



Intervention Plan – Guidance



This standardised intervention plan aims to promote consistent practice in translating the problems identified in *Asset* into realistic programmes of work.

The plan follows the principles contained in the training pack *Building on our Assets* (2002) as well as the Board's *Key Elements of Effective Practice – Assessment, Planning Interventions and Supervision* (2002). These also include examples of targets and plans linked to *Asset*.

Intervention Plan 1

This is the initial intervention plan and should be completed with the young person. S/he should be as fully involved in this process as possible to give them a sense of participation in solving 'their' problems. They should also be given a copy of the intervention plan to keep as a point of reference for them and their family or carers.

Personal details

What sentence did you get?

This refers to the order relating to the current intervention plan.

This means that you have to . . .

Very often a young person may not fully comprehend what their sentence actually means for them. Any requirements for the young person can be noted here.

Main objective

We are going to try to stop you offending again by working on . . .

The main objective for all intervention work stems from *Asset* and other paperwork, such as the completed *What do YOU think?* form or planning documentation from the secure estate in the case of a DTO. It should include an overall summary of the work that needs to be done and tie together the individual problem factors relating to the young person – in other words you are trying to capture the 'big picture'.

Asset scores (see p.19) of the *Core Profile* should be used to establish the main objective. A section in the *Core Profile* with a score of 3 or 4 for example will be more closely linked to offending than a section scored as 1 or 2. Although in some cases you may not be able to tackle these higher scoring sections straight away (perhaps because there is other foundational work that needs to be done first) it is important to keep in mind that your overall main objective should be to address the issues most closely linked to the young person's offending behaviour.

Major targets for our three-month plan

There is room for five targets although they do not all have to be filled in. More than five targets at a time may be difficult for the young person to tackle.

What are our targets?

These are individual areas of work and should be Specific, Measurable, Achievable, Realistic and relevant and Time-bound (SMART).

How is this going to be done?

Methods should be linked to the specific targets and can include the name of a programme or highlight one-to-one work, group work etc.

Who is going to do it?

This will always include the young person. It can also include the case worker, a Yot specialist, parent/carer or an outside agency for example.

Future targets

This allows the young person and the practitioner to recognise that certain problems cannot or should not be dealt with at the current time. This may include targets that will build on any initial foundational work or issues identified in the lower rated sections of the *Core Profile*.

Contact details

It will be useful for the young person to have certain information recorded, such as when they first need to be in the Yot, who they are going to see and his/her contact details should the young person or their family need to get in touch.

Important dates

Date of review/plan

The date of the young person's first review will be the three-month point. If the order only lasts three months or less then the first review should be undertaken when the order comes to an end.

Earliest order end

National Standards for Youth Justice (2000) indicate that the earliest discharge date will be the half-way point of the sentence. This date should be written on the plan and an explanation given to the young person as to how this can be achieved.

Signed (Young person)/(Parents/Primary carer)

It is important that the young person signs the plan to show that they have agreed and helped to construct the targets, and that the document can be thought of as a contract. *National Standards for Youth Justice* (2000) require the parents or primary carer to sign the intervention plan where possible.

Intervention Review

Note:

If the intervention is for three months or less then please use the ‘Intervention Final Review’ and *not* the ‘Intervention Review’.

This is the first three-month review and relates to the targets set in ‘Intervention Plan 1’. It is important to involve the young person in the review process and allow them to take responsibility for both successes and set-backs. It is also important to explain to them and their parents/carers that not all set-backs are the fault of the young person.

There is an opportunity to revisit the main objective from ‘Intervention Plan 1’. Each target should then be assessed to establish what has been going well and what has not been going so well. This may be due to the young person themselves but could also include problems such as programmes that did not run or staff shortages. It will be important also to note problems caused by a lack of support/co-operation from the young person’s parents or carers.

Have you offended in the past three months?

This should include all recorded offences. At the discretion of the individual practitioner, it may also include self-reported offences (e.g. where the offence was particularly serious or put the young person in danger).

Do you think you have been motivated by/have you worked hard at the targets and plan we created?

The answer for this should come from the young person after discussions about any successes and failures relating to the targets. Evidence should be provided by the young person for their answer and will allow for the practitioner to assess any changes in the young person’s attitudes.

Have there been any problems in achieving the targets we agreed?

This is another opportunity to highlight problems with programmes. This can not only act as evidence for targets that were not fulfilled but when aggregated could influence programme redevelopment.

How do you think things are going?

Input from the young person is very important at all stages and this is a specific opportunity for them to offer an opinion on how they think things are going or to make a comment on something very specific that has already happened.

Intervention Plan 2

As soon as the review has been completed, a new intervention plan should be formulated with either new targets (based on the ‘Future targets’ section of ‘Intervention Plan 1’ and on your discussions with the young person) or reworking some of the original targets (if they have not been achieved in the preceding three months). The format of the new plan is the same as the original except for the additional question aimed at the young person ‘Anything else you think we should be doing?’. This is an opportunity for the young person to ask for help should they need it.

Date of next review/plan

A new review and plan should be completed every three months. The appropriate number of the review and the plan can be written on the top of the forms (see pages 5 and 6 for forms) so that

reviews and plans are formulated every three months up until the 'Intervention Final Review', regardless of the length of sentence. The format of the plan and the review are the same as those discussed above.

Intervention Final Review

At the very end of an intervention, whether it lasted three months or two years, it is important to reflect on the work that has been done with the young person and to discuss any changes and improvements in his/her behaviour or circumstances. It is also an opportunity to discuss with the young person any concerns about their future, especially if particular problems have not been resolved. Giving the young person or their family/carers details of other relevant agencies or voluntary organisations may be useful in this respect.

Record of achievements

What have been your main achievements from the targets we set?

Specifically this relates to the most recent plan but can also make reference to targets in earlier plans. Positive results from the work that was achieved, however small, should be highlighted here. Comments from others such as family members or teachers could also be included here to emphasise achievements.

How do you think you have responded to the work that we did?

This should largely be the opinion of the young person but if the reasons they offer for their answer do not relate to your experience then you should discuss this divergence with them. Again, positive comments from others could also be brought in here.

Have you noticed any positive developments in your life?

This is an opportunity to refer to the general improvements that may result from the interventions even if they were not specific targets, e.g. anger management classes to deal with violence in school may also lead to a happier home life and better relationships with parents or a reduction in substance misuse may result in them starting to look for employment.

What didn't we do? Why not?

A note can be made of problems that were not dealt with for whatever reason. This could result in offering advice to the young person about where help could be found outside of the Yot or act as a point of reference should the young person return to the Yot in the future.

Final notes

A note could be made of anything else that the practitioner or the young person feels it is important to record.

Tell me what you think . . .

The young person is given the opportunity to express how they feel about the work that was done and their views on its perceived benefits. It is important that the young person is free to be honest here and is encouraged to share his/her thoughts with the practitioner. This section may help the practitioner to monitor the effectiveness of their work.

Signed (Young person)

It is important for the young person to sign the final review and acknowledge that they have finished their order or sentence.



Risk Management Plan – Guidance



The *Risk Management Plan* should be completed for all cases that are identified as representing medium, high, or very high risk of serious harm to others in the ‘Conclusion’ section of the *Risk of Serious Harm* assessment. Even if the harmful behaviour does not appear to be immediately imminent, details need to be recorded for later reference and for the benefit of colleagues who may become involved in the case in the future.

This plan runs alongside the ordinary intervention plan that is developed and shared with a young person. Some of the issues noted here as internal controls might become objectives in the standard intervention plan. However, where external controls are required (e.g. monitoring and surveillance) these would not generally be recorded on the ordinary intervention plan: instead, they should be recorded in this *Risk Management Plan*.

Individual Yots currently have different procedures for registering and managing high risk cases and it is not possible for the *Asset* forms to fully reflect this. The *Risk Management Plan* deals with the core information that should always be gathered, but there may be additional details that some teams wish to record locally.

Managing risk: external and internal controls

Effective risk management strategies require a mixture of external and internal controls.

Examples of external controls include:

- monitoring and surveillance;
- limiting access.

Developing self-risk management is the central aim of internal controls. Examples include:

- avoidance strategies;
- diversion strategies;
- developing cognitive skills;
- enabling young people to discuss their concerns, fears and emotions;
- strengthening protective factors.

Managing risk: protective factors

Protective factors may relate to the young person’s family and social circumstances, for example, if s/he is receiving help and support from other people, or his/her new living arrangements reduce the opportunities for causing harm. Other protective factors may be more internal and personal, for example, if the young person is able to identify reasons not to cause harm.

Managing risk: sharing information

Enquiries into serious incidents have shown that there has often been a failure to share important information with colleagues. If risk assessments are to be useful in practice, therefore, it is essential that information is shared within the Yot and between different agencies. These questions ask you to identify the key issues that colleagues will need to know in order to make informed decisions about how best to reduce the risk to themselves and to others.

Information-sharing should always be done in accordance with national guidelines and local protocols.

Managing risk: planning for future events

The risk classification may change, and so needs to be kept under review. This question acts as an early warning to make it easier to respond quickly and appropriately to any future developments. Remember that the risk level can go down as well as up; this could result, for example, in a reduction in the required level of surveillance and monitoring.

It is important that decisions about risk of serious harm do not become the sole responsibility of individual practitioners. Responsibility should be shared with managers and/or other colleagues so that staff receive appropriate support when dealing with high risk cases. All high and very high risk of harm cases should be countersigned. For other cases, different teams may have local procedures on countersigning.



Vulnerability Management Plan – Guidance



The *Vulnerability Management Plan* should be completed for all cases that are identified as medium, high or very high risk of vulnerability (i.e. where there is a clearly identified risk of a young person experiencing some specific kind of harm) on the basis of the information recorded in the ‘Indicators of Vulnerability’ section of the *Core Profile*. Even if the risk does not appear to be immediately imminent, details need to be recorded for later reference and for the benefit of colleagues who may become involved in the case in the future.

This plan runs alongside the ordinary intervention plan that is developed and shared with a young person. Some of the issues noted here as internal controls might become objectives in the standard intervention plan. However, where external controls are required (e.g. monitoring and surveillance) these would not generally be recorded on the ordinary intervention plan: instead, they should be recorded in this *Vulnerability Management Plan*.

Individual Yots currently have different procedures for registering and managing high risk cases and it is not possible for the *Asset* forms to fully reflect this. The *Vulnerability Management Plan* deals with the core information that should always be gathered, but there may be additional details that some teams wish to record locally.

Many of the young people in contact with the youth justice system are vulnerable in some way, due to factors such as deprivation, problems with education or an apparent lack of life chances. However, within *Asset* vulnerability is defined in terms of more specific and direct risks that a young person may face, for example, abuse, being bullied or threatened, and self-harm. Young people can be vulnerable due to the behaviour of others, their own behaviour, or specific events and circumstances: information about each of these should be recorded in the ‘Indicators of Vulnerability’ section of the *Core Profile*.

Decisions about the level of vulnerability should be based on *Asset* and any other relevant assessments (e.g. mental health). It is important to allow additional specialist assessments to feed back into the *Asset* process, and also to remember that a young person can be vulnerable in a number of different ways. For example, vulnerability does not refer just to mental health problems: there may have been a separate mental health assessment, but a young person could also be defined as vulnerable for other reasons.

The different levels of vulnerability can be defined as follows:

Low vulnerability: no specific behaviours, events or people indicating risk.

Medium vulnerability: some specific vulnerability, which can be addressed as part of normal supervision process.

High vulnerability: clear indications of specific vulnerability that require attention in the near future and may require involvement of other agencies and/or individuals. The case may need additional supervision and monitoring (e.g. local registration, oversight by middle/senior management).

Very high vulnerability: statutory thresholds (child protection) or immediate action required to prevent imminent harm to the young person (e.g. suicide, self-harm). Immediate action is required and is likely to involve intensive multi-agency support and monitoring.

Managing risk of vulnerability: external and internal controls

Effective risk management strategies require a mixture of external and internal controls.

Examples of external controls include:

- monitoring and surveillance;
- limiting access.

Developing self-risk management is the central aim of internal controls. Examples include:

- avoidance strategies;
- diversion strategies;
- developing cognitive skills;
- enabling young people to discuss their concerns, fears and emotions;
- strengthening protective factors.

See the *Managing Risk in the Community* guidance for additional detail on these issues.

Managing risk of vulnerability: protective factors

Protective factors may relate to the young person's family and social circumstances, for example, if s/he is receiving help and support from other people. Other protective factors may be more internal and personal, for example, if the young person has positive goals for the future.

Managing risk of vulnerability: sharing information

Enquiries into serious incidents have shown that there has often been a failure to share important information with colleagues. If risk of vulnerability assessments are to be useful in practice, therefore, it is essential that information is shared within the Yot and between different agencies. These questions ask you to identify the key issues that colleagues will need to know in order to make informed decisions about how best to reduce vulnerability.

Information-sharing should always be done in accordance with national guidelines and local protocols.

Managing risk of vulnerability: planning for future events

The vulnerability classification may change, and so needs to be kept under review. This question acts as an early warning to make it easier to respond quickly and appropriately to any future developments. Remember that the level of vulnerability can go down as well as up; this could result, for example, in a reduction in the required level of surveillance and monitoring.

It is important that decisions about risk of vulnerability do not become the sole responsibility of individual practitioners. Responsibility should be shared with managers and/or other colleagues so that staff receive appropriate support when dealing with high risk cases. All high and very high risk of vulnerability cases should be countersigned. For other cases, different teams may have local procedures on countersigning.

NB A young person may be vulnerable and present a risk of serious harm to others. In such cases, details of additional measures needed to reduce the risk to other people should be recorded on the *Risk Management Plan*.