of the child?

b) Does planning include the active participation of and co-production with the child?

c) Does planning take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop these in order to build resilience?

d) Does planning create opportunities for change, participation and community integration?

e) Does planning sufficiently include and consider all the child's diversity factors?

f) Is there sufficient planning of delivery with other services including for exit planning and referral to mainstream services?

g) Goes planning address the key structural factors affecting the child?

h) Does planning take sufficient account of the child's levels of maturity, ability and motivation to change, and seek to develop these as necessary?

i) Does planning address the child's attitudes, motivations and behaviour within the context of that child?

2.2.2 Does planning focus sufficiently on how to achieve safety for the child and the community?

a) Does planning set out how to achieve safety and stability for the child as foundations for change?

b) Does planning set out what is needed to achieve safety for other people, sufficiently addressing risks?

c) Does planning sufficiently address issues of vulnerability, victimisation and exploitation?

d) Does planning give sufficient attention to the needs and wishes of the victims, and opportunities for restorative justice?

e) Does planning address any specific concerns and risks related to actual and potential victims?

f) Does planning set out how work will be undertaken collaboratively with the child's parents and carers to build safety and protection for the child?

g) Does planning pay sufficient attention to the available timescales, coordinating with any other agencies' planning and the need for sequencing?

h) Is planning responsive to change, including to ensure continued effective arrangements to manage those issues that have been identified?

2.3 Delivery

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

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

a) Is sufficient focus given to developing and maintaining a working relationship with the child, with their active participation, that encourages and enables engagement?

b) Does delivery take sufficient account of the context of the child including the wider familial and social environment of the child?

c) Does delivery take sufficient account of the child's strengths and protective factors, and seek to reinforce or develop in order to build resilience?

d) Does delivery achieve opportunities for change, participation and community integration, including access to services post supervision?

e) Does delivery sufficiently include and consider all the child's diversity factors?

f) Does delivery address the key structural factors affecting the child?

g) Do interventions address the child's attitudes, motivations and behaviour with the context of that child?

h) Is there sufficient alignment and coordination of delivery with other services including exit planning and referral to universal services?

i) Is the quality of the work with the child reviewed and adapted where necessary?

2.3.2 Does the delivery of well-focused, personalised and coordinated services achieve safety for the child and the community?

a) Are the right services delivered to achieve safety and stability for the child as foundations for change?

b) Are services delivered collaboratively with the child's parents and carers to build safety and protection for the child and the community?

c) Does delivery sufficiently address issues of vulnerability, victimisation and exploitation?

d) Are the right services delivered to achieve safety for other people, sufficiently managing risks?

e) Is sufficient attention given to the protection of actual and potential victims in the delivery of services?

f) Do the interventions delivered, pay sufficient attention to the available timescales and the need for sequencing?

g) Does delivery respond effectively to changes when required?

h) Is engagement effectively supported including enforcement actions being taken when appropriate?

2.4 Victims

N.B. The focus of this standard is on the <u>service to victims</u> rather than the work done with children which is covered by 2.1-2.3. The victims' standard takes a 'policy and provision' approach by looking at victim arrangements and activity and triangulating this against cases.

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

2.4.1 Do organisational arrangements and activity drive an effective service for victims achieving safety for the community?

a) Does the Management Board understand their role in relation to victims?

b) Is there an effective strategy for reducing offending against children with relevant links to criminal and sexual exploitation strategies?

c) Is there an up-to-date analysis of the needs of victims?

d) Are the views of victims sought, analysed and used to inform an effective service for victims?

e) Is there a clear policy and a well understood, timely, process for contacting victims?

f) Are there effective referral and signposting arrangements in place for victims?

g) Are staff that work with victims effectively supported in their roles?

h) Is there a robust restorative justice offer with effective risk management processes in place?

2.4.2 Is there effective work with victims that is focussed, responsive and personalised?

a) Is clear information given to victims about what they can expect at different points in a child's work with the YJS?

b) Are victims supported to make an informed choice as to whether to participate in work with children?

c) Are victim liaison staff provided with appropriate and timely information at relevant stages during their work with a child?

d) Is there sufficient analysis of the individual needs of a victim?

e) Where appropriate do victims' views contribute to the work done with children?

f) Are views expressed by victims treated appropriately?

g) Are victims effectively supported if they choose to participate in work with a child, with effective individualised risk management processes in place?