

RESPONSIVE DESIGN AND DELIVERY

- Information leaflets available in different languages. *Newham, Rotherham, Flintshire*
- An anti-discriminatory training pack, containing worksheets to address race, gender and disability issues. *Rotherham*
- Diversity questions had been incorporated into the 'What Do You Think?' questionnaire. *Rotherham*
- Gender appropriate workers were provided for children and young people with damaging past experiences and separate groups for both sexes. *Wrexham*
- A mentoring scheme for black and minority ethnic children and young people was available. *Rotherham*
- Due to the low numbers of children and young people from black and minority ethnic communities, their assessment and plans were reviewed by a manager. *North Somerset*
- The sensitive management of a case, with a recent diagnosis of diabetes, included a decision to delay the completion of reparation hours but with the use of home visits. *Dudley*
- The YOT had stimulated a multi-agency response to the needs of sexually exploited girls and young women who were becoming involved in antisocial behaviour. *Wakefield*
- The health worker had negotiated a trial project with a local supplier to provide fresh fruit on a weekly basis which would be distributed to children and young people. *Calderdale*
- Additional basic skills support was provided for individual children and young people with poor literacy and numeracy skills. The Connexions personal advisor had run two group work programmes on 'motivation' and 'communication' around the theme of life skills/preparing children and young people for work. *Brent*

PREVENTION

- A diversity officer, seconded from the Valley's Race Equality Council, was undertaking work in schools on issues such as racially aggravated crime. *Caerphilly and Blaenau Gwent*
- The YOS worked with a 'Children Causing Concern Group' in order to manage the provision of appropriate services. *Bournemouth and Poole*
- The prevention team engaged with children and young people with special needs and those from the travelling community. *Northumberland*
- The YOT issued computerised leisure services passes. *Newham*
- Preventative and support services were offered to unaccompanied asylum seekers. *Kingston Upon Thames*
- Youth Inclusion Programme staff had become a part of school life visiting lunchtime drop-in clubs and providing additional in-school support for vulnerable children and young people. *Gateshead*

WORK WITH CHILDREN AND YOUNG PEOPLE IN THE COMMUNITY

REDUCING REOFFENDING

- A female reparation worker had been employed to work with girls and young women on the Intensive Supervision & Surveillance Programme and other YOS reparation schemes. *Rotherham*
- The probation area had employed a member of staff, funded by community safety money, to work with the Duke of Edinburgh Scheme and provide age appropriate groups and unpaid work. *Flintshire*
- The YOT had worksheets to address homophobic behaviour; these were age related. *Barnsley*
- Group work provision included groups for Young Black Men and a programme for girls and young women. *Dudley, Haringey, North Somerset*
- A specific programme for vulnerable girls and young women who were either at risk of or had a history of abusive relationships, involvement in prostitution and drug misuse. *Wakefield*
- A group work project for girls and young women used art and dance as a means of raising their self-esteem. *Wakefield*
- Group work with girls and young women had a focus on healthy living, making responsible choices and increasing self-esteem. This work was undertaken by the teenage pregnancy advisor. *Kingston Upon Thames*
- A substance misuse worker was seconded from Ethnic Alcohol Counselling Hounslow to provide individual and group sessions, linking into the Counselling's other volunteers. *Brent*
- The Intensive Supervision & Surveillance Programme had, with Sure Start Plus, jointly developed and delivered a Young Men's Sexual Health Group. *Plymouth*
- A voluntary sector organisation provided drugs workers to each locality team for initial assessments and access to the wider range of skills, which could be matched to the needs of individual children and young people. *Manchester*
- The Intensive Supervision & Surveillance Programme employed a literacy/numeracy tutor for children and young people assessed as needing help in this area. *Newham*

PARENTING

- A programme developed in conjunction with the Race Equality Unit and a charity to meet the needs of the diverse population. *Brent*
- There was a pilot programme (for parents/carers) specific to children and young people presenting with Attention Deficit & Hyperactivity Disorder. *Gateshead*
- The parenting programme could be delivered via a computer-based programme. *Rochdale*
- Recruitment of a parenting worker for parents from black and minority ethnic communities, and those where racism was an issue. *Plymouth*
- The YOT had access to help from the Women's Centre. A psychologist would accompany the parenting worker on home visits. *Calderdale*
- The YOS provided a parenting group which was actively made available to a broad spectrum of parents/carers including those for whom English was not their first language. *Hounslow*

**HMI Probation
YOT INSPECTIONS – GOOD PRACTICE in DIVERSITY**

In relation to: WORK WITH CHILDREN AND YOUNG PEOPLE IN THE COMMUNITY

Example	YOT	Date	Page No
GENERAL			
Some leaflets had been translated into other languages and interpreter services were available.	Rotherham	September 2006	8
The diversity officer, seconded from the Valley's Race Equality Council, was undertaking work in both primary and secondary schools on issues such as racially aggravated crime.	Caerphilly and Blaenau Gwent	2006	25
The YOS had developed a number of different intervention initiatives, particularly with voluntary groups, targeted at the black and minority ethnic community, such as boys2MEN – a project which also provided a mentoring service. It had good access to interpreters and certain leaflets were provided in the major community languages. The various preventative schemes were able to refer children and young people from minority ethnic groups to the same specialist groups as the YOS.	Brent	2006	7
An anti-discriminatory training pack had been produced which contained worksheets to use with children and young people addressing race, gender and disability issues.	Rotherham	September 2006	8
Interventions took account of diversity issues. Leaflets had been produced in a range of languages and use was made of community groups.	Newham	2006	22
The YOS had conducted an audit of enforcement issues and identified differential enforcement rates for young black men compared with other groups. This was being addressed and all breach cases now had to be reviewed by a manager to ensure that disproportionate action was not being taken against children and young people from black or minority ethnic communities.	Barnet	2006	9
Diversity questions had been incorporated into the 'What Do You Think?' questionnaire.	Rotherham	September 2006	8

Gender appropriate workers were provided for children and young people with damaging past experiences, e.g. female workers were provided for vulnerable girls and young women and separate groups for both sexes, when it was considered to be necessary.	Wrexham	2005	29
A mentoring scheme for black and minority ethnic children and young people was available.	Rotherham	September 2006	8
A female reparation worker had been employed to work with girls and young women on Intensive Supervision & Surveillance Programme and other YOS reparation schemes.	Rotherham	September 2006	40
Bilingual complaints and satisfaction leaflets were available.	Flintshire	February 2006	39
To ensure a common approach between the YOT and a parent/carer whose first language was not English, an interpreter was used to translate phone calls and letters to the parents/carers. This helped them to understand and acknowledge the problem behaviour.	Kingston Upon Thames	January 2007	31
Due to the dispersed nature of the area and the difficulties experienced by some children and young people in visiting [the YOT office], extended use was made of home visits. Sessional workers also transported some children and young people to the YOT premises.	North Somerset	2006	27
The probation area had employed a member of staff, funded by community safety money, to work with the Duke of Edinburgh Scheme and provide age appropriate groups and unpaid work for children and young people on community orders.	Flintshire	February 2006	31
Due to the low numbers of children and young people from black and minority ethnic communities, the YOT ensured that they received a package tailor-made to their individual needs. To ensure consistency, the assessment and plans for these children and young people were reviewed by a manager.	North Somerset	2006	28
A first time offender with a six month referral order was diagnosed with diabetes, which flared up soon after the order commenced. The decision was taken that the young person should delay the completion of reparation hours until his diabetes was under control. The YOS worker undertook home visits rather than holding appointments at the YOS. The management of the case demonstrated sensitivity to the health needs of the young person, whilst effectively balancing the requirements of the order.	Dudley	January 2006	31

The YOS inputted into the 'Children Causing Concern Group' which sat weekly, and was considered by the Joint Area Review team to be an effective forum for the systematic, multi-agency tracking and review of provision, progress and outcomes for individual children and young people who were hard to place.	Bournemouth and Poole	September 2005	17
PREVENTION			
The prevention team had engaged with children and young people with special needs and those from the travelling community.	Northumberland	October 2005	24
As part of its prevention activities, the YOT had issued computerised leisure services passes to a number of children and young people in order that they could access the local leisure and sporting facilities. The passes enabled both the YOT and the leisure department, who had targets in relation to improving the take-up of services by hard to reach groups, to monitor the use of these local facilities.	Newham	2006	15
Preventative and support services were offered to unaccompanied asylum seekers.	Kingston Upon Thames	January 2007	8
As part of Respect Birtley Youth Inclusion Programme, strong links had been formed with local schools. For example, we visited one school where programme staff had become a discreet part of school life, an aspect of which was the opportunity to visit lunchtime drop-in clubs to engage with children and young people involved in the programme. Arrangements were also in place to provide additional in-school support for vulnerable children and young people.	Gateshead	2006	27
As part of Futures Plus Youth Inclusion Programme, a number of girls and young women had been engaged in dance projects held at Leam Lane Community Centre.	Gateshead	2006	27
The Peterborough Youth Inclusion Programme, which focused on a predominantly Asian area of town, had staff that came from the local community and were well respected. It provided culturally sensitive activities such as gender specific groups and mentoring, and worked in collaboration with the families of the children and young people involved.	Peterborough	September 2006	23
The YOT had stimulated a multi-agency response to the needs of sexually exploited girls and young women who were becoming involved in antisocial behaviour.	Wakefield	September 2006	30

Diversity needs assessments featured as part of the Youth Inclusion Support Panel assessment process and steps were taken to utilise relevant resources in work with the children and young people, e.g. use of interpreters, referral to the 331 project and use of facilities available during <i>Black History Month</i> .	Barnet	2006	9
An innovative project had promoted the inclusion of socially excluded girls and young women.	Brighton	April 2006	9
A Positive Activities for Young People scheme was managed by the youth service and had mechanisms to ensure that the work was appropriately targeted at those children and young people most at risk of offending. Additionally, there were targets to ensure that the programme was accessed by girls and young women, and children and young people from minority ethnic backgrounds.	Calderdale	July 2005	25
INTERVENTIONS AND GROUP WORK			
The YOS had access to a broad range of internal and external programmes. Internal programmes included <i>Auto Impact</i> , <i>Backfire</i> (run with the South Yorkshire Fire and Rescue Service), <i>Prison Me? No Way</i> (undertaken in conjunction with HMP Moorland), <i>Teentalk</i> and a citizenship programme (an offending behaviour programme which included a module on victim awareness). External programmes included <i>The Bridge</i> (an information service), <i>Move</i> (a 12 week reintegration package for children and young people experiencing education problems, at which the YOS had two reserved places), and a women's support centre. <i>The Junction</i> project was contracted to provide interventions for children and young people who had committed sexual offences.	Doncaster	November 2005	28
A case manager held supervision sessions for two traveller young people, recently bereaved, at their traveller site and liaised well with their guardians.	Hereford and Worcestershire	2005	25
The YOT had worksheets to address homophobic behaviour; these were age related.	Barnsley	June 2006	25
E was a 16 year old young woman on a referral order. She had a lack of positive female role models. The contract included interventions on alcohol use, employment, training and education and offending behaviour. The case supervisor ensured that all of these interventions were delivered by female staff, as an opportunity to provide positive female role models for E.	Wigan	2006	31

Diversity issues featured in many cases and the YOS took steps to provide services that were responsive to the needs of children and young people with particular diversity needs, e.g. provision of the <i>Go Girls</i> programme, which addressed low self-esteem with girls and young women.	Barnet	2006	26
The YOT provided a <i>Go Girls</i> programme to increase self-esteem in girls and young women.	North Yorkshire	September 2006	9
Although the core group work programme for Intensive Supervision & Surveillance Programme had been developed to be suitable for white male or Afro-Caribbean post-15/16 year old young people, the interventions available within ISSP were varied and had included groups to address the diverse needs of the children and young people on the programme. A programme for girls and young women had been delivered, as well as a specific group called the Young Black Men's Group, formed to address an apparent trend in young black men having been excluded from a programme designed for children and young people who had committed robbery. Whilst this group had not been evaluated, the feedback from the participants had been positive and it was planned to be delivered again.	Dudley	January 2006	28
A specific programme was available for vulnerable girls and young women who were either at risk of or had a history of abusive relationships, involvement in prostitution and drug misuse. The programme was aimed at raising self-esteem and self-worth in order to improve their chances of training and employment.	Wakefield	September 2006	33
A group work project for girls and young women used art and dance as a means of raising their self-esteem.	Wakefield	September 2006	25
Group work with girls and young women had a focus on healthy living, making responsible choices and increasing self-esteem. This work was undertaken by the teenage pregnancy advisor.	Kingston Upon Thames	January 2007	27
A range of interventions responsive to the needs of children and young people were delivered within the YOS, including the Young Black Men's Group and Young Women's Group.	Haringey	June 2006	8
A significant proportion of referrals were for boys around the age of transition to secondary school. Referrals for older children focused on girls with problems ranging from high-risk sexual behaviour to girl-on-girl violence. The YOT had responded with specific interventions, including a group for disruptive boys and a girls' group.	North Somerset	2006	25

<p>The YOT was working with a young person of 16 years with special needs who was very withdrawn. He attended the arts project for six months and made significant progress. His work was subsequently commissioned and he was in the process of attending interviews for Art College. He had also continued to attend the arts project on a voluntary basis to help with younger children.</p>	Calderdale	July 2005	25
HEALTH			
<p>When a child or young person was bailed for final warning assessment and there was an indication of substance misuse, the YOT substance misuse worker would complete the Asset and deliver intervention. They had developed a single intervention session which looked at triggers, substance misuse education and the consequences of substance misuse. The intervention had been specifically designed to be suitable for children and young people with literacy problems.</p>	North Somerset	2006	28
<p>The YOS had a contract with Ethnic Alcohol Counselling Hounslow who seconded a substance misuse worker to the YOS. The worker provided both individual and group sessions, linking into the Counselling's other volunteers to work with children and young people. The service had now been expanded to move beyond substance misuse work, and covered broader issues including anger management and victim awareness.</p>	Brent	2006	26
<p>The Intensive Supervision & Surveillance Programme had, with Sure Start Plus, jointly developed and delivered a Young Men's Sexual Health Group.</p>	Plymouth	November 2006	32
<p>The substance misuse specialist had developed a 'Girls Group' – a healthy lifestyle project where girls who had come into the criminal justice system went to a local gym to do self-defence, health and fitness exercises, and thereby developing self-esteem.</p>	Northamptonshire	March 2006	27
<p>Eclipse, a voluntary sector organisation, provided named drugs workers to each locality team for initial assessments. Through them there was access to the wider range of skills within the organisation, which could be matched to the needs of individual children and young people.</p>	Manchester	2006	27
<p>Group work to promote health was available. For girls and young women, the health workers had accessed a local college to provide hand massage, and a cosmetics retailer to provide products for children and young people. These sessions were aimed at raising self-esteem and personal well-being.</p>	Manchester	2006	27

<p>The Lifeline Service for children and young people misusing substances had been commissioned by the Drug and Alcohol Action Team and took all referrals made by the YOT. It provided needle exchange, prescribing, counselling and group work services. It had a GP-based clinic and a community-based de-tox service. Additionally, the health worker had negotiated a trial project with a local supplier to provide fresh fruit on a weekly basis which would be distributed to children and young people.</p>	Calderdale	July 2005	25
EDUCATION			
<p>The ISSP employed a literacy/numeracy tutor for children and young people assessed as needing help in this area.</p>	Newham	2006	28
<p>A young woman, who was nervous about attending the Pupil Referral Unit, was assured of support, with small group work sessions and a non-uniform working environment. Prior to starting at the unit, she was offered practical and emotional support and did some work on the <i>Way Ahead</i> scheme.</p>	Hounslow	April 2006	28
<p>Some additional basic skills support was provided for individual children and young people with poor literacy and numeracy skills. The Connexions personal advisor had run two group work programmes on 'motivation' and 'communication' around the theme of life skills/preparing children and young people for work, both of which we considered to have been highly beneficial.</p>	Brent	2006	29
<p>The YOS had developed a comprehensive assessment process to screen children and young people for dyslexia. Those identified as requiring a full assessment were referred to the education worker, who produced a detailed report making recommendations for further action. The assessments were undertaken using either a paper-based system or through information technology, dependent on individual needs.</p>	Brent	2006	28
<p>The YOS had engaged the additional services of a part-time dyslexia tutor, who attended the YOS office twice a week to deliver direct education provision to children and young people who had needs relating to English for Speakers of Other Languages or dyslexia, to supplement their main provision and identify any areas of need that the school may not have picked up on.</p>	Brent	2006	29

D was a 16 year old asylum seeker who spoke very little English and was reluctant to engage with support services. He did not attend school despite support given to him. The Connexions personal advisor negotiated for him to attend an 'English as a Second Language' course and a motor mechanics course which was provided for young people who were not in education, employment or training.			
A young person received literacy provision at home, as he waited for a school place following permanent exclusion from a school outside the county. He was now working well in mainstream school.	Somerset	2005	22
There was evidence of positive and focused work provided by the Connexions personal advisor in relation to Entry to Education and a number of children and young people had been referred to Basic Skills for Life courses. Education provision for girls and young women with behavioural and emotional needs was being provided through a school in Newcastle upon Tyne.	Gateshead	2006	35
Particular attention had been given to interventions for children and young people with learning difficulties. Methods used to respond to their particular needs included: <ul style="list-style-type: none"> • matching them with case managers whose personal style and approach best suited their learning needs • telephone calls or text messages to remind them about appointments • appointment dates given well in advance with written copies given to parents/carers and, with agreement, schoolteachers • writing everything down rather than expecting the child or young person to remember it • use of drawing boards rather than written materials. 	North Somerset	2006	28
A part-time tutor was in post and this helped to ensure that all children and young people were screened for literacy and numeracy needs. Where provision of services was deemed to be necessary, young learners joined the <i>Way Ahead</i> scheme – an accredited programme in literacy and numeracy.	Hounslow	April 2006	27
Specialist assessments were undertaken on those children and young people with specific educational needs. There was close working between the YOS case managers and the personal advisor, with a good transfer of information at the end of compulsory schooling.	Dudley	January 2006	32

PARENTING			
The YOS had developed a 13 week parenting programme in conjunction with the Race Equality Unit and a charity to meet the needs of their diverse population, and was in the process of setting up a programme specifically for girls and young women from minority ethnic groups.	Brent	2006	8 (more detail on 30)
There was a pilot programme (for parents/carers) specific to children and young people presenting with Attention Deficit & Hyperactivity Disorder.	Gateshead	2006	37
Two referrals were made to Relate for new migrant parents/carers who had limited use of English. A special programme was devised for them which included the use of an interpreter.	Peterborough	September 2006	30
The parenting programme could be delivered on a 1:1 basis via a computer-based programme which included a 'voice out' system, enabling people to work with it even if they had difficulty with reading. (It was recognised that it would not be easy to follow if English were not the first language.)	Rochdale	December 2005	22
In partnership with the Teenage Pregnancy Board, the YOT had set up a promising <i>Ladz to Dadz</i> young fathers' project. The plan was to keep involvement flexible and fun whilst the team built a clearer understanding of the fathers' needs, although means for evaluation had been built into the methodology.	Northamptonshire	March 2006	31
Diversity issues were considered in parenting and early intervention groups with allied work being undertaken by the Children's Fund.	Swindon	November 2006	9
A parenting worker was being recruited to work with parents/carers from black and minority ethnic communities and those where racism was an issue.	Plymouth	November 2006	9
Following the making of a referral order, a parenting assessment was undertaken by the YOT which revealed severe difficulties in the family. The case manager informed social services and, as a result, the child was placed on the Child Protection Register. The case manager continued to work with the child and his family, with contact considerably in excess of the required standard, and introduced other support.	Calderdale	July 2005	25
The YOT had involved 95% of parents/carers in the assessment process where the child or young person was under 16 years. Where there was a parenting intervention, it had taken account of the specific needs of parents/carers in relation to diversity in 88% cases. Home visits took place in 94% of the cases sampled.	Calderdale	July 2005	25

<p>The YOT had access to help from the local Women's Centre. A psychologist was available who would accompany the parenting worker on home visits and, on one occasion, informal help had also been provided with interpreting. A protocol was needed to formalise the arrangements.</p>	Calderdale	July 2005	25
<p>The diversity needs of parents/carers were met in all the cases examined during the inspection. Different services were available in different areas of the borough to meet the differing needs. Interpreters were used and there was a specific Turkish parenting worker at one of the external resources in the borough that was accessed by the YOS.</p>	Haringey	June 2006	31
<p>The YOS provided a parenting group which was actively made available to a broad spectrum of parents/carers including those for whom English was not the first language. The focus was very much on empowering them and pacing the group sessions to maximise their participation. The range of differing first languages within the group made this a complex task and the group leaders used materials, translation services and the skills of group members to promote effective communication in the sessions.</p>	Hounslow	April 2006	30