Key Performance Indicator (KPI) Guidance for Youth Justice Services (YJSs)

Version 2.1

July 2025

Contents

Change log v2

Section	Details of change
Introduction	
Other: FAQs	Revised FAQs have been combined with this document. These are under each KPI 'Further recording guidance'.
Other: KPI template re-design	KPI template – 1-10 KPI template – KPI8 management board Both templates have been redesigned (v.2.0) to incorporate KPI refinement changes. These should be available to download from YJAF from Q1 2025 (01 July).
KPI 1	• Improved definition of 'accommodation suitability' • Securing accommodation for children leaving custody: standard set to 6 weeks (Youth Custody Service) • Filter for 'primary' accommodation has been removed, meaning all accommodations at start and end of the order are counted.
KPI 2	• Improved definitions of: ETE suitability Children not in ETE (NEET) • Improved guidance on how to record hours offered and attended. • Age will be calculated at the start and at the end of the order. 1. Part-time vs full-time will be calculated including all coexisting ETEs and considering the offer rather than the attendance.
KPI 3	Improved definitions of: • What counts as SEND/ALN? - Inclusion of ADHD. • How to identify children with SEND/ALN needs? - Formal and informal routes are accepted. • Who can assess SEND/ALN needs in children? –Widened to account for additional professionals. • Replaced 'at the end of the order' with 'during' their order.
KPI 4	• Inclusion criteria clarification. • Further guidance on how to record 'Intervention type'. • Data fields definitions – merge of date offered vs referred. • Main measure changed to denote YJS work and understand what good looks like over time. • Main measure and sub-measures a-b: Removed 'start vs end' of order and changed to 'during'.

	• Sub-measure 4b: 'Prior the start of the order' changed to 'already attending MH/EW intervention when the order started'.
KPI 5	• Inclusion criteria clarification. • Further guidance on how to record 'Intervention type'. • Data fields definitions – merge of date offered vs referred. • Main measure changed to denote YJS work and understand what good looks like over time. • Main measure and sub-measures a-b: Removed 'start vs end' of order and changed to 'during'. • Sub-measure 4b: 'Prior the start of the order' changed to 'already attending SM intervention when the order started'.
KPI 6	• Out of court disposals terminology changed to out of court resolutions (OOCR). • Counting rules change: all OOCRs will be counted. • Inclusion criteria based on new data field 'Intervention completion status'. • Sub-measures to include complete vs incomplete OOCRs and number of OOCRs vs number of children completing OOCRs.
KPI 7	• Main measure: removed 'end of order' and changed to 'during'. • 'Early Intervention Plan' renamed to 'Early Help Plan'. • Improved definitions of the KPI7, the type of care status and Early Help.
KPI 8	Removal from template: • 'Other' (non-statutory). • 'New attendees.
KPI 9	• Drugs removed from counting methodology.
KPI 10	• New sub-measures added (10a,b,g) • Sub-measures (1e-f): Denominator change from 'number of victims who requested information about the progress of the child's case' (as this information is not routinely recorded) to 'total victims who consented to being contacted by the YJS. • Improved definitions of: Restorative Justice (RJ), engagement in RJ, and YJS contact. • Planned change for DRR 26/27: The methodology will transition to counting based on the victim intervention end date rather than the child's intervention end date.

Introduction

The key performance indicators (KPI) recording guidance sets out the rationale behind each of the new KPIs, the counting rules and additional guidance notes for practitioners.

The youth justice system has developed significantly since the current set of KPIs were introduced, with the multi-agency model now much more firmly embedded. Whilst the number of children entering the system with a statutory outcome has fallen significantly, it is clear Youth Justice Services (YJSs) are working with increasingly complex caseloads.

The Ministry of Justice (MoJ) developed these new KPIs to improve our understanding of how **YJS partnerships** are responding to this different context and to reflect the areas that are strategically important in delivering effective services for children.

These KPIs have been developed to provide a more detailed reflection of the YJS partnership, recognising the fact that YJSs do not work in isolation from other local services and the best outcomes for children rely on a strong multi-agency collaboration and a strong YJS partnership.

The YJB expects local management boards to take responsibility for all aspects of YJS governance; to lead strategically across relevant partners and to ensure a high-quality service is provided to all children.

While the KPIs themselves have been finalised, this is a live document and may be changed to provide further guidance or to consider feedback from YJSs and provide further clarity when needed. The document will contain a change log to show when and where changes have been made.

All KPIs must be submitted to the Youth Justice Board (YJB) quarterly in line with the Terms & Conditions of grant and as part of the standard returns process. Failure to do so can result in delays in awarding or withdrawal of, the YJB grant.

YJSs submitting KPI data via case level returns will be able to do so as part of the routine quarterly returns process, with the exception of the management board attendance KPI, which will need to be submitted as a summary level return. YJSs submitting KPI returns using the KPI template can do this by uploading the template onto the KPI section of the Youth Justice Application Framework YJAF.

The 10 KPIs are:

KPI 1 - Accommodation

KPI 2 - Education, training, and employment (ETE)

KPI 3 - Special educational needs and disability (SEND)/Additional Learning Needs (ALN)

KPI 4 - Mental health (MH) and emotional wellbeing (EW)

KPI 5 - Substance misuse (SM)

KPI 6 - Out-of-court resolutions (OOCR)

KPI 7 - Wider services

KPI 8 - Management board (MB)

KPI 9 - Serious violence

KPI 10 - Victims

KPI Cohort

Total number of children with an order ending in the period.

Inclusion Criteria:

Children who had an intervention that closed during the period.

An intervention is defined as at least one session delivered post-assessment to support the child in desisting from further offending. Interventions should be strengths-based, future-focused, and aimed at promoting positive outcomes.

The following interventions (or type of order) are counted:

- Non-substantive out of court resolutions with YJS intervention.
- Youth Cautions with YJS intervention.
- Youth Conditional Cautions.
- Youth Rehabilitation Orders.
- Referral Orders.
- Custodial sentences.
- Custodial remands of four weeks or more not resulting in custodial sentence.

Children must also meet the following criteria:

- Age:
  - Under 18 at the start of the intervention.
  - Under 18 at the arrest, offence or hearing date (KPI9 only).
- Residence: Recorded as 'Local' at the time the legal outcome was imposed.
- Orders revoked due to good progress are included (See 'Intervention completion status').

Exclusion Criteria:

- Prevention and diversion cases without YJS involvement.
- Orders revoked due to a successful appeal.
- Orders that were breached, revoked, resentenced, refused, or not started (See 'Intervention completion status').
- Deleted child records.

KPI 8 uses an entirely different cohort (attendees at management board meetings) and uses summary level template data only. Further details about inclusion and exclusion criteria per KPI can be found in the KPI technical guide (available on the Youth Justice Application Framework YJAF).

Intervention completion status

Refers to the completion status of the intervention programme and reason for completion.

Inclusion Criteria:

Completed – Successfully completed

Completed – Good behaviour or progress/ early discharge

Completed – Order breached but continued

Completed – Missed sessions/ declined further participation

Completed – Other

Not completed – Referral elsewhere/ transferred out

Not completed – statutory intervention programme: missed sessions/ non-compliance

Not completed – voluntary intervention programme: insufficient number of sessions completed (started but incomplete)

Exclusion Criteria:

Not completed – order revoked

Not completed – order breached

Not completed – child deceased

Not completed – intervention programme no longer appropriate/ child became ineligible

Not completed – YJS declined/ resource constraints/ no intervention programme offered

Not completed – refused voluntary intervention programme: child declined/ no contact/ not started

Not completed – other

Unknown

Children on Custodial Orders

For children being released from custody, data will be counted on accommodation and education, training, and employment (ETE) at the following points:

1. The day before entering custody – to capture their status before custody, not their custodial placement.
2. The day of release.
3. Five working days after release – for ETE, allowing time to start provision.
4. At the end of the licence period – for children's sentences.

KPI data reporting will align with AssetPlus for children leaving custody. According to the AssetPlus Joint Working Protocol, the Leaving Custody module should be completed collaboratively by YJS and secure establishment staff.

YJSs must ensure they agree with the data input by establishment staff when approving records for children rejoining the YJS caseload post-release. Subjective fields (e.g., whether accommodation or ETE arrangements are deemed suitable) should reflect the YJSs professional assessment.

Start and End of the Order

Start of the order:
Measures at the start of the order reflect KPI data relevant at the beginning of the intervention—capturing circumstances in place before or on the intervention start date.

Example: What accommodation was the child in at the start of the order?

Exception: For custodial sentences, the start of the order refers to the day before the intervention begins.

Example: What accommodation was the child in one day before their custodial sentence started, before moving into custody?

End of the order:
Measures at the end of the order capture KPI data relevant on the intervention end date.

Example: What accommodation was the child in at the end of the order?

During the Order:

Measures the circumstances between the start and end of the order.

1 – Accommodation

Rationale

This KPI measures the proportion of children placed in suitable and unsuitable accommodation.

Access to suitable accommodation is key in reducing the risk of reoffending. Monitoring this data means that concerns can be escalated—locally (with YJS partners), regionally, or nationally—when children are not able to access suitable accommodation.

YJS responsibility in children's accommodation placement:

- Assessing housing needs: YJSs evaluate whether a child has stable and suitable accommodation, which is essential for rehabilitation and preventing reoffending.

- Working with the secure estate: They should collaborate with resettlement practitioners in securing appropriate accommodation on a child's release. See further guidance in the Case management guidance for custody and resettlement.

- Working with local authorities: Where needed, they should collaborate with housing services to secure appropriate placements, ensuring children are not left homeless or in unsafe conditions.

- Providing support and advocacy: YJSs help children navigate housing applications, liaise with landlords, and access emergency accommodation when needed.

- Monitoring and intervention: If a child's housing situation deteriorates, YJSs intervene to prevent instability that could lead to further offending.

Measures

Type	Measure
Main	Proportion of children in suitable accommodation at the end of their order.
Sub-measure 1a	Children in suitable versus unsuitable accommodation at the start and the end of their order.
Sub-measure 1b	Children in suitable versus unsuitable accommodation at the start and the end of their order broken down by type of accommodation.
Sub-measure 1c	Children in suitable versus unsuitable accommodation at the start and at end of their order broken down by type of order.

Sub-measure 1d	Children in suitable versus unsuitable accommodation at the end of their custodial remand (lasting 4+ weeks) that did not lead to a custodial sentence.
Sub-measure 1e	Children in suitable versus unsuitable accommodation on the release date of their custodial sentence.
Sub-measure 1f	Children on custodial sentences broken down by number of days their accommodation was arranged in advance.

Counting rules

Accommodation type and Suitability

1. The type of accommodation and suitability are counted at the following points:

   a. Start of the order

   b. On the day of release from custody (for custodial sentences and remands of four weeks or more that do not result in a sentence)

   c. End of the order

2. All coexisting accommodations at a given time must be suitable for the accommodation to be considered suitable.

Data categories

Data field	Categories
Accommodation suitability	Suitable, Unsuitable, Unknown
Accommodation type	Bail hostel, Bed and breakfast, Foster care LA, Foster care private, Foyer, Homeless hostel, Homeless, Hospital, Independent living, Living with family, not parents, Living with friends, Living with parents, No fixed abode, Residential unit LA, Residential unit private, Residential unit secure, Secure children's home (SCH), Secure training centre (STC), Supported accommodation supported lodgings, Temporary accommodation, Traveller site, Young offender institution (YOI), Other, Unknown

Further recording guidance

What is accommodation suitability? What factors are to be considered when assessing accommodation suitability?

<u>Suitability of accommodation</u>

When reporting data on this indicator, YJS practitioners should make a professional judgement on suitability based on the individual needs and circumstances of each child.

In determining whether accommodation is "suitable" practitioners must consider:

- The need for arrangements to be sustainable over time. Temporary and short-term accommodation arrangements should be avoided.

- The child's specific circumstances and needs, such as their health needs and need for supportive relationships, and their protected characteristics, such as SEND/ALN status and race, ethnicity and cultural needs.

- The child's voice and preferences, such as their want to be closer to their home area (although closeness to home may not be appropriate for every child).

- Providing the child with a nurturing and emotionally supportive environment, and one that supports them in their journey towards desistance.

- Relevant safeguarding concerns and the character and suitability of the landlord or other provider.

- Where a child is not living at home and requires a children social care placement, the relevant provider (E.g. children's home, fostering agency or supported accommodation) should be registered with Ofsted (England) or Care Inspectorate Wales - CIW (Wales).

- For a child being released from custody, the importance of arrangements that are made, agreed and communicated well in advance of the child's release date.

As stated in the counting rules, in the case of a child being placed in a 'Bed & Breakfast' or categorised as having 'No Fixed Abode' or unknown accommodation arrangements, this will be categorised as unsuitable. For all other placements, assumptions should not be made based on the type of accommodation that has been arranged. For example, a child returning to their family home may be suitable for some children and unsuitable for others.

A differentiation should be drawn between the timeliness of accommodation arrangements and the timeliness of resettlement planning. Whilst accommodation should be arranged several weeks prior to a child's release date, resettlement planning should begin at the start of their custodial order, including an assessment of their accommodation needs.

Arranging accommodation is complex and multifaceted– this will equip the MoJ and YJB to better push for change in the children's accommodation sector where needed.

Scenarios of unsuitable accommodation

Unsuitable:

- 'Bed & Breakfast'

- 'No Fixed Abode'

- 'Unknown'

How do we record accommodation type for a child who is either remanded or sentenced in custody at the time of the order ending?

In the event of a child being in custody at the start of a new order or when a previous order ends, services will need to record their accommodation suitability as unknown. In either of these scenarios please do still provide the custodial accommodation type.

This should be recorded under one of the below:

Secure Children's Home (SCH),
Secure Training Centre (STC),
Young Offender Institution (YOI).

Where a child is accommodated in the community before or after a custodial order, please do provide the type of accommodation and a judgement of its suitability.

Children leaving custody: How long in advance is it expected to secure accommodation?

"All agencies will endeavour to identify accommodation for children leaving custody **6 weeks prior** to the earliest release date. Where accommodation isn't identified within this time scale, services may use their own escalation routes to highlight potential issues, and the issue must be escalated to the Director of Children's Services 4 weeks prior to release" (Youth Custody Service, National accommodation standard).

How to class 'unknown' suitability?

This may be determined at the start of an order when the child's accommodation status is unknown or where the child has an outstanding warrant but their whereabouts are unknown at the end of their order due to their non-compliance with the intervention. This is likely to affect only a small number of children.

2 – Education, training and employment (ETE)

Rationale

This KPI measures the proportion of children who are in suitable and unsuitable education, training, or employment (ETE).

There are well-established links between low educational engagement and attainment and an increased risk of childhood offending. Access to suitable education is critical in enabling a child's pro-social identity and success in life. Monitoring this data will help YJSs to identify trends and barriers, enabling to escalate issues with partners and provide targeted support to children in unsuitable education. The data will help the MoJ and the YJB identify systemic barriers to education and, where necessary, raise these issues with other relevant government departments.

YJSs should have a close partnership with the local authority and education providers to support children into education, and a skilled practitioner group that can meaningfully support children with ETE. They should ensure a consistent flow of information between YJSs and education providers.

Measures

Type	Measure
Main	Proportion of children in suitable ETE at the end of their order.
Sub-measure 2a	Children in suitable versus unsuitable ETE at the start and the end of their order.
Sub-measure 2b	Children in suitable versus unsuitable ETE at school age and above school age, at the start and the end of their order.
Sub-measure 2c	Children offered part-time versus full-time ETE at the start and the end of their order.
Sub-measure 2d	Children broken down by type of ETE provision at the start and the end of their order.
Sub-measure 2e	Children broken down by number of hours offered and attended at the start and the end of their order.
Sub-measure 2f	Children in suitable versus unsuitable ETE at the start and the end of their order broken down by type of order.
Sub-measure 2g	Children in suitable versus unsuitable ETE 5 days after the release date of their custodial sentence.

Sub-measure 2h	Children in suitable versus unsuitable ETE 5 days following the release of a remand lasting 4+ weeks.

Counting rules

1. The **ETE provision, suitability and hours offered and attended** are counted at:

   a. The start of the order

   b. Five working days after release from custody (for custodial sentences and remands of four weeks or more that do not result in a sentence)

   c. The end of the order

2. **School age and above school age**

   a. School age

      i. At the start of the order: Children are counted as school age at the start of the order if they are aged 16 or under up to and including 31st August in the academic year that the order started in.

      ii. At the end of the order: Children are counted as school age at the end of the order, if they are aged 16 or under up to and including 31st August in the academic year that the order finished in.

   b. Above school age

      i. At the start of the order: Children are counted as above school age at the start of the order, if they are aged 17 on or after 1st September of the academic year that the order started in.

      ii. At the end of the order: Children are counted as above school age at the end of the order, if they are aged 17 on or after 1st September of the academic year that the order finishes in.

3. **Full-time and part-time ETE**

   a. A school aged child is counted in full-time ETE if they are offered 25 hours or more of ETE per week.

   b. An above school age child is counted in full-time ETE if they are offered 16 hours or more of ETE per week.

   All **coexisting ETE provisions** at a time point must be suitable for it to be considered as suitable.

Data categories

Data field	Categories
ETE provision type	Alternative_provision, Alternative_provision_above_school_age, Alternative_provision_other_full_time, Alternative_provision_other_part_time, Alternative_provision_PRU_full_time, Alternative_provision_PRU_part_time, Apprenticeship, College, Education_re_engagement_programme, Electively_home_educated, Employment, Full_time_employment, Mainstream_school, Mentoring_circle, Part_time_employment, Pupil_referral_unit, School_full_time, School_part_time, Self_employment, Supported_internship, Traineeship, Training_course_apprenticeship, University, Voluntary_work, Other, None
ETE hours offered/ attended	1-15 16-24 25+

Further recording guidance

What is ETE suitability? / Scenarios of suitable and unsuitable ETE

Further recording guidance and notes for practitioners

When reporting data on this indicator, YJS practitioners should make a professional judgement on the suitability of ETE arrangements based on the individual needs and circumstances of each child. They should make this judgement in collaboration with the local authority.

Children are considered in ETE if:

- They are in full-time study in a school, college or with a training provider

- They are in full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulation qualifications (see Register of Regulated Qualifications (England), Qualifications in Wales (QiW) (Wales))

- An apprenticeship or supported internship

- In employment and paid a wage by an employer for the work (either as a permanent or temporary employee) or are self-employed

In determining whether ETE arrangements are "suitable", practitioners must consider:

- if/how the placement affects the risk of the child reoffending.

- the child's voice, strengths, and ambitions for the future. These should be identified through direct consultation with the child. For children being released from custody, this should additionally be identified through the child's constructive resettlement plan.

- how sustainable the provision is for the child and likely to result in continuity of ETE engagement.

- an appropriate objective for the child, which forms a pathway to achieving tangible educational and/or vocational outcomes in the form of credits and qualifications. These objectives could be the pursuit of a long-term career or educational objective, or it could focus on softer outcomes, such as lifting the child's self-confidence and motivating them towards further learning.

- how appropriate the provision is for the child's current educational proficiency.

- for school age children, how the provision will encourage proficiency in English and Maths, and be ambitious about improving this proficiency.

- how the provision will provide appropriate support for a child with SEND or ALN.

- practicality such as how the child will travel to their ETE.

- for looked-after children, their Personal Education Plan.

- the importance of making, agreeing and communicating ETE arrangements for children being released from custody that begins at the point of, or close to, the child's release date and

- if children are released from custody with a planned ETE arrangement and there is a gap between the start date of the ETE placement and release date from custody, constructive activity should be arranged to fill this gap.

Given the above considerations of suitability, practitioners should take a needs-led approach to arranging ETE. For example, some children may be ready to sustain full-time employment or an apprenticeship, whereas others may be better suited to a traineeship or a jobcentre mentoring circle to improve their employability skills.

Children over school leaving age can remain in a range of ETE options (until the end of the academic year in which they are turning 18), such as an apprenticeship or traineeship, spending 20-hours or more a week working or volunteering, while in part-time education or training, or schemes provided by third sector organisations.

It may be the case that a child is in ETE, but the practitioner does not consider the provision(s) suitable based on the child's needs or believes the hours the child is attending are not sufficient.

Children not in ETE

Being a primary caregiver, for example looking after a child or someone with disabilities, does not count as ETE. Given the low number of times this occurs, local intelligence and further data will be gathered to understand this.

Recording Children in Year 12 or 13

For data accuracy, students in Year 12 or Year 13 should be recorded as attending college, even if they remain at the same establishment they attended for school. This distinction helps to improve the quality and consistency of educational data.

Recording School Refusers

Template: Leave the 'hours attended per week' section blank and count them under 'number of children not in ETE'.

Case level: Enter zero for 'hours attended per week'.

Children in Multiple ETE Provisions

A child can be recorded in more than one category if they participate in multiple provisions.

Example: A child in college who also has part-time employment should be counted under both categories.

Recording Children Finishing an Order in August

Since schools are on holiday in August, record the most recent term they completed.

Disagreement on Suitability of Provision

If a child believes their provision is unsuitable but the practitioner disagrees, the practitioner's professional judgment determines suitability.

The child's perspective should be considered alongside other factors.

ETE hours

1. **Which week should data be taken for 'start' and 'end' of the order for hours offered and attended:**

   a. at the start of the order, from the week before the order began, or if the child has incapacity to attend ETE on this week (e.g. due to school holidays), data is taken from the last week they were able to attend (e.g. the week before the school holidays).

2. at the end of the order, from the week before the order finished, or if the child has incapacity to attend ETE on this week (e.g. due to school holidays), data is taken from the last week they were able to attend (e.g. the week before the school holidays).

1. **Calculate hours attended**
Only relevant to YJSs that do not receive attendance data in hours per week

   a. **If the YJS receives a percentage**:

      I. YJSs should take the most granular time period available (e.g. if the most granular is per term – use the last term. If the most granular is per month, use the last month). Please note 'percentage over a year' shouldn't be used.

      II. If the attendance is 80% of the total hours offered, then 0.8 * 25 = 20 hours attended.

   b. **If the YJS receives number of sessions:**

3. Number of hours per session * number of sessions the child attended in the last week before the order started or ended

3 – Special educational needs and disabilities / Additional learning needs

Rationale

This KPI measures the proportion of children with identified Special educational needs and disabilities (SEND) / Additional learning needs (ALN).

Early identification and support for SEND/ALN are crucial for a child's engagement and success in education. A lack of appropriate support can lead to disengagement from education, which is a known risk factor for reoffending.

By highlighting gaps where children are not receiving the necessary support, this KPI enables YJSs to escalate concerns with education, training, and employment (ETE) providers, helping to reduce the risk of reoffending and improve long-term outcomes. This data can also be used to highlight areas for cross-government policy development to address systemic challenges that impact the provision of services to children

All children should be screened for SEND/ALN as part of the assessment process. YJS should work with education/health partners to ensure children can access the appropriate level of support for their SEND/ALN. YJSs should ensure a consistent flow of information between YJS and health partners.

Measures

Type	Measure
Main	Proportion of children with identified SEND/ALN that have a SEND/ALN plan in place.
Sub-measure 3a	Children that have an identified SEND/ALN.
Sub-measure 3b	Children with an identified SEND/ALN that are in suitable and unsuitable ETE.
Sub-measure 3c	Children with an identified SEND/ALN broken down by demographic characteristics (case level only).
Sub-measure 3d	Children with an identified SEND/ALN broken down by type of order.

Counting rules

1. **SEND/ALN needs and ETE suitability**

   SEND/ALN needs, SEND/ALN plan, *and* ETE suitability are counted if they apply at any point during the order.

2. **Formal plan**

   A SEND/ALN plan is counted if it was in place at any point during the order.

Further recording guidance

What are SEND/ALN needs?

For definitions of SEND and ALN, please refer to the SEND Code of Practice and Additional Learning Needs Code for Wales.

Does ADHD count as SEND/ALN?

Neurodevelopmental and neurodiversity conditions, including ADHD, should be recorded under SEND/ALN. If these conditions result in additional mental health needs, such as anxiety or depression, they should also be recorded under KPI4. This allows a child to be identified as having both SEND/ALN and mental health needs.

How to identify children with SEND/ALN needs?

It does not need to be a formal diagnosis and can be a pre-existing diagnosis. A child can be identified as having SEND/ALN by using the following options:

- Statement of SEN
- In school SEN Support
- Individual learning/education plan or an individual development plan (Wales)
- Education, Health, and Care Plan (EHCP)
- SALT assessment
- Other SEND/ALN screening or assessment tools

Who can assess SEND/ALN needs in children?

A teacher, specialist SEND/ALN worker, health practitioners, speech and language therapist (SaLT), educational psychologist (Ed Psych), primary mental health worker or frontline YJS practitioner (such as ETE staff) and YJS case managers with SEND/ALN assessment training and experience.

What counts as a SEND/ALN plan?

- Existing Education, Health, and Care Plan (EHCP)

- Existing SEN/ALN Support plan

- Existing Individual learning/education plan or an individual development plan (Wales)

- Intervention and support plans emerging from screening and assessment conducted by YJSs, Co-located Youth Justice professionals such as Ed Psych and SaLT or other commissioned and qualified individuals

A SEND/ALN plan should include:

- o details of the child's SEND/ALN support needs
- o what special or additional support is being given
- o who will provide the support and how often
- o a child's targets
- o how and when progress will be checked

The SEND/ALN plan should be up to date for the current academic year and accurately reflect the child's support needs.

4 – Mental health and emotional wellbeing

Rationale

This KPI measures the proportion of children identified as having a mental health (MH) or emotional wellbeing (EW) need.

Children in the youth justice system experience significantly higher rates of mental health challenges compared to their peers in the general population. Monitoring access to mental health support ensures that concerns can be escalated—locally, regionally, or nationally—when children are not receiving the necessary care.

All children should be screened for mental health and emotional well-being needs as part of the assessment process. YJSs should work with health partners to ensure children can access the appropriate level of support for their mental health and emotional well-being needs. There should be a consistent flow of information between YJS and health partners.

Measures

Type	Measure
Main	Proportion of children with an identified mental health (MH) or emotional wellbeing (EW) need who were offered a MH/EW intervention.
Sub-measure 4a	Children with an identified need for MH or EW intervention during their order.
Sub-measure 4b	Children already attending a MH or EW intervention at the start of their order.
Sub-measure 4c	Children offered versus attending a MH or EW intervention broken down by intervention type.
Sub-measure 4d	Children with an identified need for MH or EW intervention broken down by type of order.

Counting rules

1. **MH/EW needs**

   A child is counted as having a MH or EW need if:

   a. They screened positive for MH/EW needs at any point before their order ended.

   b. They were already attending a MH/EW intervention when their order started.

2. **Already attending MH/EW intervention at the start of the order**

   a. A child is counted if their MH/EW intervention started before the order began and finished after the order began.

   b. YJSs should not check NHS records or record MH/EW interventions that ended before the order started.

3. **Offered and attending a MH/EW intervention**

   a. A child is counted if offered one of the following MH/EW interventions, if they were already attending it when their order began or were offered it during their order.

      1. Getting advice

      2. Getting help

      3. Getting additional help

      4. Getting risk support

   b. A child is counted as attending one of these MH/EW interventions if they took part in it at any point during their order (e.g. already attending at the start or started attending during the order).

Further guidance on these interventions can be found below in the section 'Further recording guidance'.

Further recording guidance

What counts as MH and EW?

A mental health or emotional wellbeing need refers to a child experiencing difficulties in their emotional, psychological or social wellbeing which may impact their ability to function at home, in school, or in relationships.

Does ADHD count as MH/EW?

Neurodevelopmental and neurodiversity conditions, including ADHD, should be recorded under SEND/ALN. If these conditions result in additional mental health needs, such as anxiety or depression, they should also be recorded under KPI 4. This allows a child to be identified as having both SEND/ALN and mental health needs.

What screening tools can be used to identify MH/EW needs?

- YJS in-house screening tools.
- Specialist screening tools.
- Screening tools embedded in Asset Plus.
- Prevention and Diversion Tool (PDAT).

Intervention type

Further recording guidance and notes for practitioners

The following needs-based interventions should be recorded:

Getting advice: for children who need advice and signposting.

- These children are best supported in the community with the possible addition of self-support. They do not need goals-based specialist input.

- They may be adjusting to life circumstances with mild or temporary difficulties or have chronic, fluctuating or ongoing severe difficulties for which they are choosing to manage their own health and/or are on the road to recovery.

Getting help: for children who need focused goals-based input.

- These children would benefit from focused, evidence-based help and support, with clear aims, and criteria for assessing whether these aims have been achieved.

- This type of intervention will be delivered by a professional or by a range of people who can provide targeted, outcomes-focused help to address a specific mental health issue. There will be a shared understanding from the outset of:

    o what a successful outcome would look like

    o how likely success is to occur by a specific date

    o what would happen if success was not achieved

- Emphasis is placed on ending the intervention if it is no longer working or if the gains no longer outweigh potential harm.

Getting additional help: for children who need more extensive and specialised goals-based help.

- Children in this group need extensive resource allocation and may require particular attention and coordination from those providing services locally.

- Interventions have clear aims and criteria for assessing whether these aims have been achieved.

- Children in this group:

    o will often be completely unable to participate age-appropriately in daily activities in at least one context (e.g., school, home, with peers).

    o are likely to be unable to function in all domains (e.g., staying at home or in bed all day without taking part in school activities).

    o may need constant supervision and due to their level of difficulties they are no longer managing self-care and may experience distress on a daily basis.

    o may have a range of overlapping needs that mean they require greater input, such as the coexistence of autistic spectrum disorder (ASD), major trauma or broken attachments.

Getting risk support: for children who have not benefitted from (or are unable to use) help but are of such a risk that they are still in contact with services.

- Despite extensive input, these children are unable to make use of help and remain a risk to self or others.

- This group includes children who may routinely go into crisis but are not able to make use of the help offered. These children may self-harm or have emerging personality disorders and have not yet responded to intervention.

- Whilst there is likely to be elements of risk management across all interventions, this group refers to a context of high concerns but a lack of therapeutic process and for those children where risk management is the sole focus.

If a child attends the intervention they have been offered, this must be recorded. We recognise that some interventions may be delivered once the child has left the YJS caseload, but the YJS will have referred successfully. For these cases, we ask that the YJS will record where attaining information is reasonable.

For more information about a whole system, person-centred approach to supporting children's mental health and wellbeing, please refer to the Thrive Framework (England) and the NEST framework (Wales).

Already attending a MH/EW intervention at the start of the order

If the exact start date for MH/EW intervention is unknown, an attendance start date before the intervention programme start date should be used.

Date intervention was offered vs referred

Both data fields 'KPI4_MH_DateReferred' and 'KPI4_MH_DateOffered' are counted under 'offered'. Planned change for DRR 26/27: merge these two as there is no clear distinction between them.

5 – Substance misuse

Rationale

This KPI measures the proportion of children identified as having a substance misuse (SM) need.

Children in the youth justice system are particularly vulnerable to substance misuse. Monitoring access to interventions and treatment ensures that concerns can be escalated – locally, regionally and nationally - when children are not receiving the necessary support.

All children should be screened for drug and alcohol use as part of the assessment process and referral procedures in place when required. YJSs should work with health partners/SM services to ensure children can access the appropriate level of support for any substance misuse issues. They should ensure a consistent flow of information between YJS and health partners/SM services.

Measures

Type	Measure
Main	Proportion of children with an identified substance misuse (SM) need who were offered a SM intervention.
Sub-measure 5a	Children with an identified need for a SM intervention during their order.
Sub-measure 5b	Children already attending a SM intervention at the start of their order.
Sub-measure 5c	Children offered versus attending a SM intervention broken down by intervention type.
Sub-measure 5d	Children with an identified need for a SM intervention broken down by type of order.

Counting rules

2. SM needs

A child is counted as having a substance misuse (SM) need if:

    a. They screened positive for SM needs at any point before their order ended.

    b. They were already attending a SM intervention when their order started.

3. Already attending SM intervention at the start of the order

    a. A child is counted if their SM intervention started before the order began and finished after the order began.

    b. YJSs should not check NHS records or record SM interventions that ended before the order started.

4. Being offered and attending an SM intervention

    a. A child is counted as offered a SM intervention if they were already attending it when their order began or were offered it during their order.

    b. A child is counted as attending a SM intervention if they took part in it at any point— at the start or during the order

5. SM Intervention type

    a. A child is counted as offered one of the following SM interventions if they were already attending it when their order began or were offered it during their order.

        1. Targeted intervention

        2. Specialist substance misuse treatment

        3. Complex care

    b. A child is counted as attending one of these SM interventions if they took part in it at any point during their order (e.g. already attending at the start or started attending during the order).

Further guidance on these interventions can be found below in the section 'Further recording guidance'.

6. Universal support

Some children may receive general information, advice, or support without an assessment of their SM needs and risk. This is called **universal support** and is **not included** in this KPI.

Further recording guidance

What screening tools can be used to identify SM needs?

- YJS in-house screening tools.
- Specialist screening tools.
- Screening tools embedded in Asset Plus.
- Prevention and Diversion Tool (PDAT).

Intervention type

Further recording guidance and notes for practitioners

YJSs should use National Institute for Health and Care Excellence (NICE) guidelines to understand how need is categorised. Under the NICE guidelines, children's needs should be assessed to identify if there is problematic substance misuse. Problematic substance misuse refers to all drugs and alcohol.

Need is addressed by an intervention or treatment to address problematic use. For each group offered an intervention, their specific vulnerabilities and any concerns about their behaviour should be identified so that interventions are tailored to their needs.

Some children will benefit from universal support – this is support that is delivered to a group of children without assessing their risk. Often this is in the form of education that addresses a large group of children or information and advice services provided by non-drug specialists. Universal work undertaken by YJSs to educate children on the effects of substance misuse is central to preventing further substance misuse problems. However, this work is not considered an intervention and should not be recorded under this KPI.

Interventions can be classified under three categories:

- targeted

- specialist substance misuse treatment interventions

- complex care.

Targeted interventions
A targeted intervention is for children who are not necessarily seeking help but are at increased risk of alcohol and/or drug related harm.

Targeted interventions can also be delivered to children with alcohol and/or drug problems who do not want specialist interventions. Interventions include informal advice and support (including age and context appropriate harm reduction advice) and alcohol and drugs awareness and education, (including information on how to get help and what it entails).

They can be delivered by other professionals such as children's social care, YJSs, mental health services. See further guidance outlined in the NICE guidelines for drug misuse prevention: targeted interventions.

Specialist substance misuse treatment interventions

A specialist substance misuse treatment intervention refers to packages of care-planned support, tailored to a child who is experiencing harm related to their alcohol/drug use. Examples of interventions at this level include community-based substance misuse assessment, structured treatment/specialist treatment interventions, counselling, and specialist care-planned harm reduction. Interventions for children are primarily psychosocial, e.g. cognitive behavioural therapy, but can also be pharmacological as outlined in the Clinical Guidelines on Drug Misuse and Dependence Update 2017, section 7.10.

See further guidance outlined in the Clinical Guidelines on Drug Misuse and Dependence Update 2017 and the UK clinical guidelines for alcohol treatment: specific settings and populations, section 23.

Complex care

Complex care refers to high-intensity support for the most vulnerable children with severe complex care needs. Drug and alcohol complex care comprises multi-agency care packages which should be developed with a child social worker, and which includes specialist substance misuse interventions and detoxification, along with support for housing, if appropriate (potentially via short-term fostering arrangements) and access to education. An inpatient paediatric or Child and Adolescent Mental Health Service (CAMHS) admission may also be clinically appropriate.

YJSs should ensure that the intervention offered is appropriate for the age and maturity of the child and aim to minimise the risk of any unintended adverse consequences and stigma. The timeliness of access to treatment is important in ensuring that the needs of children are met to increase their resilience to reduce further problematic substance use.

See further guidance in the NICE clinical guideline for alcohol-use disorders: diagnosis and management of physical complications

Date intervention was offered vs referred

Both data fields 'KPI5_SM_DateReferred' and 'KPI5_SM_DateOffered' are counted under 'offered'. Planned change for DRR 26/27: merge these two as there is no clear distinction between them. The same applies to KPI 5 Substance misuse.

6 – Out-of-court resolutions

Rationale

This KPI measures the proportion of children receiving out-of-court resolutions[1] (OOCRs) and their completion rates.

With an increasing number of cases managed by YJSs through OOCRs, it is essential to ensure that assigned interventions are completed and that children achieve positive outcomes. Monitoring this data will help to identify the trends and barriers to children completing OOCR interventions at a local, regional and national level.

Measures

Type	Measure
Main	Proportion of children with an out-of-court resolution (OOCR) who successfully completed their intervention programme.
Sub-measure 6a	Successfully completed out-of-court resolutions (OOCRs).
Sub-measure 6a	Children with a successfully completed versus not completed OOCR broken down by type of intervention.
Sub-measure 6b	Children with a successfully completed versus not completed OOCR by demographic characteristics (case-level only).

Counting rules

1. The number of children who received an out-of-court resolution (OOCR) within the period is counted, including those who successfully completed their programme and those who started but did not complete it (See 'Intervention completion status').

2. All OOCRs are counted, even if the child had more serious orders during the period.

3. OOCRs managed solely by the police are not counted.

4. Prevention and pre-bureau work (commonly used across England and Wales) are not counted as OOCRs.

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[1] 'Out-of-court disposals' is now referred to as 'out-of-court resolutions'

Intervention completion status

Included in KPI 6 cohort:

Completed – Successfully completed

Completed – Good behaviour or progress/ early discharge

Completed – Order breached but continued

Completed – Missed sessions/ declined further participation

Completed – Other

Not completed – Referral elsewhere/ transferred out

Not completed – Voluntary intervention programme: insufficient number of sessions completed (started but incomplete)

Not completed – Statutory intervention programme: missed sessions/ non-compliance

Further recording guidance

What are OOCRs?

An out-of-court resolution (OOCR) refers to a case where the YJS has been asked to assess a child and/or deliver interventions. These interventions may be provided directly by the YJS, through other local authority or partnership arrangements, or commissioned from an external provider.

Types of OOCRs include:

Diversion:

- Community Resolution with YJS intervention/ triage.
- No Further Action (NFA) – Outcome 22 with YJS intervention.
- NFA – Outcome 22 Deferred Prosecution/Caution with YJS intervention.
- NFA – Outcome 20/21 with YJS intervention.

Pre-Court:

- Youth Cautions with YJS intervention.
- Youth Conditional Cautions.

An intervention consists of at least one session following an assessment, designed to help the child desist from further offending behaviour. Interventions should be strengths-based, future-focused, and aimed at promoting positive outcomes for the child.

Completion of an intervention programme requires the child to meaningfully engage in and complete a sufficient number of sessions or activities, as outlined in their plan, to achieve the intended outcomes. Practitioners should use their professional judgment to assess whether the child's engagement has successfully met the programme's objectives.

7 – Wider services

Rationale

This KPI measures the proportion of children receiving support from wider care services during their order.

We know that real, effective multi-agency working is essential to reducing offending and reoffending. We need YJSs to engage consistently and proactively with other services to ensure holistic support and early identification of risk. This KPI will help us to understand where YJSs have good information sharing in place with social care and early help services and better understand the impact of YJSs on the rate of Early Help take up. We can use this information to identify and share good practice, observe emerging trends, and inform national and local government partnership working.

YJSs must engage consistently and proactively with other services, providing holistic support and identifying risks early.

Measures

Type	Measure
Main	Proportion of children supported by wider care services during their order.
Sub-measure 7a	Children already supported by wider care services at the start of their order broken down by care status.
Sub-measure 7b	Children supported by wider care services during their order broken down by care status.
Sub-measure 7c	Children who were referred to Early Help before and after the start of their order.
Sub-measure 7d	Children supported by wider care services broken down by type of order.

Counting rules

1. Care Status

A child is counted if they had care status:

    a. When their order started.

    b. At any point during their order.

    c. YJSs do <u>not</u> need to check previous case records for experiences of care throughout the child's life.

A child has care status if they are any of the following:

    a. Care experienced child or Looked After Child

    b. Child Protection Plan

    c. Children in Need (England) / Children in Need of care and support (Wales)

    d. Early Help plan

2. Early Help referral

A child is counted if they were referred to Early Help services:

    a. When their order started.

    b. At any point during their order.

    c. YJSs do <u>not</u> need to check previous case records for experiences of Early Help throughout the child's life.

Further recording guidance

Care Status and Early Help definitions

Care experienced child

Care experienced refers to anyone, of any age (including adults), who have been 'looked after' as a child.

Children in Care or Looked After Child

The term 'children in care' refers to all children whose care is being provided by the local authority. Legislation uses the term 'looked-after children' to refer to children who are being cared for by the local authority, whether that is under section 20 (England only), sections 22 and 31 of the Children Act 1989 or Section 76 of the Social Services and Wellbeing Act (Wales). Children often tell local and central government that the term 'looked-after children' is unhelpful, and the Department for Education have made the deliberate choice to use 'children in care' throughout the National Framework to refer to all children, regardless of the legal provision under which they are being cared for by the local authority.

Child Protection Plan

This is a plan prepared for a child under section 47 (S47) of the Children Act 1989. Where a child in a local authority's area is subject to an emergency protection order, is in police custody or may be suffering or likely to suffer significant harm, local authority social care services must make enquires and decide if any action must be taken under S47. This will include multi-agency assessment, and where appropriate multi-agency strategy discussions, planning and review. This process is outlined in Chapter 3, section 3 of Working together to safeguard children 2023: statutory guidance.

Children in Need (England) / Children in Need of care and support (Wales)

In section 17 of the Children Act 1989 or Social Services and Wellbeing Act (Wales) 2014, this is defined as a child who is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of children's social care services.

Child in Need plan (England) / Care and Support Plans (Wales)

Child in Need plan (England) / Care and Support plan (Wales) sets out the support to be provided to a Child in Need and their family by children's services.

Early Help

Early Help, also known as early intervention, is non-statutory multi-agency support provided by local authorities and partners to children and families. Early Help is often

delivered within universal services at lower levels of need and can be provided at any stage in a child's life. The Early Help model of assessment includes services for parents or the whole family (rather than singular child-focused assessments) to reduce risk factors and improve protective factors for children. All Early Help is voluntary – families do not have to participate if they do not want to. There is local variation and in models and recording systems for Early Help so YJSs should use the existing multi-agency Early Help framework used by their local authority.

Early Help plan

An Early Help plan is an agreed approach between children, their families and the professionals who work with them, that aims to prevent issues in their lives escalating and empowers families to better meet their needs. The principles of Early Help include using a whole family approach with emphasis on shared responsibility, prevention, collaborative working and encourage strength and evidence-based interventions and support.

8 – Management board attendance

Rationale

This KPI measures the total number of sectors (out of five) that were represented by a senior partner attending YJS Management Boards (MBs).

YJS Responsibilities in Management Board Attendance:

- MBs are required to meet quarterly in line with the grant's Terms and Conditions.
- Each MB should have clear, up-to-date terms of reference, a strong understanding of its accountability, and a proactive approach to driving change.
- It is essential that YJSs are represented at MBs by strong leadership and consistent senior-level attendance.

Measures

Type	Measure
Main	Total number of sectors out of five that were represented by a senior partner attending management boards (MBs)
Sub-measures 8a	Senior partners attending by sector
Sub-measures 8b	Total number of sectors out of five that were represented by a delegated partner attending management boards (MBs)
Sub-measures 8c	Delegated partners attending by sector

Counting rules

Attendance is counted by:

- **Statutory sector partners – the five sectors are:**

    - Children's Social Care
    - Education
    - Police
    - Probation
    - Health

- **Role:**
    - **Senior Partner**: The named senior manager regularly attending the board. Senior partner is defined as those who have the authority to make strategic decisions, for example regarding financial and staffing resources.
    - **Delegated Partner**: A nominated delegate who attends on behalf of the senior partner.

Counting criteria:

This is a binary measure (0-1).

- '1' will be interpreted as 'at least one individual for the role and sector attended the most recent quarterly meeting'.
- '0' will be interpreted as 'no one from the role and sector attended the most recent quarterly meeting'.

Further recording guidance and notes for practitioners

YJS Management Board

In some areas, the YJS Management Board may have been merged into other local strategic boards or may operate under a different name, such as the Youth Justice Partnership Board. For the purposes of this KPI, the term 'YJS Management Board' refers to all such variations.

Attendance expectation

It is expected that a senior partner per statutory sector, that is, Children's Social Care, Education, Police, Probation, and Health, will attend at least one MB per quarter.

Data Submission

Data for this KPI is submitted via the KPI template.

This is a binary count (0-1):
- Input '0-1' under the 'Attended' column based on the role and sector.
- Input '1' if at least one individual for the role and sector attended the most recent quarterly meeting, otherwise record '0'.

Attendance should be recorded for any MB meeting that occurred during the quarter, regardless of whether the meeting focused on that specific quarter. For example, if an MB meeting took place between January and March 2024 (Q4 2024), please report the attendance for that meeting. If no meeting took place during the quarter (e.g. it was postponed), please record the attendance as zero (0) for Q4 2024.

YJSs with multiple LAs

If at least one of the Local Authorities (LA) had representation from each sector, then record '1'.

YJSs with more than one meeting per quarter

Please report on the most recent MB meeting.

Presenting racial and ethnic disparity data

Statutory partners on YJS management boards must contribute local data to identify racial and ethnic disproportionality in their services. This data should inform the annual Youth Justice (YJ) plan, with a focus on local improvement.

Disparities should be contextualised and addressed using an "explain or reform" approach, where unexplained disproportionality prompts action. Staff should be made aware of resulting priorities and work to address disparities using a Risk-Need-Responsivity approach.

There is no standard format for presenting this data, but YJSs are encouraged to use the YJB's reducing disparity toolkit (available on the Youth Justice Application Framework "YJAF"). For areas where disproportionality is not captured by the YJB, YJSs should use the local toolkits referenced in YJB's Terms and Conditions of Grant.

In line with the Public Sector Equality Duty, it should be recognised that racial and ethnic disparities may occur alongside other protected characteristics and impact wider needs like education and health.

9 – Serious violence

Rationale

This KPI measures the rate of proven serious violence offences per 10,000 children aged 10-17, based on the number of children cautioned or convicted for these offences.

Serious violence has risen in some areas, posing significant risks to children and communities. Given the severity and long-term impact of these crimes, reducing serious violence is a high priority concern. This data will provide a clearer picture of trends and help inform targeted action at local, regional, and national levels to prevent and address knife crime and gang-related violence.

YJSs should work with the police, education, and health partners to ensure that children at risk of, or who have committed serious violence, receive the appropriate level of support for their needs.

YJSs should work with appropriate partners to prevent and reduce serious violence as part of their local strategy to implement the Serious Violence Duty.

Measures

Type	Measure
Main	Rate of proven serious violence offences per 10,000 children aged 10-17.
Sub-measure 9a	Proven serious violence offences per total offences.
Sub-measure 9b	Children who committed proven serious violence offences per total children committing offences in the period.
Sub-measure 9c	Proven serious violence offences by type.
Sub-measure 9d	Proven serious violence offences by seriousness score.
Sub-measure 9e	Proven serious violence offences by type of order.
Sub-measure 9f	Children who committed proven serious violence offences by demographic characteristics.
Sub-measure 9g	Knife offences by seriousness score.

Counting rules

Serious violence offences

Any violence against the person or robbery offence that has a seriousness score of five or more resulting in a caution or court sentence.

Knife offences

Any offence where a knife or bladed article was used. These offences typically fall under violence against the person, sexual offences, robbery, or burglary, provided there is evidence of a knife being used to commit the crime (The Police Authority). In the context of sub-measure 9g, it includes all knife offences regardless of seriousness score, or whether there was possession or use of the knife. Only knife offences with a seriousness score of 5 or more will be included in the main measure as a serious violence offence.

10 – Victims

Rationale

This KPI measures the number of victims of youth crime, and their level of engagement with Restorative Justice (RJ), as well as the support and information they receive about their case.

It measures:

- **Victim Numbers** – The total number of victims and the number of children with identified victims.
- **Victim Contact and Support** – Whether victims were consulted before legal decisions, kept informed about case progress, and provided with additional support when requested.
- **Victim Engagement with RJ** – The proportion of victims who consented to be contacted and subsequently engaged in RJ opportunities.

YJSs have a statutory duty to provide information and support to victims as set out in the Victims' Code. YJSs need to ensure compliance with the Victims' Code to protect the rights of victims.This data will provide a clearer picture of trends and help inform targeted action at local, regional, and national levels to improve support provided to victims.

Measures

Type	Measure
Main	Proportion of victims who engaged with RJ.
Sub-measure 10a	Number of victims.
Sub-measure 10b	Number of children with victims.
Sub-measure 10c	Number of RJ processes.
Sub-measure 10d	Victims who were contacted by the YJS.
Sub-measure 10e	Victims who were asked for their views prior to OOCR decision-making and planning for statutory court orders.
Sub-measure 10f	Victims provided with information about the progress of the child's case.
Sub-measure 10g	Victims informed about additional support services.

Counting rules

1. **Number of Victims**

   a. The total number of unique victims with a child intervention ending in the period are counted.

   b. If an offence involved multiple victims, all victims are counted.

   c. If a child had multiple victims from different offences, all victims are counted.

   d. If a victim was affected by an offence involving multiple children, the victim is counted once.

   e. Victims are counted even if the child does not complete their intervention.

2. **Number of Children with Victims**

   a. The number of children with an order ending in the period that had an offence with an identified victim are counted.

   b. Each child is counted once, even if they had multiple orders ending with such offences.

3. **Victim Contact and Support**

   Of the victims who consented to being contacted by the YJS, they are counted if they:

   - Were asked for their views before out-of-court resolution decision-making or for statutory court order planning.

   - Were provided with information about the child's case progress.

   - Were informed about additional support services.

4. **Victim Engagement with Restorative Justice (RJ)**

   A victim is counted as having engaged in RJ if they requested, accepted, received, started, or completed any of the following:

   - RJ communication: RJ letter, apology letter, victim-child letter.

   - Verbal apology.

   - Direct reparation.

   - Indirect reparation, or community reparation as requested by the victim.

- RJ mediation: Shuttle mediation, conference, panel, or face-to-face meeting.

Victim impact statement does not count as RJ unless it leads to a RJ outcome.

For further definitions and details on RJ engagement activities, see 'Further Recording Guidance.'

Further recording guidance

Definitions

Victims

A victim is defined as:

'A person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence; or a close relative (or a nominated family spokesperson) of a person whose death was directly caused by a criminal offence' (Victims Code, page 3).

Restorative Justice (RJ)[2]

Restorative Justice is defined as:

A process that brings those harmed by crime, and those responsible for the harm, into communication. It enables everyone affected by a particular incident to play a part in repairing the harm which can be valuable in finding a positive way forward.

'Engaged with' refers to an active footprint of engagement with victims on restorative justice opportunities that goes beyond passive signposting of information.

Restorative Justice is voluntary for all parties, and it must be agreed by all involved, including facilitators, that it is safe and appropriate to proceed. It will only happen if both parties, having acknowledged the basic facts of the case, both want to take part. Victims do not have to take part and can withdraw at any time. Victims can ask to participate in Restorative Justice at a time that is right for them (Victims Code, page 16).

RJ engagement activities

Restorative justice engagement activities are intended to help victims play an active role in the justice process as well as helping children to learn from their actions. This activity should be seen as separate to asking for victim's views. The nature and type of reparation can vary considerably. For further guidance please see the Case management guidance for how to work with children

It may involve direct contact between the victim and the child (if both parties agree and this can be safely managed) or take a number of indirect forms, involving doing something for the victim which does not involve personal contact, or doing something to assist their local community. Decisions should be guided by an assessment of the risks, needs and wishes of both parties. Parents/carers should be included in the process.

Examples include:

- RJ communication: RJ letter, apology letter, victim-child letter.

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[2] The terminology used in the case management guidelines is 'restorative approaches'

- Verbal apology.

- Reparation activities: Direct reparation, indirect reparation, or community reparation as requested by the victim.

- RJ mediation: Shuttle mediation, conference, panel, or face-to-face meeting.

Victims providing consent to being contacted by the YJS. What counts as contact?

Consent to being contacted by the YJS: Indicates whether the victim has consented to YJS contact. Record as 'Yes' if consent is given or not required (e.g., commercial victims).

Contact date: The date the YJS attempted to contact the victim via letter or phone call for restorative justice, case updates, safeguarding, victim support, or service feedback. Contact attempt is recorded regardless of the victim's response.

Victims asked for their views before out-of-court resolution decision-making or for statutory court order planning

Victims have a right to be asked for their views and for these to be taken into account when a decision about an outcome is made and, where it is not possible, for it to be explained why.

YJSs must therefore ensure there are arrangements in place to ensure that where possible victims are spoken to and their views obtained and understood before any out-of-court resolution decision is made. Where decisions are made jointly with the YJS, the victims views and what they want to happen should be understood, recorded and shared with decision makers.

Victims' views should be sought at Pre-Sentencing Reports (PSR) stage if the sentencing outcome may have an impact on the victim.

It will not always be possible to resolve of a case the way a victim would like, this may be due to practical reasons, such as the nature of the offence, or the child's history. However, in these cases, victims should still feel listened to, and the reasons why it is not possible, explained, along with what decision makers intend to do.

Out-of-court-resolution decision-making should not be delayed for the child if it is not possible to get a victim's views in a timely manner.

Victims provided with information about the progress of the child's case.

'Progress': Refers to how well the child is engaging with the intervention programme.

'Information': Refers to any information on the child's case that the victim may want to know about.

YJSs are referred to as service providers under the Code of Practice for Victims of Crime and have several duties placed on them.

The Code states that victims, whether an adult or child are entitled to the following:

- information about the progress of the child's case upon request.

- information on appropriate victim services if a request for additional support is made

In the following cases, you must notify the Victim Contact Scheme about all relevant victims within one working day of sentencing:

- the child receives a sentence of 12 months or more for a violent or sexual offence

- the child is detained under the Mental Health Act 1983

Victims informed about additional support services.

'Additional support services' refers to any support services beyond that which is standard. For example, casework supervision and support for child victims, or a referral to other support agencies to meet the needs of the victim.

'Appropriate services' reflects that there are a range of services which may meet the needs of individual victims. Victims are more than just victims and may require services beyond specific victims' services.

Other:

The Victim Contact Scheme applies if the child was convicted of a specified violent or sexual offence and sentenced to 12 months or more in custody (or detained in a hospital for treatment under the Mental Health Act 1983 with or without a restriction order 45). In these cases, a victim or a bereaved family relative has the right to be automatically referred within 10 working days of sentencing to the National Probation Service Victim Contact Scheme and be assigned a Victim Liaison Officer.