1.0 Introduction and Background

1.1 This document outlines the joint policy and procedures between Nottinghamshire Youth Justice Service and Nottinghamshire Local Authority to reduce the numbers of young offenders not in Education, Training or Employment.

1.2 The successful engagement of young offenders in Education, Training or Employment (ETE) is critical to the achievement of the Youth Justice Service’s statutory aim of preventing offending and re-offending by children and young people under the age of 18, and to the local authority response to reducing young people 16 – 18 not in education, employment or training (NEET).

1.3 The reduction in offending behaviour and the reduction of young offenders not in education, employment and training are key to delivering the Nottinghamshire Youth Justice targets by contributing to a reduction of young people committing crime, the rate of re-offending, and young people in custody.

1.4 This document outlines:

- The joint policy of the Youth Justice Service and the Local Authority.
- The procedures and practice to be followed to reduce the numbers of young offenders not in Education, Training or Employment.
- How performance will be monitored, evaluated and reported.
- The role of staff within the Youth Justice Service in working towards the reduction of young people supervised by the youth justice system who are NEET.
- The role of partners in the delivery of the policy, procedures and practice.

2.0 YJ Guiding Principles for Education and Training

2.1 The Youth Justice Service work under common shared principles in relation to the education, training and employment needs of those young people and families who participate in the service whether through voluntary or statutory contact. There are seven common themes and are grouped together as the YJ Guiding Principles to Education and Training.
2.2 The YJ Guiding Principles to Education and Training

1. All Nottinghamshire children of compulsory school age (and who are not Electively Home Educated) should have a nominated school roll.

2. Long term part time education is never satisfactory for a Nottinghamshire child unless there is a clear medical\(^1\) reason why.

3. Nottinghamshire families and education providers will be challenged where a young person is not attending education for at least 85\(^2\) of their full time equivalent.

4. Young people who are Looked After by Nottinghamshire County Council will have full time access to education and are supported by The Virtual School.

5. All Nottinghamshire children of compulsory school age who are Electively Home Educated can expect the Local Authority to check that their education is of a good standard and is an appropriate choice of their parents or carers.

6. All Nottinghamshire young people will have the opportunity to continue to participate in education and training past their compulsory school age.

7. All Nottinghamshire young people who have an education, health and care plan will have the support to continue in their education, training or employment until they are 25.

2.3 The Youth Justice Education, Training and Employment Team (YJ ETE Team) will have due regard for the guiding principles and all interventions will be assessed against the above.

3.0 Policy: Aim and Purpose

3.1 The purpose of this policy is to ensure the Youth Justice Service (YJ) together with its partners put procedures in place to increase the percentage of young offenders in suitable full time ETE during and at end of their sentence, and provide effective communication across the partnership including:

- Regular liaison between all nominated managers in Nottinghamshire County Council and the Futures, Advice and Skills Company
- Regular review of policies contained in this document and consistent application across Youth Offending Teams.
- Regular monitoring of ETE performance measures with feedback to partners through the Youth Justice Partnership Board.
- Implementation and adherence to the contract agreement between Nottinghamshire Youth Justice Service and the Futures, Advice and Skills Company regarding the seconded Futures staff.

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\(^1\) Multi-agency team around the child can agree part time packages where a medical reason is available from a health professional, or Educational Psychologist, or is written in an Education, Health and Care plan.
3.2 The YJ Service will ensure equity and equality of access to placements to all young offenders who are NEET to contribute to a reduction in re-offending.

3.4 All interventions will take into account the learning needs of the young person. This consideration will cover the type of placement, the level of ability required, expected outcomes, and realistic progression pathways. Interventions will be guided by the principles of evidence-based practice (appendix iii)

3.5 The YJ ETE Advisors will ensure the local authority, relevant education providers, and the Coordinator of the Virtual School for Looked After Children are aware of all young people made subject to a period in custody (other than on welfare grounds) to ensure appropriate support and re-integration into suitable ETE can be planned and sustained in the community.

4. Procedures: Referral, Assessment and Planning Interventions

4.1 All young people made subject to a statutory supervised order through Her Majesty’s Court Service, made subject to a Bail Supervision and Support (BSS) programme, allocated for a Pre-Sentence Report or Referred for an Out of Court Disposal (OOCD) assessment will be automatically secondary allocated to the YJ ETE Team dependant on their locality of residence. The YJ ETE Advisor will assess all allocations, using the ETE Checklist (see appendix i), to ascertain whether they meet the criteria to become an open and active case, or to close the secondary allocation because no further action is required. In the case of OOCD’s the ETE Advisor will gather the Educational information and refer to an appropriate agency if necessary. The ETE Adviser will only remain involved where ETE is a made a condition of a Youth Conditional Caution.

4.2 At point of an automatic secondary allocation all relevant information regarding the young person will be gathered. All cases are assessed through a second screening phase which includes: relevant exclusions and Special Educational Needs information from the Children and Young Peoples Capita One system, relevant information in AssetPlus, discussions with Youth Justice Case Managers, the current Education, Training or Employment status of the young person, and school attendance data through the requested record. All education providers retain the duty to cooperate with the Youth Justice System under The Children’s Act 2004 clause 10 and 11. All young people who are NEET (this includes school age young people where they are persistently absent, or without suitable full time education, and for post 16 young people this includes those in any NEET category and those not accessing at least 16 hours of ETE per week) will be deemed as an appropriate open and active case.

4.3 Open and active cases for young people of statutory school age (SSA) are made on the following basis:

- Attendance at designated education provider is below 85%
- Access to a full time package of statutory education is not available
- In Year 11 and planning for post 16 education (commencing from January onwards)

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3 Education Providers are defined as any provider of statutory or post 16 provision, for example schools, academies, Further Education Colleges, Independent Schools, Free Schools, or private training provider (as contracted through the Education Funding Agency).

4 Full time provision for SSA is 380 sessions per academic year
4.4 Open and active cases for young people who are above statutory school age (above SSA) are made on the following basis:

- Access to, or, attendance on, a full time package of education, training or employment is not available or being accessed.
- Young people who are registered as unemployed and looking for work or training.

4.5 All open and active cases will have a planned intervention based on the most recent AssetPlus assessment and ‘Our Intervention Plan’. Interventions will be recorded on the ETE Action Plan, located in the assessment and documentation sections of careworks, ensuring all work undertaken can be coordinated by the YJ supervising officer, or Case Manager, and delivered as part of a multi-modal package of support. All ETE Action Plans will be regularly reviewed to ensure progress towards a positive outcome classified as 1) SSA accessing 25+ hours of provision, 2) Above SSA 16+ hours of provision.

4.6 The YJ ETE Advisors will have due regard to the young person’s views (including undertaking custodial visits to ascertain these) and the principles of Effective Practice (appendix i) when deciding which intervention is the most appropriate. This should include any barriers to learning identified through the AssetPlus assessment that may impact on their ability to access, participate and progress in ETE during, and beyond their statutory court order.

4.7 The YJ ETE Advisor will ensure accurate recording of all work undertaken on open and active cases using Capita (appendix ii) and have due regard for the minimum standards of recording for ETE. Also, where appropriate, basic data records to be maintained on the Insight database.

4.8 The YJ ETE Advisors will have due regard to the young person’s views and the principles of Effective Practice (appendix ii) when deciding which intervention is the most appropriate. This should include any barriers to learning identified through the AssetPlus assessment that may impact on their ability to access, participate and progress in ETE during, and beyond their statutory court order.

4.9 Secondary allocations are closed following the young person becoming EET; where there is persistent disengagement with the service being offered; or at the end of the statutory order. Where a young person remains NEET at the end of their order, and consents to voluntary intervention, a referral will be made to NEET services within the relevant locality.

4.10 The YJ ETE Advisor must ensure that all up to date ETE information is correctly recorded on Capita at point of closure (ETE Capita Recording Guidance is available, see appendix ii). This includes those cases which were not active to the YJ ETE Advisor but who remain a young person within their Youth Offending Team. A weekly closure list will be available to all YJ ETE Advisors through the Senior Practitioner (SP).

4.11 Cases which are not made open and active at point of secondary allocation but who subsequently become NEET during their supervised court order should be referred directly to the relevant YJ ETE Advisor through their Case Manager. The YJ ETE Advisor will assess the relevance of the case following the procedures outlined in 4.2.

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Definition of full time at post 16 is students studying for at least 540 guided learning hours (this can be between 12 – 16 hours per week over an academic year)
5.0  
**Education, Health and Care (EHC) Plans in Custody**

5.1  
**Custody Cases**

5.1.1  
New legislation introduced on the 1 April 2015 means that young people up to the age of 18 are able to apply for an EHC Plan whilst in custody. The ETE team will lead on all Custody EHC requests and will:

- Consider all custody cases to decide if an EHCP assessment is suitable for the young person
- Complete the request for assessment document (where we are the most appropriate organisation to do so)
- Where an assessment is agreed meet with the young person to ascertain their views and opinions
- Liaise with the SEND lead and attend multiagency meetings to complete the EHC Plan where awarded
- Work with the young person and their parents/carers to implement the plan on release
- Chair EHCP reviews within the custodial setting on behalf of the Integrated Childrens Disability Service.

5.2  
**Non Custody Cases**

5.2.1  
For non-custody cases the ETE team will;

- check any EHC Plans of young people allocated to inform and implement the plan in any educational setting
- Where there is no other relevant referral organisation involved, make a referral to the SEND team (where this is appropriate*) by completing the request for assessment document.

*Further information on SEN and Nottinghamshire’s Local offer and when an EHC Plan referral is appropriate can be found at the following http://www.nottshelphyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=zVqYruaUd3M*

5.3  
Please note; for a young person to be eligible for an EHC plan they must be willing to attend and engage in ETE provision.

6.0  
**Practice: Role of YJ ETE Team**

6.1  
**The YJ Senior Practitioner for ETE Coordination (YJ ETE SP) will undertake the following roles and responsibilities on behalf of Nottinghamshire YJ Service:**

6.1.1  
Develop policies and services to increase the participation of young people in the YJ service with meaningful education, training or employment opportunities.

6.1.2  
Ensure the liaison with education providers, other support services and education strategic planning and placement takes place regarding the suitable provision for young people supervised by YJ service.
6.1.3 Responsible for sharing all relevant YJ ETE information and data with partners, providing timely analysis of the learning needs of young people in the YJ service, appropriate allocation of resource, and relevant performance information.

6.1.4 Line management responsibility for staff seconded from Futures, Advice and Skills Company to the YJ ETE Team, and Basic Skills Tutor (NCC Employee)

6.1.5 Ensuring adherence to the Apprenticeship, Skills, Children and Learning (ASCL) Act 2009 in relation to the transfer of individual young people into custodial establishments, between custodial establishments, and to the community on release; and have delegated responsibility for the education of Looked After Children (LAC) in custody, with direct reporting to the Coordinator of the Virtual School.

6.1.6 Designated officer for the Local Authority regarding consultations of proposed Education Requirements when attached to a Youth Rehabilitation Order made by Her Majesty’s Court Service.

6.1.7 Provide the first point of escalation regarding ETE practice where, despite good efforts, the YJ Guiding Principles can’t be met and referral to the Vulnerable Children Education Committee (VCEC) is required.

6.1.8 Provide quality assurance and performance monitoring and provide timely information (when required) to partners. This includes regular quarterly reporting mechanisms.

6.2 The YJ ETE Advisors will undertake the following roles and responsibilities on behalf of Nottinghamshire YJ service:

6.2.1 Act as a broker for all open and active cases. This includes having, and maintaining, specialist YJ ETE knowledge to enable and realise bespoke packages of support for individual cases.

6.2.2 Network effectively with multi-agency partners across the voluntary, community and statutory sectors to access the most appropriate support for young people and their individual needs.

6.2.3 Provide effective and accurate information, advice and guidance to young people and their families regarding realistic progression pathways in their locality areas. Helping young people to clarify their own learning and developmental needs, (this will include, for example, details about relevant labour market information, current training opportunities and careers guidance), and agreeing with them a joint planned course of action

6.2.4 Provide up to date and accurate information to young people and their families regarding individual criminal records, rehabilitation of offenders act, and how to disclose convictions to employers and other relevant authorities, and provide information and advice to support Case Managers to provide this to closed cases.

6.2.5 Provide information, advice and guidance (face to face, and through agreed reporting mechanisms) to education providers regarding relevant risk information, including specific learning needs and difficulties, to enable providers to support young people to achieve course outcomes, whilst having due regard for public protection.

6.2.6 Attend all relevant meeting forums (ICPC, LAC reviews, YJ risk reviews, DTO planning meetings, case conferences etc.) where appropriate or necessary.
6.2.7 Use relevant assessment tools to identify barriers to learning and access to further specialist support where needed. For example, RAG work/training readiness assessment, dyslexia screening through Quickscan, and Rapid English diagnostic assessment.

6.2.8 Provide specialist information and advice, including development of resources, to YJ Case Managers and colleagues regarding the ETE needs of young people in the YJ service and be the first point of contact relating to any ETE matter within the service.

6.2.9 Responsible for the continued development of YJ ETE knowledge and learning for self, team and service. This will include attendance at regular YJ ETE team meetings, sourcing relevant training opportunities and adherence to NSCB guidelines relating to safeguarding and child protection.

7.0 Monitoring and Accountability

7.1 Monitoring of the YJ ETE policy will occur between Nottinghamshire Youth Justice Service, and Futures. Performance figures will be provided on a quarterly basis to the YJ Partnership Board. Performance monitoring is conducted using the Youth Justice Boards Data Counting Rules, these can be accessed online http://www.justice.gov.uk/youth-justice/monitoring-performance/data-recording-guidance-and-counting-rules

7.2 Performance is routinely monitored by the YJ ETE SP through quality assurance activity (for example case audits and live supervision of face to face contacts) etc. Operational related concerns will be addressed through the YJ Interventions Team Manager who has line management responsibility for the YJ ETE SP.

8.0 Partnership Contributions

8.1 The Youth Justice Service in partnership with Futures will contribute to the YJ ETE Policy by undertaking the following:

8.1.1 Implementation of the YJ ETE activity as written in this document.

8.1.2 Provide line management responsibility of the YJ ETE SP through the YJ T Interventions Team Manager

8.1.3 Provide regular supervision and guidance to the YJ ETE SP by using the policies and practices in this document as guidance, to support professional and personal development whilst in the Youth Justice Service.

8.1.4 Provide access and support to appropriate and relevant training

8.2 Futures in partnership with the Youth Justice Service will contribute to the YJ ETE Policy by undertaking the following:

8.2.1 Implementation of the YJ ETE activity as written in this document

8.2.3 Provide line management responsibility of the YJ ETE Advisors through the YJ ETE SP including regular supervision and guidance, and arrangements for absence monitoring, staff leave returns, disciplinary and grievance procedures and performance monitoring.
## ETE Checklist Tool

**Name:**

<table>
<thead>
<tr>
<th><strong>ETE Initial Checks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks</strong></td>
</tr>
<tr>
<td>Request register from relevant school / provider</td>
</tr>
<tr>
<td>Check other databases framework/insight/EMS/LRS</td>
</tr>
<tr>
<td>Attendance check is this below 70%?</td>
</tr>
<tr>
<td>Full time provision? (25hrs pre16 12hrs post 16)</td>
</tr>
<tr>
<td>Checked paperclip for other relevant attached documents</td>
</tr>
<tr>
<td>Checked Asset+, Our Intervention Plan, other relevant documentation in assessment &amp; documentation</td>
</tr>
<tr>
<td>Talk to YJ Case Manager and record event on Capita</td>
</tr>
<tr>
<td>Talk to relevant school/education provider</td>
</tr>
<tr>
<td>Request EHC Plan/SEN Statement/transition plan/IEP/S139a/other relevant reports &amp; attached to paperclip</td>
</tr>
</tbody>
</table>

**Case Active**

- ETE intervention plan completed
- ETE intervention plan regularly reviewed
- Record all contact
- Education tabs are up to date and correct
- All information up to date at point of closure

**Case Non-active**

- Recorded case decision in capita, events section
- Request secondary allocation removed
- All information correct at the point of closure
Education Training Employment Action Plan

All planned interventions for active cases should be accompanied by an ETE Action Plan as found in assessment & documentation on Capita.

Where a case is not to be made active the reasons should be clearly recorded in the contacts section in careworks so that the Youth Justice Case Manager is aware of the reasons and can include these in any further assessment to be made in line with National Standards.

ETE Action Plan Guidance

Rationale
To enable youth justice case managers to find all of the ETE intervention information in one place and help them to incorporate the ETE planning into the overall youth justice intervention plan.

To enable young people to be clear about the work the ETE Advisers will do with them, and make informed agreements and to have all actions reviewed on a regular basis.

Timescale
The ETE action plan should be drawn up with the young person after the first initial meeting. It may be that only one or two actions are identified at the first meeting, the document has been designed so you can add new actions as your interventions unfold. Update the review section of the document after relevant face to face contacts. It is good practice to review the agreements regularly and record where certain sessions have not happened (for example young person did not attend) because this helps to demonstrate to the young person why certain actions are not met and why (because of their lack of motivation for example). In this way, the plan can be used as a resource to talk to young people about their patterns of behaviour, or the barriers which regularly occur.

How to use
The plan should be written in a clear, simple, conversational way. Use SMART targets so it is easy to review. Break down the sessions and try to timetable them (if possible), this helps with the statutory nature of the order. Please see the example provided. Update the review section regularly (always put your initials and date) so the youth justice case manager can have an accurate picture of ETE progress to date.

Where a young person is made subject to an Education Requirement as part of a Youth Rehabilitation Order then a further YRO Learning Plan is required and will be completed as in assessment & documentation. The Senior Practitioner for ETE Coordination will oversee this and offer practical advice and support where required to the Targeted Support Case Manager and in line with National Standards.

Appendix ii
Youth Justice Board’s Key Elements of Effective Practice

**Education Training Employment**

<table>
<thead>
<tr>
<th>Area</th>
<th>Key Indicator of Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>AssetPlus is used to identify whether there are any barriers to learning that might affect a young person's ability to access, participate in and progress within Education, Training and Employment (ETE), and every effort is made to obtain information about a young person's educational history so that there is a coherent assessments of needs enabling all agencies to co-ordinate a coherent response</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>A consistent screening process should be used that takes into account all of the areas in which a young person is experiencing difficulty, particularly in relation to numeracy and literacy. There should be a clear framework for referral for further assessment that results in an action document</td>
</tr>
<tr>
<td>Individual Needs 1</td>
<td>The learning styles and needs of young people as well as the learning needs of parents/ carers should be taken into account when considering the most appropriate package of educational support</td>
</tr>
<tr>
<td>Individual Needs 2</td>
<td>Programmes should focus on the full range of barriers to learning a young person faces, in particular, low attainment levels in literacy and numeracy</td>
</tr>
<tr>
<td>Communication 1</td>
<td>Practitioners should maintain close contact with the school, college, training provider or secure establishment to ensure that the plan is progressing well, the targets are monitored and revised and any new developments in the young person’s life are taken into account</td>
</tr>
<tr>
<td>Communication 2</td>
<td>The views of the young person should be recorded in each phase of the assessment, planning and review process</td>
</tr>
<tr>
<td>Service Delivery 1</td>
<td>Practitioners should ensure that there is continuity in ETE programmes, particularly for those making the transition from custody to the community with follow-up support arranged where appropriate</td>
</tr>
<tr>
<td>Service Delivery 2</td>
<td>Practitioners should be able to provide continuous support, acting as the concerned professional, through advocacy, mediation and conciliation where necessary</td>
</tr>
<tr>
<td>Training 1</td>
<td>Practitioners should know how to access information about the range, quality and appropriateness of ETE services that are provided locally</td>
</tr>
<tr>
<td>Training 2</td>
<td>An appropriate staff recruitment and professional development process should</td>
</tr>
<tr>
<td>Management 1</td>
<td>Staff recruitment should reflect the profile of the local community and the YOS Learning and Development Strategy should take full account of local ETE issues</td>
</tr>
<tr>
<td>Management 2</td>
<td>Sufficient resources should be available to ensure that all young people have access to ETE provision and support for participating in it, and there should be sufficient flexibility in the infrastructure of ETE to engage in cross-organisation working</td>
</tr>
<tr>
<td>Service Development 1</td>
<td>There should be clear policies and procedures for ETE with a particular focus on inclusion and reintegration. Policies should be clear about how young people will access opportunities, participate in them and make progress</td>
</tr>
<tr>
<td>Service Development 2</td>
<td>Strategic links should be formed with education providers and with local business and employers. Protocols/Service level agreements with schools, further education colleges and training providers should be in place</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation 1</td>
<td>A young person’s attendance, punctuality and achievement of targets on ETE programmes in both the community and custody should be monitored to ensure they are sustained over time</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation 2</td>
<td>Protocols/Service level agreements with partners should be monitored and data on the availability of information and the speed with which it is made available should be considered at regular intervals</td>
</tr>
</tbody>
</table>