

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

Date: Monday 5th September, 2022 Time: 10.30 am Venue: Mandela Room
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AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Children and Young People's Learning Scrutiny Panel - 18 July 2022 3 - 8
4. Youth Offending and Partnership Working with Schools - An Introduction 9 - 22

The Head of South Tees Youth Justice Service (STYJS) will be in attendance to provide the Scrutiny Panel with an introduction of the topic, including:

- an overview of the role of the STYJS; and
- an outline of planned changes to data requirements in order to capture and evidence the impact of offending on educational attainment, truancy and exclusion from school.

5. Overview and Scrutiny Board - An Update

The Chair will present a verbal update on the matters that were considered at the meetings of the Overview and Scrutiny Board held on 22 June and 19 July 2022.

6. Any other urgent items which in the opinion of the Chair, may be considered.

Charlotte Benjamin
Director of Legal and Governance Services

Town Hall
Middlesbrough
Friday 26 August 2022

MEMBERSHIP

Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, T Higgins, C Hobson, D Jones, M Nugent and G Wilson

Assistance in accessing information

Should you have any queries on accessing the Agenda and associated information please contact Georgina Moore, 01642 729711, georgina_moore@middlesbrough.gov.uk

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

A meeting of the Children and Young People's Learning Scrutiny Panel was held on Monday 18 July 2022.

PRESENT: Councillors T Higgins, C Hobson, M Nugent and G Wilson

PRESENT BY INVITATION: Councillor M Smiles

ALSO IN ATTENDANCE: M Fishpool (Programme Director, You Got This) and A Rodgers (Principal, Unity City Academy)

OFFICERS: K Bargewell, R Brown, S Butcher, C Cannon, T Dunn, S Lloyd, A Mace, G Moore and K Smith

APOLOGIES FOR ABSENCE: Councillors D McCabe, M Saunders, A Hellaoui and D Jones

Appointment of Chair Pro Tem

In the absence of the Chair and Vice-Chair, nominations were sought for the appointment of a Chair Pro Tem of the Children and Young People's Learning Scrutiny Panel.

Councillor C Hobson was nominated and seconded and, following a vote, appointed as Chair Pro Tem of the Children and Young People's Learning Scrutiny Panel.

AGREED that Councillor C Hobson be appointed as Chair Pro Tem of the Children and Young People's Learning Scrutiny Panel for the duration of the meeting.

22/10 DECLARATIONS OF INTEREST

There were no declarations of interest received at this point in the meeting.

22/11 MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 20 JUNE 2022

The minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 20 June 2022 were submitted and approved as a correct record.

22/12 SCHOOL MEALS AND PHYSICAL EDUCATION - AN OVERVIEW

The Advanced Public Health Practitioner was in attendance to present:

- an overview of school meals and healthy eating standards in schools;
- information on free school meals and Middlesbrough's headline facts and figures; and
- information on the physical education curriculum and details of school-based activities.

The Advanced Public Health Practitioner advised that the content of the submitted report had been prepared by Public Health, in collaboration with Environment Services (Catering Services) and Children's Services.

Members heard that by the time they started primary school (aged 4/5 years), around one in ten children in Middlesbrough were living with obesity and that figure increased to one in five by the time that they were in Year 6 (10/11 year olds).

It was highlighted that children living in low income families had poorer diets. In Middlesbrough 32.7% of children were living in income deprived families, in comparison with the England average of 17.1%.

The scrutiny panel was advised that those living with obesity suffered from worse physical and mental health outcomes, and they achieved poorer educational results than their normal weight peers. It was heard that, in experiments with primary school pupils, investigators had found that the children voiced negative views about a fictional book character called 'fat Alfie' - they were less likely to invite him to parties or less likely to want to be his friend.

When determining the reasons for obesity, it was advised that a simple energy in and energy out equation was usually referred to. Members were shown an Obesity Foresight Map, which demonstrated a complex web of intertwined factors that influenced a person's energy balance. Those factors included biology, individual psychology, food production, food consumption, societal influences, individual activity and activity environment.

Members heard that the School Food Standards were designed to ensure that all children received the energy and nutrients they needed to get the most from their school day, whilst developing healthy habits in relation to food. The standards were compulsory for all maintained schools, including academies and free schools.

Work was being undertaken to develop an Eat Well Schools Award, which would support schools to adopt a whole setting approach to food and nutrition. The award was due to be launched in September 2022. The programme planned to include training and resources for catering staff to ensure they developed nutritionally balanced menus, which not only met 100% of the School Food Standards but went above and beyond to provide healthy nutritious school meals. The programme also planned to provide all staff with information on the importance of eating well, how to create a positive food environment and how to educate children about food and wellbeing. The aim of the programme was to support schools to create a health promoting culture, throughout the whole setting.

Members heard that Middlesbrough Council Catering Services catered for 30 schools in the borough and in 2021/22, the service had served a total of 1,498,807 meals within those schools. The service was currently working to rebrand and revitalise school meals to encourage children to make healthier choices. A new menu that exceeded School Food Standards was being created and would go live in April 2023.

Starting in the new academic year, Public Health South Tees was introducing three new physical activity programmes into schools in Middlesbrough:

- The Creating Active Schools Framework (CAS), which planned to build physical activity into the school day and embed a culture of physical activity within schools, would be delivered by You've Got This (one of twelve Sport England funded Local Delivery Pilots nationally). It was planned that CAS would be trialled in South Tees with around four schools starting the main body of the work in Autumn 2022. If successful, it was planned that phase two would be rolled out in September 2023. The CAS Framework was attached at Appendix 1 of the submitted report.
- Over the past eight years, colleagues in Redcar & Cleveland had been developing a schools pedometer programme. Pedometers were used to enable children to collect their levels of physical activity in the form of steps. Starting from September 2022, the pedometer programme would be offered to all of Middlesbrough's primary schools. Initially, it was planned that there would be 100 pedometers available for loan, with the option to supply more if demand was higher. Members heard that data would be collected over a period of time and then used in a variety of lessons to teach not only about physical activity and healthy lifestyles but also mathematics (e.g. to draw bar charts) and geography (e.g. a virtual walk to famous places). A research study, evaluating the impact of the programme, had showed that not only did it increase physical activity and reduce sedentary behaviour, but that the impact was the greatest in those who were least active at the start.
- It was planned that School Air Quality Action Zones programme would be trialled in two Middlesbrough primary schools, and two Redcar & Cleveland primary schools, from September 2022 onwards. Similar to the pedometer programme, data would be collected (in that instance, air quality data), which would then be used in school to change behaviour.

Members were advised that the Holiday Activities & Food (HAF) Programme delivered provision for all school-aged children and young people in receipt of free school meal (FSM)

related-benefits and provided:

- healthy meals that met School Food Standards;
- physical activity, nutrition education and wider enrichment; and
- signposting and referrals to services and support.

The scrutiny panel heard that HAF provision could be accessed for four weeks during the summer break, for a week at Easter and a week at Christmas. Through the grants programme, 1,000s of HAF places had been commissioned.

It was advised that a game of Beat the Street had taken place in Middlesbrough during September 2021. Using game cards, adults and children tapped card readers placed on street furniture around the town to receive points for physically active journeys. A total of 14,528 local residents (10.3% of the local population) had joined in. A list of the winning schools was included at Appendix 2 of the submitted report. It was advised that a large proportion of the adults and children who were inactive (or less active) at the beginning of the game, had become physically active following the six week game. Members heard that behaviour change was greatest in the least affluent areas, contributing to efforts to reduce inequalities.

In conclusion, there was a number of programmes that would be offered to schools starting from September 2022 to improve the diets and physical activity levels of Middlesbrough's children and their families. However, it was highlighted that schools alone could not tackle obesity. A whole systems approach to physical activity and diet was required, by changing not only individual behaviour but also policy and the physical environment.

The Principal of Unity City Academy was in attendance to provide the scrutiny panel with information on the academy's physical education curriculum.

The Principal advised that Unity City Academy was located close to the most deprived wards in Middlesbrough, meaning that the life expectancy of males and females was approximately 12 years less than the life expectancy of those living in more affluent areas of Middlesbrough. The area also had high rates of alcohol-related hospital admissions, high rates of teenage pregnancy and smoking during pregnancy and low rates of breastfeeding initiation. The academy worked actively to break that cycle.

Members heard that the academy had rebranded its PE department and it was now a health and wellbeing facility, which incorporated physical activity, health and social care, dance, drama and performing arts. It was advised that for the first three years of secondary education, pupils were entitled to receive two hours of physical education per week. The academy offered a wide range of activities and pupils had use of a gym and trampoline. After school clubs could also be accessed by pupils to undertake sports and activities outside of the two hour entitlement.

The academy differed from other secondary schools as, when pupils reached Key Stage 4, pupils were encouraged to increase their physical education entitlement to five hours per week. Currently, 99% of pupils had increased their offer to five hours, which enabled them to study a qualification in health and wellbeing. The qualification enabled pupils to learn about topics such as metabolism, healthy eating and the impact of exercise and risk taking behaviours.

The academy trained its pupils to become school leaders in sports, delivering sports and activities to primary-aged pupils, such as tag rugby, football, cross country etc.

The Principal was the Chairman of the Tees Valley School Sports Association, which co-ordinated sports and games across the Tees Valley.

The academy had a combined cadet force, involving approximately 60 pupils. In addition, the academy provided funding for all Year 9 pupils to participate in the Duke of Edinburgh Award. During a recent inspection, Ofsted had acknowledged that the range of extra-curricular activities, and the qualification offered to pupils in health and wellbeing, aimed to address inequalities in the area and develop the leadership skills of pupils.

A Member expressed concern in respect of the levels of deprivation in the town. It was commented that in order to break intergenerational poverty, intervention from the Government

was required and parents needed to be educated on how to cook nutritious meals.

A Member raised a query about the delivery of sports to primary schools. In response, the Principal advised that activities and sports were delivered to primary-aged pupils throughout the academic year.

In response to a Member's query regarding the number of pupils eligible for Free School Meals (FSM) at the academy, the Principal explained that 79% of pupils were eligible for Pupil Premium and approximately 48% were eligible for FSM.

A Member commented on the need for work to be undertaken to encourage parents to walk to school with their children. The Programme Director for You've Got This advised that, to address obesity, action was required and a systems approach was needed. Work was not only required with individuals but families and communities too. In addition, the physical environment needed to be conducive to assist cultural change, for example, if pupils were going to walk or cycle to school, improvements to road safety and installation of cycle stores may be required. In essence, policies were required that planned to address the complex web of intertwined factors, enable a whole system approach and manage a sustained cultural change.

A Member expressed concern in respect of the number of hot food takeaways in the borough. In response, the Advanced Public Health Practitioner advised that a Hot Food Takeaway Policy had been adopted in 2019. It was commented that, since the adoption of the policy, the number of hot food takeaways receiving approval had been minimal. However, the policy did not restrict the number of restaurants or dark kitchens (delivery only industrial units).

The Director of Education and Partnerships advised that the Pupil Premium was funding, provided by the Government, to improve educational outcomes for disadvantaged pupils in schools in England. It was commented that approximately 40% of pupils in Middlesbrough, across the primary and secondary sector, were eligible for FSM. It was explained that although the high numbers of those accessing FSM indicated the high levels of deprivation in the town, it was also a protective factor as it ensured those children were receiving high-quality, nutritious meals. It was added that obesity was a complex societal issue that schools were unable to solve alone.

The scrutiny panel was asked how it wished to proceed with the review. Members were in agreement that the topic required further investigation, as the health of children in Middlesbrough was of significant concern. The Executive Director for Children's Services explained that the information received by the scrutiny panel provided an overview of school meals and physical activity in schools. However, it was commented that the Council's Catering Service was delivered by Environment Services and promoting physical activity and addressing obesity were primarily the responsibility of Public Health. It was therefore commented that further investigation of the topic would primarily fall within the remit of the Health Scrutiny Panel. It was agreed that, in respect of the 2022/23 work programme for Health Scrutiny Panel, the Democratic Services Officer would submit a request that the topic of 'childhood obesity' be considered as a topic for inclusion.

Members were in agreement that, in a year's time, a further update on the topic of school meals and physical education would be requested in respect of:

- the programmes that were planned for implementation in September 2022 to improve the diets and physical activity levels of children; and
- the new menu, planned to exceed School Food Standards, which would be launched in April 2023.

AGREED

1. That an update on the topic of school meals and physical education be submitted to the Children and Young People's Learning Scrutiny Panel in a year's time.

The Executive Director of Children's Services explained that, although there were rising rates of Covid-19, those rates were not impacting on the day-to-day functioning of schools. All

schools were now undertaking 'business as usual' activities.

NOTED

22/14

OVERVIEW AND SCRUTINY BOARD - AN UPDATE

In the absence of the Chair, the item was deferred.

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MIDDLESBROUGH COUNCIL

SCRUTINY REPORT

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

5th September 2022

Youth Offending and Partnership Working with Schools

Kay Dargue, Head of South Tees Youth Justice Service

Summary

1. The purpose of this report is to provide an overview of the work of South Tees Youth Justice Service (STYJS) and partnership working with schools. This report includes information on the role of the South Tees Youth Justice Service and outlines planned changes to data requirements in order to capture and evidence impact of offending on educational attainment, truancy and exclusion from school.

Introduction

2. Youth Justice Services supervise 10–18-year-olds who have been sentenced by a court, or who have come to the attention of the police because of their offending behaviour but have not been charged – instead, they were dealt with out of court. Youth Justice Services are statutory partnerships, and are multidisciplinary, to deal with the needs of the whole child. They are required to have staff from the local authority, social care and education, the Police, the Probation Service and local health services. Youth Justice work is governed and shaped by a range of legislation and guidance specific to the youth justice sector (such as the National Standards for Youth Justice) or else applicable across the criminal justice sector (for example Multi-Agency Public Protection Arrangements (MAPPA) guidance). The Youth Justice Board (YJB) for England and Wales monitors performance and issues guidance to them about how things are to be done. South Tees Youth Justice Service (STYJS) covers the two local authority areas of Middlesbrough, and Redcar and Cleveland. The statutory functions of the service are attached as appendix 1 to this report.
3. Youth Justice Service's have 3 national outcome measures; to reduce first time entrants to the youth justice system, to prevent re-offending by children and young people and to reduce the use of custody for young people (both sentenced and remanded).
4. Currently, Youth Justice Services are not required to collect data in relation to educational attainment, truancy or exclusion from school although there are

some key changes being introduced which may assist in being able to provide this information in the future.

5. The YJB have proposed a new set of Key Performance Indicators (KPI's) be implemented from April 2023, one of those KPI's being 'Suitable education, training and employment (ETE)'. In future, Youth Justice Services will be required to capture data in relation to the percentage of children in the community and being released from custody with a suitable ETE arrangement; the percentage of children who have an identified SEND need and of that the percentage who are receiving support'. The intention in revising the current KPI's is to have a clear understanding of how local multi-agency partnerships are operating. The Youth Justice Board believe reporting on this data in future will provide transparency and accountability and assist in recognising the progress of young people and their successes, as well as identifying the barriers and challenges.
6. In June 2022, HMI Probation published their findings from a thematic inspection of Education, Training and Employment services in Youth Offending Teams in England and Wales between November 2021 and January 2022. The report outlined that; "Of the 181 cases inspected, two-thirds (65 per cent) of children (aged 10-17 years) had been excluded from school and almost half (47 per cent) had been permanently excluded. This resulted in some children not participating in any ETE services for two years or more." It went on to say "Children on youth justice caseloads have lives that are filled with disruption, trauma, adverse experiences, poor mental health and specialised needs. The services we spoke to were aware of this, and are striving to put ETE opportunities in place, but it remains the case that there are major barriers to children getting the education or training they so desperately need, if they are to stay away from crime. Services must strive to overcome these hurdles"
7. The report contains a number of recommendations one of which is for the YJB to 'revise their national indicator of ETE engagement to one that provides a more meaningful measure of performance. This should include the levels of educational attainment achieved by children working with the YOT [Youth Offending Team] at the end of the period of supervision and should cover out of court as well as court order cases'. There are also a number of actions which place responsibility upon Youth Justice Management Boards to take action. These are attached as appendix 2 to this report.

Evidence / Discussion

8. The links between young people's education and involvement in criminal behaviour is clearly an important issue which requires a robust response. The HMI Probation thematic report is clear evidence of a case for change for young people in the criminal justice arena and this has been previously recognised by central government. In December 2016, the Charlie Taylor Review of the Youth Justice System in England and Wales was published. (The link to the report is attached as Appendix 4 to this report.) The Taylor report stated that 'education needs to be central to our response to youth offending. All children in England are required to be in education or training until their 18th birthday, but too often

children in the youth justice system have been out of school for long periods of time through truancy or following exclusion. As a result, half of 15-17 year olds in [Young Offender Institutions] YOIs have the literacy or numeracy levels expected of a 7-11 year old. Schools and colleges are crucial in preventing offending. If children are busy during the day undertaking activity that is meaningful and that will help them to succeed in life, whether it be studying for exams, learning a trade or playing sport or music, they are much less likely to offend. Education and training are also the building blocks on which a life free from crime can be constructed’.

9. Furthermore, an article published by One Education in 2017 regarding education in youth custody (Appendix 5 to this report) reported that approximately 90% of young people in the youth custody population have been excluded from school at any one time, compared to 3-5% of general population, and 63% of boys and 74% of girls had been permanently excluded. In addition approximately 40% of young people had not been to school since they were 14 and 90% were not attending before they reached 16 years old. These figures show that those at the most acute end of youth justice system, i.e those in custody have had significant educational issues in comparison to the general population. As of 1 August 2022, just over 25% of the young people open to STYJS were Not in Education Employment or Training (NEET). There is no data currently available in relation to young people open to the service who have been excluded.
10. With regards to data in relation to the relationship between the impact of offending on educational attainment, the practicalities of collecting this data currently mean that individual pupil information cannot be analysed under the terms of General Data Protection Regulations (GDPR). However, this would be data that could be collected in order to satisfy this request. To note, the Local Authority has not held individual pupil GCSE data for the past two years due to the covid 19 pandemic. In addition Youth Justice Services have not had a requirement to collate pupil level data or co-hort data previously. In order to secure this information we will need to adapt current data sharing agreements and in consultation with school leaders work towards securing individual pupil level data. Therefore, moving forwards and in line with proposed HMI Probation expectations to tackle educational attainment and the extent of school exclusion within the Youth Justice cohort, this will be something we can report on in the future.
11. The aforementioned figures show clear evidence that young people in the youth justice system require a robust and joined up response to exclusions, truancy and attainment with education providers, local authority and the youth justice service working collaboratively.
12. STYJS were last inspected by HMI Probation in 2019 and received a ‘good’ rating. There was one ‘area for improvement’ in relation to education in that the inspectorate stated ‘There should be an education representative on the Board and in a specialist role in the staff team’. The STYJS Management Board took immediate action and appointed an Education representative to the Board, and in August 2020 the Education, Training and Employment Specialist joined the

service. This role has been key to improving the education offer in the service and developing pathways into services for young people, including SEND and Inclusion Services and establishing systems to monitor and track those young people identified as NEET. The ETE specialist has also established an extensive network and contact within ETE providers locally to maximise opportunities for young people. In May 2022 the Service secured national accreditation through the SEND Quality Mark in recognition of the work undertaken with partners to meet the needs of young people subject to intervention by the YJS.

13. Young people identified as being at risk of exclusion via their STYJS assessment are now referred to the STYJS Education Team, comprising of the ETE specialist and a dedicated Support Worker. Following a referral, contact is made with parents/carers and also the school to arrange a planning meeting for the young person. The planning meeting determines what support needs to be put in place, taking into account the voice of the child and issues raised by school. The joint protocol between Middlesbrough Council Inclusion Team and STYJS enables effective communication including the sharing of information and planning joint visits. A process has been developed whereby every school age young person who is open to the STYJS is shared with Inclusion Team, and tracked and monitored on a monthly basis. A recent example of this working in practice is one young person who was aged 12, became open to the service and already had extremely low attendance (8% since September 2021). This, coupled with the complex nature of the case and vulnerability issues, had made it difficult for services to support the family. Through weekly sessions a trusting relationship was developed and we were able to capture the voice of the child and discuss barriers. These barriers were discussed with the Inclusion Team and through partnership working solutions were put forward. The young person is now on board with the new plan and has agreed to attend an alternative provision. This case example shows that STYJS service are making a direct impact through relationship building, addressing barriers, and partnership working where real tangible opportunities are being created for young people to engage in school.
14. The development of partnership working with internal partners and external stakeholders was a priority in last year's Youth Justice Plan. Building on this work, one of STYJS strategic priorities in 2022/23 is to 'ensure that the YJS contributes to supporting those young people at risk of exclusion'. (The South Tees Youth Justice Plan for 2022/23 is attached as appendix 3 to this report).
15. In recent months STYJS has developed a prevention offer to young people on the periphery of criminal behaviour, with one of the referral criteria being 'young people at risk of exclusion from school/education'. Referrals are taken directly by the service or via the Multi-Agency Children's Hub (MACH), and can be tailored to meet the needs of the child and the school. The young person's parent/carer must consent to the intervention. Prevention work is in it's infancy however early data shows that only 6% of young people who have received a prevention intervention have subsequently gone on to offend, which compares favourably with re-offending by young people subject to court order or out of court programmes. One young person identified as having low attendance

along with concerns raised by parents was referred to the ETE team. The young person was not open to any services and the ETE Team put together an Education Support plan to prevent further exclusions. This entailed work around emotional regulation, a professional challenge being raised with the school, a referral to MIND and working closely with the young person and parent. Towards the end of the academic year the young person had no exclusions and reported feeling comfortable about the start of new academic year. The plan moving forward is to develop a framework that focuses on prevention where young people can be identified with low attendance in YJS so extensive support can be put into place for cases such as this.

Conclusion

16. There is a clear need for an improvement in the educational experience and outcomes for young people involved in, or at risk of being in, the criminal justice system. This has been recognised by not only central government, but the YJB, the inspectorate and STYJS. Youth Justice Services nor Schools have been required to collate specific data sets before now, although this will be an expectation going forwards. Making such improvements will be complex and it will take time to put appropriate systems in place to capture data for analysis and evaluation.
17. From April 2023, Youth Justice Services will be measured upon a new set of KPI's, and STYJS plan to put in place monitoring systems to ensure that young people and those at risk of exclusion are tracked and supported to access services they need. Furthermore, we will monitor assessment processes for young people identified as at risk of exclusion to ensure that these include effective plans to engage them in ETE. Audit activity of ETE processes will also be undertaken, and we will establish monitoring processes to prepare for the reporting requirements for the proposed ETE KPI's. The YJS Head of Service will also work with the Management Board and Heads of Service within the Education Directorate to take forward the recommendations from the HMI Probation thematic report. This will include the introduction of new data sharing agreements to enable pupil level data to be captured and reported upon, and the implementation of tracking and monitoring systems to analyse and evaluate data in the future with the overarching aim of reducing exclusions and improving the education experience and outcomes for young people.

APPENDIX 1 – STYJS Statutory Functions

Statutory functions include:

- ☐ Statutory Responsibility for Court Orders (Community and Custody) as they relate to young people, including all Requirements and Licences
- ☐ Compliance with National Standards for Youth Justice 2013 (accountable to Ministers)
- ☐ Enforcement of Court Orders and Licences
- ☐ Provision of Out of Court Disposals (Youth Cautions and Youth Conditional Cautions)
- ☐ Prevention of offending and re-offending by young people
- ☐ Provision of Court staffing (Youth, Crown, Remand Courts, including Saturdays and Bank holidays)
- ☐ Provision of Bail supervision functions
- ☐ Provision of Appropriate Adults for Police interviews
- ☐ Provision of Pre-Sentence Reports
- ☐ Provision of community volunteers for Referral Order panels
- ☐ Recruit, train, manage, supervise and deploy volunteers to carry out statutory functions
- ☐ Provision of Referral Order Panel reports
- ☐ Provision of YJMS data/management information to YJB/MoJ regarding youth justice cases
- ☐ Delivery of Court ordered reparation to community and victims
- ☐ Provision of a service to victims of youth crime
- ☐ Comply with arrangements for multi-agency public protection (MAPPA)
- ☐ Duty to cooperate with MAPPA, LSCB, VEMT, CSPs etc.
- ☐ Duty to cooperate regarding safeguarding and public protection incidents in the community (YJB)
- ☐ Statutory duty to provide and support a Management Board for the YJS
- ☐ Management and development of the Junior Attendance Centre
- ☐ Statutory duty to produce and deliver an annual Youth Justice Plan
- ☐ Management of children Remanded to Youth Detention Accommodation (RYDA)
- ☐ Statutory duty to cooperate with Children's Services to improve wellbeing of children
- ☐ Management of sex offenders (AIM) – young people under 18 years of age
- ☐ Provision of Parenting Orders imposed in the Youth Court (criminal matters)
- ☐ Provision of ASB escalation supervision (Criminal Behaviour Orders and Injunctions to prevent nuisance and annoyance)

Appendix 2 – Recommendations from the HMIP joint inspection of Education, Training and Employment services in Youth Offending Teams in England and Wales.

The Youth Justice Board should:

2. revise their national indicator of ETE engagement to one that provides a more meaningful measure of performance. This should include the levels of educational attainment achieved by children working with the YOT at the end of the period of supervision and should cover out of court as well as court order cases.

YOT Management Boards should:

3. ensure that all children have a comprehensive ETE assessment
4. monitor, alongside the local authority, key aspects of ETE work for children working with the YOT, including: - the extent of school exclusion in the YOT cohort; - the actual level of attendance at school, college, work or training placement; - the extent of additional support provided to children with SEN/ ALN; - that every child with an ECHP or IDP has this reviewed on an annual basis to meet the statutory requirement.
5. develop ambitious aims for ETE work in the YOT, including the achievement of Level 2 English and Maths by every child

6. establish a greater range of occupational training opportunities for those children beyond compulsory school age
7. monitor and evaluate the levels of educational engagement and attainment in disproportionately represented groups within the YOT caseload in order to develop improvement, including for: - children with an EHCP/ ILP; - children with SEN/ ALN; - children permanently excluded from school; - out of court disposal cases; - children released under investigation.

Appendix 3 – South Tees Youth Justice Service annual plan 2022/23.



South Tees Youth
Justice Service- Youth

Appendix 4 – link to Charlie Taylor Review of the Youth Justice System in England and Wales

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/577103/youth-justice-review-final-report.pdf

Appendix 5

<https://www.oneeducation.co.uk/news-blog/education-in-youth-custody>

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CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

5th September 2022

Youth Offending and Partnership Working with Schools

Kay Dargue, Head of South Tees Youth Justice Service



Who are Youth Justice and what do they do?



- Youth offending teams supervise 10–18-year-olds who have been sentenced by a court, or who have come to the attention of the police because of their offending behaviour but have not been charged – instead, they were dealt with out of court.
- YOTs are statutory partnerships, and are multidisciplinary, to deal with the needs of the whole child.
- We are required to have staff from local authority social care and education, the police, the National Probation Service and local health services
- The Youth Justice Board (YJB) provides some funding to YOTs. The YJB also monitors our performance and issues guidance about how things are to be done (for example National Standards)
- HMIP are our regulating body

Youth Justice Service's have **3 national outcome measures**;

- to reduce first time entrants to the youth justice system
- to prevent re-offending by children and young people
- reduce the use of custody for young people (both sentenced and remanded).

Currently, Youth Justice Services are not required to collect data in relation to educational attainment, truancy or exclusion from school. However, there are some new requirements being introduced.

What do we know about the link between education and young people in the criminal justice system?

- 2016 Charlie Taylor commissioned to Review Youth Justice. He stated **education needs to be central to our response to youth offending** after finding that too many children in the youth justice system had been out of school for long periods of time through truancy or following exclusion and half of 15-17 year olds in YOIs have the literacy or numeracy levels expected of a 7-11 year old
- One Education in 2017 reported that;
- approx 90% of young people in the youth custody population had been excluded from school at any one time, compared to 3-5% of general population
- 63% of boys and 74% of girls had been permanently excluded
- 40% of young people had not been to school since they were 14
- 90% were not attending before they reached 16 years old.
- As of 1 August 2022, just over 25% of the young people open to STYJS were Not in Education Employment or Training (NEET). (There is no data currently available in relation to young people open to the service who have been excluded).

Current and proposed data capture

- Currently, there is no requirement for Youth Justice Services to collect data in relation to young people's educational attainment, truancy or exclusion from school.
- Key changes being introduced including;
- Key performance indicators (KPI's) being proposed by the Youth Justice Board to capture 'Suitable education, training and employment (ETE)'. In future, Youth Justice Services will be required to capture data in relation to;
 - the percentage of children in the community and being released from custody with a suitable ETE arrangement
 - the percentage of children who have an identified SEND need, and of that the percentage who are receiving support'.
- Recommendations from the HMIP ETE Thematic report. The YJB should 'revise their national indicator of ETE engagement to one that provides a more meaningful measure of performance' plus 7 recommendations for YJ Management Boards to take forwards (Appendix 2 of the Scrutiny Panel report)

Conclusion

- Clear need for an improvement in the educational experience and outcomes for young people involved in, or at risk of being in, the criminal justice system.
- Evidence that young people in the youth justice system require a joined up response to exclusions, truancy and attainment.
- The local authority and the Youth Justice Service need to work collaboratively going forwards to ensure the Government, Youth Justice Board and Inspectorate expectations can be met.
- There is a need to develop a framework that focuses on prevention where young people can be identified with low attendance in YJS so extensive support can be put into place

Next steps

- One of STYJS strategic priorities in 2022/23 is to 'ensure that the YJS contributes to supporting those young people at risk of exclusion'.
- Youth Justice Services will be measured upon a new set of KPI's and STYJS plan to;
- put in place monitoring systems to ensure that young people and those at risk of exclusion are tracked and supported to access services they need
- monitor assessment processes for young people identified as at risk of exclusion to ensure that these include effective plans to engage them in ETE
- Conduct audit activity of ETE processes
- The YJS Head of Service will also work with the Management Board and Heads of Service within the Education Directorate to take forward the recommendations from the HMI Probation thematic report. This will include;
- Introducing new data sharing agreements to enable pupil level data to be captured and reported upon
- Implementing tracking and monitoring systems to analyse and evaluate data in the future with the overarching aim of reducing exclusions and improving the education experience and outcomes for young people.