

Whatever form a referral takes, the programme must ensure that the young person actually demonstrates a risk of offending or anti-social behaviour before work begins with him or her. This process is called verification.

Each programme will have its own criteria on who they accept and on what basis they can refuse to accept a young person. For example, referrals might be received where:

- the only problem is in the area of education, with no overt links to the likelihood of future offending or anti-social behaviour: in this case, it might be more appropriate for the school or the education authority to deal with the young person
- the young person has already passed the threshold of criminal behaviour (for example, had a Final Warning)
- there are serious child protection issues that take precedence over work on offending.

Further guidance on the acceptance criteria can be found in the relevant management guidance for YIPs and YISPs, and in the SSP mainstreaming document (available from www.everychildmatters.gov.uk).

Verification using Onset – Referral and Screening or Onset – Referral and Screening: Parents/Carers and Others

Both *Onset* referral and screening forms provide information on risk factors that might exist and open avenues for further investigation. Use the form and the risk factors indicated to ask more questions and check the information it contains: any further details collected can be noted on the same form (in a different colour, for example). This ensures that all the information collected on a young person during this early stage is kept in one place, and will help key workers if an *Onset* assessment is needed at a future stage (this is why there is no separate *Onset* verification form).

Verifiers must ensure that the young person and parent/carer consent to the referral.

Verification using Onset – Referral Information from CAF

When used as a referral, the Common Assessment Framework (CAF) will contain a lot of information on the young person and his or her situation. In order to verify the referral you should use CAF to fill in the *Onset – Referral Information from CAF* form, which asks you to find the relevant facts from CAF and group them in the same areas as the *Onset* referral forms.

The following table shows how risk factors from CAF can be mapped onto the *Onset* risk factor areas.

| <i>Onset risk factor area</i> | <i>CAF</i> |
|--------------------------------|---|
| Living and family arrangements | <ol style="list-style-type: none"> 1. Development of baby, child or young person <ul style="list-style-type: none"> Emotional and social development – bereavement or loss in family relationships. Family and social relationships – stable and affectionate relationship with parents and care givers. 2. Parents and carers <ul style="list-style-type: none"> Basic care, ensuring safety and protection – domestic violence; substance/alcohol misuse in the home. Emotional warmth and stability – frequent home moves. Guidance, boundaries and stimulation – ineffective discipline. 3. Family and environmental factors <ul style="list-style-type: none"> Family history, functioning and well-being – household subject to frequent change in composition; household chaotic and disorganised; failure of care and interest taken in the young person; the young person witnesses domestic violence in the home; people in the home involved in alcohol or substance misuse. Housing, employment and financial considerations – unsuitable living arrangements, with inappropriate amenities and facilities; inadequate finances to run the household. |
| Statutory education | <ol style="list-style-type: none"> 1. Development of baby, child or young person <ul style="list-style-type: none"> Health – development in to reading and writing, vocabulary and comprehension. Behavioural development – behaviour in the classroom when in contact with their peers; violent or aggressive behaviour in school. Learning – progress in learning, including any special educational needs identified; participation in learning and education, including attendance, level of participation and access to appropriate educational resources; adult interest in the young person's educational achievements and progress; learning difficulties leading to the need for additional or different support to access the curriculum. 2. Parents and carers <ul style="list-style-type: none"> Guidance, boundaries and stimulation – young person encouraged to participate in and benefit from educational and leisure activities. |
| Neighbourhood and friends | <ol style="list-style-type: none"> 1. Development of baby, child or young person <ul style="list-style-type: none"> Health – ability to communicate effectively, confidently and appropriately with others. Family and social relationships – age appropriate friendships; association with predominantly pro-criminal peers or lack of non-criminal friends; association with substance misusing friends/peer group. 3. Family and environmental factors <ul style="list-style-type: none"> Social and community elements and resources, including education – neighbourhood characteristics including levels of crime, level of substance misuse in the area; physical access to facilities and services; influence of peer groups, friendships and social networks; substance or alcohol misuse. |

| <i>Onset risk factor area</i> | <i>CAF</i> |
|-----------------------------------|--|
| Substance misuse | 1. Development of baby, child or young person <ul style="list-style-type: none"> • Behavioural development – substance misuse by the young person. • Family and social relationships – association with substance-misusing friends or peer groups. |
| Emotional and mental health | 1. Development of baby, child or young person <ul style="list-style-type: none"> • Health – health condition or impairment that significantly affects everyday life functioning. • Emotional and social development – bereavement or family relationship breakdown. |
| Perception of self and others | 1. Development of baby, child or young person <ul style="list-style-type: none"> • Behavioural development – attempts to manipulate or control others. • Identity, including self-esteem, self-image and social presentation – values and appreciates own abilities; feels self-assured and supported; positive self-image; bullying or discriminatory behaviour. • Family and social relationships – understanding of others. • Self-care skills and independence – discovering boundaries and limits; becoming aware of others and their own needs. |
| Thinking, behaviour and attitudes | 1. Development of baby, child or young person <ul style="list-style-type: none"> • Health – ability to negotiate and make choices. • Emotional and social development – temperament, coping and adjusting abilities; motivation to change. • Behavioural development – participation in reckless activity and the need for excitement; attitudes to offending. • Family and social relationships – awareness of consequences. • Self-care skills and independence – appropriate use of social problem-solving approaches. |
| Positive factors | Positive factors can be found throughout CAF. Examples most useful for further interventions should be noted on the <i>Onset</i> assessment form. |
| Young person's vulnerability | 1. Development of baby, child or young person <ul style="list-style-type: none"> • Emotional and social development – self-harm or risk of self-harm. |
| Risk of harm by young person | 1. Development of baby, child or young person <ul style="list-style-type: none"> • Behavioural development – aggression towards others; harm or risk of harm to others. |

Additional information and evidence for intervention can also be found in:

1. Development of baby, child or young person

- **Behavioural development** – anti-social behaviour; offending behaviour and risk of (re)offending.