

**February 2016 Multi-Agency Reflection on Youth Custody:
A Summary Report for the Complex Needs Service**

Context:

1. In September 2015 Charlie Taylor was asked to lead a departmental review of the youth justice system for the Ministry of Justice. The review intended to examine evidence on what works to prevent youth crime and rehabilitate young offenders; how this is applied in practice; how the youth justice system can most effectively interact with wider services for children and young people; and whether the current delivery models and governance arrangements remain fit for purpose and achieve value for money.

Full report to be published July 2016, interim report February 2016.

2. The Prisoner's Education Trust (PET) were commissioned to explore 'Challenges and Solutions- Young People and Young Adults Learning in Custody and Through the Gate' through facilitating an academic symposium and research. This will contribute to the Charlie Taylor review.

PET Summary to be accessible to EPT once complete.

3. In September 2015 the Educational Psychology Team re-aligned workloads and service delivery to ensure that statutory and core responsibilities were supported across the city. Involvement around young people within custody was maintained in line with the SEND Code of Practice (2014) including psychological advice for EHC Plans, as requested. Additional support previously offered (see 'Educational Psychologists working with Wetherby YOI, Adel Beck Secure Children's Centre and the Youth Offending Service 2012-2015') was not provided from central capacity. Youth Offending was named as a focus area within which Catherine Beal's role was to begin to support the EPT's work in this area by:

- Developing understanding and information for the team of partners within Complex needs Service and outside agencies.
- Supporting the development of psychology, understandings and implications for EP practice.
- Offering peer support for casework.
- Identifying development areas for the team.

Focus of Summary Report

This report will focus on key findings from Charlie Taylor's interim report and the Prisoner's Education Trust Academic Symposium. To support consideration of the implications of these findings for further EPT roles and involvement, textboxes are used to refer to previous work completed or questions for further consideration.

1. Taylor, C. (February 2016). Review of the Youth Justice System: An Interim Report of Emerging Findings. Ministry of Justice

Statistics indicate that the number of new young offenders entering custody has reduced. Overall rates of reoffending have increased and young people within custody are described as demonstrating "the most complex needs". This includes increased incidents of violence

within custodial establishments. Questions have been raised about whether current support and provision can meet the needs of those young people experiencing it. Training needs for staff are being explored including need for training to consider teaching and learning approaches, teaching reading and enabling aspiration. The government perceives that “education must be at the heart of this approach” and currently recommends thirty hours of education per week within custody.

The Ministry of Justice are working with the Department for Education to support The Campus Educational Trust to set up free schools as a reconstruction of what custody offers. It is proposed that current custodial establishments could be replaced with smaller, secure alternative provision schools within localities. Arrangements for devolving responsibility to localities are being discussed. Within these schools it is proposed that Headteachers will be given further “autonomy and flexibility to commission mental health support, speech therapy, recruit and train their own staff, create cultures that raise attainment and improve behaviour and rehabilitation in a productive and therapeutic environment” (p.6).

Training needs of staff for learning, reading and enabling aspiration:

Should SENIT and EPT describe training offers for these contexts?

Should EPT support for the GOALS framework and enabling processes for complex case consideration be offered to both custodial settings (see previous summary)?

Development of new provision:

Who should be part of the multi-agency team planning, reviewing and supporting staff development for this?

Who should develop and facilitate group and individual supervision with these settings?

Questioning current provision:

Should the EPT consider questions raised about service delivery within Catherine Beal’s Youth Justice and Critical Educational Psychology publications?

2. Prisoners’ Education Trust Academic Symposium: Challenges and Solutions- Young People and Young Adults Learning in Custody and Through the Gate

a) Learning in Custody. Angus Murray- Jones HMI

Achievement rates higher in vocational subjects.

Concerns raised regarding:

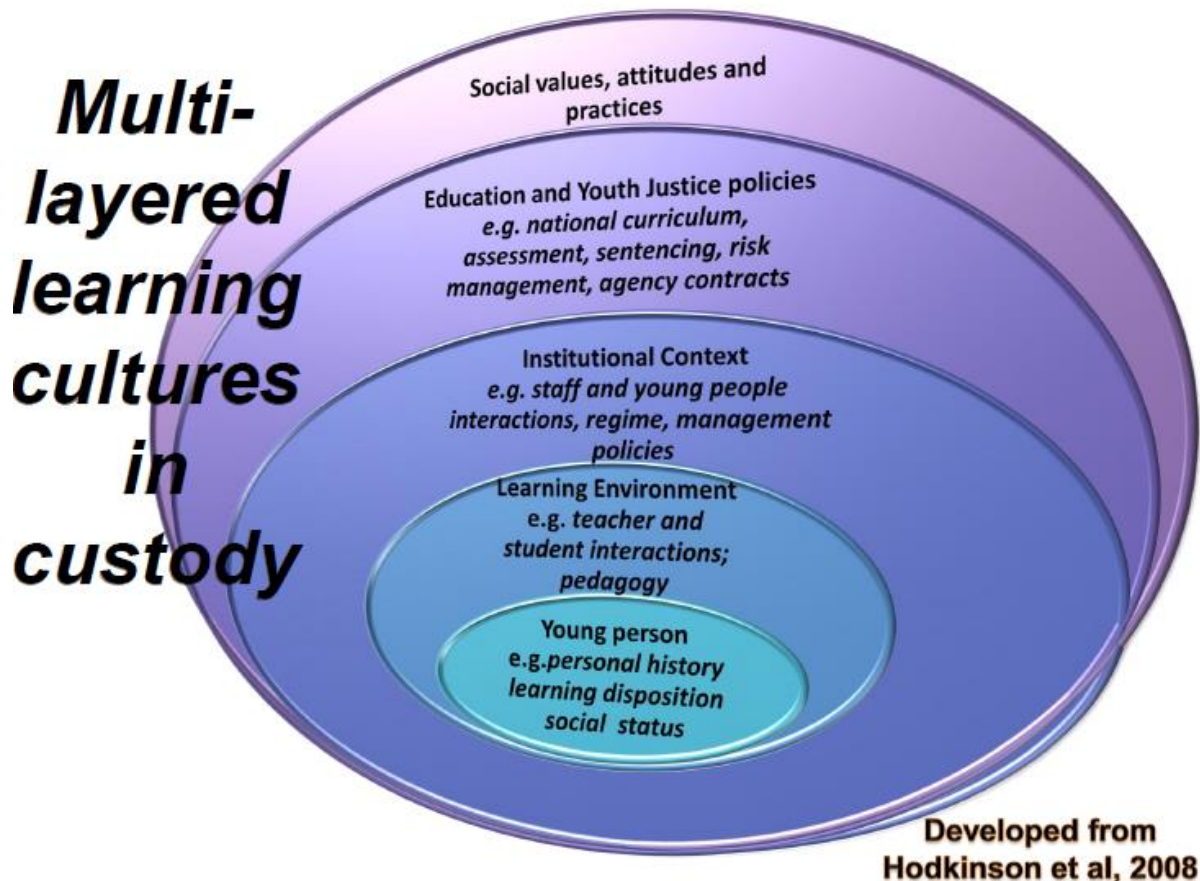
- Need for better behaviour management to enable young people to access education for entitled 30 hours.
- Outreach provision overwhelmed by number of young people needing to be taught separately from peers within this context.
- Expectations for achievement and attainment observed to be low. Achievement rates low in core subjects which do not appear to be embedded across the curriculum.
- Violence and behaviour based barriers to engagement acute for 18-21 year olds.
- Systemic challenges leading to repetition of courses for young people completing long or repeated sentences.
- Need for further Release on Temporary Licence (ROTL) opportunities to access educational provision in the community and support for accommodation.

Should EPT/IST offer support to consider understanding behaviour in context and supporting behaviour change?

Should GOALS training as an approach developed for this type of setting be revisited (see previous summary)?

b) Multi-layered learning cultures in custody. Caroline Lanskey

Question: 'how can a learning culture facilitate learning of value to young people in custody?'
Values based approaches. Ethics of caring.



Should the EPT offer support to consider needs and implications for practice at all levels?

c) Learning from Overseas: Education in Context. Dr Di Hart

Cultures of settings: Impact of peers on learning. Impact of limited trust of adults to manage this.

Examples of alternatives:

Finland constructs offending behaviour as a child protection need. Provision of open children's homes. Focus on care, upbringing and education.

USA wide range of philosophies and practice. Focus on positive youth development.

Spain focus on love and boundaries.

What is our theory of change? Is change active rather than imposed?

We need to reconstruct the role of prison officer to focus on building relationships rather than managing behaviour.

Should the EPT support consideration of the GOALS framework to support application of theories of change into practice?

d) Listening to young people. Roy

Roy's description of himself challenged constructions of young people within custody as a homogenous group needing support for low levels of learning. Highlighted need for individualised approaches.

Should EP facilitated session considering Beal 2014 research and concept of self-efficacy be revisited with staff groups in line with Wetherby YOI feedback?

e) Learning Together Programme. Ruth Armstrong

Programme designed with Educational Psychologist using ideas from Dweck's Growth mindset and applying these to both education and desistance. Symposium questioned why there is not more EP involvement of this kind.

f) Transitions from custody to community: The role of Education Training and Employment: Neal Hazel

Coordination between custody and community is important. Research in 2015 indicates that if education training and employment are not arranged prior to release a young person may be 50% more likely to reoffend. Accommodation is a key barrier. In addition sentence planning is often separated from Detention and Training Order (DTO) planning. DTO planning needs to include school and young person visits.

Models for resettlement highlight that this is a long-term journey like 'desistance'. To desist requires shifts in personal narrative and identity. It is a continuous process that requires agency which is underpinned by structural changes including education, training and employment.

Beal, C. (2014). Insider Accounts of the Move to the Outside: Two Young People Talk about their Transitions from Secure Institutions. Youth Justice.

g) Putting education at the heart of custody. The Views of Children on Education in Young Offenders Institute. Ross Little

Young people who did not understand spoken English were more likely to report feeling unsafe within Young Offenders Institutes (YOIs). A third of young people reported feeling unsafe to HMI 2014-2015. The needs of young people and their destinations varied widely. Often unmet needs. Experience of YOI described as 'arrested development'.

Beal, C. (2014). Insider Accounts of the Move to the Outside: Two Young People Talk about their Transitions from Secure Institutions. Youth Justice.

h) Spark Inside- Professional life coaching 15-25year olds. Baillie Aaron

This life coaching model proposes that by asking young people powerful questions we can support them to find their own answers. To support young people on their journey towards desistance we work to motivate change and create conditions within which they can be successful. The adult role is in connecting young people to visions related to their values in order to enable them to plan towards this. We work to motivate them towards meaningful goals.

Should the EPT support consideration of the GOALS framework to support application of theories of change and motivation into practice?

Conclusion:

Both Charlie Taylor's review and the PET academic symposium highlight heterogenous and possibly complex needs within youth custody. Both highlight the need for professional support to enable appropriate training and provision based on developing understanding of needs in context and connection between the community and custody. It is my opinion that as an EP team we need to consider what our role should be in supporting professional teams directly involved in the education of young people within custody and their transition into education in the community. I wonder whether this could be supported using questions from the PET table top discussions to consider solutions to the challenge of learning in custody and through the gate. These questions are as follows:

1. What is the evidence? Research/ practice based examples?
2. What would be the benefits and to who?
3. What are the disadvantages of the solution?
4. What would need to shift to make it work?
5. How could impact be measured/ evidence?