



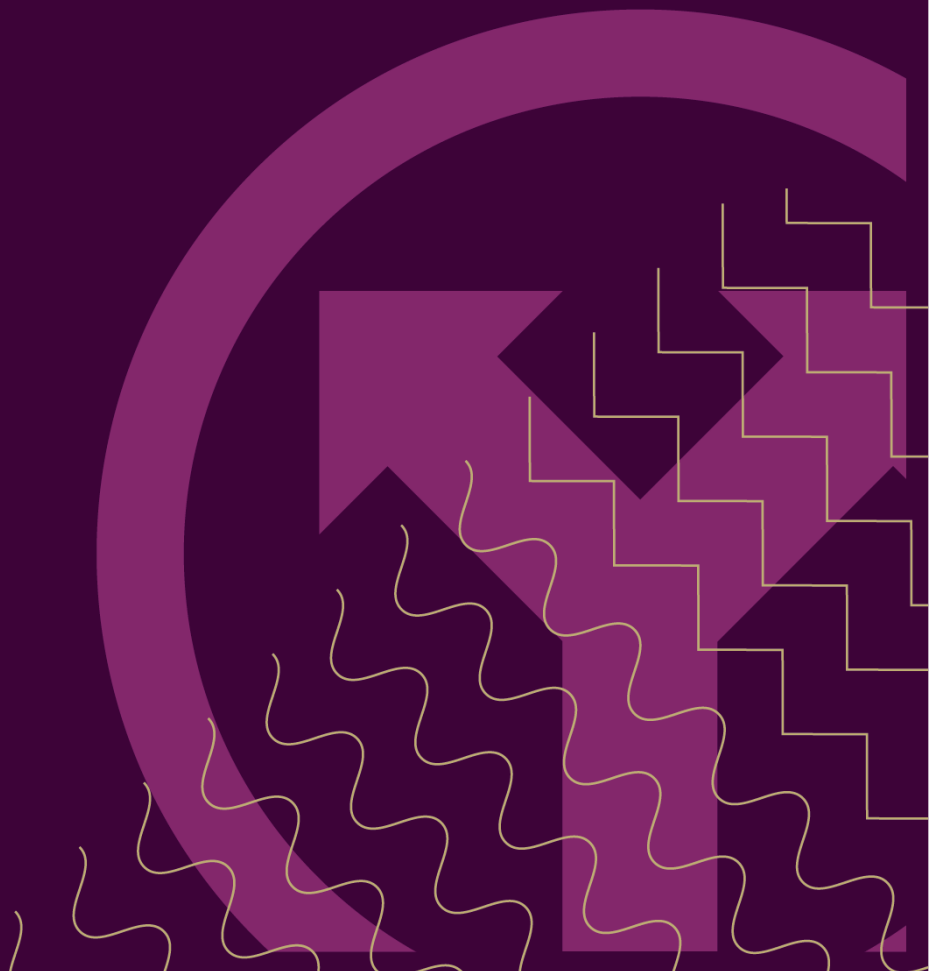
**YOUTH
JUSTICE
SERVICE**

Tower Hamlets and the
City of London

Tower Hamlets and City of London Youth Justice Service

Education, Training and Employment Policy

April 2023



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Introduction

The purpose of this document is to outline the arrangements for education, training and employment for children within Tower Hamlets & City of London Youth Justice Service (TH+C YJS). The policy will outline the arrangements as part of the education partnership within Tower Hamlets, and the roles that staff within the YJS and wider partnership have.

The policy should be used in conjunction with all other relevant policies within the YJS.

Context

Education, training and employment (ETE) is important for all children. It helps in a range of ways, including:

- Job readiness
- Self-Discipline
- Better Career Prospects
- Emotional, mental and physical development
- Development of self-esteem and confidence.
- Improved health
- Socialisation
- Development of goals and aspirations.

It is well documented that children who are supervised by Youth Justice Service (YJS) are more likely to have, or have experienced, problems with school attendance, educational engagement and attainment ([HMIP Joint ETE Thematic, 2022](#)). Problems with schooling can have a lasting negative effect on an individual's further education, training or employment, thus affecting their life chances.

The common characteristics of many of the children supervised by YJS include low levels of numeracy and literacy; speech, language and communication needs; and cognitive disabilities, all of which exacerbate ETE needs. Children in conflict with the law are also more likely to have suffered trauma and adverse childhood experiences that impact on their ability to engage with ETE. Such children are more likely to live in deprived neighbourhoods where crime and disorder are prevalent and good ETE opportunities are fewer.

We apply a Child First and child centred approach; identifying children's needs and aspirations and develop systems to effectively address these.



The role of the Virtual School

The Education Officer also sits in the Virtual School. The role of a Virtual School is to improve educational outcomes of children in our care (CIOC) and care experienced young people. There has been an extension of these duties in 2021 to all children with a social worker (CIN and CP). In Tower Hamlets, the Virtual School is committed to offering this same approach to all children within the Youth Justice Service, as part of the wider Corporate School for Children Vulnerable.

The Virtual School does not exist as a physical building to regularly deliver teaching sessions to children. Instead, children remain the primary responsibility of the school or educational provision at which they are enrolled. The Virtual School's aims are to raise attainment for this cohort of children by monitoring and tracking progress. We use a range of coordinated educational services to help us achieve this:

- Influence policy, develop and improve services for children in our care and care experienced young people;
- Promote individual achievement, health, and well-being;
- Provide advice, support and training to professionals, schools, colleges and institutions;
- Improve access to health assessments, mental health assessments and treatment;
- Provide access to professional advice and guidance on education, training and employment;
- Provide opportunities for out of school learning and leisure;
- Provide Back to School Advice.

By using this well-established model, the Virtual School supports children within the Youth Justice Service and works with ETE partners to ensure that children have access to suitable ETE opportunities and gain positive outcomes, supporting in the wider aim of diverting children from the criminal justice system and sustainable desistance from offending.

Further Information:

- [CoL Virtual School](#)
- [TH Virtual School](#)



Role of YJS Education Officer

Education needs to be consistent and of the highest quality in order to provide good outcomes.

- Education leads to employment.
- Education reduces reoffending.
- Education is a protective factor around any vulnerable child.

The Education Officer offer for children within the YJS, both in the community and custody:

1. Ensure that all children have a comprehensive ETE screening;
2. Monitor key aspects of ETE work for children working with the YJS;
3. Develop ambitious aims for ETE work in the YJS;
4. Establishes a greater range of education and training opportunities for those children beyond compulsory school age (NEET Meets);
5. Monitor and evaluate the levels of educational engagement, attendance and attainment in disproportionately represented groups within the YJS caseload in order to develop improvement.

The Education Officer facilitates effective communication between case managers/ team managers/ case prevention officers and schools and post 16 providers.

The role of the Education Officer within the Youth Justice Service is to act as the educational specialist for the service, providing information, advice, guidance and intervention to professionals and children whose educational needs and circumstances require specialist support in conjunction with the case manager and professional network.

The Education Officer is a co-located role between the Youth Justice Service and Virtual School. As a collocated staff member, there is full access to training and support from both the Youth Justice Service and the Virtual School.

The Education Officer will be the Virtual School teacher for children looked after (CLA) who are known to the Youth Justice Service. There may be some occasions when a child looked after becomes known to the YJS having already been in care and allocated to another VS teacher. In these instances, there will be a review of the best approach to support the child moving forward, and a final allocation decision will be made by the Assistant or Deputy Headteacher of the Virtual School. The Education Officer will still be available to support. The Education Officer should be invited to all relevant meetings for a child within the YJS, including remand reviews and CLA reviews, to attend or give contribution as relevant.

The Education Officer is responsible for the overall educational monitoring and development of the child with oversight of all children known to the Youth Justice Service. This means that they are a strategic contributor for educational needs for all children known to the YJS, providing specialist support and expertise to the YJS, liaising and bridging the gap between the Youth Justice Service and education providers.

The Education Officer should support the Case Manager/Case Prevention Officer to find suitable education provision for the child if they are currently NEET. They will hold a 'NEET Meet' for these children, looking at the aspirations and devising a ETE plan (appendix A). We want the child to be meaningfully involved in the planning of ETE because planning of ETE focuses sufficiently on supporting the child's desistance. It is expected that these plans are



incorporated in the child's main intervention plan, and reviewed at the appropriate stages as part of this. In addition, the education officer and case manager will work together regularly to review progress and changes and adapt the plan as necessary. Oversight of these plans will be held monthly with the Assistant Headteacher of the Virtual School and the Deputy Head of the YJS.

The Education Officer works with the Case Manager/Case Prevention Officer when a child is at risk of losing their place or if their attendance becomes a concern. The Virtual School attendance officer will collect the attendance for all school age children and post 16 children who attend a provision in borough. Case managers and case prevention officers are updated of the weekly attendance of their children – see attendance section for more details.

The Education Officer will work with schools and education providers to gather educational information regarding children known to the YJS. A Youth Justice Education, Training and Employment form (Appendix B) will be sent out to education providers, this information is then assessed by the Education Officer and rated (Red, Amber, Green) based on their educational need. We use the Assess, Plan, Do, Review model to implement plans for the children moving forward.

A child may be assessed as RED or AMBER if they have 1 or more of the following:

- Persistent absence at current provision (less than 90% attendance);
- No school place currently identified (NEET or NOR);
- Serious risk of exclusion;
- Bail conditions preclude attendance at current school or;
- Medical or social issues impacting on placement.

The plans are based on a coordinated leadership, with representation from all relevant parties and a shared ambition around ETE for all children. The Education Officer is available to meet with children to discuss their ETE options, support with applications and signpost support for children.

The Education Officer is part of a skilled practitioner group that can meaningfully support children with ETE.



Remand, Custody and Resettlement

The Local Authority Social Services Act 1970 is amended to bring children who are remanded to local authority accommodation or to Youth Detention Accommodation into the definition of a looked after child for the purposes of the Children Act 1989. The Education Officer will become the Virtual School teacher for the child. They will be responsible for the completion of the ePEP and they will also be the advocate for them and their education. The Education Officer needs to work with either the school (if remanded into local authority) or the youth detention/secure unit, to ensure the providing of suitable education.

In the event of a custodial sentence a child is never removed from the school roll, except in exceptional circumstances where this is agreed by all parties and alternative provision is identified (e.g. managed move, decision by Social Inclusion Panel (SIP) or as a result of permanent exclusion). They are considered on dual role.

The main school has a responsibility to provide the detention or secure unit with educational information (KS2 data, current working grade/predicted grades), any exams they are set to sit and any work which needs to be completed in order for the child to still be eligible to sit any exams.

The school remains responsible for exam entries even where children are in custody during this period. The school should enter the pupils for the exam even though arrangements may be necessary for the young person to sit the exam in the custodial institution.

In the case of a post-16 child, we will work with the provider to ensure that any qualifications can be completed, and there is no disruption to learning where possible.

The education officer should be invited to and attend all resettlement meetings, to contribute and support in the effective planning of ETE in resettlement.



Information gathering procedure

The Education Officer support the information gathering which will contribute to the completion of Short Form Assessments and Pre-Sentencing Report. Our aim is to ensure that there is a sense of the 'child in the room'.

When gathering and recording data, it is important to understand the difference between School age and post 16. School Age is any child between the age of statutory school attendance which is reception to year 11 (4 –16 years old). Post 16 is any child who is 16 after their summer of exams and over. Post 16 provisions include but not limited to Sixth forms (attached to a school or college), College, vocational colleges, apprenticeships, or traineeship. The government has stated that children and young people should be in education until they are 18. Where possible and appropriate, an education provider should be sought after. [Raising Participation Age \(RPA\) statutory guidance.](#)

The YJB definition of full-time school age education is 25 hours a week. Post 16 are considered in full time education if they attend a minimum of 16 hours per week.

- Initial contact should be made once the child has been allocated. The Youth Justice Education, Training and employment form will be sent by either Education Officer or Case managers.
- Initial contact can be done by either phone or email. Person to contact – DSL/ a member of senior leadership responsible for inclusion or behaviour/SENDCo or head of year.
- Information regarding education provider can be found on Mosaic/ Synergy/ Learning Record Service. Case managers/ Case prevention Officers should confirm with the child upon their first meeting of their ETE status.
- Children who are NEET – Contact should be made with their previous and most recent education provider. If the child is post 16, check the Gov Learning Records Service (LRS) for any qualifications they may have.
- Case managers/ Case Prevention Officers should ensure that they update the Education Officer with any information they hold regarding education.
- The Education Officer should make sure that they make contact with any relevant persons at the education provider to monitor the child's education.
- Ensure a robust information-exchange between partners



Attendance

School Age

Attendance in education is seen as a key protective factor for safeguarding and offending, with the [DfE's Working Together to Improve School Attendance](#) (2022) emphasising that improving school attendance is “everybody’s business” – this means all multi-agency professionals working with a child.

The Virtual School monitor the attendance of all school aged children on all open interventions weekly. This is to ensure there is current and accurate information for all children, to provide timely and effective intervention.

Attendance monitoring procedure:

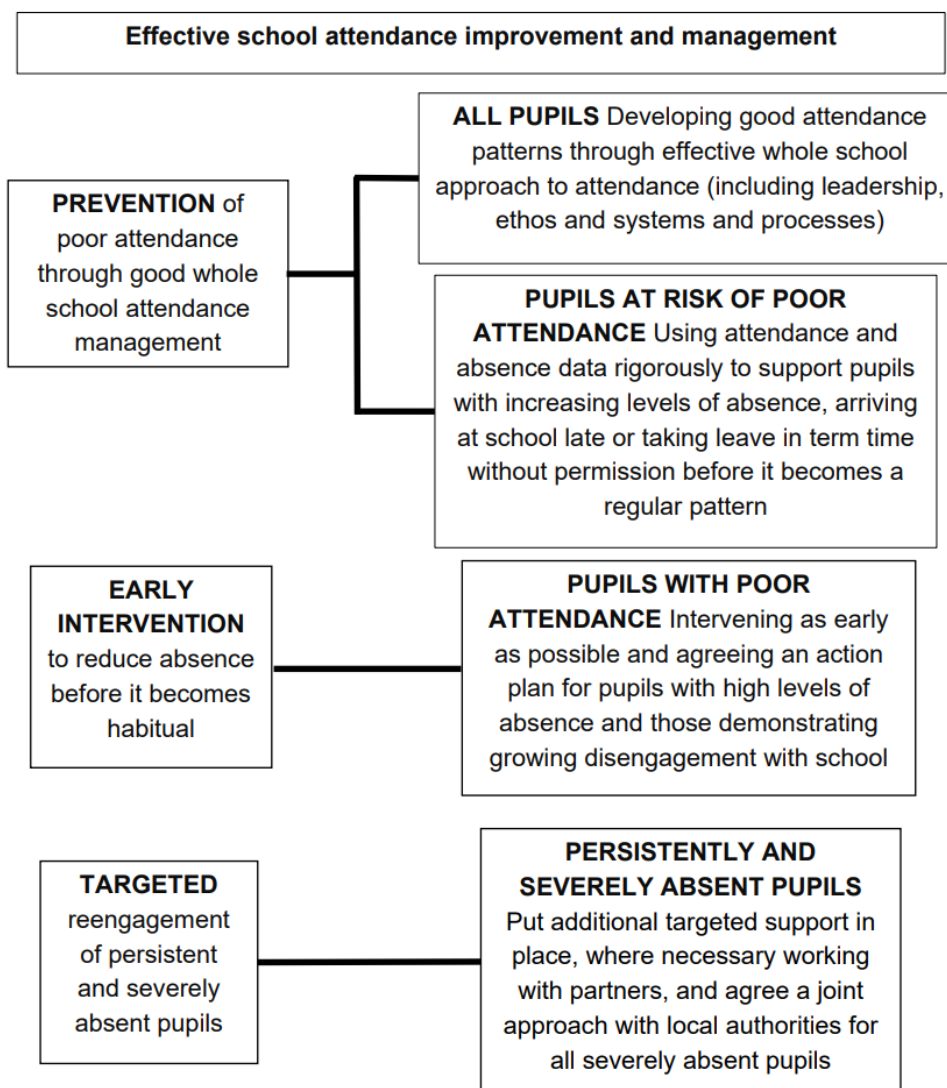
- BASS attendance and welfare advisor collects weekly attendance of all school aged children on an open intervention. This is completed by email communication and the DfE View your Education Data portal. Information collated onto spreadsheet.
- Education Officer updates attendance spreadsheet.
- Information shared with all staff weekly and available on sharepoint.

Key categories of attendance as defined by the DfE are:

- >90% attendance – persistent absence
- >50% attendance – severe absence – educational neglect.

In these instances, it is expected that a targeted approach is in place from the school and all professionals working with the child to support the improvement of school attendance.





Post 16 attendance

Attendance for children attending post 16 provisions within Tower Hamlets, is collected and monitored in the same way as school aged children.

Whilst there are not the same statutory attendance monitoring requirements for post-16 children, it is expected that information is shared promptly to best support the child.

Post-16 attendance is particularly relevant, as low attendance on courses can lead to early withdrawal and/or refusal to progress in the next academic year. It is imperative that case managers and case prevention officers are inquisitive when meeting with children and ensuring that attendance in ETE is maintained. For children attending ETE outside of Tower Hamlets, there should be appropriate contact with the provider to ensure that there is regular attendance,

and a system in place for the case manager/case prevention officer to be notified of any concerns. This should be outlined when gathering initial information gathering, outlined above.



NEET

NEET refers to 'Not in Education, Employment or Training'. Research has shown that children are at a higher risk to offend or reoffend if they are considered NEET. All children who are of statutory school age must be enrolled into a school. If they are not, they are considered Not on Roll (NOR) or a 'Child Missing in education (CME)'.

These children will be presented to the Fair Access Panel (FAP) or Social Inclusion Panel (SIP). The Education Officer sits on FAP and will support any allocations. Any child of post-compulsory school age, who is not in any of the forms of education or training listed above and who is not in employment is considered to be NEET. Consequently, a person identified as NEET will always be either unemployed or economically inactive.

There should be a distinction between this category and a school-aged child not on roll (NOR). In addition, a child of any age who is on roll at an ETE provider, but who is currently attending 0 hours, should not be described as NEET – they are a non-attender. The distinction is to present the different challenges and risk presented by being NEET and being a non-attender. It is noted that data required by the YJB may contradict this distinction, and that for the YJB any child who does not attend an ETE provision in the last week of their order is recorded as NEET.

NEET is monitored by the Education Officer, who works closely with Case Managers and Case Prevention Officers to address the cause and signpost opportunities and options for them.

A child is considered to be in education or training if any of the following apply:

- they are enrolled on an education course and are still attending or waiting for term to (re)start
- they are doing an apprenticeship
- they are on a government supported employment or training programme
- they are working or studying towards a qualification, or
- they have had job-related training or education in the last 4 weeks

All NEET should have a ETE plan. The Education Officer will have a "NEET Meet" (Appendix A) with all case managers/Case prevention Officers and NEET children, to support in determining an appropriate ETE plan moving forwards. This will be used to work with the child and listen to their voice, determine motivation, identify barriers to ETE and determine the most appropriate referrals and support. This will be recorded on childview for each child, and on a spreadsheet of all NEET children on sharepoint. This will also include monitoring of the number of days a child has been NEET for and recording of all actions taking to support the child into ETE. It is expected that these plans are incorporated in the child's main intervention plan, and reviewed at the appropriate stages as part of this. In addition, the education officer and case manager will work together regularly to review progress and changes and adapt the plan as necessary. Oversight of these plans will be held monthly with the Assistant Headteacher of the Virtual School and the Deputy Head of YJS.

Transition Meeting

The Education Officer will meet all children (where possible) who are transitioning from Key Stage 4 to Post 16. These meetings are to discuss the child's plans Post 16 and to provide



support with these. The first meeting will take place June/July of their Year 11 year and the second will be held on or around GCSE results day.

General ETE meetings

The Education Officer will meet with any child known to the YJS regardless of their ETE status. The Education Officer will support with CV writing, college applications, apprenticeship applications, careers advice or general ETE advice. This will be arranged through the Case Manager/Case Prevention Officer.

SEND – Special Educational Needs and Disabilities

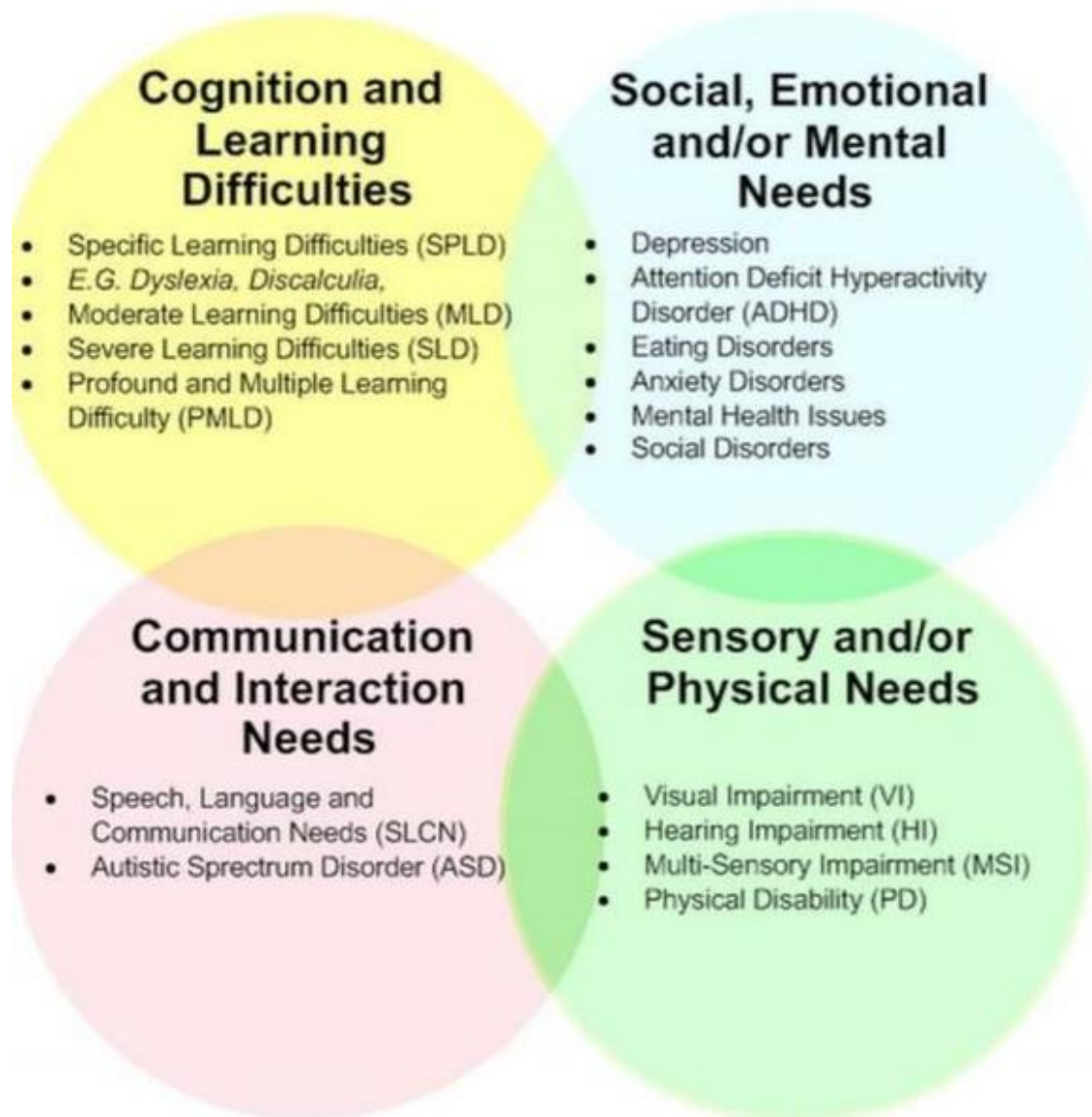
The YJS prioritise the best interests of children and recognises their particular needs, capacities, rights and potential. All work is child-focused, developmentally informed, acknowledges structural barriers and meets responsibilities towards children.

As part of the information gathering for children, SEND status is investigated. This information is updated on ChildView- and on the YJS spreadsheet. A child is considered having SEND if they have been identified by a professional (Educational Psychologist, EHCP, School SENCO, YJS SaLT) and the YJS should receive evidence. Once identified Case Managers and Case Prevention Officers will decide whether they would need to adjust their practice. This may involve greater involvement from the YJS SALT or working closely with the school's SENCO or with Tower Hamlets SEND department.

The Education Officer will Monitor and report on children with SEND. The Education Officer uses the SEND working protocol in practice to ensure young people with SEND needs are supported and their needs are met in line with the SEND Code of Practice (2015).

TH & CoL YJS were recognised with the Association of YOT Managers/Achievemant for All SEND Quality Mark in May 2021 for partnerships securing better outcomes for children and young people with special education needs in the youth justice system. This award requires renewal by May 2024.





SEND Code of practice description of SEND Needs

ChildView recording

The Education Officer will have overall responsibility of the Education/Training/Employment (ETE) tab on Childview.

It is important that the information stored here is accurate to ensure best practice and effective analysis of the cohort. Data from this section will feed into the reporting KPIs to the YJB, Operational board and Executive boards.

The Education Officer will update ETE tab at the beginning of the order. Case Managers and Case prevention officer to update this tab with any changes and this must be communicated with the Education Officer. The Education Officer will monitor the information being inputted by case managers / prevention officers.

What goes on to the ETE tab and who is responsible:

Responsibility	
Attendance	Education Officer
SEND	Education Officer
ETE provision/ hours	Education Officer
Exclusion	Education Officer
Any updates on the above	CM/CPO - The EO would need to be informed of this

The monitoring of the ETE tab is the responsibility of the Education Officer. We rely on accurate data and a vigorous analysis and use of management information and data to inform ETE service delivery.

All interactions with the child or interventions regarding ETE must be recorded on the 'Interventions' tab on child view by the professional who had the interaction. Refer to the practice guide for further information regarding ChildView recording.

All other education information on ChildView or other relevant reports is the responsibility of the CM/CPO. This should be completed and analysed using the information given from education providers and the Education Officer. Any support with interpretation of information or specialist advice should be referred to the Education Officer.



Multi-agency Panels and Meetings

Tower Hamlets Fair Access Protocol Placement Panel – FAP

The Education Officer sits on the Fair Access Panel. This supports in effective information sharing, providing updates on children known to the service. Oversight in the allocation of alternative provision and mainstream schools to children referred to the panel by the managed move/exclusion process.

[Tower Hamlets exclusion from school information](http://www.londoneastap.org.uk/985/managed-moves)

<http://www.londoneastap.org.uk/985/managed-moves>

<http://www.londoneastap.org.uk/983/referral-process-fap-flowchart-1>

<https://www.the-partnership.org.uk/resources/fair-access-protocol>

Tower Hamlets Social Inclusion Panel – SIP

SIP is a multi-agency panel seeking to reduce social exclusion and ensure a coordinated approach to planning across agencies for very vulnerable children and young people who are at risk but do not meet thresholds for statutory intervention.

In all these cases there is an expectation that agencies will already be working actively with the child and family as a Team Around the Child, but that concerns remain. The panel looks at the eEHA, which should clarify why advice is required, what has been tried previously and what extra support is required.

<https://www.localoffertowerhamlets.co.uk/organisations/27507-social-inclusion-panel-sip>

Out Of Court Disposal (O OCD) panel

The Education Officer will provide information regarding the child's education status, attendance, special educational needs. The Education Officer will also provide information/advice/guidance to the panel in relation education matters as well as agreeing areas of responsibility for any identified actions regarding education. The Education Officer will be required to follow the guidance set out in the O OCD policy. In the absence of the Education Officer at the O OCD panel, the Assistant Headteacher of the Virtual School will stand in.

[Out of court Disposals \(towerhamlets.gov.uk\)](http://towerhamlets.gov.uk)

Risk management and resource panel



The Assistant Headteacher of the Virtual School attends the risk management and resource panel routinely as the education representative. ETE updates are required to be given as part of each case record submitted prior to panel by the CM/CPO. Escalation of issues and occurring themes will be taken from this and shared with the wider education partnership, to support in the development of future strategy and development. For full guidance on the risk management and resource panel, refer to the relevant policy document.



Education Services within Tower Hamlets:

There are a range of education services within LBTH who work in partnership with the Virtual School. The following provides a summary of the key services relevant to the YJS, their function, and sources of further information.

BASS – Behaviour and Attendance Support Service

<https://www.localoffertowerhamlets.co.uk/organisations/28372-tower-hamlets-behaviour-attendance-support-service>

“The Behaviour and Attendance Support Services provides a range of support to schools in order to support their capacity to ensure good attendance and positive behaviour for learning for all pupils, including those with SEND.

We aim to promote best practice in order for schools to be able to be fully inclusive.”

The BASS are also responsible for the fair access protocol in Tower Hamlets (see separate section) as well as collating and analysing information on school suspensions. The Education Officer and Virtual School Assistant Headteacher will work with BASS to monitor suspensions for students known to the YJS, and produce annual information for the Executive Board.

THESS – Tower Hamlets Education Safeguarding Service

Tower Hamlets Education Safeguarding Service is part of the Corporate School for Children Vulnerable. The service is responsible for children miss education (CME), elective home education (EHE) and the DSL network for Tower Hamlets Schools.

Any child working within the YJS that is CME or EHE, will be referred to the THESS as soon as identified by the education officer. It is imperative that any case manager/case prevention officer who identifies this, informs the education officer immediately.

For clarity, a child is considered CME if they have no offer of a school place and they are not on roll at a school. This is a separate definition and issue to a child who has a school place but who is not attending. DfE guidance on CME can be found: <https://www.gov.uk/government/publications/children-missing-education>

A child is considered EHE, if the parents of a child have chosen to educate their child at home, separate of any provision provided by the local authority. For example, tuition provided at home by an alternative provision or school at home, is not EHE. DfE guidance on EHE can be found: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791527/Elective_home_education_guidance_for_LAv2.0.pdf



ETE YJB KPIs

Guidance for the YJB KPIs can be viewed at the following: <https://www.gov.uk/guidance/key-performance-indicators-for-youth-justice-services> and in the following document: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1160164/KPI_Recording_Guidance_for_YJSs_v_1.5.pdf

The Education Officer will work with the Senior Data Analyst in the YJB to ensure that all relevant information for ETE KPIs is accurate and provided by the relevant dates. The Education Officer and the Assistant Headteacher of the Virtual School will assess the suitability of ETE provision in accordance with the YJB guidance. Please refer to the guidance linked for full details.



Local ETE Organisations

Organisation	Contact
Apprenticeship - Gov	Find an apprenticeship - GOV.UK (www.gov.uk)
City Gateway	Elicia Morrison < Elicia.Morrison@citygateway.org.uk >
Construction Youth Trust	https://www.constructionyouth.org.uk/
Open door education	Christian Johnson < policy@travellermovement.org.uk >
Prince's Trust	https://www.princes-trust.org.uk/help-for-young-people/referring-young-people
St Giles	Contact Us - St Giles (stgilestrust.org.uk)
Street league	Street League
Young Work Path	Workpath Training < Workpath.training@towerhamlets.gov.uk > Young Work Path < Young.WorkPath@towerhamlets.gov.uk >



Useful links

HMIP ETE Effective Thematic Inspection and Effective Practice Guidance <https://www.justiceinspectorates.gov.uk/hmiprobation/inspections/ete-thematic/>

Previous education policy document for reference - [Education.doc](#)



Appendix A: Record of Meeting - NEET Meet

NEET Meet

Record of meeting

Name of child: _____ DOB: _____

Case manager/Case Prevention Officer: _____ Review date:

Date of Meeting _____


<i>Notes from the meeting</i>	
Last Education provision:	
Length of NEET period:	
SEND	
Qualifications achieved	

Child's Aspirations

Possible barriers


What has already been done?

ETE plan	
Assess	Plan
Review	Do



Unlocking Potential, Transforming Lives

Addition information.



Unlocking Potential, Transforming Lives

Appendix B: Youth Justice Education, Training and Employment Screening form




Youth Justice Education, Training and Employment Screening.

Name: _____

DOB: _____ School year: _____



School: | _____

Information (Please send any supporting documents)		
Date started school, or dates attended if previous		
Previous school		
Attendance %		
Punctuality %		
Current timetable (Please attach)		
Attitude and behaviour to learning		
Exclusions		
Attainment (Please include KS2 data if known)		
Any SEN concerns		
Speech, Language Communication check	Are they known to SALT? Y/N	Have they ever been known to SALT? Y/N
		Always Sometimes Never
	Understanding: Follows lesson work/instructions	[] [] []
	Using language: Able to explain things, uses the right words for things	[] [] []
Social communication: Gets on with others/understanding social 'rules'	[] [] []	
Any safeguarding concerns:		
Any other relevant information or reports		


For official use:



Unlocking Potential, Transforming Lives

Assess	Plan
Review	Do



Unlocking Potential, Transforming Lives