

The quality of education and training provision for young people in the youth justice system



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Her Majesty's Inspectorate
for Education and Training in Wales



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- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
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- ▲ work-based learning;
- ▲ careers companies; and
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Introduction

- 1 Estyn's remit from the Welsh Assembly Government for 2004-2005 included a request for advice on the quality of educational and training provision for young people in the youth justice system¹. The Welsh Assembly Government asked for advice about the quality and provision of education and training provided for young people under the supervision of youth offending teams (YOTs), set against any legal requirements. The report found that there were significant barriers to Welsh young people in the secure estate receiving their full entitlement to appropriate education and training. These barriers had a negative impact on their learning and made reintegration into schools difficult.
- 2 Estyn's remit from the Welsh Assembly Government for 2005-2006 asked for further advice on individual young people's experience of education and training in the youth justice system and a judgement on standards of achievement.
- 3 This advice comments on the standards achieved by young people who offend and their particular education and training needs. We state how well these young people access a curriculum appropriate to their needs. We evaluate how well agencies work together with YOTs to provide appropriate education and training and the initiatives by YOTs to address gaps in provision. Finally, we examine the main barriers that prevent these young people from accessing appropriate education and training. We also identify some of the positive actions taken to overcome these barriers. Throughout the advice we identify good practice which will help to support further development.
- 4 'Better Wales' sets out the Welsh Assembly's core values of social inclusion, equality of opportunity and the promotion of a tolerant society in which diversity is valued. These aspirations apply to all young people, including those who offend.
- 5 'The Learning Country' and 'Learning Pathways 14-19'² recognise the diversity of learning approaches that different people need and the contributions that those people can make to society if their learning has been successful. The new learning pathways will be an opportunity to meet all young peoples' needs fully and give them better support.
- 6 'Extending Entitlement' and the associated directions and guidance for young people's partnerships set out basic universal entitlements for all young people between the ages of 11 and 25.
- 7 The All Wales Youth Offending Strategy sets out the National Assembly and the Youth Justice Board's strategy for preventing offending in Wales. The strategy recognises the importance of appropriate education and training in crime prevention and makes strong links with 'Extending Entitlement'.

¹ The quality of the education and training provided for Welsh young people in the youth justice system Estyn May 2005

² Learning Pathways 14-19 Guidance Circular July 2004.

- 8 A recent Audit Commission report³ found that a total of 9,100 children are permanently excluded from school in England and Wales and some wait for up to a year before they are provided with an alternative education. The Commission reports that many others are informally excluded or are provided with revised school timetables that provide little or no tuition and large numbers of pupils are not registered in any form of education.
- 9 Many young people in the youth justice system have been permanently excluded from schools. These gaps in provision have a negative impact on their life chances and the work of the youth justice system to reduce crime.
- 10 The Welsh Assembly Government's young offenders' learning project is designed to improve the education and training provision which is available to all young people aged 11-25 in and from Wales who are known to youth offending teams or are otherwise clients of the criminal justice system. The Welsh Assembly Government has also set up a pilot for personal support in custody to give young people support in education, training and employment, in both custody and on their release. Trained youth workers work in Ashfield and Stoke Heath YOI with young people from Bridgend and Conwy/Denbighshire YOT. The aim of this support is to help young people make a successful transition from custody into the community. This advice will support further developments in this work.
- 11 The Youth Justice Board (YJB) has recently provided guidance⁴ so that staff working with young people can identify and apply effective practice, wherever they work in the youth justice system. This guidance is supported by a quality assurance framework, known as the effective practice quality assurance framework (EPQA). The framework is an integrated cycle of assessment, planning, implementation and review. This is designed to help workers be more effective and to make sure that all agencies are demonstrating, or working towards achieving, the required standards of process and service. This advice identifies what needs to improve in the quality and provision of education and training and will inform this work.

The evidence base of the advice

- 12 Between April 2005 and February 2006, two HMI made visits to five YOTs and four secure settings. We also visited two YOTs as part of the cycle of inspections. This advice draws on the findings of these visits and inspections. During the visits we examined documents and held discussions with YOT and LEA staff and key partners and agencies. We observed and talked with young people under the supervision of the YOT in a wide range of education and training settings. We also used evidence from questionnaires to LEAs and YOT managers. We wrote to all 22 LEAs and 18 YOTs, asking them to complete questionnaires about education and training provision for young people who offend. Fourteen LEAs and 13 YOTs responded. We also asked all YOTs in Wales to provide information about the education and training young people in the community, under their supervision, were receiving on a particular day. Thirteen out of 18 YOTs provided this information. This information looked at entitlement rather than the quality of education and training young people were receiving on the particular day.

³ Youth Justice 2004: A review of the reformed youth justice system, January 2004

⁴ The Key Elements of Effective Practice Youth Justice Board 2006

Main findings

- 13 There are still many important barriers that prevent young people in the youth justice system from getting appropriate education and training. Issues that were highlighted in last year's advice have not yet been addressed. However, this advice finds many examples of effective initiatives working to overcome these barriers. There is also an increasing willingness by partners to work with each other once they are aware of the issues that have a negative impact on young people who offend.
- 14 Generally, young people who offend have poor basic skills and have frequently received fixed term exclusions or have been permanently excluded from school. They cannot manage their behaviour successfully and need a great deal of targeted support if they are to achieve educationally to the levels of young people who do not offend. When they do receive appropriate educational provision and personal support, they take significant steps in becoming re-engaged in learning and develop important personal and practical skills. However, too many of these young people do not take part in education and training.
- 15 On September 13 2005, 63% of all young people supervised in the community by the thirteen YOTs which responded were receiving the recommended 25 hours. Thirty per cent were not receiving any education or training. Nearly 50% of all the young women and young men aged 16-19 were not receiving any education or training. There was very little difference between the numbers of young women and young men who were not receiving education or training. See Appendix 1 for the figures.
- 16 There is still no data collected by the YJB, the Welsh Assembly Government or LEAs on the attainment or achievements of individuals or of the group of young people supervised by YOTs. This means that there is no outcome data to show what these young people are getting out of the provision that is made for them.
- 17 LEAs are still not fulfilling their statutory duty to provide excluded young people with 25 hours of supervised education or activity a week. Many young people who offend are in this group of young people. LEAs and YOTs are not working closely together to link this need to the Youth Justice Board's targets and to raise the number of hours young people receive in education and training.
- 18 YOTs have introduced a wide range of initiatives to address gaps in provision. These initiatives include activities to encourage the growth of young people's self-esteem. YOTs consider this work on raising young people's self esteem to be an important part of their role. They generally make very good use of a wide range of partners in the community to deliver programmes for young people.
- 19 Young people's partnerships (YPPs) are now more aware of young people in the youth justice system and are beginning to plan for them. However, too few YOT youth justice plans identify how the YOT will work with the YPP to increase the number of hours young people are engaged in full time education and training and the quality of this provision. Also the plans do not link YOT objectives and targets with those of the YPP.

- 20 Young people over 16 do not have access to enough placements in work-based learning, opportunities for subsidised jobs, or enough support with basic skills. ELWa, the responsible body at the time of writing this report, does not give enough support to this group of young people and is not working closely with the Youth Justice Board.
- 21 Young people do have enough access to a range of curriculum opportunities including GCSE work, access to the Welsh language and Y Cwricwlwm Cymreig, personal, social and health education, basic skills assessments and provision. They do not receive enough information in their preferred language. Young people in custody do not always receive appropriate support and guidance from careers advisers.

Recommendations

- 22 In order to make further progress at a national level the Welsh Assembly Government, and the Youth Justice Board where appropriate, should:
- R1 collect discrete data on the achievement of the group of young people under the supervision of YOTs;
 - R2 review the YOT standards to include standards on the quality of the education and the educational outcomes for young people, who remain in or return to the community under the supervision of the YOT after a period in custody;
 - R3 make LEAs work more closely with YOTs to contribute to youth justice plans and provide all young people, of school age, under the supervision of the YOT with full-time education;
 - R4 require YOTs to make sure that all links with other partners, and in particular the YPP, are formalised within the YOT youth justice plans;
 - R5 make sure that all young people who offend have access to support and guidance from Careers Wales advisers;
 - R6 work together to review the current arrangements for young people who offend to have placements in work based learning in order to extend their opportunities.
- 23 In order improve educational provision for young people who offend LEAs should:
- R7 support YOTs in the assessment of and provision made available to address young people's basic skills needs and pertinent training in educational matters.
- 24 In order to improve communication and the exchange of information, the secure estate and YOTs should:
- R8 improve arrangements with education staff for reviews in secure settings.
- 25 In providing education and training for young people, LEAs, providers of education and training and the secure estate, where appropriate, should:
- R9 give young people who offend every opportunity to access the full 14-19 pathway;
 - R10 increase the range and number of suitable mainstream and alternative education placements for young people who offend;
 - R11 Improve the range of curriculum opportunities for young people who offend so that they have:
 - full time provision;

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- opportunities for personal, social and health education and to develop their basic skills;
- fully integrated opportunities to improve their basic skills into all their learning; and
- opportunities to receive their entitlement to learn Welsh and learn about Y Cwricwlwm Cymreig.

26 When working with young people in the community, YOTs should:

R12 make sure that ASSET⁵ forms are filled in thoroughly and reviewed regularly by all YOT staff;

R13 make better use of existing projects/activities available to young people in the local area, many of which can be accessed through the Young People's Partnerships;

R14 make sure that LEAs know which young people of statutory school age are involved with the YOT; and

R15 improve provision for all young people to receive information from YOTs and YOIs in their preferred language.

⁵ This is the main assessment tool used in the youth justice system to assess the risk of reoffending and the interventions required to support young people.

The support and education and training needs of young people who offend

- 27 The 'Keeping Young People engaged, Year 2 Final report: September 2004-August 2005'⁶ found that the majority of young people in the youth justice system had poor experiences of school and disliked classroom learning. Many were excluded from mainstream education, had poor basic skills and few qualifications. A lack of self-esteem and low self-confidence affected the willingness of many of the young people to engage with education, training and employment.
- 28 Young people leaving custody have multiple needs. Almost half have been in local authority care at some point. Nearly a third have mental health difficulties. Just over half have been dependent on a substance. Over a third of girls and a quarter of boys reported suffering violence at home. More than a third of the young offender institution (YOI) population of compulsory school age had a reading age of seven or less⁷.
- 29 Our visits to YOTs confirmed these findings. Young people who offend need a great deal of targeted support if they are to achieve educationally to the levels of young people who do not offend. Often, these young people have not had their special educational needs met, been assessed early enough or received suitable interventions. There are those with longstanding difficulties such as poor attainment, attendance and behaviour with poor parental support who have a pattern of offending. Other young people who offend, do well in education, training and employment but commit an offence and require only a short intervention. Many of the young people supervised by YOTs have poor basic skills, with literacy and numeracy skills levels well below that of their peers. This is often made worse because of missing school through non-attendance or fixed term exclusions.
- 30 The majority of young people referred to youth offending teams have behavioural, social and emotional difficulties. They need help in order to manage their behaviour successfully. Many young people have had contact with the local behaviour support service. For example, 54% of the young people presently receiving education from the alternative education service in Conwy at the time of this survey are known to the YOT. These figures are reflected in Denbighshire to a slightly lesser extent.
- 31 Many young people supervised by YOTs have poor attendance and have had unsettled home lives. Many of these young people have frequently received fixed term exclusions or have been permanently excluded from school. These young people often have to wait for an alternative placement for a long time. For example, one YOT commented that this long wait led to a few young people being 'lost' in the move between mainstream school, the pupil referral unit and the alternative curriculum programmes.

⁶ Keeping young people engaged project. The executive summary of the interim evaluation of good practice in developing re-engagement capability for education, training and employment. Year 2 Youth Justice Board 2005

⁷ Persistent young offenders: a retrospective study Youth Justice Board 2005

- 32 Most young people in the youth justice system have acute personal difficulties which have a negative impact on their learning. Most need extra support before they can attend regularly and achieve in formal learning. The support they need may include:
- varying lengths of time in alternative curriculum programmes;
 - time out of mainstream school where they take part in motivational activities or receive support with particular aspects of learning; or
 - personal and learning support from a specialist worker within the school, college or training environment.
- 33 The range and availability of this support varies across the Youth Offending Team areas in Wales but is generally improving for those of statutory school age.

The particular needs of young women who offend

- 34 Young women offend less often but when they are convicted it is often for serious offences. One YOT reported a steep increase in the numbers of young women who have offended in the past six months. Most young people in the youth justice system are male so young women in the system are isolated. They are often more mature than young men. A recent Youth Justice Board report⁸ found that young women have often been the victims of sexual abuse. They also have poor self-esteem and a tendency to self harm. This makes placement more difficult. All responses to our survey drew attention to the complex needs of young women. There is not enough appropriate provision for young women that can meet their behaviour and health needs at the same time as providing education and training.

⁸ Persistent Young Offenders: a retrospective study

How well these young people are assessed

Appropriate assessment of young people's educational needs

- 35 YOTs should use ASSET forms to assess the young person's needs at the beginning and at the end of every intervention. ASSET looks at all protective and risk factors associated with offending behaviour. Each section is scored and so changes can be measured. However, ASSET forms are often not filled in thoroughly by all YOT staff. Also, they are not always reviewed regularly. This information is not consistently used as an effective way to measure young people's educational progress. The quality of the ASSETs that the secure estate YOT workers receive from youth offending teams is too variable. They do not always contain enough information about the young person's educational background. This makes it difficult to plan work that is at the right level.
- 36 The ASSET form does not give enough information about young people's educational background or needs. Therefore, a few YOT education workers have devised their own forms to collect information from schools and other providers. For example, Pembrokeshire YOT has an initial assessment form/individual learning plan that has been put together by the YOT Education training and employment (ETE) worker. This form records the YOT ETE referral process. In order to understand young peoples' education and training needs, Conwy/Denbighshire YOT's education worker contacts all young people's schools to ask for the relevant information and regularly visits schools to discuss young people's needs. This worker also has an open invitation to the behaviour support service moderation meetings held fortnightly to discuss individual cases to update the education officers on cases related to the YOT. Valuable information on exclusions, statements and IEPs are shared at these moderation meetings.
- 37 YOTs have occasional difficulties with getting young people's assessment results from schools and projects working with the young person. This is often because staff do not understand data protection procedures and how to pass information to other professionals.

The assessment of and support for meeting young peoples' basic skills needs

- 38 YOTs do not always make sure that there is appropriate assessment and delivery of young people's basic skills needs. This is because generally, LEAs do not provide YOTs with specific support for this work or offer training to YOT education workers so that they can carry out the assessments.
- 39 YOTs rely on the assessments made by schools or alternative curriculum settings where the young people are on roll. Where young people are willing to attend their educational placement, this works well. However, YOTs supervise other young people who are awaiting placements or who refuse to attend. YOTs can refer these young people for statutory assessment. However this is a lengthy process. Once young people are assessed as in need of basic skills provision, many of them are too disengaged and lack the confidence necessary to attend the basic skills group.

- 40 Currently, YOTs do not make use of a comprehensive screening process, other than ASSET, to make an assessment of basic skills needs. YOTs address this need for assessment and provision for basic skills by:
- referring young people over 16 to Careers Wales and Youth Gateway;
 - referring young people at KS4 to guaranteed places on basic skills courses;
 - making use of an assessment by an education psychologist;
 - arranging additional basic skills training by a work based learning provider; and
 - assessing 'in house'.
- 41 However, the lack of a systematic screening process for all young people means that YOTs cannot be sure that all young people receive the help they need.
- 42 The Youth Justice Board plans to train YOT staff in the use of the PLUS strategy basic skills assessment tool and resources. However, this work has been delayed by the late appointment of a co-ordinator for Wales. The co-ordinator is now in post and has begun a series of meetings to implement training with YOT staff throughout Wales.

Standards young people achieve

- 43 When young people who have offended receive appropriate educational provision they take significant steps in becoming re-engaged in learning and develop important personal and practical skills. For example, one young man attends the learning support centre in his local college and improves his basic skills. Another uses his new IT skills to make business and Christmas cards for his family. A young man who attends a Prince's Trust course learns about food hygiene. Others learn skills and crafts such as woodwork, repairing electrical goods, recycling processes and how to care for livestock. The young people usually make the best progress when they are engaged in practical activities. They are often enthusiastic because they can see a point to what they do and practical uses for their learning. Staff make very good use of practical activities to develop the essential personal and key skills that the young people often lack, either due to personal circumstances or due to long periods of absence from school. As a result young people learn how to:
- work better with others;
 - take responsibility within their own learning;
 - take responsibility for their own health and safety and that of their peers;
 - control their behaviour and manage their anger;
 - respond more positively to authority;
 - accept praise and criticism in order to move on; and
 - increase their self-esteem and take pride in their achievements.
- 44 Most young people gain a variety of appropriate qualifications for their work. These include ASDAN, OCNs, AQAs, City and Guilds and the Duke of Edinburgh's Award. However, not enough of the young people of statutory school age who have offended have the same opportunities to gain GCSEs as those who have not offended. The young people who work in special projects in colleges and work-based learning companies gain NVQs and other work related qualifications. A few young people progress to higher levels of learning or to mainstream education. However, those nearing 16 and those between 16 and 19 are less likely to become re-engaged in formal education and training.
- 45 When young people gain recognised qualifications and/or improve their behaviour, confidence and self-esteem, they are more likely to reduce their offending and get and keep a job. However, although providers monitor outcomes for the individuals who attend their provision, the information gained is not collected and analysed to find out how well young people who offend are doing as a group. This is partly due to the short-term nature of the contact young people have with the Youth Offending Team and partly to the Youth Justice Board not requiring YOTs to collect this information. Also, the standards for YOT inspections do not include questions on the quality of the education and the educational outcomes for young people, who remain in or return to the community under the supervision of the YOT.

How well young people access their entitlement to education and training

Access to 25 hours of supervised education or activity a week

- 46 YOT staff expect all young people to attend education and training regularly and arrive on time. They make good use of a range of support for young people to help them attend regularly. This includes access to education welfare service officers and youth workers who liaise with the young person's parent/carer to provide support at home.
- 47 Despite the work YOTs do to encourage young people to attend and the support YOTs put in place, there is still a lack of suitable mainstream and alternative education placements for young people of statutory school age who have been in trouble with the law. This inactivity makes it more likely that young people will re-offend. Most LEAs are still not fulfilling their statutory duty to provide excluded young people with 25 hours of supervised education or activity a week. This lack of provision means that many young people under the supervision of the YOTs cannot be placed immediately they are excluded. Also, when they are placed they are not always purposely occupied throughout the week. For example, in one LEA young people attend their alternative provision only four days a week. Limited hours make it difficult for young people to develop the routines they need to get and keep a job. A few LEAs stated that they aspire to provide full time education provision for all young people, including those under YOT supervision and one LEA's response did note that less than 25 hours education is not acceptable to the Youth Justice Board. All the LEA responses acknowledged that young people of statutory school age, supervised by the YOT, do not all receive the recommended hours of education. LEAs gave a number of reasons for this limited provision. These included:
- young people who offend often have a range of other behavioural difficulties and learning needs which make it hard to engage full-time in a mainstream setting. Many do not attend school and can be acutely disengaged;
 - young people choose not to access the full-time provision offered;
 - the high exclusion rates in the authority;
 - young people may only be able to cope with fewer than 25 hours in the first instance;
 - the limited capacity in the pupil referral units (PRUs) and other alternative placements;
 - young people, under the supervision of the YOT, may choose not to disclose their involvement with YOT to the LEA; and
 - alternative provision is part-time only due to available resources.

- 48 Young people sometimes need a careful plan to increase their hours of education gradually as many have been out of education for a very long time. However, a number of the reasons given for the limited provision could be addressed by the LEAs. Most LEAs are aware of gaps in provision for disengaged young people and the need to increase education hours. However, they do not all link this need to the Youth Justice Board's targets. A few LEAs are unaware of the Youth Justice Board's targets for participation in education, training and employment. Many LEAs state that their intention is to increase provision such as PRUs, alternative curriculum projects and individual education packages. However, progress in this work is too slow.
- 49 LEAs were asked what happens to the funding that schools receive for individual young people when they attend full-time alternative curriculum programmes not at the school or are permanently excluded from school. All responding LEAs stated that the funding would follow the individual if she or he was permanently excluded. This is an appropriate funding route. However, one LEA stated that funding did not follow individuals when they attended full time alternative curriculum settings. On occasion, when a young person under-16 is not attending school and asks to go to an alternative provider, the school will not release funding. This can then result in the young person not getting any education or training.
- 50 Almost all of the thirteen YOTs which responded gave examples of young people of statutory school age who were not receiving full-time education. The reasons YOTs gave for this are either issues for young people or for LEAs and schools. Issues for young people included:
- young people's particular social or emotional needs makes it difficult for them to achieve;
 - some young people are unable/unwilling to engage in full time education; and
 - a reduced number of hours may be all young people can cope with.
- 51 Issues for schools and LEAs included:
- the undue length of time taken to place excluded young people in another school or alternative curriculum programme;
 - schools are not keen to offer these young people places due to the pressure on schools to achieve good examination results;
 - high rates of exclusion;
 - in a small number of cases, schools have refused to release funding for young people who have stopped attending and want an alternative placement;
 - placements offered by the LEA are only part-time;
 - the LEA has overspent its annual special educational needs (SEN) budget and this is impacting on suitable full time-education placements for children with SEN;

- the LEA's policy is at odds with their obligations. Some are only providing young people who are excluded from school with five or 10 hours home tuition a week; and similarly
- the LEA's policy does not meet the requirement to provide young people at KS 4 with 25 hours appropriate education a week.

52 There are too many young people of statutory school age who offend and who are not accessing their entitlement to education. LEAs and schools are not fulfilling their responsibilities to these young people. Many of the reasons given for the limited provision are not in line with the Welsh Assembly Government's guidance. This remains a matter of concern.

The range of curriculum opportunities for young people

- 53 The range of curriculum opportunities for young people in and from Wales in the youth justice system is too narrow. Generally, there are not enough opportunities for:
- alternative curriculum programmes;
 - full-time provision at KS4;
 - learning Welsh and about Y Cwricwlwm Cymreig, and
 - personal, social and health and basic skills education.

Personal, health and social education

- 54 Young people under the supervision of the YOTs are often vulnerable and at risk. They have good access to specific advice on substances and alcohol misuse and health issues should they need it. However, there is not enough access to a wide ranging personal, social and health education (PSHE) curriculum including work on bullying, domestic violence, racism, citizenship and sex education. Young people supervised by YOTs in secure estate settings receive appropriate sessions on these matters. This is not the case when they return to or remain in the community. Young people supervised by YOTs in the community do not all receive an appropriate wider PSHE curriculum, in particular those who attend alternative curriculum programmes. This means that they do not have the opportunity to develop an understanding of issues that support their development as responsible citizens.
- 55 A few YOTs give valuable support to the PSHE curriculum in schools such as contributing to 'the crime of your life programme'. Pembrokeshire YOT has trained its workers in sexual health so that they can deliver this to young people. The following shows how a YOT contributes successfully to PSHE lessons in a local school.

Working in partnership to reduce crime

Caerphilly/Blaenau Gwent youth offending team (YOT) works closely with community police officers, local magistrates, Blaenau Gwent comprehensive schools, Prescoed open prison and Ebbw Vale College to present 'the Crime of your Life' to year 7 young people in Blaenau Gwent schools. This event is carefully planned and well resourced. Young people are fully involved in and enjoy the event. They ask searching questions and gain a very good understanding of the personal cost of crime.

Young people watch a DVD which shows how a young man gets a custodial sentence and the trigger points along the way where he could have changed the course of events. Young people discuss how he could have avoided his prison sentence. Then, they attend well planned workshops which help them understand

the consequences of crime and the negative impact on both the offender and the victim. These workshops include a powerful presentation by a prison officer and a prisoner. This tells the real story about prison, the loneliness, bullying and loss of family, friends and opportunities. Local magistrates and drama students from Coleg Gwent act out a court room scene and young people have a chance to decide on the sentence, say why they chose it and ask magistrates questions. Three YOT workers, a police officer, a community practice nurse and a worker from Drugaid, discuss the causes of crime with the young people. They explain how their multidisciplinary team supports young people who offend and also their victims. A Community policeman explains the Anti Social Behaviour Order process and young people have good opportunities to ask questions. This work is followed up by teachers during PSHE lessons. This work gives young people a good understanding of the impact and consequences of crime.

Specific work to support the growth of self-esteem

- 56 YOTs use a good range of activities to encourage the growth of young people's self-esteem. Examples of particularly effective practice include the use of 'Teen talk' an off-the-shelf pack to help young people understand their feelings and behaviour and how they have impacted on their offending. Pembrokeshire YOT links with the Prince's Trust, who do one-to-one or small group issue-based work. Bridgend YOT makes good use of a motivation training programme. Ashfield and the Parc use the making offenders rethink everything (MORE) programme. This is a programme designed to develop young people's emotional intelligence.
- 57 The personal support in custody project is a one year pilot funded by the Welsh Assembly Government to provide youth work to young people in custody. The project is being piloted in Denbighshire and Bridgend. There are early signs that young people benefit from this one-to-one support.
- 58 The following shows how young people are helped to value themselves and move on to further training.

Learning to feel better about themselves in order to move on to further training

'Staying with it' is a project in Pembrokeshire for young people aged 16-17 who are not in education employment or training (NEETs). The aim is to engage young people and help them into training or employment. It also helps those who complete training but are still not sure what they want to do. The Prince's Trust takes the lead and administrates and delivers the project. The programme is made up of ten activity weeks a year. Activities include outdoor pursuits, music and community projects.

Young people learn new skills and improve their ability to work with others. This helps them to feel better about themselves. They often progress from this project to further training with the Prince's Trust.

Welsh and Y Cwricwlwm Cymreig

- 59 Ashfield and Stoke Heath YOIs are aware of the need to make provision for the Welsh language and Y Cwricwlwm Cymreig. Both YOIs have Welsh coordinators and action plans to support this development. There is appropriate support for staff to learn Welsh. However, too little attention is paid to Y Cwricwlwm Cymreig in Eastwood Park and the Parc juvenile unit. Young people supervised by YOTs in the community do not have enough access to Welsh or Y Cwricwlwm Cymreig. However, the YOTs do offer support in Welsh if this is requested. For example, young people in Conwy/Denbighshire YOT can access Welsh speaking educational psychologists.
- 60 There is not enough provision for young people to receive information from YOTs in their preferred language. This provision ranges from all publicly available information meeting the requirements of the Welsh Language Act to only 50% of leaflets being bilingual. All YOTs are able to access translators where necessary.

Leisure activities to sustain young people in later life

- 61 Poor use of leisure time is a risk factor linked to young people's offending behaviour⁹. Generally, YOTs encourage young people to continue or take up leisure interests to help them make the most of the spare time and keep them out of trouble. This is not the case in those YOIs where there are no enrichment programmes for young people during the evenings and weekends. Young people often become involved in summer activity schemes such as Splash. Pembrokeshire YOT youth workers help young people to join football, swimming and triathlon clubs. The ETE worker also refers young people on to youth forums, army cadets, music and art sessions and the 'staying with it' programme. Young people have access to outdoor activities through the Prince's Trust YOT worker. YOT team members share information about activities at the weekly YOT meeting. Ashfield and Stoke Heath offer enrichment activities including the Duke of Edinburgh's award scheme and the Prince's Trust. However, young people in the Parc juvenile unit do not have enough access to enrichment activities. At the time of writing this report, Eastwood Park does not yet offer a structured enrichment programme. On occasion YOTs do not make enough use of existing projects/activities available to young people in their local area. This means that young people do not all have enough opportunities to gain interests that will help them stay out of trouble. The following show how YOTs give young people opportunities to develop lifelong interests.

⁹ Evaluation of youth inclusion programme, Youth Justice Board 2003

Gaining a new hobby in order to use leisure time well.

The 'Get Hooked on Fishing Cymru' scheme is a partnership between North Wales Police, Conwy and Denbighshire YOT, Environment Agency Wales, the Welsh Salmon and Trout Association and the Welsh Federation of Coarse anglers. The scheme aims to reduce crime and anti-social behaviour. It gives young people at risk the opportunity to gain a new hobby, learn new skills and develop an interest for life. This project helps a young man stay out of trouble when he is released from a YOI. The YOT education worker makes good use of the fishing project as part of a full week's educational programme for young people. This programme includes: two days at school to complete his English, Science and Mathematics GCSEs; two days at college for vocational taster sessions; and one day fishing.

This programme was in place on the young man's release and he started straight away. The fishing project kept him busy and helped him to stay out of trouble in the school holidays. He says 'I feel really well supported and listened to. I've done lots of work and I have learned how to use tools properly and cast successfully. This project is really good.'

Learning how to repair and maintain bikes.

The 'On yer bike' project run by Pembrokeshire YOT gives young people the opportunity to develop an interest in cycling and bike maintenance. Ten young people, all under-16, work with a Cymorth funded youth worker and staff from the YOT to repair old bikes in a workshop provided by the YOT. The bikes are provided by the local police. Young people learn how to make bikes roadworthy and the principles of road safety. They work at the project after school and they all attend regularly. Together they work out a set of rules for behaviour in the workshop. They plan trips, for example to Llys y Fran, and travel by bike.

All young people say that they can now help others keep their bikes in good order and that they are very proud of their achievements.

Appropriate accreditation and skills training

- 62 Young people under-16 and out of school do not have the same opportunities to gain GCSEs as those in school who have not offended. They do not always have access to suitable accreditation and skills training. There are not enough training providers offering a pre-16 alternative curriculum with skills training as part of the option, in particular in construction and motor vehicle skills.

Initiatives by YOTs to address gaps in provision

63 The Youth Justice Board states that YOTs should not take the place of providers of education and training even if there are gaps in those services. The success of YOT interventions is closely linked to how well these providers provide for young people who offend¹⁰. All YOT managers who responded to our survey knew the importance of young people engaging in education, training or employment as a key factor in keeping them out of trouble. They recognise that their role is to help young people to connect with schools and other providers and to work strategically with, and support, partners to address gaps in services. In this way young people will continue to engage with and be supported by providers when their involvement with the YOT ends. In order to fill the gaps in education and training provision, many YOTs have introduced a wide range of initiatives to support young people while they are waiting for full time placements. Good examples include:

- employing an education, training and employment (ETE) support worker and tutor from specialised funding to address gaps such as an employability programme and basic skills support;
- working in partnership with a training provider to secure 'New Deal' funding to provide training places for young people known to the YOT who were disengaged from ETE;
- making use of tripartite funding by the YOT, community safety partnership and the YPP to fund a Breakthrough Group project to support disengaged young people;
- offering young people the opportunity to participate in basic motor maintenance courses and developing links with employers and colleges to provide progression;
- providing accommodation for an LEA tuition base on site for young people with challenging behaviour and/or excluded from mainstream provision; and
- introducing a life skills programme to engage young people with external agencies.

¹⁰ Youth Justice Board's Response to the Green Paper 2006

How well YOTs work together with other agencies to provide appropriate education and training

- 64 YOTs make very good use of a wide range of partners in the community to deliver programmes for young people. These partners include:
- Careers Wales/Youth Gateway;
 - local colleges;
 - work based learning companies;
 - voluntary agencies such as Include and the Prince's Trust;
 - LEA officers and groups;
 - local authority Youth Service;
 - voluntary providers of youth support services;
 - CCETs and learning networks; and
 - Social Services.
- 65 Most YOTs are developing formal links with other partners within the YOT youth justice plans in order to improve the quality of partnership working.
- 66 The following shows how effective partnership working benefits young people. Further examples in Appendix 2.

Working in partnership to move young people on to further training

Swansea Training Centre is a work-based learning company, with very good accommodation. It offers placements for young people over 16 and under the supervision of the Youth Offending Team. This provides a one-stop-shop, where the young people have a variety of support, guidance, training, qualification routes and real work experience in one place. The young people form good relationships with staff who act as role models for them. Within this stable and closely supportive environment, the young people are confident to progress through the variety of training programmes on offer or cross over from one programme to another that suits them better. Young people can be tracked through Youth Access to First Steps to Job Link, then into mainstream training programmes. Very good partnership working ensures that young people can be referred to other training and support. Training centre staff often go with them to other providers. Many young people have successfully gained qualifications and significantly improved their life-chances as a result of their involvement with the company.

Working with LEAs

- 67 Currently, the Welsh Assembly Government does not require LEAs' education strategic plans to refer to the LEA's responsibilities in relation to YOTs. However, the new guidance for the single education plan does require the LEA to include the work of the YOT. A few LEAs, including Pembrokeshire and the Vale of Glamorgan, are well prepared for this. They make sure that their planning takes account of the LEA's responsibilities in relation to the YOT. Both authorities link their education strategic plan to the work of the local YOT. Caerphilly LEA does not include the education of young people involved in the youth justice system as a priority area for action. However, the LEA's financial contribution to the funding of the youth offending team is outlined in their education strategic plan.
- 68 A few LEAs have set up useful social inclusion, behaviour and attendance or education other than at school (EOTAS) panels which include a representative from the YOT. These panels consider the needs of individual young people who are at risk, excluded or in danger of being so. Members meet regularly to consider young people who are difficult to place, set up individual action plans and make sure that young people receive an appropriate education. All members of the panel can refer young people for consideration and relevant members contribute to the action plan, as appropriate.
- 69 Most LEAs' behaviour support plans recognise value and link the work of the YOT to the LEA's strategy for improving behaviour. A key action in Bridgend's behaviour support plan for 2004-2007 is that the LEA and the YOT work in partnership to achieve the YOT's performance measures relating to the education of young people who offend. Further examples of this are in Appendix 3.
- 70 Not all LEAs are as involved as they should be with the preparation and implementation of youth justice plans. A few LEAs had had no involvement in the plans. A small number of LEAs were consulted throughout the process and most had an opportunity to comment on the draft plans. Denbighshire and Conwy LEAs were involved in the preparation of the YOT's youth justice plan. The plan is carefully linked to the plans and developments of other LEA services by sharing information, reviewing outcomes and specific cohort analysis. Caerphilly LEA had had little involvement but planned to set up of a service level partnership agreement between the YOT and the LEA in order to strengthen existing good working arrangements between both agencies and address shortfalls.
- 71 YOT staff do not have enough training in educational matters. Managers often rely on their education worker to provide other staff with up-to-date information, act as a link with the LEA, schools and training providers and raise the awareness of senior staff and practitioners of statutory changes to guidance and legislation. Most LEAs do not give YOT staff training in educational matters. However, LEA officers who responded to our survey were willing to give YOT staff access to appropriate LEA training.
- 72 A few LEAs support the training of YOT staff in educational matters well. For example, Newport LEA funds the YOT education worker's part-time master's degree.

The degree is in special educational needs due to the high levels of the needs of young people who offend. Further examples are in Appendix 4.

Working with young peoples' partnerships

- 73 Most young people's partnerships (YPPs) are beginning to plan to support the education of young people in the youth justice system. The following shows good strategic planning across services for young people to reduce crime and antisocial behaviour.

Good strategic planning

The City of Newport's Children's Services Plan states that the Children and Young People's Framework Partnership is responsible for the strategic aim of reducing offending and anti-social behaviour by young people. This aim is clearly linked to the improvement of young people's literacy and numeracy and to their engagement in education in order to improve their life-chances.

- 74 Most YOTs are fully involved in these partnerships. Two YOT workers chair their YPP and a few YOTs are closely involved in writing the YPP plan. In a few cases, young people who offend and those 'at risk' of offending take priority when places on preventive/diversionary programmes designed to reduce social exclusion are allocated. This is the case in Powys where these programmes are funded by Cymorth and the new opportunities fund and monitored by the YPP. Also, in Swansea, the Cymorth funded youth focus transition programme concentrates on those vulnerable young people at risk of disengagement. Young people, including those in the youth justice system, receive good support with new learning pathways from this programme.
- 75 Too few YOT youth justice plans link their objectives and targets with those of the YPP. In particular, they do not identify how the YOT will work with the YPP to raise the number of hours young people are engaged in full time education and training. There are exceptions such as Bridgend YOT. Bridgend YOT's plan includes the links with the YPP and identifies when there are joint objectives such as the development of more alternative education provision. Cardiff YOT's plan shows how it intends to work closer with the YPP to ensure that the YOT can meet its targets and support to the inclusion agenda of the education and life-long learning department. YOTs managers recognise the need to:
- link the Youth Justice Plan to the YPP plan and plans for 14-19 year olds in order to improve provision for this age group; and
 - consult partners on the youth justice plan.

Working with Careers Wales

- 76 YOTs have productive and close working relationships with Careers Wales that help young people supervised by YOTs in the community. In a few YOTs, this relationship is well supported by a service level agreement. Where YOTs have ETE workers they work closely with Careers Wales and Youth Gateway. Newport YOT runs a 10 week life skills programme with two careers workshops run by Careers Wales. A post-16 careers officer attends the YOT weekly and she visits all post-16 young offenders in custody on request. All pre-16s in alternative curriculum programmes receive careers guidance through education other than at school (EOTAS). Rhondda Cynon Taff YOT's working with Careers Wales has helped young people move smoothly into ETE from custody to the community. The workers have linked in with Connexions in a few custodial settings and work folders are sent prior to the young person's release. Also, Careers Officers attend planning meetings. If this cannot occur, due to time constraints or lack of resource, a careers appointment is set up within 48 hours of release. However, many young people in the secure estate do not receive a good enough service from Careers Wales. This makes it difficult for them to make a smooth move back into the community and they have to wait too long for appropriate placements.

Working with the youth service

- 77 Local authority Youth Services across Wales provide or manage many effective alternative curriculum programmes where young people who have offended are placed. These projects often work with the most challenging young people and young people gain accreditation for their work, improve their behaviour and show a more positive attitude to learning as a result of taking part.
- 78 The Youth Services also offer many other effective activities that engage young people who are under the supervision of YOTs. This work included formal activities where young people have to attend and voluntary open access, drop-in leisure activities and information and advice services. For example, the 'Get Active' project in Bridgend, works with the county's Community Based Youth Focus Centres. It aims to improve the health and fitness of young people and to provide support, counselling and leisure activities. A few young people join in other Youth Service activities in their leisure time and play more positive roles in their communities.

Working with parents/carers

- 79 YOTs give parents and carers very good support so that they can in turn support their children. For example, Monmouth/Torfaen YOT produced an education handbook for staff. This handbook gives basic information about legislation, education policy and practice and education staff roles and responsibilities. Caerphilly/Blaenau Gwent's YOT has produced a support pack for parents and young people. This pack includes valuable education information such as what to do if a young person is excluded.

Working with the secure estate

- 80 YOTs and the secure estate do not work closely enough together to provide a planned release and an immediate re-entry to education, training or employment. Arrangements for exchange of information between the YOT education worker and the education staff of the secure setting are too variable. YOTs do not have enough useful information about attainment or assessment undertaken within the secure estate. A few YOTs do not have an opportunity to meet with education staff when they attend reviews in secure settings. A number of YOTs do not always receive files when a young person is released. On occasion, the information that is provided is out-of-date. This means that planning is not based on sound information and young people may repeat work or have work set that is not at the right level.
- 81 A few YOTs have improved communication with the secure estate so that young people make a seamless entry to education/training or employment upon release from custody. For example, Newport YOT has an agreement with Careers Wales that they will attend pre-release meetings on request. The YOT requests that the education provider within the community visits young people in secure settings so that links are made or kept with the young person. Further examples are in Appendix 5.
- 82 The following shows how YOTs can work closely with the secure estate and the local provision to make sure that young people make a successful transition from custody to the community.

Careful planning to help effective transition from custody to the community 1

Caerphilly/Blaenau Gwent YOT referred a young man to the youth access course at Ystrad Mynach College. When he received a custodial sentence the YOT liaised well with Ashfield YOI and the college. YOT staff made sure that the college staff understood the risks involved and knew that they could contact a named YOT worker if there were difficulties. This meant that the college felt supported. They agreed to keep a place open for him so that he could start the course as soon as he left custody.

Careful planning to help effective transition from custody to the community 2

The Pembrokeshire YOT ETE worker visited a young man prior to his release from a YOI in North Yorkshire. She put together an individual learning plan and liaised carefully with the LEA to set up a programme to start as soon as he was released. His plan included a morning with Careers/Youth Gateway and an afternoon under the supervision of the YOT, two afternoons of tuition at home, and a day with the Prince's Trust community Project. The young man gained OCN accreditation in life skills.

The major barriers that prevent young people who offend from accessing appropriate education and training

- 83 There are still too many important barriers that prevent these young people from accessing appropriate education and training. However, there are many good initiatives which overcome these barriers. There is also a willingness by partners to work with one another once they are aware of the issues that have a negative impact on young people who offend.

Data collection

- 84 There is still no data collected by the YJB or the Welsh Assembly Government on the attainment or achievements of individuals or of the group of young people supervised by YOTs. This means that the Youth Justice Board and the Welsh Assembly Government are not able to show how this group has benefited educationally from the intervention of the YOT. Without data on the attainment and achievement of individuals or of the group of young people supervised by YOTs, LEAs cannot set targets for improvement. However, LEAs have systems to track attendance and educational achievement on an individual basis. All LEA respondents stated that they could access this information about individuals from schools and also alternative curriculum settings. One LEA noted that there is no specific requirement to gather information about the attendance or educational attainment of young people under YOT supervision. However, this information is available in schools and complementary education services and could be collected if required. One LEA offered to set up a pilot to collect this information

Targets to raise standards

- 85 YOT youth justice plans do not all include specific detail and targets for raising the number of hours young people are engaged in full time education and training. They concentrate in the plans on actions and targets to support the YOTs' ability to meet the Youth Justice Board's target of 90% of referrals receiving full-time education, training or employment. These actions are mostly based on working more closely with partners such as the LEA, schools, education welfare services and Careers Wales. This is useful but does not focus enough on raising the number of hours young people can access of education and training.

The particular needs of young people over 16

- 86 Young people supervised by YOTs have particular needs. There are not enough placements for young people in work-based learning, particularly in North Wales and the Bridgend area. This lack of placements or delays in finding a placement demotivates young people. There are not enough opportunities for young people to undertake subsidised employment for a specific period of time. YOTs commented that where subsidised employment exists, it helps young people by giving them a period of employment where they can learn to stick to routines and gain references. Recent school leavers are not always found appropriate placements by Youth Gateway. Young people who take part in these programmes do not always progress to other employment and training opportunities. Young people who offend need wider training opportunities and better support. ELWa, who at the time of writing this

report were the responsible body, has not worked closely enough with the Youth Justice Board, to support these young people. Young people supervised by YOTs have such difficulties and are so disengaged that they need a lot of support and preparation time to be successful in a work placement. YOTs commented that young people in work-based learning do not always have enough support with basic skills. The development of basic skills is not always fully integrated into young people's vocational learning.

The limited use of individual learning plans

- 87 The use of individual learning plans (ILP) for young people across the youth justice system is too limited and YOTs are unsure how to use them. When YOTs receive information on young people's achievement from the secure estate, it is not always in the form of an individual learning plan. YOTs and providers are not clear about how to set up an appropriate individual learning plan. These young people are often placed with more than one provider. They frequently refuse to engage with a provider and make many moves. This means that there is confusion about which organisation should hold their individual learning plans. YOTs are also unsure about what happens to the ILP when their involvement comes to an end.

The difficulty of accessing and recording information about young peoples' additional educational needs

- 88 If a young person has a statement of SEN, the statement is suspended while the young person is in custody. The YOT officer notifies the LEA and SEN department of the release date of the young person and the statement is reinstated on release. However, young people do not all have an up-to-date individual education plan (IEP) and young people's progress is not always reviewed annually. YOTs also find it difficult to get copies of IEPs for young people with statements of special educational needs from schools. Most statements and IEPs are not linked to a young person's individual learning plans. YOT workers do not understand enough about these plans. RCT YOT has set up monthly meetings with the LEA to update the service level agreement. Within this agreement, there is a requirement for all young people who are supervised by the YOT to have an IEP that clearly states their individual needs and requirements. Training providers in RCT already complete IEPs for young people and the YOT post 16 workers also have a plan in place. When a young person attends a local training provider their ETE information is forwarded.

The limited careers advice for young people in the secure estate

- 89 Most young people in the community receive appropriate support and guidance from careers advisers. However, this is still not always the case for young people in custody. For example, there is no service level agreement between the Parc and Careers Wales for advice and guidance to juveniles. A number of YOTs are concerned about the limited direct contact between YOT ETE specialist and careers specialists within secure settings. When young people from Wales are placed in custody in England they provide a poor service. They receive a service from Connexions. However, Connexions and Careers Wales do not always work well together. This can lead to lack of information upon release. The young person must meet with a Careers Wales adviser when they return home so that they can be

The quality of education and training provision for young people in the youth justice system

endorsed for a training placement. Young people do not always keep their appointments.

Appendices

Appendix 1: Hours of education and training young people receive

The total number of young people 13 out of 18 YOTs supervised and made provision for on Tuesday September 13 2005					Total: 1747	
					Total male: 1468	
					Total female: 279	
Age/gender of young people	10-14		14-16		16-19	
	Male	Female	Male	Female	Male	Female
25 hours	120	19	324	91	473	69
10-20 hours	18	2	30	6	25	8
less than 10 hours	3	1	18	4	4	1
no education/training	7	1	81	16	365	61

Less than two thirds (63%) of all young people these YOTs supervise in the community were receiving the recommended 25 hours.

Nearly a third (30%) were not receiving any education or training.

Nearly half of all the young women and young men aged 16-19 were not receiving any education or training.

There was very little difference between the numbers of young women and young men who were not receiving education or training.

Appendix 2: Effective partnership working between YOTs and providers

Working successfully with local providers to improve opportunities for young people

Pembrokeshire YOT education, training and employment worker carefully liaises with Pembrokeshire College and has put a protocol in place between the YOT and the college. The YOT has changed the way that the college regards the young people referred by the YOT. The YOT has made it clear that it will not refer young people who are not ready for the college environment. The two agencies drew up and signed a protocol in August 2005 to reinforce the process.

This good working relationship has meant that young people who had previously achieved very little have successfully completed or are completing courses such as construction, drama and army preparation.

Working in partnership to improve provision for difficult to place young people

Pembrokeshire YOT works closely with the LEA's key stage 4 long-term unit in order to provide purposeful activities for the most difficult to place young people. The YOT provides the workshop and two members of staff to help supervise the sessions. Young people spend three mornings a week on carpentry and metal work projects. This joint working has led to a further project where YOT and the behaviour support service staff develop young people's catering skills. This work reintroduces young people to learning and keeping routines. This means that they are more likely to stay in a placement when they get one.

Working in partnership to divert young people from anti social behaviour and crime

Positive Futures is a UK government initiative to divert young people from anti-social behaviour and crime and to encourage them to engage in employment, education and training through sports-based social inclusion programmes. In Bridgend, the Youth Service, Leisure Services and the Youth Offending Team work in partnership to provide sporting and leisure activities to socially marginalised young people between the ages of 10 and 19, in three local communities. Both the project and the young people's progress is carefully monitored.

In 2005, 10 out of 13 young people were working towards an ASDAN sport and fitness award, two were reintegrated into school and one had moved on to a mechanics course at the XR Training Company.

Working with the voluntary sector to widen opportunities for young people

The Amelia Trust Farm is a voluntary organisation which provides a variety of practical, motivational and educational experiences for disadvantaged young people. Young people under the supervision of several YOTs in the South Wales area, including the Vale of Glamorgan, Cardiff and Bridgend attend the farm. They take part in alternative curriculum activities, pottery, woodwork, practical outdoor skills, challenging outdoor activities and animal care. The young people receive good support from both teaching and support staff. Young people can access a variety of accreditation for their work from different projects available on the site.

A group of young people from years 10 and 11, not attending school in the Vale of Glamorgan, listened well and took part in a GCSE lesson on Romeo and Juliet. Workers monitored the academic progress and the change in motivation and behaviour of the young people.

Several young people, who were under the supervision of the Youth Offending Team, explained how much they valued the support they were given by staff at the farm. The young people could recognise and demonstrate how much they had developed their learning and their attitudes.

However, all the projects at the farm are based on short-term and often insecure funding. Much of the work relies on the commitment and goodwill of both the voluntary and the paid staff.

Appendix 3: Examples of how YOTs link with their LEAs' behaviour support plans

The following table shows the various ways in which YOTs link with their LEA's behaviour support plan.

YOT	Link with the behaviour support plan
Blaenau Gwent	The behaviour support plan identifies how it will improve multi-agency working and the need for the education welfare service and the YOT to liaise with each other.
Caerphilly	The behaviour support plan makes clear how the LEA and the YOT will work together. The YOT makes a contribution to the behaviour support plan and the YOT is included in many of the authority's initiatives to improve behaviour and tackle exclusions and disengagement from education.
Denbighshire	The behaviour support plan states that the YOT is an 'integral part of the authority's pupil support strategy'.
Flintshire	The behaviour support plan identifies the YOT as a partner agency. The work of the YOT is related to targets for the reduction of exclusions and improved communications between pupil referral units and partner agencies.
Pembrokeshire	The behaviour support plan describes the YOT as a 'key partner' in supporting young people involved in crime.
Swansea	The YOT manager is a member of the behaviour support plan implementation group. This group links plans, think strategically and plan operational activity. One of the objectives in the behaviour support plan relates specifically to YOT. It aims to have a positive impact on the

	reduction of youth crime and annoyance in Swansea.
The Vale of Glamorgan	The behaviour support plan details arrangements for officers' close liaison with the YOT EWO.
Ynys Mon	The behaviour support plan states that the LEA's education officer for secondary schools is responsible for links with the YOT.

Appendix 4: How LEAs provide appropriate training for YOT workers

The following table shows how LEAs work well with YOT workers to provide appropriate training in educational matters.

YOT	Training opportunities
Flintshire LEA	YOT staff attend the training provided by Behaviour Support Staff, Educational Psychologists and Curriculum Support
Newport LEA	Is funding the YOT education worker's part-time master's degree in special educational needs due to the high levels of additional educational needs of young people who offend.
Pembrokeshire LEA	Includes YOT workers in its training on child protection and arrangements for looked after children.
Swansea LEA	KS4 centre staff provide support and advice to help the YOT develop education packages for pupils with ISSPs. The centre also offers visits, observation and shadowing for new YOT staff as part of their induction.

Appendix 5: How YOTs work with the secure estate to help young people make a smooth transition into education, training or employment on their release from custody

<p>Caerphilly/Blaenau Gwent</p>	<p>An education welfare officer attends sentence planning and pre-release meetings for all young people of school age. Since this system has been put in place every pre-16 young person has come out to an education placement. The YOT has introduced a pilot project for custodial cases from the Blaenau Gwent area in partnership with the CCET. It also includes the use of ILPs in the new SLA with the LEAs.</p>
<p>Cardiff YOT</p>	<p>The YOT has a dedicated EWO post in the YOT who attends the detention and training order reviews.</p>
<p>Rhondda Cynon Taff YOT</p>	<p>The YOT has a dedicated DTO officer who tracks every young person serving a custodial sentence. This role helps to make effective working relationships with the secure estate. ETE workers attend most DTO planning meetings. This has enabled the pre- 16 education worker to keep LEA placements for young people open or have a smooth exit strategy upon the young person's release. Rhondda Cynon Taff YOT's post-16 workers have successfully engaged with the Connexions Service in a number of secure settings. This has enabled the ETE work file of the young person to be forwarded to the Youth Offending Service before the young person is released. This has avoided duplication of basic skills assessments and work that has already been completed. The workers pass this information to the relevant training provider.</p>