



YOUNG PEOPLE ON REMAND

PROTOCOL FOR YOUNG PEOPLE
ON REMAND

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INTRODUCTION

The virtual school seeks to support young people who go into care as a result of being remanded in custody or those children who are looked after but receive a custodial sentence. This is because anyone below the age of 18 who is on remand immediately becomes a Looked After Child. As part of our duty of care to all looked after children we seek to ensure that their education continues/or restarts whilst they are in Young Offenders Institutions, to this end we also seek to ensure that a Personal Education Plan (PEP) is completed every academic term, involving both the social worker and the designated teacher at the YOI. This protocol is to exemplify the process around young people in Young Offenders Institutions and prisons to ensure that they have the same access to education at the level they need, with the support they need, regardless of which institution they are in. It also aims to plan for support once the young person is in the community education system.



WHEN THE LAC GOES INTO A YOUNG OFFENDERS INSTITUTION (YOI):

INFORM THE YOUNG OFFENDER INSTITUTION (YOI) ON THE DFE GUIDANCE

- Anyone below the age of 18 who is on remand becomes immediately a looked after child.
- The looked after child should receive at least 25 hours of education every week.
- A personal educational plan (PEP) is submitted every academic term with the support of the virtual school.

THE VIRTUAL SCHOOL COLLEAGUE SHOULD CONSIDER THE FOLLOWING:

- For an initial 20-day PEP it would be useful to use the Exceptional PEP format. However, going forward it would be useful to embed use of the standard format to ensure the involvement of the education specialist from the YOT.
- Clarify EHCP/SEND recorded and alert LBBD EHC Team to provide recorded reviews and how the young person's needs can be managed and met. Ensure that the EHCP is shared with the YOI Team and all teaching staff as per mainstream.
- To maintain consistency nominate one designated teacher or member of the YOI Resettlement Team (DT) to follow up PEPs. In partnership with VS and YOT education specialist.
- Collect details with regards to the subjects/courses offered and how often. Link with the DT from previous school or college with a view to future transition back from YOI on release.
- Keep on roll at previous school for as long as possible-if this is possible. Alert the school to their change of status and ask the DT to provide hard copies if possible for them to work from or lists of titles so that copies can be bought by the Virtual School on their behalf.



- Account for issues affecting attendance. E.g., court hearing, emotional support needs etc.
- Collect young person's views before the meeting (Via form).
- Discussions around Education and Employment goals should happen from the start to try to scaffold support to ensure they can be achieved. Record information on career aspirations or further education upon release.
- Ensure that 25 hours per week of schooling is provided.
- Ensure that Life Skills and preparation for the outside world are also delivered in YOIs, cooking, banking, basic everyday coping strategies.

TO GET A REALISTIC SENSE ACADEMIC ACHIEVEMENT:

- Institutes usually rely on their own assessment. This might not reflect the true academic achievement of the young person given the Change of circumstances and emotional instability of being remanded.
- The young person might have been attending education during remand (or immediately prior to remand). Request academic report from school and invite them to the pep meeting so that they can inform academic progress and achievement. Investigate whether it might be possible for school to continue to support via hard copy resources.
- If the young person was not attending school during the remand process, the last school attended can be contacted to provide academic progress report.
- The Young Offender Institution might contract their provision to outside education establishments which should be invited to attend PEP meetings.
- They should provide detailed report including academic progress attainment, engagement, and attendance.



CHALLENGES/LIMITATIONS

- Institutions provide a variety of functional skills and pastoral care to rehabilitate. The depth of their curriculum on core subjects might not be to the level of their peers in mainstream schooling.
- Post 16 are usually remanded with a patchy academic record and possibly without GCSE grades.
- Institutes have provision to sit their cohorts for GCSE on Maths and English only.
- Restricted online access due to their prison condition limits the availability of resources to hard paper copy and provision by class teacher.
- Upon their release, they cease to become looked after children. The virtual school cannot follow up and support them based on the recorded actions on their PEP document. The preparation for release therefore needs to be thorough and secured as far as possible.

ONGOING WHILST IN CUSTODY

- Termly PEP meetings following the usual protocols as far as is possible and relevant for the circumstances. YOI DT and SW presence required, views of the young person to be collected in advance if their presence is not possible.
- View PEP recommendations held elsewhere.

PLANNING FOR RELEASE

Immediately prior to release participate in the LBBd Resettlement Panel with a view to preparing the education/training pathway for the young person. As part of that meeting hand over educational pathway to the YOT education officer. It is common practice within LBBd for young people to be taken through the fair access panel and reallocated a suitable education placement.

