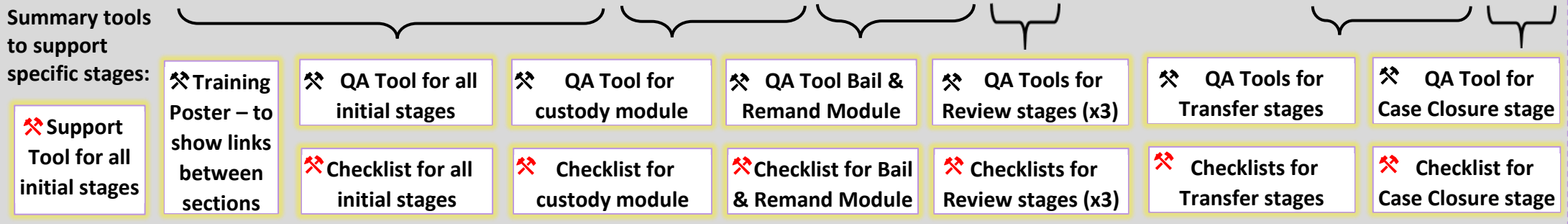
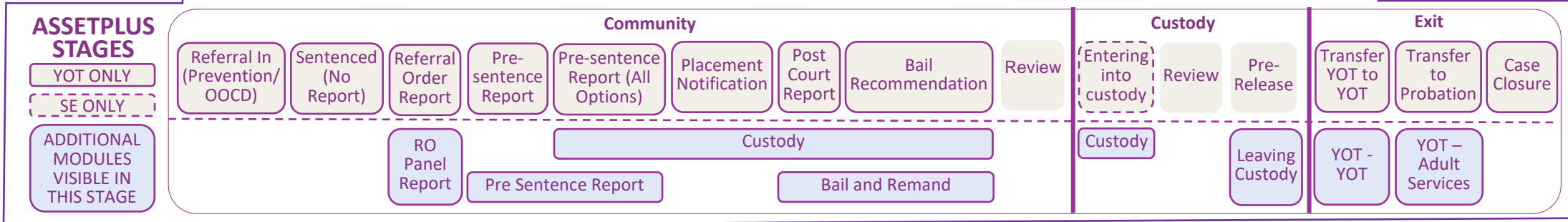
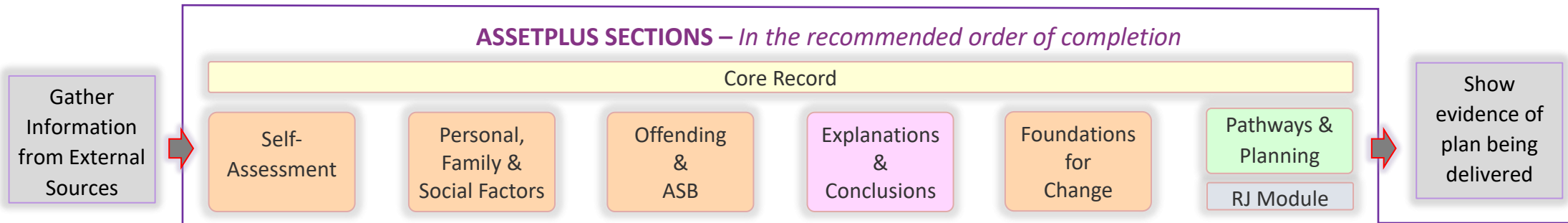
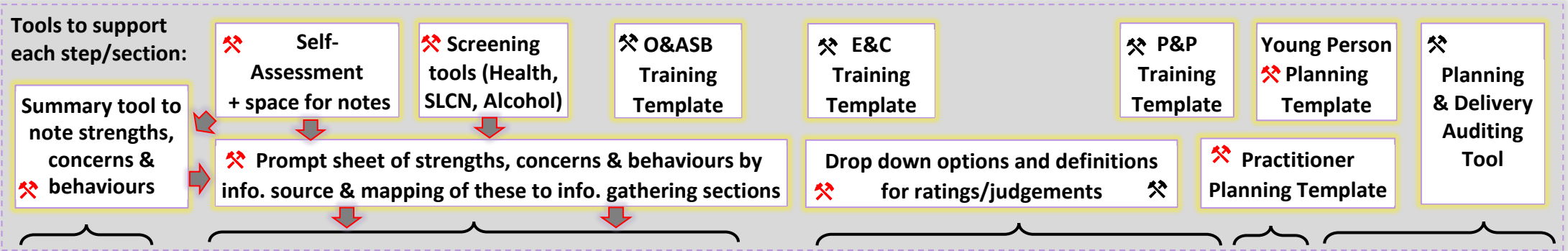


Assessment & Planning Toolkit

Instructions: Hold Ctrl + click on the white boxes below to access each tool.
Hold Ctrl + click on the button in corner of other pages (🏠) to return here

KEY: Management Tools - 🛠 Practitioner Tools - 🔧



SUMMARY TOOL



Information Gathering

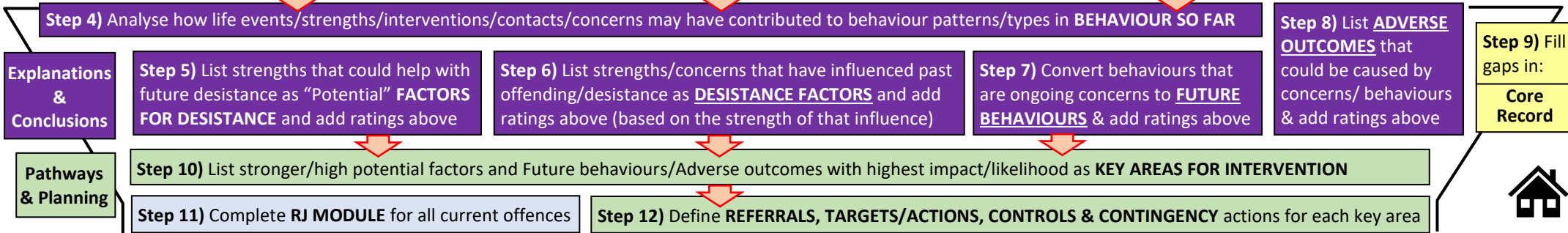
Step 1) Make a note of life events, strengths, concerns and behaviours of concern in the tan coloured fields below as you review information sources/self-assessments
Step 2) Enter self-assessments **Step 3)** Ensure the info. gathering sections expand on what each of these events, strengths, concerns and behaviours looks/looked like

Historic SIGNIFICANT LIFE EVENTS (e.g. care/CIN periods, +VE & -VE changes re. key relationships /home/ETE/health/substance use, trauma/ assault/neglect/abuse by others) & known dates

STRENGTHS (e.g. relationships, activities/interests, motivations, attitudes & aspirations) & known dates	Des. Factor Rating

CONCERNS (e.g. Accommodation, Care, Relationships, Identity, Lifestyle, Physical/Emotional health, SEN/SLCN, Education, Attitudes) & known dates	Des. Factor Rating	Adverse Outcome Impact/ Likelihood

BEHAVIOURS OF CONCERN (e.g.past offences/ASB/intel., outstanding charges, home/school behaviours, thoughts/threats) & known dates	Future Behaviour Impact / Likelihood	Adverse Outcome Impact/ Likelihood



Young Person – Full self-assessment (Statutory or combination)

Young person's name:

Date of birth:

Date of completion:

Family, home and relationships:

	Yes	No	Sometimes
I know that my family care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on with my family/carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stay out or away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are problems or arguments at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I live with people who get into trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family are upset about my behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have lost someone special from my life	<input type="checkbox"/>	<input type="checkbox"/>	

FURTHER EXPLORATION ON ANSWERS ABOVE (Hold CTRL and hit the Return key to start a new line):

Who are the most important people in your life? *(Hold CTRL and hit the Return key to start a new line)*

Smoking, drinking and drugs:

	Yes	No	Sometimes
I spend a lot of money on drinking, smoking or drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoking, drinking or drugs get me into trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I smoke too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I drink too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take too many drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want help to cut down on smoking, drinking or drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I smoke/use drugs/drink alcohol with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FURTHER EXPLORATION ON ANSWERS ABOVE (Hold CTRL and hit the Return key to start a new line):

Health and how I feel:

	Yes	No	Sometimes
I do things that are bad for my health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get angry and lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I eat well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sleep well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel stressed or anxious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have thought about hurting myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have tried to hurt myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have thought about killing myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FURTHER EXPLORATION ON ANSWERS ABOVE (Hold CTRL and hit the Return key to start a new line):

Friends:

	Yes	No	Sometimes
My friends get into trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get into trouble when I am with my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do things without thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tell my friends what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say 'no' to my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FURTHER EXPLORATION ON ANSWERS ABOVE (Hold CTRL and hit the Return key to start a new line):

What do your friends think of you?

School, college and work:

What things at school/college/work do you like?

Why do you like them?

	Yes	No	Sometimes
I want help with reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want help with writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I miss/missed school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have people who help me with school/college/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get into trouble at school/college/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FURTHER EXPLORATION ON ANSWERS ABOVE (Hold CTRL and hit the Return key to start a new line):

What work or job would you like to do?

Offending:

	Yes	No
Do you think what you did was wrong?	<input type="checkbox"/>	<input type="checkbox"/>

Why did you do it?

	Yes	A bit	No
Are you sorry for what you did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you want to make up for what you did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has your offence caused problems for you or your family?

FURTHER EXPLORATION ON ANSWERS ABOVE (Hold CTRL and hit the Return key to start a new line):

My future:

	Yes	No	Sometimes
I can think of reasons to avoid offending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These are?

What things will make it hard to avoid offending?

Who can help you avoid offending?

	Yes	No	Sometimes
I am good at dealing with problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Say one thing you would change in your life

Is there anything you would like the YOT to help you with?

What do you enjoy doing?

What would you like to do in your spare time?

	Yes	No
Would you like help to do these things?	<input type="checkbox"/>	<input type="checkbox"/>

Working with the YOT:

	Yes	A bit	No
There are things I find it difficult telling a worker about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been to this or another YOT before?	<input type="checkbox"/>		<input type="checkbox"/>

FURTHER EXPLORATION ON ANSWERS ABOVE (Hold CTRL and hit the Return key to start a new line):

What things did you like about being at the YOT?

What problems did the YOT help you with?

What things at the YOT didn't you like doing?

	Yes	No
Did you find it easy to go to your YOT appointments?	<input type="checkbox"/>	<input type="checkbox"/>

Why?

Physical and mental health screening tools

Section 1: Physical health and development

The YJB have consulted with Public Health England and the Offender Health Research Network (authors of the Comprehensive Health Assessment Tool (CHAT)) in order to provide this screening tool for the AssetPlus framework.

The screening tool below should be self explanatory but you will need to familiarise yourself with the supporting guidance in order to better understand what is being asked.

Young person's name:

Date of birth:

Date of completion:

Please indicate whether the following apply to the young person:

	Yes	No	Yet to clarify
Has a diagnosed physical health condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiencing current physical health symptoms? e.g. breathing problems, chest pains, seizures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Currently taking prescribed medication for a physical illness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has any current contact with GP or hospitals in relation to a major physical illness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is pregnant or could be pregnant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is their speech difficult to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further exploration:

Where 'yes' has been selected for any answer above, please provide as much detail as possible here:

Note any positives, and/or any other concerns that require further investigation, referral or action.

Section 2: Emotional development and mental health

The YJB have consulted with Public Health England and the Offender Health Research Network (authors of the Comprehensive Health Assessment Tool (CHAT)) in order to provide this screening tool for the AssetPlus framework.

The screening tool below should be self explanatory but you will need to familiarise yourself with the supporting guidance in order to better understand what is being asked.

Young person's name:

Date of birth:

Date of completion:

Please indicate whether the following apply to the young person:

	Yes	No	Yet to clarify
Any formal diagnosed mental health condition? (current/previous)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any contact with mental health services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any prescribed medication for mental health problems? (current/previous)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has current feelings of sadness, anxiety/stress or irritability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels constantly in low mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels hopeless about the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has flashbacks of past traumatic events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees or hears things that other people cannot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has longstanding symptoms of overactivity, inattention and impulsivity in multiple settings? (e.g. home, school etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has history of deliberate self-harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has previously attempted suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has current thoughts to self-harm or wish to commit suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looks depressed or is behaving unusually?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risks/ concerns from others (family/professionals) about young person's mental health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further Exploration on the next page

Further exploration:

Where 'yes' has been selected for any answer above, please provide as much detail as possible here including: the events/circumstances; nature of emotions arising (anger, grief, fear etc); impact on young person's life etc.

Speech, language, communication and neuro-disability screening tool

The YJB have consulted with the Royal College for Speech and Language Therapists (RCSLT) and the YJ Speech and Language Therapists network (a group of Speech and Language Therapists that work directly in YOTs or secure establishments) and the Offender Health Research Network (authors of the Comprehensive Health Assessment Tool) in order to provide this screening tool for the AssetPlus framework.

The screening tool below should be self explanatory but you will need to familiarise yourself with the supporting guidance in order to better understand what is being asked.

Young person's name:

Date of birth:

Date of completion:

Does the child or young person you are assessing:

Speaking

	Yes	No	Sometimes
Have difficulty thinking of the words he/she wants to say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Only use very simple vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulties explaining things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is their speech difficult to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Understanding spoken language

	Yes	No	Sometimes
Have difficulty remembering things people say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulty following spoken instructions or only follow part of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulty understanding the meaning of words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-verbal

	Yes	No	Sometimes
Have difficulty using non-verbal communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulties showing emotions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social skills difficulties (inc Autistic Spectrum Disorders)

	Yes	No	Sometimes
Have difficulties initiating and/or maintaining friendships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is socially awkward and inappropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appear frustrated or anxious when there is no obvious cause?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulty thinking about the thoughts/feelings of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Yet to clarify
Has been diagnosed with social communication difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a professional/ family member expressed concerns about social communication skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Education needs & Learning Disability</u>	Yes	No	Sometimes
Have problems with reading or writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have difficulties with time concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Needs support in daily living skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No	Yet to clarify
Have any Special Educational Needs been identified?	<input type="checkbox"/> *	<input type="checkbox"/>	<input type="checkbox"/>

***Further exploration** - please provide details of special educational needs here if the above question is answered "Yes": Tick the 'Identified SEN' and related 'Response', entering details of any 'Other'.

	<u>Responses to identified SEN</u>			
<u>Identified SEN</u>	Statement of SEN	Learning Difficulty Assessment	Education, Health and Care Plan	Other (please specify)
Specific Learning Difficulty (SpLD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Moderate Learning Difficulty (MLD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Severe Learning Difficulty (SLD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Profound and Multiple Learning Difficulty (PMLD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviour, Emotional and Social Difficulty (BESD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Speech, Language and Communication Needs (SLCN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Autistic Spectrum Disorder (ASD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Visual Impairment (VI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hearing Impairment (HI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Multi-Sensory Impairment (MSI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Physical Disability (PD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Yes	No	Yet to clarify
Has a professional/ family member expressed concerns about learning needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Traumatic Brain Injury

Yes

No

Yet to clarify

Head injury that caused him/her to be knocked out or dazed or confused?

☐☐☐

Further exploration:

Please provide as much detail as possible here: e.g. is there something unusual about the way the individual communicates? Please give examples, such as 'difficult to have a conversation with them/fixed smile/reluctant to talk'.

Alcohol screening tool

These ten questions are taken from the Alcohol Use Disorders Identification Test (AUDIT) tool, developed by the World Health Organization (WHO), and ask about the frequency and amount of drinking, feelings about it, and impact on others.

Read the questions as written and record answers carefully. Begin by saying “Now I’m going to ask you some questions about your use of alcoholic beverages during the past year.” Explain what is meant by “alcoholic beverages” by using local examples of beer, wine, vodka, etc. Code answers in terms of “standard drinks” (see supporting guidance for ‘standard drinks’ and the correct scoring number for each answer). Total the scores afterwards.

Young person’s name:

Date of birth:

Date of completion:

	Never	Monthly or less	2 – 4 times a month	2 – 3 times a week	4 or more times a week	Score
1) How often do you have a drink containing alcohol?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>

IF ANSWER ABOVE IS ‘NEVER’ SKIP TO Q9 and Q10

	1 – 2	3 – 4	5 – 6	7 – 9	10 or more	Score
2) How many standard drinks containing alcohol do you have on a typical day when you are drinking?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>

	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	Score
3) How often do you have 6 or more standard drinks on one occasion?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>
4) How often during the last year have you found that you were not able to stop drinking once you had started?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>
5) How often during the last year have you failed to do what was expected of you because of your drinking?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>
6) How often in the last year have you needed an alcoholic drink in the morning to get yourself going after a heavy drinking session?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>
7) How often during the last year have you had a feeling of guilt or remorse after drinking?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>
8) How often during the last year have you been unable to remember what happened the night before because you had been drinking?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 1	<input type="checkbox"/> score 2	<input type="checkbox"/> score 3	<input type="checkbox"/> score 4	<input type="text"/>

	No	Yes, but not in the past year	Yes, during the last year	Score
9) Have you or somebody else been injured as a result of your drinking?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 2	<input type="checkbox"/> score 4	<input type="text"/>
10) Has a relative, friend, doctor or health worker been concerned about your drinking or suggest you cut down?	<input type="checkbox"/> score 0	<input type="checkbox"/> score 2	<input type="checkbox"/> score 4	<input type="text"/>

Total score

(out of 40)

Record any additional detail e.g. extent of any injuries caused by his/her drinking, information about who else has expressed concerns, when and why.

PROMPT SHEET/MAPPING OF HOME, FAMILY AND RELATIONSHIP INFO TO ASSETPLUS SECTIONS

WHAT IS IT: Prompt sheet of strengths, concerns & behaviours by info. source and outline of which sections/sub-sections these map to in info. gathering sections
HOW TO USE IT: As you are looking at the information sources to the left of the table below, consider whether any of the strengths/concerns/behaviours to the right are relevant for your case. You can tick those that are relevant or note them on the summary tool and use this to guide you where to record them in AssetPlus.

May map to the following sub-sections as per ref. numbers shown (those in red are not specific prompts but part of free text questions)

Typical Sources
Children's Services Records¹
Young Person Self-Assessment & Interview
Family, home and relationships
I know that my family care about me ²
I get on with my family/carers ³
I stay out or away from home ⁴
There are problems or arguments at home ⁵
I live with people who get into trouble ⁶
My family are upset about my behaviour ⁷
I have lost someone special from my life ⁸
Who are the most important people in your life? ⁹
Friends
My friends get into trouble ¹⁰
I get into trouble when I am with my friends ¹⁰
I do things without thinking ¹¹
I tell my friends what to do ¹²
I trust other people ¹³
I can say 'no' to my friends ¹⁴
What do your friends think of you? ¹⁵
Parent/Carer Self-Assessment & Interview
About your child
I find it easy to talk to my child about their behaviour ¹⁶
I think my child's behaviour causes problems at home ¹⁷
I worry that my child stays out late/away from home ¹⁸
Health/Lifestyle
I think my child chooses good friends ¹⁹
I usually know where my child is or who they're with ²⁰
At home
I find it easy to make time to do things I enjoy ²¹
I think that I manage my child's behaviour well ²²
There are problems in my life which make parenting difficult ²³
I would like some help with things at home ²⁴
Is there anything else that the YOT can do to help you as a parent or carer? ²⁵

Concerns
PFS> Living arrangements, housing and financial
Instability ^{5, 17}
Absconding/staying away ^{4, 18, 20}
Short-term/temporary
Over-crowded
Unhealthy or unsafe
Living with known offenders ⁶
Isolated, poor/deprived, lack of amenities
Ethnic/racial tensions
Local offending patterns
Locally-specific substance use trends
Young person lack of income
Parent/Carer financial difficulties
PFS>Parenting, care and supervision^{1, 2, 3, 5, 16, 17, 20-25}
Poor attachment, stability, communication or boundary setting issues
Parental/carers alcohol use
Other parental/carers substance use
Specific circumstantial stresses
Parental/carers health or mental health
Caring for family members
The young person's basic care needs not being met ²
Other serious concerns regarding care/supervision
Parental/carers violence or abuse to the young person
Witnessing DV or abuse
PFS>Self-identity
Self-identity issues (e.g. difficulty relating to race/ethnicity/faith or other aspect of family, victimisation or group/offender identity) ¹⁵
PFS>Young person as a parent
Concerns about care provision if parent/parent-to-be
PFS>Thinking & Behaviour
Impulsivity, lack of consequential thinking ¹¹
PFS>Care history - currently or previously:¹
Accommodated by voluntary agreement
Identified Child in Need (s.17 Children Act 1989)
Subject to a care order (s.31 Children Act 1989)
Remand to local authority accommodation
Remand to Youth Detention accommodation
Has the young person had a child protection plan?
Any Children's Services involvement with siblings?
PFS>Family and Wider Networks
Negative Influences ⁹
Offending by family members ⁶
Violence/abuse in the wider family
Experiences of loss/bereavement ⁸
Frequent break-up of relationships
Loss of contact with people significant ⁸
Any significant caring responsibilities for siblings/parents/others?
Violence/abuse to the young person from others
Other e.g. tensions over expected roles, unusual or complicated features
Group/gang influence ^{10, 19}
PFS>How the young person relates to others
Isolated/lack of friendships
Over-dependence
Susceptible to ¹⁴ manipulation/exploitation
Gives in easily to pressure from others ¹⁴
Fear/mistrust of others ¹³
Inappropriate social presentation
Victim of bullying
Risk of sexual exploitation

Strengths
PFS> Living^{4,5,6,17,18} arrangements²⁰
Accommodation stable, safe and well located
PFS> Social, community and neighbourhood
Good local resources
PFS> Parenting, care & supervision
+ve attachment, stability, & ^{1-3,5,16} boundaries ^{17,20-25}
PFS>Family and Wider Networks
Positive influences ⁹
PFS>How the young person relates to others^{13, 14}
Good range of age-appropriate friendships/independence
Able to relate to adults
PFS> Young person as a parent
Aspirations for of has positive relationship with child

Behaviours
PFS>Living arrangements
Offending in family/residential home
Radicalisation pressures/influences
PFS>Family and Wider Networks
Aggressive/violent behaviour by the young person towards family members
Abusive behaviour within intimate relationships
PFS>How the young person relates to others
Volatility
Over-assertive / controlling ¹²
O&ASB
Attitudes to offence(s) & offending ^{7,17}

PROMPT SHEET/MAPPING OF BEHAVIOUR AND LIFESTYLE INFO TO ASSETPLUS SECTIONS

WHAT IS IT: Prompt sheet of strengths, concerns & behaviours by info. source and outline of which sections/sub-sections these map to in info. gathering sections
HOW TO USE IT: As you are looking at the information sources to the left of the table below, consider whether any of the strengths/concerns/behaviours to the right are relevant for your case. You can tick those that are relevant or note them on the summary tool and use this to guide you where to record them in AssetPlus.

May map to the following sub-sections as per ref. numbers shown (those in red are not specific prompts but part of free text questions)

Typical Sources
Children's Services Records - behaviour at home ¹
ETE reports on behaviour/exclusions ²
CPS papers ³
ASB databases ⁴ or Police database/Intelligence ⁵
Outstanding Charges/substantiated NFA Offences ⁶
Substance misuse assessment ⁷
Young Person Self-Assessment & Interview
Smoking, drinking and drugs ⁸
I spend a lot of money on drinking, smoking or drugs
Smoking, drinking or drugs get me into trouble
I smoke too much
I drink too much
I take too many drugs
I want help to cut down on smoking, drinking or drugs ⁹
I smoke/use drugs/drink alcohol with friends
Offending ¹⁰
Do you think what you did was wrong?
Why did you do it?
Are you sorry for what you did?
Do you want to make up for what you did?
Has your offence caused problems for you or your family?
Behaviour ¹¹
Are you sorry for what you did?
Do you want to make up for what you did?
Has your behaviour caused problems for you or your family?
Parent/Carer Self-Assessment & Interview
Behaviour
How do you feel about your child's offence/behaviour? ¹²
I'm concerned my child may be using alcohol/drugs ¹³

Concerns
PFS>Young Person's Development>Lifestyle>Features of Lifestyle ¹
Gambling
Inappropriate use of technology (e.g. excessive use, being bullied online)
Non-constructive use of time
PFS>Young Person's Development>Lifestyle>Substance Misuse ^{7, 8, 13}
Regular drug use
Currently/recently injecting
Poly-drug use
Sharing equipment
Drug use leading to loss of consciousness or increase in aggression
Excessive use whilst alone
Experienced withdrawal symptoms or at risk of withdrawal
Currently taking prescribed medication for substance misuse issues
Instances of being unable to stop drinking
Instances of being unable to remember night before
Others have expressed concern about drinking
PFS>Thinking and behaviour ^{1,2}
Impulsiveness
Lack of/unrealistic understanding of consequences
Need for excitement
Anger/temper control issues
O&ASB>Offending Episodes>Attitudes ^{10, 12}
YP or parent doesn't recognise an offence was wrong, its impact, or isn't sorry it happened
Recklessness
Loss of self-control
Unduly sophisticated methods for his/her age
Ritual or bizarre elements
Excessive influence by young person over others
Appears to be practice for more serious offending
Particular cruelty or callousness
Anything else unusual or disconcerting
O&ASB>Patterns & Attitudes>Attitudes ^{10, 11}
Thinks certain motives (e.g. honour, status) provide justification
Sees certain people/groups as acceptable targets
Justification of offending on political or religious grounds
Thinks that the victim/s 'deserved it'
Influenced by parental/wider family pro-criminal attitudes

Strengths
O&ASB>Attitudes ¹⁰
Recognises behaviour was wrong
Is sorry/wants to make up for behaviour
Recognises impact of behaviour on family
Parents recognise the seriousness and impact of offence(s) ¹²
Foundations for Change>Engagement and Participation ⁹
Motivated to work on – cutting down/stopping using substances or changing behaviour

Behaviours
PFS>Young Person's Development>Lifestyle>Features of Lifestyle ¹
Inappropriate use of technology (e.g. cyber-bullying)
Risk-based games
O&ASB>Offence Details/Characteristics ³
Threat of violence
Use of violence
Carrying a weapon
Use of a weapons
Fire Setting
Sexual element
Alcohol/Drugs
Coersion/control
O&ASB>Other Behaviours of Particular Concern ^{1,2,4,5,6}
Violence at home/school/other setting
Threatening/aggressive behaviour
Sexually inappropriate behaviour
Cruelty to animals
Fire setting
Involvement in hate-based behaviour
Perpetrator of domestic abuse
Young person has said, indicated or threatened that s/he might cause serious harm to others
Behaviour driven by obsessions, fantasies or other problematic interests
Indications of young person planning for/preparing to commit offences
Offence-paralleling behaviour
Other odd or disturbing behaviour
Dangerous or reckless driving
Destruction of property
Use of illegal substances



**PROMPT SHEET/MAPPING
OF HEALTH AND
DEVELOPMENT INFO TO
ASSETPLUS SECTIONS**

WHAT IS IT: Prompt sheet of strengths, concerns & behaviours by info. source and outline of which sections/sub-sections these map to in info. gathering sections
HOW TO USE IT: As you are looking at the information sources to the left of the table below, consider whether any of the strengths/concerns/behaviours to the right are relevant for your case. You can tick those that are relevant or note them on the summary tool and use this to guide you where to record them in AssetPlus.

May map to the following sub-sections as per ref. numbers shown (those in red are not specific prompts but part of free text questions)

Typical Sources
Health assessments ¹
ETE/SEN reports ²
Young Person Self-Assessment & Interview
Health and how I feel
I do things that are bad for my health ³
I feel good about myself ⁴
I get angry and lose my temper ⁵
I eat well ⁶
I sleep well ⁶
I feel stressed or anxious ⁷
I have thought about hurting myself ⁸
I have tried to hurt myself ⁹
I have thought about killing myself ¹⁰
Parent/Carer Self-Assessment & Interview
Health/Lifestyle
I am concerned about my child's health ¹¹
I am concerned that my child is anxious or unhappy ¹²

Concerns			
PFS>Young Person's Development> Physical health and development ^{1,6,11}	Has a diagnosed physical health condition?		
	Experiencing current physical health symptoms? e.g. breathing problems, chest pains, seizures		
	Currently taking prescribed medication for a physical illness?		
	Has any current contact with GP or hospitals in relation to a major physical illness?		
	Health is being put at risk through his/her own behaviour? ³		
	Lack of GP registration/ access to services		
PFS>Young Person's Development> Emotional Development and Mental Health ^{1,6,11}	Any formal diagnosed mental health condition? (current/previous)		
	Any contact with mental health services?		
	Any prescribed medication for mental health problems? (current/previous)		
	Has current feelings of sadness, anxiety/stress or irritability? ^{4,5,7,12}		
	Feels constantly in low mood? ^{4,12}		
	Feels hopeless about the future? ⁴		
	Has flashbacks of past traumatic events?		
	Experiencing unusual thoughts?		
	Sees or hears things that other people cannot?		
	Has longstanding symptoms of over activity, inattention and impulsivity in multiple settings? (e.g. home, school etc.)		
PFS>Young Person's Development> Speech, Language, Communication and Neuro-disability ²	Have difficulty thinking of the words he/she wants to say?		
	Only use very simple vocabulary?		
	Have difficulties explaining things? Eg do they leave out important details or give information out of sequence?		
	Is their speech difficult to understand? Eg do they stammer/stutter or find it hard to say long words; do they mispronounce words frequently?		
	Have difficulty remembering things people say?		
	Have difficulty following spoken instructions or only follow part of them?		
	Have difficulty understanding the meaning of words?		
	Have difficulty using non-verbal communication? Eg too little or unusual eye contact, body language, facial expression		
	Have difficulties showing emotions? Eg do they smile or laugh at the right times?		
	Have difficulties initiating and/or maintaining friendships?		
PFS>Young Person's Development> Speech, Language, Communication and Neuro-disability ²	Is socially awkward and inappropriate?		
	Appear frustrated or anxious when there is no obvious cause?		
	Have difficulty thinking about the thoughts/feelings of others?		
	Has been diagnosed with social communication difficulties? (e.g. Autistic Spectrum Disorder)		
	Has a professional/family expressed concerns about social communication skills?		
	Have problems with reading or writing?		
	Have difficulties with time? Eg telling the time, using a calendar, understanding date and time concepts such as 'day after tomorrow'?		
	Needs support in daily living skills? e.g. washing, getting ready for school, cooking etc.		
	Have any Special Educational Needs been identified?		
	Has a professional/ family member expressed concerns about learning needs?		
PFS>Thinking and behaviour ⁵	Impulsiveness		
	Need for excitement		
	Anger/temper control issues		

Behaviours	
Emotional Development and Mental Health ¹	
Experiencing unusual thoughts that involve harming others	



PROMPT SHEET/MAPPING OF ETE, RESILIENCE/GOALS AND ENGAGEMENT INFO TO ASSETPLUS SECTIONS

WHAT IS IT: Prompt sheet of strengths, concerns & behaviours by info. source and outline of which sections/sub-sections these map to in info. gathering sections
HOW TO USE IT: As you are looking at the information sources to the left of the table below, consider whether any of the strengths/concerns/behaviours to the right are relevant for your case. You can tick those that are relevant or note them on the summary tool and use this to guide you where to record them in AssetPlus.

May map to the following sub-sections as per ref. numbers shown (those in red are not specific prompts but part of free text questions)

Typical Sources
ETE reports/Contact with school ¹ & SEN assessments ²
Previous assessments/intervention outcomes ³
Young Person Self-Assessment & Interview
<u>School, college and work</u>
What things at school/college/work do you like and why? ⁴
I want help with reading ⁵ / I want help with writing ⁵
I miss/missed school ⁶
I have people who help me with school/college/work ⁷
I get into trouble at school/college/work ⁸
What work or job would you like to do? ⁹
<u>My future</u>
I can think of reasons to avoid offending and these are? ¹⁰
What things will make it hard to avoid offending? ¹¹
Who can help you avoid offending? ¹²
I am good at dealing with problems ¹³
Say one thing you would change in your life ¹⁴
Is there anything you would like the YOT to help you with? ¹⁵
What do you enjoy doing? ¹⁶
What would you like to do in your spare time? ¹⁷
Would you like help to do these things? ¹⁸
<u>Working with the YOT</u>
There are things I find it difficult telling a worker about ¹⁹
Have you been to this or another YOT before? ²⁰
What things did you like about being at the YOT? ²¹
What problems did the YOT help you with? ²²
What things at the YOT didn't you like doing? ²³
Did you find it easy to go to YOT appointments & why? ²⁴
Parent/Carer Self-Assessment & Interview
<u>School, college and work</u>
I have concerns about my child's education ²⁵
<u>Offending/Behaviour</u>
What will help your child stay out of trouble? ²⁶
<u>Strengths and interests</u>
What things is your child good at? ²⁷
Does your child have interests that the YOT could support? ²⁸
<u>Working with the YOT</u>
Is there anything that could make it difficult to get to YOT? ²⁹

Concerns
PFS>Young Person's Development> Speech, Language, Communication and Neuro-disability
Have problems with reading or writing? ⁵

PFS>Learning, Education, Training & Employment ^{1, 25}
Not receiving statutory number of hours of education per week
Attendance/participation Issues ⁶
Have any Special Educational Needs been identified? ²
Lack of support for SEN issues ²
Concerns about unidentified/undiagnosed need or difficulties ²
Complex history e.g. moves, disruptions
Deliberate intent to disrupt or jeopardise placement
Victim of bullying in ETE settings

Foundations for Change>Resilience and goals
Negative coping mechanisms ¹³
Lack of understanding of the negative consequences of offending on the future ¹⁰
Thinks it will be hard/impossible to avoid offending ¹¹

Foundations for Change>Engagement & Participation ²⁰
Previous engagement issues ¹⁹
Things were done previously that didn't particularly work ²³
There are things they are resistant to work on ¹⁹
Have barriers to engagement and participation been identified? ^{24,29}

Strengths
PFS>Young Person's Development> Lifestyle> Features of Lifestyle
Positive activities/ interests e.g. sports ^{16,17,27,28}

PFS>Learning, Education, Training & Employment ¹
Particularly enjoys certain things at school/college/work ⁴
Has support with ETE ⁶

Foundations for Change>Resilience and goals
Positive coping mechanisms/resilience ¹³
Understands the negative consequences of offending on the future ¹⁰
Thinks it's possible to avoid offending ¹¹
Has goals/aspirations ⁹

Foundations for Change>Opportunities
Identifies people that can help in avoiding further offending ^{12,26}
Identifies reasons to avoid offending ¹⁰
Identifies things they want to change ¹⁴

Foundations for Change>Engagement & Participation ³
Positive previous engagement
Things were done previously that particularly worked ^{21,22}
Identifies things they are motivated to work on (want to change in their life/want help with/want help with things to do in their spare time/Wants help with reading/writing) ^{5,14,15,18,27,28}
Engages with a particular learning style

Behaviours
PFS>Learning, Education, Training & Employment ¹
Current behavioural issues at school/college or work ⁸
Offending on or near school/ETE premises
Complex history e.g. previous exclusions



O&ASB: BLANK TRAINING TEMPLATE

WHAT IS IT: A simplified template of the Offending and Anti-Social Behaviour section of AssetPlus to help with training
HOW TO USE IT: Complete sections 1 to 5 in relation to one of their own cases. Focus on answering only what each specific question is asking for. You may draw behaviours from the summary template (if used previously)

1. Complete the table below and add episode IDs by repeating episode numbers if offences should be in the same episode or adding new numbers (2, 3 etc) if they should be in a different episode

Episode ID	Offence Category	Offence Type	Start Date	End Date

2. Complete the characteristics for each offence

Offence Type	Postcode	Location	Day	Time	Involvement of Others	Behaviours Involved	Victim Targeted?

3. Answer the questions below for 1 of the offending episodes you have identified above

Please provide an outline of what happened, including a description of the impact on the victim(s) (where known). Please also pay attention to differences in accounts e.g. between CPS/Police and the young person’s account, or between the young person and the victim(s).

WHAT
HAPPENED
& VICTIM
IMPACT

- What was s/he feeling before, during and immediately after the offence(s)?
- What were his/her intentions? What information did s/he have, take account of or ignore?
- What choices and decisions did s/he make at the time?

THINKING
AT THE
TIME

- What does the young person now think about the offence(s) s/he committed?
- How does this compare with what they were thinking at the time of the offence(s)?
- Does s/he recognise the impact/seriousness of the offence(s)? e.g. others, victim(s), family
- How do his/her parents/carers view the offence(s)?

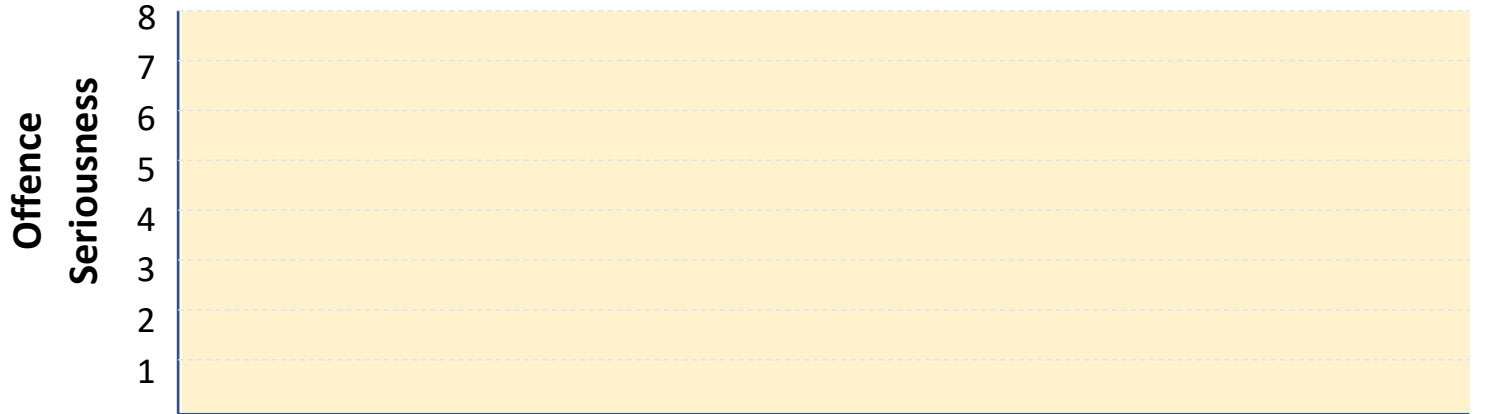
REFLECTIONS
NOW

4. Note "Other Behaviours of Concern" (non-convicted behaviour): Do you have information or evidence about any other behaviours by the young person which give cause for concern? Yes ☐ No ☐ Yet to Clarify ☐

Violence at home, school or other social settings <input type="checkbox"/>	Behaviour driven by obsessions, fantasies or other interests <input type="checkbox"/>	Involvement in hate-based behaviour <input type="checkbox"/>	<div>BEHAVIOUR AT HOME</div> <div>OUTSTANDING CHARGES</div> <div>BEHAVIOUR AT SCHOOL</div> <div>INTEL. RE BEHAVIOUR IN THE COMMUNITY</div>	<div>Summary Template</div> <div>BEHAVIOURS OF CONCERN</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Threatening/aggressive behaviour <input type="checkbox"/>	Indications of planning for/preparing to commit offences <input type="checkbox"/>	Perpetrator of domestic abuse <input type="checkbox"/>		
Sexually inappropriate behaviour <input type="checkbox"/>	Offence-paralleling behaviour <input type="checkbox"/>	Has said, indicated or threatened they may cause serious harm <input type="checkbox"/>		
Cruelty to animals <input type="checkbox"/>	Other odd or disturbing Behaviour <input type="checkbox"/>	Destruction of property <input type="checkbox"/>		
Fire setting <input type="checkbox"/>	Dangerous or reckless driving <input type="checkbox"/>	Any other concerns <input type="checkbox"/>		

Please provide details here:

5. Add offences/incidents to the graph below and answer the "Patterns & attitudes" questions underneath by comparing the nature/characteristics/trends/attitudes across behaviours



Dates

- What are the similarities/differences in the nature and characteristics of behaviour?
 - Is there evidence of significant changes in behaviour (either positive or negative)?
 - What is encouraging/concerning over time?
- How do they feel about their offending?
 - Have attitudes changed over time?
 - What do parents/carers think about their offending?
 - Broader attitudes to offending/victims?

O&ASB: CASE EX. TRAINING TEMPLATE

WHAT IS IT: A simplified template of the Offending and Anti-Social Behaviour section of AssetPlus to help with training
HOW TO USE IT: Complete sections 1 to 5 in relation to the Tyrone Baxter case study. Focus on answering only what each specific question is asking for. You may draw behaviours from the summary template (if used previously).

1. Complete the table below and add episode IDs by repeating episode numbers if offences should be in the same episode or adding new numbers (2, 3 etc) if they should be in a different episode

Episode ID	Offence Category	Offence Type	Start Date	End Date
	Other	Drunk and Disorderly	05/07/2017	05/07/2017
	Theft and handling	Theft of pedal cycle	25/10/2018	25/10/2018
	Theft and handling	Theft of pedal cycle	02/02/2020	02/02/2020
	Public Order	Breach of the Peace	13/04/2020	13/04/2020
	Theft and handling	Theft of pedal cycle	14/04/2020	14/04/2020
	Theft and handling	Theft of pedal cycle	27/04/2020	27/04/2020
	Violence vs.person	Common Assault	27/04/2020	27/04/2020

2. Review the completed characteristics for each offence

Offence Type	Postcode	Location	Day	Time	Involvement of Others	Behaviours Involved	Victim Targeted?
Drunk & Disorderly		School	Wednesday	5PM	Y – small group	Alcohol	No
Theft of pedal cycle	ZZ29 4EK	Family Home	Thursday	10PM	N – alone	Alcohol	No
Theft of pedal cycle	ZZ29 4EK	Street	Sunday	1PM	Y – small group	Carrying weapon	No
Public Order	IX33 3DJ	Shop	Ea. Monday	7PM	Y – small group	Threat of violence	No
Theft of pedal cycle	ZZ29 4EK	Street	Tuesday	2PM	Y – small group	Carrying weapon	No
Theft of pedal cycle	ZZ29 4EK	Street	Monday	1PM	Y – small group	Carrying weapon	No
Common Assault	TT44 7PQ	Family Home	Monday	1AM	N - alone	Use of violence	Yes

3. Answer the questions below for 1 of the offending episodes you have identified above

Please provide an outline of what happened, including a description of the impact on the victim(s) (where known). Please also pay attention to differences in accounts e.g. between CPS/Police and the young person's account, or between the young person and the victim(s).

 **WHAT
HAPPENED
& VICTIM
IMPACT**

- What was s/he feeling before, during and immediately after the offence(s)?
- What were his/her intentions? What information did s/he have, take account of or ignore?
- What choices and decisions did s/he make at the time?

 **THINKING
AT THE
TIME**

- What does the young person now think about the offence(s) s/he committed?
- How does this compare with what they were thinking at the time of the offence(s)?
- Does s/he recognise the impact/seriousness of the offence(s)? e.g. others, victim(s), family
- How do his/her parents/carers view the offence(s)?



 **REFLECTIONS
NOW**

4. Note “Other Behaviours of Concern” (non-convicted behaviour): Do you have information or evidence about any other behaviours by the young person which give cause for concern? Yes ☐ No ☐ Yet to Clarify ☐

Violence at home, school or other social settings <input type="checkbox"/>	Behaviour driven by obsessions, fantasies or other interests <input type="checkbox"/>	Involvement in hate-based behaviour <input type="checkbox"/>
Threatening/aggressive behaviour <input type="checkbox"/>	Indications of planning for/preparing to commit offences <input type="checkbox"/>	Perpetrator of domestic abuse <input type="checkbox"/>
Sexually inappropriate behaviour <input type="checkbox"/>	Offence-paralleling behaviour <input type="checkbox"/>	Has said, indicated or threatened they may cause serious harm <input type="checkbox"/>
Cruelty to animals <input type="checkbox"/>	Other odd or disturbing Behaviour <input type="checkbox"/>	Destruction of property <input type="checkbox"/>
Fire setting <input type="checkbox"/>	Dangerous or reckless driving <input type="checkbox"/>	Any other concerns <input type="checkbox"/>

BEHAVIOUR
AT HOME

OUTSTANDING
CHARGES

BEHAVIOUR AT
SCHOOL

INTEL. RE
BEHAVIOUR
IN THE
COMMUNITY

Summary Template

BEHAVIOURS OF CONCERN

Assault against Dad

Bike Theft

Public Order – D&D, swearing at public

Verbal aggression to foster carers

Running after cars and throwing cans

Punched a pupil at school

Cannabis Use

Step-mum worried about risk to siblings

Buys booze/fags for friends

Please provide details here:

5. Add offences/incidents to the graph below and answer the “Patterns & attitudes” questions underneath by comparing the nature/characteristics/trends/attitudes across behaviours



- What are the similarities/differences in the nature and characteristics of behaviour?
- Is there evidence of significant changes in behaviour (either positive or negative)?
- What is encouraging/concerning over time?

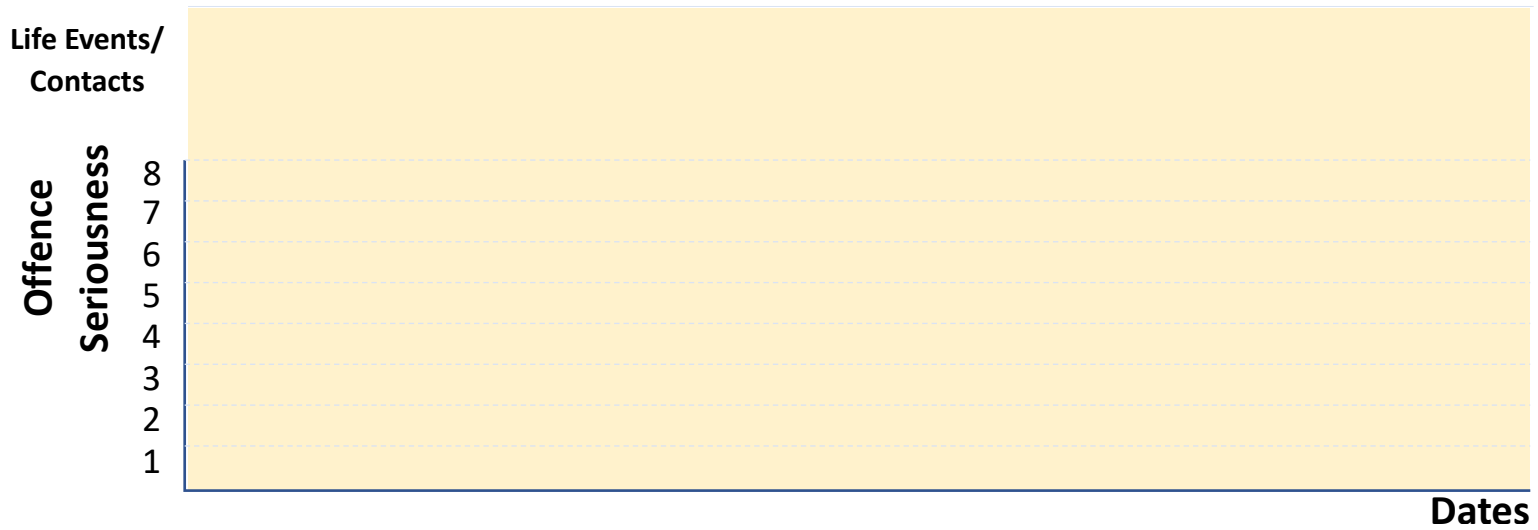
- How do they feel about their offending?
- Have attitudes changed over time?
- What do parents/carers think about their offending?
- Broader attitudes to offending/victims?



E&C: BLANK
TRAINING
TEMPLATE

WHAT IS IT: A simplified template of the Explanations & Conclusions section of AssetPlus to help with training
HOW TO USE IT: Use information from the rest of the assessment (and the summary template if used previously) to complete sections 1 to 6 below, using the field options and definitions provided later in this toolkit.


1. Add dates to the graph to cover the period of offending/ASB for your young person and their life events. Add offences (centre of graph) and life events/contacts/strengths/concerns (top of the graph) in line with the timeline.



2. BEHAVIOUR SO FAR: Hypothesise WHY behaviours AND gaps occurred, i.e. what links them & life events/contacts/strengths/concerns (these can be referenced from the summary template if used previously):

3. List a few strengths/concerns that are (based on the analysis above) or could be influential to behaviour in the table below. Add a rating for each and list reasons for one of two of those ratings in the box underneath.

Rating	Category	Factors for Desistance		Factors Against Desistance	Category	Rating

Positive Influences  On Behaviour Negative Influences  on Behaviour

Reasons for
ratings
(summary of
influence on
behaviour):

4. Add one or two possible future offence/behaviour types to the table (based on past behaviours/indicators). Use the other boxes to list the possible nature, victim type(s), impact, context(s), likelihood & environment(s) of each.

Summary Template:

PAST BEHAVIOURS OF CONCERN

Behaviour/ Offence	Victim	Impact	Likelihood	Community/Custody

Nature of behaviour (WHAT, WHO & WHY IMPACT):

Context: When might the behaviour occur & in what circumstances? Consider circumstances; context; capacity; opportunities; imminence (WHERE, WHEN, HOW & HOW LIKELY)

5. Add all offence/behaviour types that could occur (based on past behaviours/indicators) onto the matrix below and use this to help identify the judgements underneath

	Unlikely	Possible	Likely	Very Likely	Almost Certain/Certain
Slight					
Minor					
Medium					
Major*					
Critical*					

*Threshold for serious harm and therefore medium RoSH and above

Assessed as a Risk to Children? (Is there risk to children above) – Y/N		ROSH (likelihood/imminence of serious harm risks) - Low/Medium/High/Very High:		Likelihood of Reoffending (likelihood of most likely risk) - Low/Medium/High:	
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6. Add one or two Adverse Outcome types to the table below (future outcomes of identified concerns/behaviours). Use the other boxes to list the possible nature and cause(s), impact, context, likelihood & environment of each.

Summary Template (Possible Causes):

CONCERNS	BEHAVIOURS

Adverse Outcome	Impact	Likelihood	Community/Custody

What is the nature (of the outcome) and cause(s) of the problem?

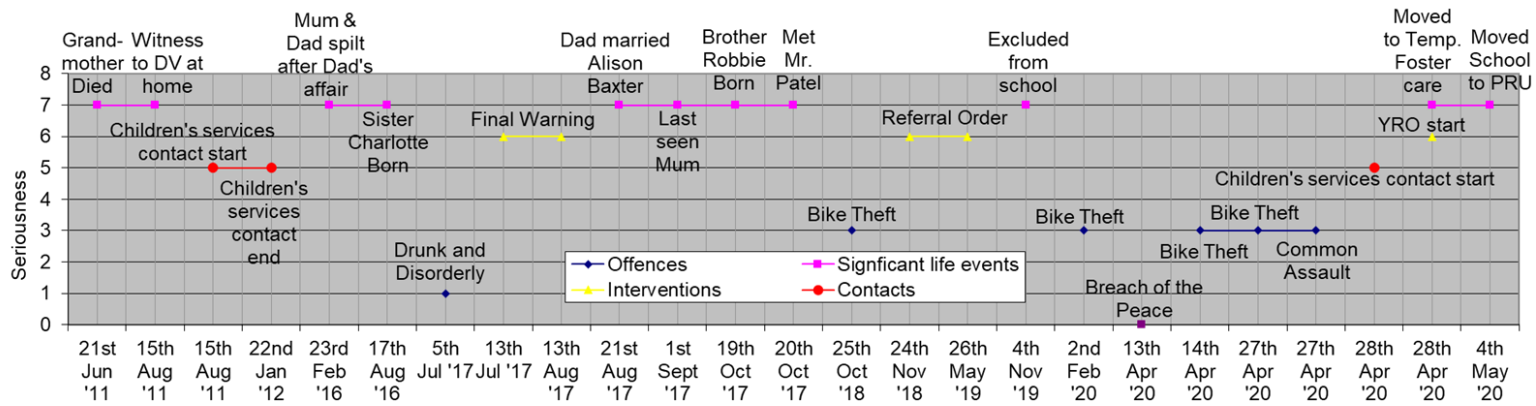
Context: When may it occur & in what circumstances? (WHERE/WHEN/HOW/HOW LIKELY)

What is the overall level of Safety and Wellbeing Concern?

E&C: CASE
EX. TRAINING
TEMPLATE

WHAT IS IT: A simplified template of the Explanations & Conclusions section of AssetPlus to help with training
HOW TO USE IT: Use the information from the Tyrone Baxter case study (and summary template if used previously) to complete sections 1 to 6 below, using the field options and definitions provided later in this toolkit.

1. Review the offences (bottom of graph), life events/contacts/interventions (top of the graph) and strengths/concerns identified in the case study



2. BEHAVIOUR SO FAR: Hypothesise WHY behaviours AND gaps occurred, i.e. what links them & life events/contacts/strengths/concerns (these can be referenced from the summary template if used previously):

3. List a few strengths/concerns that are (based on the analysis above) or could be influential to behaviour in the table below. Add a rating for each and list reasons for one or two of those ratings in the box underneath.

Rating	Category	Factors for Desistance	Factors Against Desistance	Category	Rating

Positive Influences on Behaviour Negative Influences on Behaviour

Reasons for ratings (summary of influence on behaviour):

4. Add one or two possible future offence/behaviour types to the table (based on past behaviours/indicators). Use the other boxes to list the possible nature, victim type(s), impact, context(s), likelihood & environment(s) of each.

Summary Template:

PAST BEHAVIOURS OF CONCERN
Assault of Dad
Bike Theft
Public Order – D&D, swearing at public
Verbal aggression to foster carers
Running after cars and throwing cans
Beating up pupil at school
Cannabis Use
Step-mum scared about risk to kids

Behaviour/ Offence	Victim	Impact	Likelihood	Community/Custody

Nature of behaviour (WHAT, WHO & WHY IMPACT):

Context: When might the behaviour occur & in what circumstances? Consider circumstances; context; capacity; opportunities; imminence (WHERE, WHEN, HOW & HOW LIKELY)

5. Review the offence/behaviour types that could occur (based on past behaviours/indicators) on the matrix below and use this to help identify the judgements underneath

	Unlikely	Possible	Likely	Very Likely	Almost Certain/Certain
Slight		Breach		Public Order	Drugs (possession)
Minor		Theft & Handling		Criminal Damage	
Medium	Violence vs. carers	Aggression to peers	Other (supply to minors)		
Major*	Other (chasing cars)	Violence vs. family			
Critical*					

*Threshold for serious harm and therefore medium RoSH and above

Assessed as a Risk to Children? (Is there risk to children above) – Y/N		ROSH (likelihood/imminence of serious harm risks) - Low/Medium/High/Very High:		Likelihood of Reoffending (likelihood of most likely risk) - Low/Medium/High:	
---	--	--	--	---	--

6. Add one or two Adverse Outcome types to the table below (future outcomes of identified concerns/behaviours). Use the other boxes to list the possible nature and cause(s), impact, context, likelihood & environment of each.

Summary Template (Possible Causes):

CONCERNS	BEHAVIOURS
Temp. Placement	Assault of Dad
Staying away	Bike Theft
Relationship w. foster carers	Public Order /D&D
Dad relationship/ rejection	Aggression to foster carers
Mum leaving	Chasing cars
Negative peers	Punching pupil
Possible gang links	Cannabis Use
SLCN issues	Step-mum
Stress, anxiety	scared about
Cannabis, alcohol, legal highs	risk to kids

Adverse Outcome	Impact	Likelihood	Community/Custody

What is the nature (of the outcome) and cause(s) of the problem?

Context: When may it occur & in what circumstances? (WHERE/WHEN/HOW/HOW LIKELY)

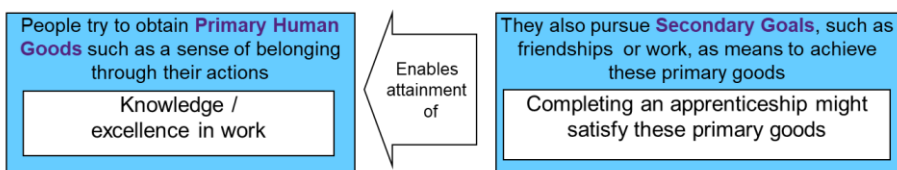
What is the overall level of Safety and Wellbeing Concern?



E&C DROP DOWNS AND DEFINITIONS

WHAT IS IT: A summary of all the drop-down options and definitions to support the E&C section of AssetPlus
HOW TO USE IT: Use for reference when completing this section or the training templates in this toolkit.

1. Factors Affecting Desistance sub-section - includes an overview of the good lives model (1st diagram) to support the question “What needs/goals is the young person trying to achieve through offending/ASB?”



Definition – Desistance factor ratings

Potential: Factors not necessarily associated with previous offending or desistance, and which are not currently occurring, but might feasibly occur in the future.

Weak: Factors which have a slight or occasional link to offending or desistance.

Moderate: Factors which are sometimes associated with either offending or desistance.

Strong: Factors which are clearly and directly associated with each occurrence of either offending or desistance.

Primary Human Goods

1. Life (including healthy living and functioning)
2. Knowledge (how well informed someone feels about things that are important to them)
3. Excellence in play (hobbies and recreational pursuits)
4. Excellence in work (including mastery experiences)
5. Excellence in agency (autonomy, power and self-directedness)
6. Inner peace (freedom from emotional turmoil and stress)
7. Relatedness (including intimate, romantic, and familial relationships)
8. Community (connection to wider social groups)
9. Spirituality (in the broad sense of finding meaning and purpose in life)
10. Pleasure (feeling good in the here and now)
11. Creativity (expressing oneself through alternative forms).

Desistance Factor Categories

Attitudes to Offending/Behaviours	Emotional development & mental health	How the young person relates to others
Living arrangements, housing & financial	Substance misuse	Physical Health & development
Social and community/ neighbourhood	Features of Lifestyle	Speech, Language, Communication & Neuro
Parenting, Care and Supervision	Self- identity	Learning, Education, Training & Employment
Family and wider networks	Young person as a parent	Resilience and goals
Care History	Thinking and behaviour	Engagement & Participation

2. Future Behaviours Sub-Section – Behaviour/Offence table

Behaviours
Absconding or bail offences
Aggression towards others
Arson/Fire setting
Breach
Bullying
Criminal Damage
Destruction of property
Domestic Burglary
Drugs
Fraud and Forgery
Motoring Offences
Non-Domestic Burglary
Public Order
Racially Aggravated
Robbery
Sexual Offences/ Inappropriate behaviour
Soliciting or prostitution
Theft and Handling/Acquisitive Behaviour
Threats/intimidation or attempts to manipulate/control others
Violence Against The Person
Other Anti-Social behaviour/ offence (please specify)

Victims
Peers
Younger children
Staff/ person in authority
Residential staff
Females
Males
Public
Partner
Family members
Minority groups
Rival gang members
Other (please specify)

Impact Rating	Definition*
Slight	Recovery immediate or not required
Minor	Recovery in the short term (<1 month)
Medium	Recovery in the medium term (<6 months)
Major	Recovery in the long term (>6 months) or incomplete
Critical	No recovery possible

Likelihood	Percentage
Unlikely	<20%
Possible	20-40%
Likely	41-70%
Very likely	71-90%
Almost certain	>90%

*Note that 'recovery' means 'the point where the victim is able to return to everyday functioning as before the behaviour/offence'. This should be based on:
 - The most significant impact on any particular individual(s) and/or the wider community
 - The combined impact of any physical, psychological, financial damage

**Impacts should be the typical impact for the behaviour unless you anticipate a repeat/vulnerable victim & therefore a higher psychological/physical impact*

3. Future Behaviour – Summary Section

RoSH Rating	Definition*
Low	There is no evidence at present to indicate likelihood of serious harmful behaviour in future
Medium	Some risk identified but the offender is unlikely to cause serious harm unless circumstances change. Relevant issues can be addressed as part of the normal supervision process.
High	Risk of harm identified. The potential event could happen at any time and the impact would be serious . Action should be taken in the near future and the case will need additional supervision and monitoring (e.g. supervision by middle/senior management, local registration).
Very High	Imminent risk of harm identified. The young person will commit the behaviour in question as soon as the opportunity arises, and the impact would be serious . Immediate multi-agency action is likely to be required. The potential event is more likely than not to happen imminently.

YOGRS Score	0-43%	44-76%	77-100%
Indicative LoR rating	Low	Medium	High

MAPP	Criteria
Level 1	(Ordinary risk management): Where the agency responsible for the offender can manage risk without the significant involvement of other agencies
Level 2	(Local inter-agency risk management): Where there is 'active involvement' of more than one agency in risk management plans, either because of a higher level of risk or because of the complexity of managing the offender
Level 3	Those offenders defined as the 'critical few' who pose a high or very high risk, and whose risks require close co-operation at a senior level between partner agencies; or the case (although not assessed as high or very high risk) has a prominent media profile or high public interest

MAPP	Criteria
Category 1	Registered sex offenders who have been convicted or cautioned (since September 1997) of certain sexual offences (section 327(2) Criminal Justice Act 2003)
Category 2	Murderer or an offender who has been convicted of an offence under Schedule 15 of the Criminal Justice Act and: – who has been sentenced to 12 months or more in custody; or – who has been sentenced to 12 months or more in custody and is transferred to hospital under s.47/s.49 of the Mental Health Act 1983 ("MHA 1983"); or – who is detained in hospital under s.37 of the MHA 1983 with or without a restriction order under s.41 of that Act.
Category 3	Other dangerous offender: a person who has been cautioned for or convicted of an offence which indicates that he or she is capable of causing serious harm and which requires multi-agency management. This might not be for an offence under Sch.15 of the CJA 2003.

4. Safety and Wellbeing Sub-Section

Adverse Outcomes
Bullying
Death
Domestic abuse
Emotional harm
Homelessness
Neglect
Physical Abuse
Physical Harm
Sexual Abuse
Sexual Exploitation
Other (please specify)

Impact Rating	Definition*
Slight	Recovery immediate or not required
Minor	Recovery in the short term (<1 month)
Medium	Recovery in the medium term (<6 months)
Major	Recovery in the long term (>6 months) or incomplete
Critical	No recovery possible

Likelihood	Percentage
Unlikely	<20%
Possible	20-40%
Likely	41-70%
Very likely	71-90%
Almost certain	>90%

***Note that 'recovery' means 'the point where the young person is able to return to everyday functioning as before the behaviour/offence'. This should be based on:**

- The most significant impact where the outcome may occur in more than 1 way/due to more than 1 cause
- The combined impact of any physical and/or psychological damage

S & W Judgement	Definition
Low	Any risks to the child or young person's safety and well-being that have been identified are unlikely to occur and/or would not impact on the young person's immediate safety .
Medium	Some risks to the young person's safety and well-being have been identified and are likely to occur. The young person's immediate safety is unlikely to be compromised if specific actions are taken.
High	Clear risks to the child or young person's safety and well-being have been identified, are likely to occur and the impact would compromise the young person's safety and well-being . Actions are required in the near future and are likely to involve other agencies in addition to youth justice services.
Very High	Clear risks to the young person's safety and well-being have been identified, are imminent and the young person is unsafe . Immediate actions are needed to protect the young person, which will include (or have already included) a referral to statutory child protection services.

**P&P: BLANK
TRAINING TEMPLATE**

WHAT IS IT: A simplified template of the Pathways & Planning section of AssetPlus to help with training

HOW TO USE IT: Use information from the rest of the assessment (and summary template if used previously) to complete the steps outlined below and validate that they have provided evidence that each assessment priority is being addressed through a multi-agency response.



1. Complete this “What other plans” question and the key areas of intervention in the table below (particularly drawing from E&C desistance factor/risk ratings)

What other plans are in place and what are those plans addressing:

2. Complete the second column of the table below and then complete the following tailoring interventions question

Tailoring Interventions: How will intervention delivery be tailored to the young person’s needs, barriers and learning style?

3. Complete columns 3 to 6 below with targets, actions, risk management actions/controls and contingency actions to help address the key areas identified

1. Key areas of intervention (Priorities from your assessment or other assessments)		2. Resources and Proposals – External or internal services that are or could be in place to help address the key areas	3. Targets (My target is...) Specific/measurable outcomes that will help the young person address key areas	4. Actions (To do this I will...) Steps to be taken to achieve the outcomes	5. External Controls/Other Actions – Actions being taken by services/family to prevent risks (monitoring, formal controls, safety planning, info. sharing, etc.)	6. Dealing with Changing Circumstances – Changes that could impact risk levels and what action would be taken, by whom & when if they occurred
Goals & Opportunities (Typically potential desistance factors/foundations for change)						
Not offending (Typically strongest desistance factors or future behaviours with high likelihood & low impact)						
Not Hurting Others (Typically Future Behaviours with high impact & likelihood)						
Keeping Safe (Typically cause(s) of the highest impact/likelihood adverse outcomes)						
Repairing Harm (Past offences where harm has been caused)						

YOUNG PERSON PLANNING TEMPLATE

Your YOT logo here

Name:

Date of plan:

Note the key things to work on in the left-hand column and how will they be addressed in the other columns

Key things to work on...	My target is.... <i>The outcome I want (Target date in brackets)</i>	To do this I will.... <i>Steps I will take to get there</i>	Parent/carers action: To help you I will....	YOT action: To help you we will....	How will we know I am successful/doing well?	Other Information <i>Other actions being taken for you (e.g. if no target)</i>	Progress <i>(Review Only)</i>
To achieve my goals							
1.							
To stop offending							
2.							
To avoid hurting others							
3.							
To keep myself safe							
4.							
To make up for what I've done							
5.							

Signature:

Parent/carers signature:

Case Manager signature:

We will look at this plan again on:

Date:

Date:

Date:

Date of plan:



PRACTITIONER PLANNING TEMPLATE

Name:

Date of plan:

Your YOT logo
here

What are the key areas of intervention and how will they be addressed?

Key areas of intervention	Resources and Proposals – External or internal services involved or being referred to (If services are not available this should be noted in “Additional info”)	External Controls/Other Actions – Actions being taken by services/family to prevent risks (supervision, monitoring, formal controls, safety planning, info. sharing, etc.)	Who to Complete	Progress	Dealing with Changing Circumstances – what changes could increase/decrease risks, how could they occur and what would be taken by whom if they did
Goals and Opportunities (Typically potential desistance factors/foundations for change)					
1.					
Not offending (Typically strongest desistance factors or future behaviours with high likelihood but low impact)					
2.					
Not Hurting Others (Typically Future Behaviours with high impact & likelihood)					
3.					
Keeping Safe (Typically cause(s) of the highest impact/likelihood adverse outcomes)					
4.					
Repairing Harm (Past offences where harm has been caused)					
5.					

What other plans are in place and which of the key area(s) do they deal with:

Tailoring Interventions: How will I approach planning with the young person in a
way that addresses their needs, barriers and learning style?



PLANNING AUDITING TOOL

WHAT IS IT: A tool to audit the quality of evidence that key risks, strengths and needs from the assessment are addressed in terms of planning, delivery and outcome tracking.
HOW TO USE IT: 1a) Note Current Episodes, Desistance Factors/Goals and Interests, Future Behaviours, Adverse Outcomes and associated ratings from your assessment (purple columns). 1b) Highlight priorities based on the ratings. 2) Check priorities are identified and have linked services, targets, actions, controls and/or contingency actions in the plan (green columns). 3) Check their execution is evidenced in contacts/elsewhere (grey column). 4) Check that progress/outcomes of work is reflected back in the plan on review.

1 Current Offending Episodes (those linked to current order/intervention)	2 Are these listed as "Repairing Harm" priorities?	Does "Resources" or "Referrals" evidence RJ services in place for this?	Is there a target, requirement or other action that can be specifically linked to RJ for this?	Is there something in the plan for this?	3 Are there contacts evidencing delivery of services/ actions?	4 Is progress against actions recorded in "progress" boxes?
e.g. Shop Theft	✓	✗	✓	✓	✗	✗

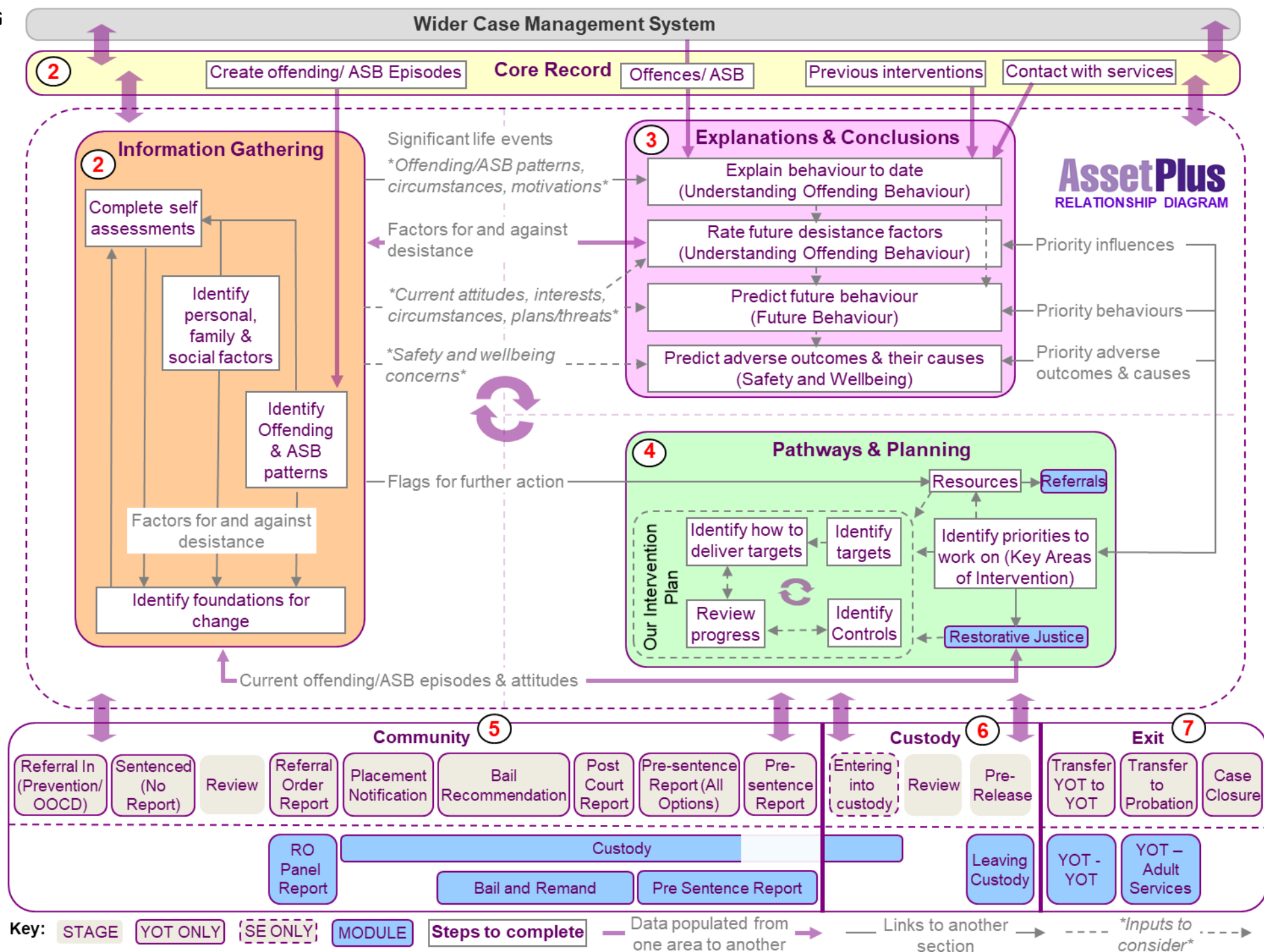
1 Desistance Factors or Goals/Interests from Information Gathering	2 Rating: Highlight Where Potential or Strong	Are potential factors/goals listed as "Goals/Opportunities" and stronger factors as "Not Offending" priorities	Does "Resources", "Referrals" or "Additional Info" evidence internal/ external services in place to address this?	Is there a target, referral order requirement or other action that can be specifically linked to this?	Is there something in the plan for this?	3 Is there a signed plan & contacts evidencing delivery of planned services/ actions for this?	4 Is a summary of progress/ outcomes of actions for this recorded in "progress" boxes?
e.g. Turbulent relationship with Mother	Strong	✓	✗	✗	✗	✗	✗



Future Behaviours - Category/Nature	Impact: Highlight Where Medium or Above	Likelihood: Highlight Where Likely or Above	Are those “Likely” or “Medium” and above listed as “Not Offending” or “Not Hurting Others” priorities	Is there an internal/ external service, target, requirement or action that can be directly linked to this?	Is there a control to prevent, monitor or manage this risk?	Are there contingency actions for events that could increase this risk?	Is there something in the plan for this?	Are there contacts evidencing delivery of services/ actions?	Is progress against actions recorded in “progress” boxes?
e.g. Violence to person – Punching Peers	Medium	Very Likely	2 ✓	✓	✗	✗	✓ 3	✓	4 ✗

Adverse Outcomes - Category/Cause(s)	Impact: Highlight Where Medium or Above	Likelihood: Highlight Where Likely or Above	Are those “Likely” or “Medium” and above listed as “Not Offending” or “Not Hurting Others” priorities	Is there an internal/ external service, target, requirement or action that can be directly linked to this?	Is there a control to prevent, monitor or manage this risk?	Are there contingency actions for events that could increase this risk?	Is there something in the plan for this?	Are there contacts evidencing delivery of services/ actions?	Is progress against actions recorded in “progress” boxes?		
e.g. Emotional harm- Anxiety from past DV	Major	Likely	2	✗	✗	✗	✗	3	✗	4	✗





QA TOOL FOR INITIAL STAGES (Referral In, PSR, Sentenced (no report), RO Report): Complete the first orange column with a Yes or No response. Complete the second orange column with “Very Good”, “Good”, “Satisfactory” or “Work Needed”, referring to the supporting tools/templates as necessary. Complete the other orange columns to show evidence of feedback, amendments and confirmation that requested changes have been completed.

Completion Step (in recommended order of completion) <u>MUST HAVE</u>	Is it complete ?	What does good quality look like? <u>SHOULD HAVE</u>	How is the quality?	Manager Feedback: Positives & Actions required before countersignature	Practitioner changes and where made	Are required actions complete?	Supporting tools/templates
1. Wider system fields that link to AssetPlus are completed (e.g. all offences have pulled through)		There is evidence in the wider CMS of contacts being made to gather input for the assessment					<ul style="list-style-type: none"> • Support Tool • CASE MANAGEMENT GUIDANCE
2. Young Person and Parent/Carer Self-Assessments are complete		Significant events, strengths, concerns and behaviours from the self-assessments (and other sources) are expanded upon in the other information gathering sections					<ul style="list-style-type: none"> • Self-assessments with notes • Mapping tool
3. Personal Family & Social Factors has evidence for each “Yes” or tick		Responses fully answer the question (but only the question) to describe the events, strengths and concerns in the young person’s life					<ul style="list-style-type: none"> • Screening tools • Summary Tool • Mapping Tool
4. In Offending & ASB: a) All offences/incidents have an episode ID or number (<i>found in Core Record> Offending & ASB or at the top of this section</i>) b) Current offences all have completed characteristics and are described in terms of “What Happened” and “Attitudes to the Offence(s)” c) “Other behaviours of concern” is completed a) Patterns and attitudes are completed unless there is only 1 offence/incident		In Offending & ASB: 1) All elements of “What Happened” and “Attitudes to the Offence(s)” questions are covered (e.g. impact on victim, differences in accounts, parent/carers views) 2) Other behaviours include home/school/community behaviours & outstanding charges 3) Patterns draw out similar/different types, characteristics and trends across all behaviours rather than describing them individually or analysing WHY					<ul style="list-style-type: none"> • Summary Tool • Mapping Tool • O&ASB Training Template



Completion Step (in recommended order of completion) <u>MUST HAVE</u>	Is it complete ?	What does good quality look like? <u>SHOULD HAVE</u>	How is the quality?	Manager Feedback: Positives & Actions required before countersignature	Practitioner changes and where made	Are required actions complete?	Supporting tools/templates
5. E&C Understanding Offending Behaviour – dates are recorded for when key life events, transitions (e.g. home, school, care) and strengths/concerns have occurred. Under the graph there are hypotheses as to WHY offences/incidents <u>AND</u> periods of improved behaviour have occurred, including long-term influences/trauma.		The hypotheses analyse how events/strengths/concerns may have influenced behaviours as opposed to just describing them. This should contain sufficient depth of analysis to identify root causes of behaviour and not just triggers. If there are different types of behaviour it should consider if the motivation for each is the same or different.					<ul style="list-style-type: none"> E&C Training Template
6. E&C – Factors for and against desistance are listed as short statements, with a rating given for each and an explanation of the reasons for <u>at least</u> the ‘strong’ ratings		The desistance factors listed reflect the key positive/negative influences drawn out in the analysis as well as <u>potential</u> positives to build on from the self-assessments/PFS. There are reasons for at least ‘strong’ ratings that summarise their influence on the young person’s behaviour.					<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating/ Judgement Definitions
7. E&C – Future Behaviour lists the types of offence/harmful behaviour (not just serious harm) that there are indicators of from past offences and other behaviours (see O&ASB section) as well as those they can foreseeably be drawn into.		‘Nature of behaviour’ descriptions support impact levels by breaking down the type of <u>future</u> (not past) behaviour and potential victims for each risk. ‘Context’ descriptions support likelihood ratings by being specific about where, when and how each risk could occur.					<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating/ Judgement Definitions
8. E&C – Summary Section: LoR aligns with the future offence with highest likelihood. RoSH is low if there are no major/critical impact behaviours or medium to very high based on their likelihood/imminence.		Reasons given for the judgements summarise the seriousness of the risks identified, their likelihood and their imminence as opposed to re-describing individual risks or risk factors.					<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating/ Judgement Definitions



Completion Step (in recommended order of completion) <u>MUST HAVE</u>	Is it complete ?	What does good quality look like? <u>SHOULD HAVE</u>	How is the quality?	Manager Feedback: Positives & Actions required before countersignature	Practitioner changes and where made	Are required actions complete?	Supporting tools/templates
9. E&C – Safety and Wellbeing lists potential outcomes that could be caused by their behaviour, situation or the acts/omissions of others (see Future Behaviours and Yes/Tick answers from the Self-Assessment and PFS)		<p>‘Nature’ descriptions support impact levels by specifying the nature of each <u>future</u> (not past) outcome and its <u>cause(s)</u>. ‘Context’ descriptions support the likelihood ratings by being specific about where, when and how each risk could occur.</p> <p>The Safety and Wellbeing judgement reflects the highest impact/likelihood ratings.</p>					<ul style="list-style-type: none"> • E&C Training Template • Drop Down Options & Rating/ Judgement Definitions
10. Core Record Gaps are Completed – YP/Parent Details, Civil Measures, Alerts and Flags, Contact with Services		Alerts and Flags align with risk sections. Sources of information are ticked with “info still to be obtained” explaining gaps in Info. Gathering (e.g. use of yet to clarify or lack of self-assessments)					
11. Foundations for Change lists coping mechanisms, readiness/willingness to change*, goals, opportunities, past engagement strengths/issues*, current attitudes to engagement, motivations & barriers		Responses draw from self-assessment “School”, “My Future” and “Working with YOT” sections, past interventions etc. The targets/ delivery approach in the plan is tailored to the readiness, willingness and ability to work on each area.					<ul style="list-style-type: none"> • Mapping Tool <p><i>*These may be less relevant for prevention/ OOCR cases</i></p>
12. P&P – Key Areas of intervention includes goals/opportunities from foundations for change, stronger/high potential desistance factors, the risks with highest impact and likelihood and current behaviours with direct victims		Key areas of intervention are written as a summary of goals/opportunities, desistance factors, risks and victim impacts as opposed to solutions. Those listed align with those with higher ratings in E&C. The RJ module “Young Person’s Views” are completed for all episodes.					<ul style="list-style-type: none"> • P&P Training Template • Practitioner Planning Template • Planning & Delivery Auditing Tool



Completion Step (in recommended order of completion) <u>MUST HAVE</u>	Is it complete ?	What does good quality look like? <u>SHOULD HAVE</u>	How is the quality?	Manager Feedback: Positives & Actions required before countersignature	Practitioner changes and where made	Are required actions complete?	Supporting tools/templates
13. P&P – Practitioner elements are completed (Resources & proposals, Tailoring interventions, Additional external controls/actions, Additional Information, Dealing with changing circumstances) *PSR Only – The proposed intervention type explains why it is suitable to address the key areas and provide the resources required by the young person*		- Resources & proposals lists internal or external services that are/will be put in place to address key areas - Tailoring interventions explains how intervention work will be tailored to diversity factors - Additional Info explains any services required but not available - Additional external controls/ actions includes risk management actions being taken by services/ carers to mitigate stated risks - Dealing with changing circ.'s lists actions to be taken if foreseeable changes occur that will affect risk					<ul style="list-style-type: none"> • P&P Training Template • Practitioner Planning Template • Planning & Delivery Auditing Tool
14. PSR/Referral Order Report is completed and the proposal is appropriate to address the required areas of intervention (<u>PSR/RO Report only</u>).		“Offence analysis” summarises episode information for current offences, “Assessment” summarises further exploration answers from PFS/desistance factors, “Assessment of risk” summarises the analysis under the E&C graph plus the nature/context of each risk.					
15. P&P – My Targets and Other Information (actions being taken to support the young person that they cannot take themselves) are complete. *Done in Panel for RO Orders or Post Sentence in a Review stage for PSR*		<u>The combination of referrals/targets/controls should be sufficient to address each key area for intervention.</u> Targets state a measurable outcome that is specific to the young person. Actions state the steps to get there. Targets are realistic considering the time available and the young person’s motivation, barriers and engagement (see Foundations for Change).					<ul style="list-style-type: none"> • P&P Training Template • Young Person Planning Template • Planning & Delivery Auditing Tool



Practitioner Checklist for initial Referral In, PSR, Sentenced (no report), RO Report stages: Complete the orange columns with a Yes or No response.

Completion Step (in recommended order of completion) MUST HAVE	Checked Y/N	What does good quality look like? SHOULD HAVE	Checked Y/N	What tools/templates, guidance can help?
1. Wider system fields that link to AssetPlus are complete (e.g. all offences are pulled through)	Y/N	There is evidence of contacts made to gather life events, strengths, concerns and behaviours		<ul style="list-style-type: none"> Support Tool CASE MANAGEMENT GUIDANCE
2. Young Person and Parent/Carer Self-Assessments are complete		Significant life events, strengths, concerns and behaviours from the self-assessments are expanded on in other information gathering sections		<ul style="list-style-type: none"> Self-assessments Mapping tool
3. Personal Family & Social Factors has evidence for each "Yes" or tick		Responses fully answer the question (but only the question) to describe the events, strengths and concerns in the young person's life		<ul style="list-style-type: none"> Screening, Summary & Mapping Tools
4. In Offending & ASB: a) All offences/incidents have an episode ID b) Current offences all have completed characteristics and descriptions/attitudes c) "Other behaviours of concern" is completed d) Patterns and attitudes are completed unless there is only 1 offence/incident		In Offending & ASB: 1) All elements of "What Happened" & "Attitudes to the Offence(s)" are covered (e.g. impact on victim, differences in accounts, parent/carers views) 2) Other behaviours include home/school/community & outstanding charges 3) Patterns draw out similar/ different types, characteristics and trends across all behaviours rather than describing them individually or analysing WHY		<ul style="list-style-type: none"> Summary Tool Mapping Tool O&ASB Training Template
5. E&C – Significant life events are recorded for key events, transitions and strengths/concerns. Under the graph there are hypotheses as to WHY offences/incidents <u>AND</u> periods of improved behaviour have occurred.		The hypotheses analyse how events/ strengths/concerns may have influenced behaviours as opposed to just describing them. The depth of analysis should identify root causes (e.g. long-term influences) of behaviour and not just triggers. It should also consider if there are different motivations for different behaviours.		<ul style="list-style-type: none"> E&C Training Template
6. E&C – Factors for and against desistance are listed as short statements, with a rating given for each and an explanation of the reasons for <u>at least</u> the 'strong' ratings		The desistance factors listed reflect the key positive/negative influences drawn out in the analysis as well as <u>potential</u> positives to build on from the self-assessments/PFS. There are reasons for at least the 'strong' ratings that summarise their level of influence on the young person's behaviour.		<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating Definitions
7. E&C – Future Behaviour lists the types of offence/harmful behaviour (not just serious harm) that there are indicators of from past offences and other behaviours (see O&ASB)		'Nature of behaviour' descriptions support impact levels by breaking down the type of <u>future</u> (not past) behaviour and potential victims for each risk. 'Context' descriptions support the likelihood ratings by being specific about where, when and how each risk could occur.		<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating Definitions
8. E&C – Summary Section: LoR aligns with the future offence with highest likelihood. RoSH is low if no major/critical behaviours or medium to very high based on likelihood/imminence.		Reasons given for the judgements summarise the seriousness of the risks identified, their likelihood and their imminence as opposed to re-describing individual risks or risk factors.		<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating Definitions

Completion Step (in recommended order of completion) MUST HAVE	Checked Y/N	What does good quality look like? SHOULD HAVE	Checked Y/N	What tools/templates, guidance can help?
9. E&C – Safety and Wellbeing lists potential outcomes that could be caused by their behaviour, situation or the acts/omissions of others (see Future Behaviours and PFS)		‘Nature’ descriptions support impact levels by specifying the nature of each <u>future</u> (not past) outcome and its <u>cause(s)</u> . ‘Context’ descriptions support the likelihood ratings by being specific about where, when and how each risk could occur. The overall judgement reflects the highest impact/likelihood ratings.		<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating Definitions
10. Core Record Gaps are completed – YP/Parent Details, Civil Measures, Alerts and Flags, Contact with Services		Alerts and Flags align with risk sections. Sources of information are ticked with “info still to be obtained” explaining gaps in Info. Gathering (e.g. use of yet to clarify or lack of self-assessments)		
11. Foundations for Change lists coping mechanisms, readiness to change*, goals, opportunities, engagement strengths/ concerns*, motivations and barriers		Responses draw from self-assessment “School”, “My Future” and “Working with YOT” sections, past interventions etc. The targets and delivery approach in the plan is tailored to responses (i.e. build on goals/opportunities/motivations/past engagement & realistic if they aren’t ready/motivated/able to work on an area)		<ul style="list-style-type: none"> Mapping Tool <i>*These may be less relevant for prevention/OOCD cases</i>
12. P&P – Key Areas of intervention includes goals/opportunities from foundations for change, stronger/high potential desistance factors, risks with highest impact and likelihood and current behaviours with direct victims		Key areas of intervention are written as a summary of goals/opportunities, desistance factors, risks and behaviours with victim impacts as opposed to solutions. Those listed align with those with higher ratings in E&C. The RJ module “Young Person’s Views” are completed for all episodes.		<ul style="list-style-type: none"> P&P Training & Practitioner Planning Templates Planning & Delivery Auditing Tool
13. P&P – Practitioner elements are completed (Resources & proposals, Tailoring interventions, Additional external controls/actions, Additional Information, Dealing with changing circumstances) *PSR Only – The proposed intervention type explains why it will address the key areas and provide the resources required*		<ul style="list-style-type: none"> Resources & proposals lists internal or external services that are/will be put in place to address key areas Tailoring interventions explains how work will be tailored to diversity factors Additional Information explains any services required but not available Additional external controls/ actions lists risk management actions being taken by services/ carers to mitigate stated risks Dealing with changing circumstances lists actions to be taken if foreseeable changes occur that will affect risk 		<ul style="list-style-type: none"> P&P Training Template Practitioner Planning Template Planning & Delivery Auditing Tool
14. PSR/Referral Order Report is completed and the proposal is appropriate to address the required areas of intervention (<u>PSR/RO only</u>).		“Offence analysis” summarises current offending episodes, “Assessment” summarises further exploration answers in PFS/desistance factors, “Assessment of risk” summarises the E&C graph analysis plus the nature/context of each risk.		
15. P&P – My Targets and Other Information (actions being taken to support the young person that they can’t take themselves) are complete. *This may be done in a Panel for Ref. Orders or Post Sentence in a Review stage for PSRs*		<u>The combination of referrals/targets/controls should be sufficient to address each key area for intervention.</u> Targets state a measurable outcome that is specific to the young person. Actions state the steps to get there. Targets are realistic considering the time available and the young person’s readiness/willingness/barriers and past engagement (see Foundations for Change).		<ul style="list-style-type: none"> P&P Training Template Young Person Planning Template Planning & Delivery Auditing Tool

QA TOOL FOR CUSTODY MODULE* (PSR (all options)/Placement Notification/Bail stage & Post Court Stage follow up): Complete the orange column with a Yes or No response, referring to the tools/templates as necessary. Complete the central blue columns to show evidence of feedback, amendments and final confirmation.

*NOTE: This lists expectations for fields that are unique to this module. See QA tool for initial stages for guidance on fields that are “mirrored” in other sections.

“MUST HAVE” Completion and Quality Checks	Is it complete? Yes/No	Manager feedback – actions to enable this to be answered “Yes” and where changes/additions needed	Practitioner changes made and where in the framework	Does Manager confirm that answer now “Yes”?	What tools/templates can help?
Before Court Appearance (complete steps 1 & 2 and send the stage to the YJB Placements service)					
1. Custody questions in the Self-Assessments (YP & Parent/Carer) are complete and views reflected in the custody module (particularly “SE History”, “Thoughts about Custody”, “Placement Recommendation”, “Emotional Health”/“Safety and Wellbeing”)					
2. Custody Module is complete (prioritising mandatory questions): a. Young Person/Carer details (mirrors Core Record fields other than “custody ID”, “earliest release” & “parents aware” Qs) b. YOT Details (including Home and Host YOT if caretaking case) c. Contact with Services (mirrors Core Record fields if complete) d. Court & alleged offences (check that the correct offences/details are displayed for that hearing & add a “brief outline of offence(s)”) e. SE History (add details of history & current thoughts re. custody) f. Placement Recommendation (must reflect the secure estate history, issues with particular establishments, the young person’s views/circumstances/health and any risks from/to others) g. Health (update mirrored PFS fields & add “physical development”, “will X impact placement decision” Qs at the end of each sub-section and “Detox” question in Substance-Misuse sub-section) h. Personal Circumstances (updated mirrored PFS fields + “personal, emotional distress or fragility” Q and “YP Sexualised Behaviour”) i. Safety and Wellbeing / Future Behaviour (mirrors E&C sections exactly but should be updated to reflect alleged offences, concerns re. custody and by splitting out risks if the context/ likelihood would be different in custody vs. community. If risks are changed judgements (RoSH, LoR, S&W) also need to be checked)					<ul style="list-style-type: none"> • CMS SYSTEM GUIDANCE (re. alleged offence recording) • E&C Training Template (Risk recording & matrices) • Drop Down Options & Rating/ Judgement Definitions
After Court Appearance (only if sentenced or remanded to custody complete step 3 and send the stage to the YJB Placements service)					
3. Start a Post Court Stage and add the court outcome to the “Post Court” section of the custody module. This section should include any risks/needs based on how the young presented post court.					



QA TOOL FOR BAIL AND REMAND MODULE* (Bail Recommendation Stage and Post Court Stage follow up): Complete the orange column with a Yes or No response, referring to the tools/guidance as necessary. Complete the central blue columns to show evidence of feedback, amendments, and final confirmation.

*NOTE: This lists expectations for fields that are unique to this module. See QA tool for initial stages for guidance on fields that are “mirrored” in other sections.

“MUST HAVE” Completion and Quality Checks	Is it complete? Yes/No	Manager feedback – positives/actions to enable this to be answered “Yes” and where changes/additions needed	Practitioner changes made and where in the framework	Does Manager confirm that answer now “Yes”?	What tools/ templates can help?
Before Court Appearance (complete steps 1 to 4 and send the stage to the YJB Placements service)					
1. Bail questions in the Self-Assessments (YP and Carer) are completed and views are reflected in the Bail module (particularly Accommodation for bail and Community package targets/controls/ supervision to manage risks and support adherence to conditions)					
2. Bail and Remand module completed (prioritising mandatory questions if time limited): a. Young Person/Carer details (mirrors Core Record fields other than “custody ID”, “earliest release” & “present at court” Qs) b. Court & alleged offences (check that correct offences/details are displayed for that hearing and add current bail conditions and a “brief outline of offence(s)”) c. Objections to Bail (Add CPS objections/historic compliance issues) d. YOT Details (including Home and Host YOT if caretaking case) e. Contact with Services (mirrors Core Record fields if complete) f. Accommodation for Bail g. Personal Circumstances & Health (update mirrored PFS fields and answer if any “health factors will impact on compliance”) h. Safety and Wellbeing/Risk to others (explain what risks may be relevant in the bail period and how they would be managed) i. MAPPA (mirrors E&C fields) j. Community Package Proposal (update mirrored FFC supervision Qs & define a bail package – targets/controls/package to manage risks/objections/compliance concerns or explain why not needed)					
After Court Appearance (If bailed complete step 3)					
3. If the young person is bailed the court outcome should be added to the bail & remand module (via post court report stage if previous stage was completed), including agreed bail conditions. Targets/ controls in the bail package should be fleshed out in Pathways and Planning to ensure they are progressed as quickly as possible.					



Practitioner Checklist for Custody and Bail & Remand modules: Complete the orange columns with a Yes or No response.

"MUST HAVE" Completion and Quality Checks for CUSTODY MODULE – Required for PSR (all options), Placement Notification, Bail & Post Court Report (step 3 only) stages	Checked? Yes/No	What tools/ templates can help?
Before Court Appearance (complete steps 1 & 2 and send stage to the YJB Placements service)		
1. Custody questions in the Self-Assessments (YP & Parent/Carer) are complete and views reflected in the custody module (particularly "SE History", "Thoughts about Custody", "Placement Recommendation", "Emotional Health"/"Safety and Wellbeing")		
2. Custody Module is complete (prioritising mandatory questions): a. Young Person/Carer details (mirrors Core Record fields other than "custody ID", "earliest release" & "parents aware" Qs) b. YOT Details (including Home and Host YOT if caretaking case) c. Contact with Services (mirrors Core Record fields if complete) d. Court & alleged offences (check that the correct offences/details are displayed for that hearing & add a "brief outline of offence(s)") e. SE History (add details of history & current thoughts re. custody) f. Placement Recommendation (must reflect the secure estate history, issues with particular establishments, the young person's views/circumstances/health and any risks from/to others) g. Health (update mirrored PFS fields & add "physical development", "will X impact placement decision" Qs at the end of each sub-section and "Detox" question in Substance-Misuse sub-section) h. Personal Circumstances (updated mirrored PFS fields + "personal, emotional distress or fragility" Q and "YP Sexualised Behaviour") i. Safety and Wellbeing / Future Behaviour (mirrors E&C sections exactly but should be updated to reflect alleged offences, concerns re. custody and by splitting out risks if the context/ likelihood would be different in custody vs. community. If risks are changed judgements (RoSH, LoR, S&W) also need to be checked)		- CMS SYSTEM GUIDANCE (re. alleged offence recording) - E&C Training Template (Risk recording & matrices) - Drop Down Options & Rating/ Judgement Definitions
After Court Appearance (only if sentenced or remanded to custody complete step 3 and send the stage to the YJB Placements service)		
3. Start a Post Court Stage and add the court outcome to the "Post Court" section of the custody module. This section should include any risks/needs based on how the young presented post court.		

"MUST HAVE" Completion and Quality Checks for BAIL MODULE – Required for Bail Recommendation and Post Court Report (step 3 only) stages	Checked? Yes/No
Before Court Appearance (complete steps 1 & 2 and send stage to the YJB Placements service)	
1. Bail questions in the Self-Assessments (YP and Carer) are completed and views are reflected in the Bail module (particularly Accommodation for bail and Community package targets/controls/ supervision to manage risks and support adherence to conditions)	
2. Bail and Remand module completed (prioritising mandatory questions if time limited): a. Young Person/Carer details (mirrors Core Record fields other than "custody ID", "earliest release" & "present at court" Qs) b. Court & alleged offences (check that correct offences/details are displayed for that hearing and add current bail conditions and a "brief outline of offence(s)") c. Objections to Bail (Add CPS objections/historic compliance issues) d. YOT Details (including Home and Host YOT if caretaking case) e. Contact with Services (mirrors Core Record fields if complete) f. Accommodation for Bail g. Personal Circumstances & Health (update mirrored PFS fields and answer if any "health factors will impact on compliance") h. Safety and Wellbeing/Risk to others (explain what risks may be relevant in the bail period and how they would be managed) i. MAPPA (mirrors E&C fields) j. Community Package Proposal (update mirrored FFC supervision Qs & define a bail package – targets/controls/package to manage risks/objections/compliance concerns or explain why not needed)	
After Court Appearance (only if bailed complete step 3)	
3. If the young person is bailed the court outcome should be added to the bail & remand module (via post court stage if the previous stage was completed), including agreed bail conditions. Targets/ controls in the bail package should be fleshed out in Pathways and Planning to ensure they are progressed as quickly as possible.	



QA TOOL FOR REVIEW STAGE (if used for a change in circumstances): Practitioners should provide a summary of what the review stage was completed for. You can then complete the orange columns with a Yes or No response and use the central blue columns to evidence feedback, amendments and final confirmation.

"MUST HAVE" Completion and Quality Checks	Is it complete? Yes/No	Manager feedback – positives/actions to enable this to be answered "Yes" and where changes/additions needed	Practitioner changes made and where in the framework	Does Manager confirm that answer would now be "Yes"?	What tools/templates, guidance can help?
1. Relevant answers are amended in the Information Gathering Section (most likely in PFS) rather than information being appended to previous entries					<ul style="list-style-type: none"> • Mapping Tool
2. If changes affect associated desistance factors the factors, ratings and/or reasons should be updated					<ul style="list-style-type: none"> • E&C Training Template • Drop Down Options & Rating/ Judgement Definitions
3. If changes affect the context, type or seriousness of future behaviour risks the impact/ likelihood scores and nature/context explanations should be updated in that section.					
4. If changes affect the context, type or seriousness of Safety and Wellbeing risks the impact/ likelihood scores and nature/context explanations should be updated in that section.					
5. If impact/likelihood scores have changed (for future behaviours/ adverse outcomes) judgements (RoSH, LoR, S&W) may also need to be updated					
6. If there is a change to strengths, concerns or risks these should be reflected in P&P key areas and associated referrals/targets/controls/contingency plans adjusted accordingly					<ul style="list-style-type: none"> • P&P Training Template • Practitioner Planning Template • Young Person Planning Tool

QA TOOL FOR REVIEW STAGE (if used for a progress update): Practitioners should provide a summary of what the review stage was completed for. You can then complete the orange columns with a Yes or No response and use the central blue columns to evidence feedback, amendments and final confirmation.

"MUST HAVE" Completion and Quality Checks	Is it complete? Yes/No	Manager feedback – positives/actions to enable this to be answered "Yes" and where changes/additions needed	Practitioner changes made and where in the framework	Does Manager confirm that answer would now be "Yes"?	What tools/templates, guidance can help?
1. Self-assessment review questions (YP & P/C) are completed and reflected in the assessment/plan (particularly in target progress boxes, tailoring interventions and by adapting targets/actions)					
2. Pathways and Planning updated with Overall Progress, Progress/status/dates of open targets, progress/status against external controls/actions, date of plan and plan review date					<ul style="list-style-type: none"> • Practitioner Planning Template • Young Person Planning Tool
3. If progress indicates a significant change in the young person, it should be reflected in the relevant Information Gathering sections (e.g. PFS – relationships/health/lifestyle/thinking/ETE or O&ASB – attitudes to offending)					<ul style="list-style-type: none"> • Mapping Tool • O&ASB Training Template
4. Previous gaps should be closed (i.e. yet to clarify answers or those stated in Core Record>Contacts >Info still to be obtained) or evidenced provided in "Info still to be obtained" as to why not					
5. If changes affect associated desistance factors the factors, ratings and/or reasons should be updated					<ul style="list-style-type: none"> • E&C Training Template • Drop Down Options & Rating/ Judgement Definitions
6. If changes affect the context, type or seriousness of Future Behaviour or Safety and Wellbeing risks the impact/ likelihood scores and nature/context explanations should be updated					
7. If the impact/likelihood scores for risks have changed the RoSH, LoR and Safety and Wellbeing judgements may also need to change					
8. If there is a change to strengths, concerns or risks these should be reflected in P&P key areas and associated referrals/targets/controls/contingency plans adjusted accordingly					<ul style="list-style-type: none"> • P&P Training Template • Practitioner & Young Person Planning Templates



QA TOOL FOR REVIEW STAGE (If used for new Offence/incident with no report): Practitioners should provide a summary of what the review stage was completed for. You can then complete the orange columns with a Yes or No response and use the central columns to evidence feedback, corrections and final confirmation.

“MUST HAVE” Completion and Quality Checks	Is it complete? Yes/No	Manager feedback – positives/actions to enable this to be answered “Yes” and where changes/additions needed	Practitioner changes made and where in the framework	Does Manager confirm that answer would now be “Yes”?	What tools/templates, guidance can help?
1. New offences/incidents are linked to Episodes (<i>have an ID</i>) with characteristics and associated questions completed					• O&ASB Training Template
2. If the new offence/incident(s) reflects a change in the nature/characteristics/trends/attitudes of behaviour this should be updated in Offending Patterns & Attitudes?					
3. If the motivation for the new offence/incident is different from previous instances this should be explained under the graph in “Understanding Offending Behaviour”					• E&C Training Template • Drop Down Options & Rating/Judgement Definitions
4. If the new offence/incidents(s) reflects a different context, type or seriousness of risk it should be added/ amended in the Future Behaviour and potentially the Safety & Wellbeing sections.					
5. If impact/likelihood scores have changed (for future behaviours/ adverse outcomes) judgements (RoSH, LoR, S&W) may also need to be updated					
6. If there is a change to the risks these should be reflected in P&P key areas of intervention and associated referrals/targets(e.g. those linked to reparation)/controls/contingency plans adjusted accordingly.					• P&P Training Template • Practitioner and Young Person Planning Tools
7. The RJ module “Young Person’s Views” are completed for any new episodes and the “Repairing Harm” key areas of intervention updated to reflect any new direct victims where reparation work is needed					



Practitioner Checklist for Review Stages: Complete the orange column relevant to the type of review you are undertaking with a Yes or No response.

“MUST HAVE” Completion and Quality Checks if Review is for a Change in Circumstances	Checked? Yes/No
1. Relevant answers are amended in the Information Gathering Section (most likely in PFS) rather than information being appended to previous entries	
2. If changes affect associated desistance factors the factors, ratings and/or reasons should be updated	
3. If changes affect the context, type or seriousness of future behaviour risks the impact/ likelihood scores and nature/context explanations should be updated in that section.	
4. If changes affect the context, type or seriousness of Safety and Wellbeing risks the impact/ likelihood scores and nature/context explanations should be updated in that section.	
5. If impact/likelihood scores have changed (for future behaviours/ adverse outcomes) judgements (RoSH, LoR, S&W) may also need to be updated	
6. If there is a change to strengths, concerns or risks these should be reflected in P&P key areas and associated referrals/targets/controls/contingency plans adjusted accordingly	

“MUST HAVE” Completion and Quality Checks if Review is for a Progress Update	Checked? Yes/No
1. Self-assessment review questions (YP & P/C) are completed and reflected in the assessment/plan (particularly in target progress boxes, tailoring interventions and by adapting targets/actions)	
2. Pathways and Planning updated with Overall Progress, Progress/status/dates of open targets, progress/status against external controls/actions, date of plan and plan review date	
3. If progress indicates a significant change in the young person, it should be reflected in the relevant Information Gathering sections (e.g. PFS – relationships/health/lifestyle/thinking/ETE or O&ASB – attitudes to offending)	
4. Previous gaps should be closed (i.e. yet to clarify answers or those stated in Core Record>Contacts >Info still to be obtained) or evidenced provided in “Info still to be obtained” as to why not	
5. If changes affect associated desistance factors the factors, ratings and/or reasons should be updated	
6. If changes affect the context, type or seriousness of Future Behaviour or Safety and Wellbeing risks the impact/ likelihood scores and nature/context explanations should be updated	
7. If the impact/likelihood scores for risks have changed the RoSH, LoR and Safety and Wellbeing judgements may also need to change	
8. If there is a change to strengths, concerns or risks these should be reflected in P&P key areas and associated referrals/targets/controls/contingency plans adjusted accordingly	

“MUST HAVE” Completion and Quality Checks if Review if for a New Offence (no re-sentence)	Checked? Yes/No
1. New offences/incidents are linked to Episodes (have an ID) with characteristics and associated questions completed	
2. If the new offence/incident(s) reflects a change in the nature/characteristics/ trends/attitudes of behaviour this should be updated in Offending Patterns & Attitudes?	
3. If the motivation for the new offence/ incident is different from previous instances this should be explained under the graph in “Understanding Offending Behaviour”	
4. If the new offence/incidents(s) reflects a different context, type or seriousness of risk it should be added/ amended in the Future Behaviour and potentially the Safety & Wellbeing sections.	
5. If impact/likelihood scores have changed (for future behaviours/ adverse outcomes) judgements (RoSH, LoR, S&W) may also need to be updated	
6. If there is a change to the risks these should be reflected in P&P key areas of intervention and associated referrals/targets(e.g. those linked to reparation)/controls/contingency plans adjusted accordingly.	
7. The RJ module “Young Person’s Views” are completed for any new episodes and the “Repairing Harm” key areas of intervention updated to reflect any new direct victims where reparation work is needed	



QA TOOL FOR CASE CLOSURE STAGE: Complete the orange column with a Yes or No response, referring to the tools/guidance documents as necessary. Complete the central blue columns to show evidence of feedback, corrections and final confirmation.

“MUST HAVE” Completion and Quality Checks	Is it complete? Yes/No	Manager feedback – positives/actions to enable this to be answered “Yes” and where changes/additions needed	Practitioner changes made and where in the framework	Does Manager confirm that answer would now be “Yes”?	What tools/templates, guidance can help?
1. Self-assessment “End of Intervention” questions (YP & P/C) are completed and reflected in the assessment/plan (e.g. future targets reflecting how requests for ongoing support will be met)					
2. Pathways & Planning summarises outcomes in “Overall progress”. Detailed “progress” is recorded against targets and external controls/actions in “Our Intervention Plan” and they have a status of either ‘completed’, ‘not completed’ or ‘no longer relevant’.					<ul style="list-style-type: none"> • Practitioner Planning Template • Young Person Planning Tool
3. RO Report summarises progress in “Elements of contract and Progress” (if relevant)					
4. If progress indicates a change in the young person or their situation it should be updated in the relevant Information Gathering Section(s)					<ul style="list-style-type: none"> • Mapping Tool
5. If changes affect desistance factors the factors, ratings and/or reasons should be updated					<ul style="list-style-type: none"> • E&C Training Template • Drop Down Options & Rating/ Judgement Definitions
6. If changes affect the context, type or seriousness of risks the impact/likelihood scores and nature/context explanations should be updated in Future Behaviour/Safety & Wellbeing sections.					
7. If risk impacts/likelihoods change, judgements may also need to be updated (RoSH,LoR,S&W)					
8. “My future targets” lists the of work the young person/others will do beyond the intervention to address outstanding priorities, risks and areas identified in the self-assessments. If there are changes to risks, external controls/actions and contingency actions may also need to be added.					<ul style="list-style-type: none"> • P&P Training Template • Practitioner and Young Person Planning Tool



QA INSTRUCTIONS FOR Y2Y or Y2A TRANSFER STAGE: Complete the orange column with a Yes or No response, referring to the tools/guidance documents as necessary. Complete the central blue columns to show evidence of feedback, corrections and final confirmation.

"MUST HAVE" Completion and Quality Checks	Is it complete? Yes/No	Manager feedback – positives/actions to enable this to be answered "Yes" and where changes/additions needed	Practitioner changes made and where in the framework	Does Manager confirm that answer would now be "Yes"?	What tools/templates, guidance can help?
1. Youth – Adult Services or YOT-YOT module explains the status of each service the young person is engaged with and risks, strengths, needs that may come about as result of the transition.					Inspection report - transitions from youth to adult services
2. Pathways & Planning summarises outcomes in "Overall progress". Detailed "progress" is recorded against targets and external controls/actions in "Our Intervention Plan" and they have a status of either 'completed', 'not completed' or 'no longer relevant'.					<ul style="list-style-type: none"> Practitioner Planning Template Young Person Planning Tool
3. If the transition results in a significant change in the young person, it should be reflected in the relevant Information Gathering sections (e.g. PFS – relationships/health/lifestyle/thinking/ETE or O&ASB – attitudes to offending)					<ul style="list-style-type: none"> Mapping Tool O&ASB Training Template
4. If the transition affect desistance factors the factors, ratings and/or reasons should be updated					<ul style="list-style-type: none"> E&C Training Template Drop Down Options & Rating/ Judgement Definitions
5. If the transition affects the context, type or seriousness of risks the impact/likelihood scores and nature/context details should be updated in the Future Behaviour/Safety & Wellbeing sections.					
6. If risk impacts/likelihoods change, judgements may also need to be updated (RoSH,LoR,S&W)					
7. If the steps above indicate a change in the risks, strengths and needs of the young person the Pathways & Planning "Key areas of Intervention" and associated targets/controls/contingency plans may need to be amended to address them.					<ul style="list-style-type: none"> P&P Training Template Practitioner and Young Person Planning Tool



Practitioner Checklist for Exit/Transition Stages: Complete the orange column relevant to the transition the young person is making with a Yes or No response.

"MUST HAVE" Completion and Quality Checks for End of Intervention Stage	Checked? Yes/No	What tools/ templates, can help?
1. Self-assessment "End of Intervention" questions (YP & P/C) are completed and reflected in the assessment/plan (e.g. future targets reflecting how requests for ongoing support will be met)		
2. Pathways & Planning summarises outcomes in "Overall progress". Detailed "progress" is recorded against targets and external controls/actions in "Our Intervention Plan" and they have a status of either 'completed', 'not completed' or 'no longer relevant'.		<ul style="list-style-type: none"> • Practitioner Planning Template • Young Person Planning Tool
3. RO Report summarises progress in "Elements of contract and Progress" (if relevant)		
4. If progress indicates a change in the young person or their situation it should be updated in the relevant Information Gathering Section(s)		<ul style="list-style-type: none"> • Mapping Tool
5. If changes affect desistance factors the factors, ratings and/or reasons should be updated		<ul style="list-style-type: none"> • E&C Training Template
6. If changes affect the context, type or seriousness of risks the impact/likelihood scores and nature/context explanations should be updated in Future Behaviour/Safety & Wellbeing sections.		<ul style="list-style-type: none"> • Drop Down Options & Rating/ Judgement Definitions
7. If risk impacts/likelihoods change, judgements may also need to be updated (RoSH,LoR,S&W)		
8. "My future targets" lists the of work the young person/others will do beyond the intervention to address outstanding priorities, risks and areas identified in the self-assessments. If there are changes to risks, external controls/actions and contingency actions may also need to be added.		<ul style="list-style-type: none"> • P&P Training Template • Practitioner and Young Person Planning Tool

"MUST HAVE" Completion and Quality Checks for YOT to YOT or YOT -Adult Transfer Stage	Checked? Yes/No	What tools/ templates, can help?
1. Youth – Adult Services or YOT-YOT module explains the status of each service the young person is engaged with and risks, strengths, needs that may come about as result of the transition.		Inspection report - transitions from youth to adult services
2. Pathways & Planning summarises outcomes in "Overall progress". Detailed "progress" is recorded against targets and external controls/actions in "Our Intervention Plan" and they have a status of either 'completed', 'not completed' or 'no longer relevant'.		<ul style="list-style-type: none"> • Practitioner Planning Template • Young Person Planning Tool
3. If the transition results in a significant change in the young person, it should be reflected in the relevant Information Gathering sections (e.g. PFS – relationships/health/lifestyle/thinking/ETE or O&ASB – attitudes to offending)		<ul style="list-style-type: none"> • Mapping Tool • O&ASB Training Template
4. If the transition affect desistance factors the factors, ratings and/or reasons should be updated		<ul style="list-style-type: none"> • E&C Training Template
5. If the transition affects the context, type or seriousness of risks the impact/likelihood scores and nature/context details should be updated in the Future Behaviour/Safety & Wellbeing sections.		<ul style="list-style-type: none"> • Drop Down Options & Rating/ Judgement Definitions
6. If risk impacts/likelihoods change, judgements may also need to be updated (RoSH,LoR,S&W)		
7. If the steps above indicate a change in the risks, strengths and needs of the young person the Pathways & Planning "Key areas of Intervention" and associated targets/controls/contingency plans may need to be amended to address them.		<ul style="list-style-type: none"> • P&P Training Template • Practitioner and Young Person Planning Tool

