



Constructive Resettlement Pathfinder Evaluation: Perspectives from Practice

Interim Project Report

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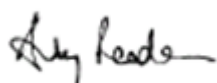
Introduction from South and West Yorkshire Resettlement Consortium

As Chair of South and West Yorkshire Resettlement Consortium (S&WYRC) I am pleased to introduce this interim evaluation report of the work which has been taking place as part of the YJB Constructive Resettlement Pathfinder. The S&WYRC was established in 2014 and has strong support from a wide range of stakeholders, including: Police and Crime Commissioners, Secure Estate, Youth Offending Teams, Police, Probation, DWP, the Youth Justice Board, NHS England and The University of Bedfordshire (academic partner).

The S&WYRC would like to thank Dr Day for her work with us to provide a comprehensive consideration of the emerging lessons, good practice and the areas which require a wider sphere of influence than the consortiums immediate membership. We hope that national bodies will reflect on these issues and recognise that they are derived from the work of practitioners who want to see improvements in resettlement practice for children and young people leaving custody. The recommendations in this interim report are made as a result of the emerging lessons from the work being undertaken and will form the basis of an action plan to secure future improvements. S&WYRC are keen that lessons learnt are shared at the earliest opportunity to benefit others working in this field and also to ensure that the remaining work of the Pathfinder focusses the areas that will make a difference in practice improvement.

As well as the work evaluated in this report S&WYRC has been progressing issues to support Constructive Resettlement since it was established in 2014. It enables joint working and standard setting at a strategic level and has set local standards around post custody accommodation allocation which have been adopted across Yorkshire & Humber. S&WYRC provide an operational manager's forum to share effective practice and problem solve and offers a combined voice when responding to changes in national policy or consultations. Working together enables the sharing of resources between areas for a relatively small cohort and ensures a focus on a complex and vulnerable cohort who could cost the public sector a considerable amount if their offending continues – it's an invest to save approach.

We hope these interim findings will support the wider Constructive Resettlement Agenda.



Andy Peaden, Independent Chair, South and West Yorkshire Resettlement Consortium

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1. Introduction

Context

The Youth Justice Board and Constructive Resettlement

Resettlement and transitions between services has been a priority area of work for the YJB for several years (YJB, 2019). In September 2018, the YJB published 'How to Make Resettlement Constructive' (YJB, 2018) which set out the evidence base for resettlement work, YJB thinking and the work plan to support an evidence-based approach in this area. The document introduced Constructive Resettlement (CR) as an approach to help the sector apply this research evidence across policy and practice. Constructive Resettlement is defined by the YJB (YJB, 2018: 8) as 'collaborative work with a child in custody and following release that builds upon their strengths, to help them shift their identity from pro-offending to prosocial'. Within this approach, the clear overall role for all agencies is to facilitate the child's identity shift from 'offender' to 'pro-social' by focusing on the provision of individualised personal and structural support. Constructive Resettlement builds upon the work of Beyond Youth Custody (Hazel et al, 2017), a six-year England wide research programme by University of Salford, University of Bedfordshire, Nacro and ARCS and funded by the Big Lottery Fund. Beyond Youth Custody identified five key characteristics of effective and sustainable resettlement, namely, that all work with children should be:

- Constructive – centred on identity shift, future oriented, motivating, strengths based, empowering;
- Co-created – inclusive of the child, their family and supporters;
- Customised – individualised and diverse wraparound support;
- Consistent – resettlement focus from the start, seamless, enhanced at transitions, builds and maintains stable relationships;
- Co-ordinated – managed widespread partnership across sectors

The YJB adopted these principles within the Constructive Resettlement approach as essential to supporting a shift in a child's identity.

The YJB are funding a three year 'resettlement pathfinder' (September 2019 – March 2022) in South and West Yorkshire to put the principles of Constructive Resettlement into operational practice and disseminate this across the sector.

The South and West Yorkshire Resettlement Consortium

The South and West Yorkshire Resettlement Consortium was established with support from the Youth Justice Board in 2014. Since this time, the consortium has developed partnerships locally and nationally with a range of stakeholders including Police and Crime Commissioners, the Secure Estate (Including Adel Beck SCH and Wetherby YOI), all 9 Youth Offending Teams in South and West Yorkshire, the Beyond Youth Custody programme, the Police, the Probation Service, the Department for Work and Pensions, the Youth Justice Board and NHS England.

The research on the resettlement of children who have offended shows a need to ensure a co-ordinated holistic response to the multiple and complex needs of young people who have been sentenced to custody, and a smooth transition from custody to community (Hazel et al, 2017). Central to achieving these elements is effective multi-agency partnerships between custodial providers and community agencies to address the multiple and complex needs of justice-experienced children in South and West Yorkshire.

The objectives of the consortium are to:

- Understand the local cohort and analyse need.
- Raise the standard of the 'resettlement offer' across South and West Yorkshire.
- Work with local, regional and national government to deliver required change.
- Ensure appropriate allocation of resources in accordance with identified need and ensure best value.
- Promote communication through providing stakeholders with timely and relevant progress updates.
- Undertake performance monitoring and evaluation as required by the Strategic Group.

- Identify and share effective practice in the consortium and nationally.
- Raise awareness of the 'value added' through work undertaken in custody.

The Constructive Resettlement Pathfinder Project

As a result of the successes of the South and West Yorkshire Resettlement Consortium, they were awarded pathfinder status in September 2019 by the Youth Justice Board and asked to implement the YJB framework document "Making Resettlement Constructive" (YJB, 2018).

The South and West Yorkshire Resettlement Consortium have identified the following objectives of the pathfinder project:

- Improved resettlement practice within services with a continued focus on resettlement throughout a sentence.
- Understanding of how the constructive resettlement approach has become embedded within staff and partners.
- Local Pathways into services on release identified and embedded in services.
- Early preparation for release and effective communication between a custodial establishment and community agencies across all custody cases.
- Embedding the 5 C's model into core resettlement work.
- Coordinated holistic response is developed involving local multi-agency partnerships.

The aim of the interim evaluation is to provide an update on the progress of the pathfinder, and the extent to which each of the above objectives has been achieved. Recommendations will be made for the remaining period of the pathfinder project, which may also be of benefit to other areas who are also seeking to implement a Constructive Resettlement approach.

Research Aims and Methods

The main aim of the research is to understand, practitioners' views on what constitutes effective resettlement and the extent to which phase 1 training has helped them to be clear in relation to those issues. The fieldwork involved one-to-one semi-structured interviews with identified professionals from youth justice teams, the secure estate and consortium

partners. Given the ongoing Covid-19 restrictions, the interviews were conducted by Dr Anne-Marie Day over the University's Microsoft Teams platform or Zoom. All research methods have been subject to Keele University's Ethical Approval Panel and have been passed as appropriate for this type of research.

The purpose of the interviews was to:

- Elicit practitioners' views on the challenges to children's effective resettlement from custody into the community.
- Gain an understanding of practitioners' views of established and existing approaches to working with children on their pathways out of custody.
- Explore practitioners' understanding of constructive resettlement and gain their views on the impact that it may have on children's effective resettlement from custody into the community.
- Gain an understanding of the process of implementing the CR approach, and seek to identify potential obstacles and gaps in the effective roll-out of the pathfinder.

18 interviews were conducted with education staff in Adel Beck SCH and Wetherby YOI, youth offending teams across the 9 local authority areas, and strategic leads from the consortium. Interviews were recorded on Teams/ Zoom, and transcribed in full. Interview data were analysed thematically.

Report Outline

The report has been organised and structured around several different themes. They are:

Chapter Two – Understanding and Perceptions of Constructive Resettlement

Chapter Three – Impact of Constructive Resettlement

Chapter Four – Barriers and Obstacles to the Effective Implementation of Constructive Resettlement

Chapter Five – Conclusions

2. Understanding and Perceptions of Constructive Resettlement

The Impact of Covid-19 on the Pathfinder's Progress

Covid-19 has had a significant impact on the progress of the Pathfinder. The Consortium planned to train staff in two phases. The first phase focused on training resettlement staff, both in custody and in the community across South and West Yorkshire, on the key principles of Constructive Resettlement. The second phase focuses on training staff on the practical application of Constructive Resettlement, which includes introducing CR tools and resources for working with children sentenced to custody. It was initially expected, prior to Covid-19, that Phase 2 of the training would have commenced by January 2021, thus enabling the practical CR work to take place with children. However, the rollout of the training programme has been hampered as a result of the significant restrictions on face-to-face contact. This meant that Phase 1 training was adapted to an online package, which was then delivered to community-based resettlement staff across South and West Yorkshire from Autumn 2020. Unfortunately, similar progress has not been possible within Wetherby YOI, as a result of the technological barriers of delivering online training within custody. This has meant that the majority of staff in Wetherby YOI have not yet received Phase 1 of the CR training. Once restrictions are lifted, it is anticipated that the Phase 1 training will commence in custody, and Phase 2 in the community in Summer 2021.

This has directly impacted on the evaluation of the pathfinder, and this report will focus on the rollout of Phase One training.

Understanding of Constructive Resettlement

Following the training, all interviewees were asked to explain what they understood by 'Constructive Resettlement'. Answers varied, with some staff focusing on the shift in identity, the importance of involving families, and an individually tailored approach:

'Well, it's the shift in identity, isn't it? So, involving young people, involving families as best we can. And then letting them have their say on how we can work productively

in that transition from custody to the community, tailored to the young person for what they want to achieve to make them stop offending.’ (Youth Offending Team Resettlement Specialist)

Others discussed the importance of developing a resettlement plan that is based on the child’s future aspirations, rather than imposing a plan based on the availability of courses/ the perception of the professional:

‘For me, I guess again it’s listening to the young person and the families and what’s important to them, and where they want to be in 12 months’ time. Rather than us saying, well I think in 12 months’ time you should be at college doing this, the young person might have no interest in education. He may well prefer working. And if he’s got an interest in joinery, mechanics, electronics, computers, whatever interest they are, encourage them and push them. It’s about showing them their path and maybe giving them the opportunities that they haven’t had previously’ (Youth Offending Team Worker).

A number of professionals acknowledged that the CR approach required a shift in focus of the child from ‘offender’ to an individual child, and how they view their future self:

‘And it’s about being future oriented and not looking on young people as offenders’ (Youth Offending Team Manager).

This also involved a move, for some staff, from the offence onto a child’s individual future-oriented plans as part of their period of youth justice supervision:

‘But what it means to me and in terms of thinking about practice, it’s thinking about how we move away from backward facing and negative formulated plans and work that we’re going to do with young people to be more future orientated and positive’ (Youth Offending Team Manager).

‘We need to focus on the child rather than the offence. I’m a big believer in that. And there’s always a reason behind why our young people have done what they’ve done, rightly or wrongly’ (Youth Offending Team Worker).

It was apparent that, following attendance on the Phase One training, all interviewees had a general understanding of the main principles (strengths-based, future oriented, identity shift) of Constructive Resettlement. Interviewees also understood that the CR approach required a shift away from risk-based prescriptive approaches. However, as outlined below, they struggled to reconcile the newer approaches with an ongoing requirement in practice to risk assess and manage.

Perceptions of Constructive Resettlement Training

Staff were asked about their perceptions of the training, including how it enhanced their understanding of CR, and whether they felt it would lead to a change in how they work with children during their time in and upon release from custody. The general perception of the training and the move towards constructive resettlement was a positive one:

‘And I think it’s been a long time since I’ve come away from a piece of training where I’ve literally felt, like I said, inspired. So, I said everyone has got to go on it. I want the entire team on it because I want things to be resettlement focused. Because even though we are engagement and resettlement, ultimately the goal is resettlement’ (Education Worker, YOI).

There was also a broad view amongst community-based youth justice staff that the CR training was a useful refresher for them in how to work effectively with children with justice experience. Comparisons were made with other approaches, such as the public health approach adopted in Violence Reduction Units:

‘But I don’t ever think it’s a bad thing, as a reminder, and as a refresher, in terms of that constructive resettlement. So, a lot of the ideas around it, like the five C’s for example, are very much, as a violence reduction unit, we are a public health approach.’ (VRU Manager).

A staff member from a Secure Children’s Home felt that Constructive Resettlement aligned itself with the Secure Stairs Programme, a psychologically informed model of care that

focuses on comprehensive, co-produced assessments of children that are individually tailored to meet all of their needs:

‘What I will say is that it fits in very well with the Secure Stairs Programme. Because the two things do absolutely go hand in hand, because in order to tackle some of the barriers, you’ve got to get to the bottom of some of the causes. The root causes for some of the behaviours. Because otherwise it just gets dressed up as kids that don't behave very well’ (Education Worker, Secure Children’s Home).

Staff with experience of working with children who displayed sexually harmful behaviour drew comparisons with the Good Lives Model, a strengths-based, future oriented therapeutic programme designed to address sexually harmful behaviours:

‘Okay yes, we’re looking at, we introduced the Good Lives Training about five years ago, so that’s pretty much the same thing. So, that’s why it didn’t feel like a revolution really’ (Youth Offending Team Worker)

One Youth Offending Team Manager compared Constructive Resettlement with Trauma Informed and Desistance approaches of working with children. She stated that the trauma informed approach had underpinned all their interventions and assessments with children for over 2 years:

‘This was my feedback from the training that ***** did recently, is that two years ago, that training probably would have been quite interesting and informative for us, but two years on, there was nothing new for us in it, there was nothing groundbreaking or surprising, it was basically what we do’ (Youth Offending Team Manager).

Although trauma informed approaches may be helpful in providing some understanding of what forms of personal support a child requires, the understanding does not tend to be co-produced and focuses on historical factors. Conversely, CR is a desistance informed model, focusing on strengths and a child’s future orientation. This suggests that there may be some confusion between CR and other models of intervention.

For staff with a background in person-centred counselling, they could see parallels between

this approach and Constructive Resettlement:

‘I think there’s an acknowledgement that, if we work with people where they are, instead of where we want them to be, that they do better. That they’re less likely to reoffend, that they’re more likely to be able to move on successfully and positively. And I’m liking the idea that we’re building on strengths rather than focusing in on negatives, because I think... I’ve got a bit of a counselling background as well. And all of that is based in understanding people’s strengths, so that they can build on that and go on, go forward rather than reminding people that they’ve made a mistake’ (Youth Offending Team Worker).

Some staff felt that they were already working in along CR principles:

‘I have to say, I thought back to the training and I didn’t find it massively revelatory, because it’s the kind of thing that I’m thinking about day-in-day-out’ (Youth Offending Team Worker).

When asked to elaborate on this, a number of staff felt that they had already been focusing on a child’s strengths and future plans for some time:

‘So, you’re strength based, looking at their skills, qualities, rather than looking at their deficits. So, that’s the strength based in a nutshell. Looking at what might bring about some positive changes, that’s driven from the young person (Youth Offending Team Worker)

The understanding of Constructive Resettlement and the extent to which it was viewed as a change in direction of practice for staff therefore varied considerably and depended on their own individual backgrounds and experiences. There was a general pattern emerging that, for staff who had worked with other therapeutic and welfare-based models of intervention, that they viewed the CR training was a useful refresher that reinforced their own individual knowledge and practice. The comparisons to other models were rather general and seemed to focus on co-production, and welfare, and suggested that there may be some confusion about how this model differs from others.

Many of the staff stated that they would have liked to receive more information about how to practically implement the approach, and receive a 'toolkit' of resources that they could use with the children:

'Obviously, I've got the slides, but it would've just been nice to have had a bit of guidance or some work that we could use with our young people' (Youth Offending Team Worker).

An online constructive resettlement toolkit had been developed by Nacro in 2020 (Hazel et al, 2020), but only one interviewee was aware of this resource, and was using it, despite all replying that they would be eager to have such a resource. This suggests that the Constructive Resettlement training may need to be reviewed to bring the CR awareness training and the practical application closer together, rather than having large gaps between phases that practitioners have to wait for. There is a danger that the time lapse between the two phases could cause the implementation of CR to lose its impetus.

Recommendation 1: Bring the two phases of the Constructive Resettlement Training Package much closer together, so that there is a time lapse of no more than 3 months. This allows the theory of change to be fully absorbed, whilst also ensuring that professionals are able to practically apply their understanding within a clear time frame.

Recommendation 2: The CR training should include content that clearly distinguishes this approach from others, including trauma informed approaches, person-centred counselling, the Good Lives model, Secure Stairs.

Who should receive the Constructive Resettlement Training?

To date, the majority of the staff to attend the CR training are youth justice staff and managers, and wider strategic leads from the South and West Yorkshire Resettlement Consortium. Discussion focused in interviews on the agencies that practitioners felt would benefit most from CR training. This was usually based on frustrations linked to working with agencies who, from the perspective of youth justice staff, did not understand why it is important to take a CR approach. Some areas within South and West Yorkshire felt that social care staff would benefit from CR training:

'I'd say social workers, especially them that are working with the families of the young people. I think it would be really beneficial for the social workers to understand what options are available for the young person' (YOT Worker)

'I've been thinking where's our biggest block, and I think it's with Children's Services. And I think that's where we need to target the training and the development and everything, because you're pushing an open door with the YOT staff, mainly. And I'm not saying we shouldn't have the training and we should immerse ourselves in it and know what the research tells us. But I think it's disseminating that to our colleagues in Social Care that we have that interface with for children coming out of custody that still have got some views and some use of language that's really poor' (YOT Team Manager).

Others suggested that the focus should be on education providers and employers, who they felt tended to focus on a child's deficits such as their risks of reoffending and harm:

'But what I still find is some colleges and employers will not see past that offence. And I talk about the rehabilitation with them and I've also said to colleges you shouldn't have that tick box on there about the offence. Because I'm getting phone calls then and having to go to a risk meeting with a college to justify why I think that young person's safe to be in college. We wouldn't put a young person forward for college if we didn't think it would be a safe environment for other students and staff' (YOT Worker).

Accommodation providers, mental health services, substance misuse services, and the Probation Service were all mentioned by interviewees as agencies that should receive training in CR. There was a general consensus that any agency that has contact with a child during their resettlement should receive the training:

'All the expected agencies that you could think of, so that would be housing agencies, training and employment and education, obviously, youth offending, Youth Justice Services. Projects like my own in terms of helping manage those family relationships. Drug Services. All the agencies that you can think of that would work with a young person could help in almost every single case, I would say' (YOT Worker)

This included local community and third sector groups.

A number of staff expressed reservations at the extent to which other agencies would take a new approach towards resettlement 'seriously':

'Am I going to have a conversation with an education provider and say, this boy is going to be released from custody in ten weeks' time. I'd like him to start at your college. And I want you to take this seriously because we've got a new constructive resettlement policy, that's our world. That's not their world' (YOT Worker).

Although many agencies were identified as important in ensuring the effective roll-out of constructive resettlement, the extent to which this could become an embedded shift in practice and culture was questioned, given the competing priorities of other agencies.

Recommendation 3: A co-ordinated and planned approach to the roll-out of CR training is necessary. Key professionals in statutory and voluntary services to be identified in advance of the training, and offered the opportunity to attend. The identification of professionals should be undertaken in partnership with front line practitioners.

Recommendation 4: Once key agencies and community groups have been identified, strategic leads of each agency and senior managers to be briefed on Constructive Resettlement.

One of the main discussion points amongst interviewees was the importance of custodial staff receiving CR training. Many interviewees felt that all custodial staff should receive the training, including wing staff as they spend the most time with a child:

'The only other team I would have thought would have had it, but I've not seen anything on it, would be the resettlement practitioners, which is the offender management. But I think everybody should have it. I think the operational staff like the prison officers would as well. I think they have a tough job in itself. And I think partly for us we're quite appreciative that we don't wear a uniform and that we're able to build a relationship with young people without having that barrier. And I think that they've got a hard job anyway, because young people just see authority and someone that's not out to get them, but someone that's against them. I definitely

think that operational staff like officers would really benefit from it' (Education Worker, YOI).

It is suggested above that the prison officer uniform, authority and culture can act as a barrier to building a relationship with a child in custody. The CR training, it is suggested, would help address this, and also develop an officer's skills in preparing a child for an effective resettlement. Some staff felt that it should form part of the initial officer training, and then should be offered as a regular refresher:

'Prison staff, within them environments, unfortunately, we're still at a point... I do think we've made steps, but there's still a long way to go. And the shame of it is really, is using Wetherby as the example there, is, the majority of the staff there, are new staff. I think there's around 60% are actually only two years in service. So, I feel like this should be done right at the beginning, because they can go on the training, but they soon fall into bad habits that they learn' (VRU Worker).

There was a widespread belief from interviewees that all custodial staff who have face-to-face contact with children should receive CR training. This should also be weaved into initial officer training, and specialist youth justice training for prison staff.

Recommendation 5: Any implementation of Constructive Resettlement must include plans to train all custodial staff who have face to face contact with children.

Recommendation 6: The logistical and technological barriers to training staff in YOIs to be considered urgently by the Youth Custody Service, with national arrangements put in place to ensure that all staff are either able to access the training online or are given relief from their operational duties to attend face to face training within the establishment or to leave the establishment and attend the training in the community. The successful implementation of CR is contingent upon all custodial staff working to these principles.

3. Impact of Constructive Resettlement

Despite the delays to the implementation of CR as a result of Covid-19, some important strategic changes are already in progress as a result of the pathfinder, with most youth offending teams stating that they were conducting gap analyses, and reviews of their resettlement policies to ensure that the CR principles are embedded in practice:

‘We have been doing assessments on our work and we’ve been looking at valuing what we’ve been doing and where we think the gaps are. So, I’ve done the resettlement one and I had to submit it to her (team manager) and where I felt like there were gaps. And that has now gone to the YOT management board and they will, obviously, discuss that’ (YOT Resettlement Case Manager).

‘I know that our resettlement policy is under review at the moment, so I think that’s when changes will come in’ (YOT Resettlement Specialist).

‘Well, myself and another team manager in the YOT had a chat before Christmas, saying that we wanted to overhaul the whole YOT around the child first agenda, where we looked at everything. Policies and procedures, the title of the YOT, what our reception looks like, everything. And then our Service Director had a little keep in touch meeting with us last week and we raised it then, saying that that’s what we want to spend the next 12 months looking at..... We want the whole stuff around child first, resettlement approach, adultification and all that that comes under that umbrella. We want to look at what we can do to improve everything, really’ (Youth Offending Team Manager).

The recent shift in focus of the YJB onto ‘child first’, ‘constructive resettlement’ and desistance appear to be influencing changes at a local level. It is important that the links between, and integration of each approach is fully understood and clearly articulated.

Risk assessments and plans had been reviewed in some areas to ensure that CR principles were impacting positively on the quality of assessments of children:

'We've gone through quite a lengthy process where we've reviewed our filling in of assessments anyway. And if you talk to anybody from *****, they'll talk to you about the new guidance. And, it's huge, it's absolutely gigantic and it's very stressful when you're working through it. But to be fair, quality of assessment has gone up significantly. And there's a big stressing of that around identity now. And about understanding how the young person sees themselves, how they want to be seen, and where they see themselves in the future, and how their identity at the moment might impact on reaching there or support reaching that. So I think our managers are quite excited on it' (YOT Worker).

The wording of conditions given by the Youth Offender Panel had also been altered in one YOT area to reflect CR principles:

'And one of the conditions that's a standard condition that gets put in is, I will not reoffend. And I've asked can we change it to I will lead a law-abiding lifestyle. Because it is about putting stuff in positive terms and not having young people see themselves as offenders, that that's what they're about' (YOT Team Manager).

The importance of strategic management support and awareness of the changes was discussed by a range of staff, with suggestions that the YOT Management Board should receive training in CR:

'And I think that's a really important point to take, because what they're trying to do here is embed another standard form of practice around constructive resettlement. And it's that recognition that it does take time and it takes commitment and it takes resources as well. It takes management commitment' (YOT Worker).

Some youth offending teams had already held discussions with senior strategic managers about attending the CR training:

'I know our Service Manager for the YOT and his manager, our Service Director, is definitely up for that. And I'm sure chair of our YOT board, who is the Director of Children's Services. I think they would be fine, I know they would, they've committed to that' (YOT Worker).

It is encouraging that several YOTs have already sought to amend their paperwork, practices

and procedures to ensure that they are embracing the CR approach. This also appears to contradict some of the earlier evidence where many staff felt that the training was a 'refresher', rather than indicating a new shift in approach to working with children.

A focus of discussion within the interviews was on how to structure a staff team to ensure that resettlement work is of high quality and embedded in practice when rates of custody are so low. Some YOTs had opted to appoint a specialist case manager to work with all children sentenced to custody. This would also allow a worker to become familiar with processes and staff within the secure estate, thus increasing their influence:

'We've had people overseeing custodial and that area of things, but this is somebody, a senior practitioner that's coming in to deal with custody cases, I think. So, it gets that consistency. Yes, it's more about that' (YOT Worker).

However, others were reluctant to take this approach as it could lead to over-reliance on one member of staff, and potentially lead to the de-skilling of others in the team:

'I was a court officer, so I did everything with court. And I crashed my car and I was off for eight weeks, and everybody went, I've not been to court for about three years, so what do I do?

AM That's the danger, yes. There was no one who could step in.

Yes, so from that point forward really, we started to have more like a champion role. So, we started doing things, we'd all do a bit of everything but we'd have somebody that we could go to who would maintain the information. Even with this, *****, one of my colleagues is the person who started taking the lead in the resettlement work. She's written a bit of a guidance and a bit of a procedure that we're all going to be expected to be aware of and understand and follow going forward. She is the expert with resettlement but we all do it' (YOT Worker).

There is also a concern that the child would be introduced to another new worker, just because they have been sentenced to custody, which may not be the most 'child friendly' approach.

Despite the limited opportunities for custody staff to attend CR training, some changes had already started to filter through Wetherby YOI to reflect CR principles:

‘I think another thing which is helping as well is there’s been a change of title of the case workers. They call themselves resettlement practitioners’ (YOT Resettlement Specialist).

Education staff in the YOI had already amended their paperwork to ensure that their plans were focused on targets and goals:

‘From the constructive resettlement training, I’ve updated it in terms of looking more at targets and goals and trying to think more about when the young person is getting released. So, I’ve updated that in response to me attending the constructive resettlement training’ (YOI Education Worker).

Some important strategic and operational changes had occurred since the Constructive Resettlement implementation commenced. However, this felt a little piecemeal and uncoordinated, often depending on the good will and enthusiasm on individual managers and practitioners. To ensure implementation at a strategic level across the Consortium, more oversight and co-ordination is needed of this from strategic leads and YOT Management Boards:

Recommendation 7: YOT Management Boards, Directors of Children’s Services, YOT Managers to be trained/ briefed in Constructive Resettlement.

Recommendation 8: For the Consortium Strategic and Operational Groups to set up a joint working group to review and amend relevant policies, procedures and documentation across South and West Yorkshire to ensure that Constructive Resettlement is embedded at a strategic level.

4. Barriers and Obstacles to the Effective Implementation of Constructive Resettlement

As the implementation of Constructive Resettlement is in its early stages, much of the discussion focused on potential barriers and obstacles. A number of recurring themes emerged from the interviews which shall be the focus of this chapter.

Accommodation

As ever, the lack of suitable and appropriate accommodation for children released from custody emerged as a barrier to their effective resettlement:

‘Accommodation is still the biggest challenge, not least of which because the young people for whom we struggle most to find accommodation are the young people who are generally the most trauma-experienced, have poor attachment, and therefore present a range of complex and challenging behaviours’ (YOT Worker).

It was frequently repeated by professionals from practice, policy, and management positions that until you have an appropriate release address, you cannot put any other resettlement plans in place:

‘Because it’s not unusual in *****, and I’m sure it’s not unusual across the country, to get to the day before a release date and there to be nowhere to live. And you can’t do anything without somewhere to live, can you? It’s just impossible. Can’t plan anything’ (YOT Worker).

This particularly impacted on a YOT Worker’s attempts to find suitable education or employment opportunities:

‘I know, just from our perspective in terms of education, if we don't know where the young person’s going to be living, we can’t help with education. Placements don't have start dates that are compatible with young people leaving custody all throughout the year, so we find that’s a struggle’ (Education Worker, YOI).

Attempting to resolve the national shortage of appropriate accommodation for children in

trouble with the law goes beyond the remit of this evaluation. However, it is important to acknowledge that until this ongoing challenge is resolved, the effective implementation of constructive resettlement will have limited success. The South and West Yorkshire Resettlement Consortium have made some progress in this area – Director's of Children's Services can be informed if suitable accommodation is not found at least one month before a child is released from custody.

Education

Further educational barriers were discussed in the interviews. Workers discussed their frustrations related to delays in trying to secure an educational placement because of concerns about a child's risk of reoffending or harm:

'Too often I see young people coming out and the course hasn't been sorted because of some ongoing worry about risk assessment, that's usually the thing that happens.'

The rigidity around release dates not coinciding with the start dates of courses was also discussed by the same worker:

'Or they come out in July and there's nothing for them to do till September' (YOT Worker).

Recommendation 9: YOT operational managers and education workers to identify 'problem' educational placements that slow down a child's resettlement planning due to concerns about risk assessment and management, and report back to the YOT Management Board. The Board must then consider how to overcome this challenge, and liaise with educational leads regarding this, outlining a clear plan of action.

Recommendation 10: The YCS to introduce flexibility to a child's release date to enable constructive resettlement to take place. For example, if a child secures an educational placement to start in September, but their 'official' release date is not until October, the child's release date should be brought forward to coincide with the commencement of the educational course, and licence period duly extended to reflect this. Locally, greater and more flexible use to be made of ROTL for educational purposes.

Education staff expressed their frustrations at the many bureaucratic and administrative

barriers faced around children continuing their school/ college work whilst in custody. For example, the limited IT facilities in YOIs acted as a significant barrier:

‘So, we will try wherever possible, if a young person is on a course, to get their work sent in. It’s a lot more challenging than just getting work sent in, so it depends what it’s based on. We can only do it if it’s paper based, and a lot of schools and colleges are using IT equipment that is far beyond our capacity in prison’ (YOI Education Worker).

Recommendation 11: The YCS to urgently invest in significantly improving the IT infrastructure in YOIs so that children can continue their schoolwork online.

It was also noted that, for some children, being sentenced to custody often meant that they would lose their school/ college placement, and visits from school staff/ LA education staff was rare:

‘And a young person shouldn’t have a risk of losing their school placement either. If they’re coming into us, that should be guaranteed from the point of view, obviously within reason, but no matter how long they’re with us, they’re going to be guaranteed a place at the other end. Because that’s another thing that I find quite disappointing, is that schools don’t come in, or rarely (YOI Education Worker)’.

Legal protections appeared to be in place to prevent children being ‘off-rolled’ from educational placements when sentenced to custody, but it was perceived that many youth justice staff were not aware of this:

‘Yes, and in addition to that as well, there’s one last thing really, I suppose, in terms of the big barriers. It’s the fact that either social care or parents, and it doesn’t really matter which one of it is that try to pursue it, the law states at the moment that schools can take young people off roll if they’re in custody for more than four months. But they can only do this, in huge capital letters, if the

agreement has been between YOT, the placement that they are currently residing in, whether that's us, an STC or a YOI, etc. and so on. They're not allowed to do it otherwise' (SCH Education Worker).

Off rolling is defined by Ofsted as:

'...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil' (Ofsted, 2019).

Recommendation 12: For the South and West Yorkshire Resettlement Consortium to brief all front line staff in their legislative powers surrounding off-rolling of children when sentenced to custody.

Once released from custody, the practice of 'off rolling' or excluding children for difficult behaviours was also discussed with frustration by education staff:

'So they end up being excluded or pushed onto some bloody course somewhere that is only focusing on a bit of mechanics ten hours a week. Or a bit of horticulture, or whatever it is that they're doing. And actually what we really need to be doing is making sure that we're bridging the gap and getting these kids through their English and Maths so that they can then access everything else alongside it' (SCH Education Worker).'

'What it (off-rolling) was doing is effectively finding a carpet, brushing all of the children that were less desirable or less tasteful or less likely to get results for them underneath the big hole in the carpet. And firmly nailing the carpet down afterwards' (SCH Education Worker).

Particular frustrations were expressed regarding children with SEND (special educational needs and disabilities). Again, lengthy bureaucratic processes appeared to be hindering

children's needs being met. This included children with EHCPs (Education and Health Care Plans), with custodial staff reporting that they did not receive the funding for the period a child was in custody, meaning that their needs could not be met:

'EHCP, best not get me started, because that's absolutely horrific still across the country. The deliberate misunderstanding the local authorities create so that they don't have to shell out any additional funding for kids in custody is appalling. On top of that, we've also got the fact that they just don't have that much of an understanding of it, despite the fact, increasingly, at the minute more than two thirds of our cohort... In fact, more than two thirds. It's about 70% have got EHCPs' (SCH Education Worker).

Recommendation 13: The YCS, YJB and Department for Education to nationally audit the provision of EHCP funding for children in custody. From this, plans to be put in place to ensure that the funding is transferred to the custodial placement to ensure a child's individual needs are met whilst in custody. Locally, the South and West Yorkshire Consortium to consider barriers to custodial establishments accessing EHCP funding, and identify solutions to overcome these.

Recommendation 14: The YCS to review their behaviour management procedures, including the IEP Scheme, with a specific focus on how they impact upon children with SEND. Education staff within the secure estate to brief senior managers within the Secure Estate on the impact of behaviour management procedures on children with SEND.

The training of prison officers in how to interact with children with SEND was also discussed:

'But then I do think that part of an officer's basic training in terms of a young offender should be around specific learning disabilities and SEND, so autism. I tried to explain to one officer once that a young person who had been told that he was going to be unlocked at 7:45 and he was on the autistic spectrum. And it got to 7:45, and he wasn't unlocked, and then he started to bang on his door and be rude and aggressive. And I explained to him, because I worked there at the

time, that the boy is on the autistic spectrum' (Education Worker, YOI)

Recommendation 15: All prison staff to be trained in special educational needs, disabilities and neurodiversity. There is a potential for YOT staff to provide the training which should be explored.

Securing a suitable and appropriate education or employment placement is one of the most significant elements of constructive resettlement. Several bureaucratic and administrative obstacles have been identified above that could begin to be addressed and potentially overcome if the recommendations are followed.

Balancing risk with Constructive Resettlement

Constructive Resettlement focuses on a child's identity shift from 'offender' to 'non-offender' and the constructive support required to facilitate this shift. This requires workers to focus on a child's future aspirations, based on how they view themselves and their place in the world. The Youth Justice System, however, is based upon the assessment and management of risk, which requires professionals to consider historical information about a child, to determine the 'risk' that they pose of reoffending and harm, and then prepare a 'sentence plan' which outlines how this risk will be managed. Although there are supposed to have been some important shifts away from risk and towards desistance (such as the YJB's introduction of Asset Plus, a strategic focus on child first and desistance), the pressure for practitioners to reconcile the emerging approaches with the ongoing requirements to assess and manage risk is a difficult one. A culture of risk assessment and management is also evident within youth justice practice which, despite the introduction of new assessment tools such as Asset Plus to encourage a desistance focus, continues to guide and dominate practice (Hampson, 2018). Youth Justice professionals discussed extensively the complex balance between risk assessment and management, and constructive resettlement:

'So, it's about relationship building really, isn't it? And it's about having the time and the space to do that and potentially the paperwork and the policies and procedures around managing risk can undermine that. Well, that's a contentious

thing, isn't it? People don't bring in these things because they want to undermine risk management. But there's a balance, isn't there? You know, it's a tricky one. It's a hard balance to find' (YOT Worker).

This 'hard balance' was evident in the interviews as some workers felt that risk assessment and management should continue to be a main focus of youth justice resettlement work:

'The risk stuff, I'm not with the school of thought that says risk has no place in a child-centred system, because I think it does. Even if you look at places like Norway where it's a welfare-based rather than criminal justice system, they are still assessing risk' (YOT Team Manager).

Whereas others felt that the focus of work with a child on release from custody should be focused entirely on a child's identity shift and their future direction:

'I think they could come out and just focus straight on the future. I think while they're in custody, they get enough of, you're an offender, you've done this, and overcoming that offending behaviour. Coming out, I'd like to think that they come out into a community where they're treated exactly the same as everybody else and they should have the same opportunities' (YOT Education Worker)'.

Although some workers felt that the assessment and management of risk remained a core part of youth justice work, many felt that the risk-based offence focused work and discussions around offending with a young person were labelling, had a limited impact in terms of enabling a child to move away from offending, and acted as a barrier to forming a positive and trusting relationship:

'Yes, I think sometimes young people are worried about working with other workers because they think, oh, they're just going to keep bringing up my offence and what happened. And I think that sometimes prevents engagement with other professionals, just because they're worried that, oh, they're going to make me speak about my offence and going to speak about all negative things' (YOT Education Worker).

‘Yes, we’ve got to protect the public and we’ve got to protect the young person. But like I say, a change of terminology for a start off, that’s got to change. Capture the same meaning, but just change it somehow. And if someone is scoring at high risk, then they’ve got to manage that. But we’re telling him that he’s risky, and if we’re telling him that he’s going to be risky, then he’s going to act to be risky. So we need to change that somehow, but I don’t know how’ (YOT Resettlement Specialist).

The lengthy bureaucratic procedures and paperwork involved in the risk assessment and management of children was also a concern for workers, as they felt it reduced the time that they could be spending with the children, building relationships to enable the identity shift. The amount of time spent completing Asset Plus was referred to on several occasions:

‘And I don’t do AssetPlus and I’m not sorry about that, because it seems to take up a lot of time for people. So, the amount of assessment seems to have gone up and the more time you spend assessing a young person the less time you have to actually be with them and understand them and their relationships and so on. Just in terms of people’s capacity, it’s very wearing, I think, the amount of paperwork that there is to do now’ (YOT Worker).

It was apparent in interviews that the implementation of constructive resettlement had created a tension for both front line staff and managers: they have a tool, Asset Plus, which, although seeking to introduce elements of desistance, still requires them to assess risk and consider historical, deficit based factors. However, the CR approach requires a move towards resettlement and sentence planning that is positive, future oriented and based on a child’s identity shift:

‘When I’m countersigning assessments and looking at the plans I do think one of the hardest things to write is a plan in the positive. It’s always easier to write we’re going to work on this and we’re going to work on that, but it’s about trying to think about what do we want the end result to be.... A lot of the time you might say I’m going to work on substance misuse. Well, that doesn’t mean anything, does it? What does that measure? Whereas, actually, we want a young person to

live without using substance misuse. I suppose it's around language, the way that we say stuff and it is that identity shift stuff and about young people not feeling that they are a label, really' (YOT Team Manager)

'Who wants to talk about something bad that you've done repeatedly? It's thinking about how do we move away from backward facing and negative formulated plans and work that we're going to do with young people to be more future orientated and positive' (YOT Team Manager).

This appeared to be exacerbated by the demands of HMIP, which required youth offending teams to focus on risk assessment and management, and appeared to counter the focus of the Youth Justice Board on 'child first' and constructive resettlement. A recent inspection of a local youth offending team was discussed:

'But just off the back of the inspection, we've gone back down, we've totally changed our management risk processes. They're much more labour intensive for case workers now and that's only off the back of the inspection. So, for me, I see we've gone down the wrong route because we've taken workers away from being with young people. Because the process now it's much more time-consuming. That time has to come from somewhere. And the time comes from the time they could spend with the young people' (YOT Senior Practitioner)

'And a lot of times when HMIP might be expecting you to do offending behaviour work, that's retrospective as well, isn't it? So, if you're coming out of custody, it might be quite some time since you committed that offence and a lot of young people don't want to keep going back' (YOT Team Manager).

This led to a number of YOTs seeking to amend their practice in an attempt to focus on risk, and meet the demands of HMIP to prioritise the focus on risk, whilst also seeking to work with a child in a way that is 'child first' and enables the implementation of CR. Some youth offending teams had created their own 'child friendly' plan:

'I just think it's a bit more user friendly. It's a bit more young person friendly. And I think it focuses on the critical elements that you need to focus on, like risk,

getting their views about what might reduce it, what might increase it. And I think that the intervention plan Asset Plus doesn't really do that' (YOT Worker).

Others had moved away from offending behaviour work completely on towards trauma informed approaches, which they felt complimented the implementation of CR:

'And we just had a rethink and scrapped the lot. We don't do any offending behaviour programmes in ***** at all, we don't do any offence-specific interventions. We deal with the underlying causes, basically, so we look at the [inaudible] and we look at attachment, we look at trauma, we look at relationships, we look at support networks.....'

One of the strongest themes from the interviews was that the 'balance' between risk assessment, management and offence focused work; and desistance based, future oriented, CR work was very difficult to negotiate. Staff could see the continuing role and importance of having some form of risk assessment and management as part of a youth justice practitioner's role; but the extent to which that directly impacted on the language used with children, and the work completed with them varied hugely. This difficulty appears to have been exacerbated by a growing awareness amongst front line staff that the HMIP appears to prioritise risk assessment, risk management and the completion of offence focused work over 'child first' constructive resettlement approaches in their inspections. This suggests a potential tension centrally between the Youth Justice Board and HMIP about where the focus on youth justice work should lie. Until this is resolved, the 'difficult balance' and lack of clarity for front line staff and managers will persist. One professional suggested that the best way to manage risk is to completely adopt a CR approach and cease all offending behaviour work:

'probably one of our biggest challenges, is risk and how we define, how we manage risk. So, at the moment we've got a young person who carries a knife or something like that. We say we put him on the Knife Crime Programme, yes, calling it lives matter, and then we complete a safety plan with him. And that is how we say we're

managing his risk. Now, on the flip side of that, being future orientated, we've got this kid, who may have been carrying a knife in the past. Well, what does he want to do?

So, if we can get him involved in something within his community, whether it be education, some positive activity, if he gets involved in that and that's how he sees himself and if that where he sees his future going, I would say, he would stop carrying a knife, so you've managed his risk. But I can't defend that yet. I've got to have done the Lives Matters and the safety plan, kind of thing, to show that I'm managing his risk in a way that is acceptable to us. But I'm not sure that that actually helps the young person. That's very much about what it, an inspector comes about, you meant to have done A B and C, why haven't you done that? And if you haven't done that, then you not ticking the right boxes. But I'm not sure how effective, I don't know any young person who walks around with their safety plan.

But you know what, if I'm going to play football with my mates, I don't need to carry a knife. If I'm going to walk the street and I'm 15, 16, and I'm doing certain illegal activities, then actually, I'll carry a knife to protect myself. And you can write as many safety plans as you want, but that piece of paper isn't going to stop me from getting stabbed' (YOT Senior Practitioner).

Recommendation 16: The YJB, YCS, HMIP and YOT Managers to agree a joint understanding and approach to working with justice experienced children that clarifies how to implement constructive resettlement and child first approaches, whilst also ensuring that the risk of reoffending and harm to the public is given due cognisance.

Recommendation 17: Individual YOTs and custodial placements to review all paperwork and documentation used with children to ensure that it embraces the key principles of Constructive Resettlement.

Getting to grips with Child Criminal Exploitation

When exploring potential obstacles to the successful implementation of Constructive Resettlement, Child Criminal Exploitation was repeatedly alluded to by professionals:

‘Child criminal exploitation is a huge issue. So, young people coming out and immediately just being pulled back into the networks that they have had some respite from, possibly, whilst in custody.’ (YOT Worker).

Professionals displayed an awareness of, for children being criminally exploited, that the consequence of any attempt to move away from the exploitation was too severe:

‘And especially with the youngsters that get involved in County Lines and the gang crime, they replace one set of family values with often an even harsher set of family values that, to stay part of the gang, you have to do XYZ, no matter whether that’s against their moral compass in the first instance or not. And they can’t fight it. When young people have got themselves entrapped really in whatever form of serial offending that they’re involved in, the consequences of them for not going down that route as soon as they’re released potentially is death. If we can’t start to tackle that, and to look at it with more teeth, I think we’re going to struggle in order to be more alluring than that’ (SCH Education Worker).

There was also an awareness of the potential rewards of being involved in certain offences, and the benefits gained from this could far outweigh the ‘offer’ of constructive resettlement:

‘It’s been impossible to do any constructive resettlement with him. Even though attempts have been made, he’s involved in organised crime or stealing high powered cars to sell on really. And there’s just that difficulty with it because you set plans up but then they all fall through, because he’s not committed to them. Yes, so you go through a lot of criticism in cases like that’ (YOT Worker)

‘And the comment was, why should I want to work for minimum wage, when I can earn more than you earn in a month in a night, just going up a couple of towns away, and getting the excitement of driving at 300 miles an hour down the motorway in a top of the range car? Well, I haven’t really got an answer for that’ (SCH Education Worker)

Tackling Child Criminal Exploitation is similar to the ‘accommodation problem’ in that it goes way beyond the remit of this review, and requires the coordination of multiple agencies. However, it is important that this challenge is not ignored by senior managers and policy makers.

Recommendation 18: Violence Reduction Units and Local YOTs to work together to identify potentially promising approaches to dealing with CCE, and communicate these across the consortium area. Ensure all YOT staff are aware of the local procedures in relation to concerns surrounding CCE.

Recommendation 19: The CR training should directly consider the CCE challenge and explore with practitioners how to overcome this.

Low case numbers and the benefits of the consortium

A number of the smaller youth justice teams discussed the low numbers of children in custody, sometimes 1 or 2 per year, and that this can make the implementation of CR difficult when a number of staff may feel that they do not have the experience or skills in this area:

‘And I was thinking about it the other day, with the numbers being so small, it’s much more difficult sometimes to give as good a service in some ways in terms of what you can offer’ (YOT Team Manager).

As custody cases have reduced significantly nationally, the benefits of having a consortium were widely discussed by interviewees:

‘It’s about the difficulties when you’ve got a few cases, but you’re right, a consortium helps with that, doesn’t it? Having those relationships around that table and operating on a strategic level so that for the amount of times that you might come across a case like that, you’re there, you know the people, don’t you’ (YOT Team Manager)

This included ensuring that there was a consistency of service and resettlement ‘offer’ across local authority boundaries:

‘And the consortium was about smoothing some of those barriers and having a more consistent approach. Also, both directly and indirectly actually smoothing out some of those kinds of relationships in terms of the dynamics between YOTs and the secure state so that we develop better relationships and pathways’ (YOT Team Manager)

A consortium also gave professionals the opportunity to discuss and explore different challenges and opportunities around resettlement with other practitioners and professionals in the field:

‘And like I said, it was also good to hear other people’s views and that’s why I like going to the resettlement consortium. I find that very useful as well and we get some really good people who come’ (YOT Worker).

A number of interviewees felt that the re-introduction of a national network of resettlement consortia or partnerships would aid the successful implementation of Constructive Resettlement:

‘If this model is going to work effectively, it needs to go hand in hand with some form of consortium model. Because of the reduced numbers, but also because of the partnership approach that’s needed to help somebody with their identity shift’ (Resettlement Strategic Manager).

Recommendation 20: Establish resettlement consortia nationally to enable the principles of CR to be implemented, and a consistent, and coordinated approach to be adopted by individual LA areas.

Too many workers and agencies.....

A final obstacle to the successful implementation of CR related to the many ‘workers’, ‘case

managers', 'key workers' and other professionals that children are expected to work with. One of the fundamental principles of CR is that a child is able to form a supportive relationship with one individual who enables them to move from an 'offender' identity to a 'non offender' identity. Professionals spoke about the difficulty of achieving this when a child has many workers that they are expected to form a relationship with. A solution to this that was suggested repeatedly was the introduction of a nationally and centrally funded peer mentoring scheme:

'I've always said that you could actually scrap all of youth justice, as it is now, the system as it is now, and just give every young person a mentor, it would be cheaper and more effective..... a national mentoring programme' (YOT Senior Practitioner).

Other potential benefits included that a child would not have to speak to different professionals and attend multi-agency meetings:

'So, that you have one professional that speaks to the young person and carries, like you say, almost the weight of all of those agencies. So, that they young person's resettlement meeting is a chat with one person. And then the separate multiagency meeting takes place separately so then it doesn't feel too much' (YOT Manager).

There is a danger that the introduction of mentors could introduce another yet person that children are expected to work with, and would not remove the responsibilities of a YOT officer regarding risk assessment and management, or some of the specialist assessments that may need to be completed with children around their complex needs. However, the multiplicity of staff, and children having to engage with lots of different agencies is something which requires attention and resolution by Youth Offending Teams.

Recommendation 21 – The South and West Yorkshire Consortium to consider and develop a model of practice which minimises the number of professionals a child has to engage with during their Constructive Resettlement journey.

5. Conclusion and Summary of Recommendations

Implementing a new approach to working with children on release from custody is always going to be a significant challenge. Once the additional complication of Covid-19 has been added to the mix, the barriers facing consortium staff and partners have been huge. However, despite this some important progress has been made. The majority of YOT staff have received Phase 1 of the training. Some strategic leads, operational managers and partners have also attended the training. This has been reflected in some important strategic changes. A number of recommendations have been made for the South and West Yorkshire Consortium to consider for the remainder of the pathfinder. Some are also of relevance for national partners and other local areas seeking to implement a CR approach. A summary of the recommendations is provided in the table below, which can be used as a template for areas to reflect upon their progress and set key targets:

Summary of Recommendations:	Progress made and Target Completion Date:
Recommendation 1 (LOCAL): Bring the two phases of the Constructive Resettlement Training Package much closer together, so that there is a time lapse of no more than 3 months. This allows the theory of change to be fully absorbed, whilst also ensuring that professionals are able to practically apply their understanding within a clear time frame.	
Recommendation 2 (LOCAL): The CR training should include content that clearly distinguishes this approach from others, including trauma informed approaches, person-centred counselling, the Good Lives model, Secure Stairs.	
Recommendation 3 (LOCAL): A co-ordinated and planned approach to the roll-out of CR training is necessary. Key professionals in statutory and voluntary services to be identified in advance of the training, and offered the opportunity to	

<p>attend. The identification of professionals should be undertaken in partnership with front line practitioners.</p>	
<p>Recommendation 4 (LOCAL): Once key agencies have been identified, strategic leads of each agency to be briefed on Constructive Resettlement.</p>	
<p>Recommendation 5 (LOCAL AND NATIONAL): Any implementation of Constructive Resettlement must include plans to train all custodial staff who have face to face contact with children.</p>	
<p>Recommendation 6 (NATIONAL): The logistical and technological barriers to training staff in YOIs to be considered urgently by the Youth Custody Service, with national arrangements put in place to ensure that all staff are either able to access the training online or are given relief from their operational duties to attend face to face training within the establishment or to leave the establishment and attend the training in the community. The successful implementation of CR is contingent upon all custodial staff working to these principles.</p>	
<p>Recommendation 7 (LOCAL AND NATIONAL): YOT Management Boards, Directors of Children’s Services, YOT Managers to be trained/ briefed in Constructive Resettlement.</p>	
<p>Recommendation 8 (LOCAL): For the Consortium Strategic and Operational Groups to set up a joint working group to review and amend relevant policies, procedures and documentation across</p>	

<p>South and West Yorkshire to ensure that Constructive Resettlement is embedded at a strategic level.</p>	
<p>Recommendation 9 (LOCAL): YOT operational managers and education workers to identify ‘problem’ educational placements that slow down a child’s resettlement planning due to concerns about risk assessment and management, and report back to the YOT Management Board. The Board must then consider how to overcome this challenge, and liaise with educational leads regarding this, outlining a clear plan of action.</p>	
<p>Recommendation 10 (NATIONAL): The YCS to consider how the ROTL (Release on Temporary Licence) can be utilised more frequently, flexibly and creatively to facilitate a child’s Constructive Resettlement. For example, if a child secures an educational placement to start in September, but their ‘official’ release date is not until October, they could be given a ROTL that allowed attendance at the educational placement. Potential for this to be trialled in South and West Yorkshire?</p>	
<p>Recommendation 11 (NATIONAL): The YCS to urgently invest in significantly improving the IT infrastructure in YOIs so that children can continue their schoolwork online.</p>	
<p>Recommendation 12 (LOCAL): For the South and West Yorkshire Resettlement Consortium to brief all front line staff in their legislative powers surrounding off-rolling of children when sentenced to custody.</p>	

<p>Recommendation 13 (NATIONAL): The YCS, YJB and Department for Education to nationally audit the provision of EHCP funding for children in custody. From this, plans to be put in place to ensure that the funding is transferred to the custodial placement to ensure a child's individual needs are met whilst in custody. Locally, the South and West Yorkshire Consortium to consider barriers to custodial establishments accessing EHCP funding, and identify solutions to overcome these.</p>	
<p>Recommendation 14 (NATIONAL): The YCS to review their behaviour management procedures, including the IEP Scheme, with a specific focus on how they impact upon children with SEND. Education staff within the secure estate to brief senior managers within the Secure Estate on the impact of behaviour management procedures on children with SEND.</p>	
<p>Recommendation 15 (NATIONAL): All prison staff to be trained in special educational needs, disabilities and neurodiversity. There is a potential for YOT staff to provide the training which should be explored.</p>	
<p>Recommendation 16(NATIONAL): The YJB, YCS, HMIP and YOT Managers to agree a joint understanding and approach to working with justice experienced children that clarifies how to implement constructive resettlement and child first approaches, whilst also ensuring that the risk of reoffending and harm to the public is given due cognisance.</p>	
<p>Recommendation 17(LOCAL AND NATIONAL): Individual YOTs and custodial placements to review all paperwork and documentation used with children to</p>	

<p>ensure that it embraces the key principles of Constructive Resettlement.</p>	
<p>Recommendation 18 (LOCAL): Violence Reduction Units and Local YOTs to work together to identify potentially promising approaches to dealing with CCE, and communicate these across the consortium area. Ensure all YOT staff are aware of the local procedures in relation to concerns surrounding CCE.</p>	
<p>Recommendation 19 (LOCAL): The CR training should directly consider the CCE challenge and explore with practitioners how to overcome this.</p>	
<p>Recommendation 20 (NATIONAL): Establish resettlement consortia nationally to enable the principles of CR to be implemented, and a consistent, and coordinated approach to be adopted by individual LA areas.</p>	
<p>Recommendation 21 (LOCAL): The South and West Yorkshire Consortium to consider and develop a model of practice which minimises the number of professionals a child has to engage with during their Constructive Resettlement journey.</p>	

Information on progress made by the South and West Yorkshire Resettlement Consortium on the recommendation is available by contacting the Consortium Manager

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