

Welcome

HMIP Inspection Framework Webinar

22 September 2025



Agenda

Time	Item	Speaker
10.00	Welcome	Karla Goodman
10.05 – 10.15	HMIP new framework in context	Bev Hendricks/ Tim Aldridge
10.15 – 10.55	Learning from local experiences LB Camden LB Merton	Tim Aldridge, Tim Cosh and Charlotte Matthews David Michael
10.15 – 10.35		
10.35 – 10.55		
10.55 – 11.15	Key insights and practice examples of child first seen in the Youth Justice System	Michael O'Connor
11.15 – 11.30	Thoughts, reflections and questions	Karla Goodman
11.30	Session close	

Learning from HMIP Inspection of Youth Justice Work with Children and Victims

22 September 2025

Session Aims



Share key insights from experience of the new framework



Explore approaches and areas to be aware of in preparation for HMIP inspections



Highlight examples of good practice



Support collaboration and peer learning



Framework Insights and Experience

Domain one: organisational delivery

Across all areas of YJS work, including out-of-court disposals, court disposals, appropriate adult work, bail and remand, and resettlement.

Reviews three standards:

1) Governance and leadership, 2) Staffing and 3) Partnerships and services

Explores the extent to which these standards drive a high quality, personalised and responsive service to achieve: *positive change and safety for children and communities*

Domain two: work with children

Across all areas of the YJS, including out-of-court disposals, court disposals, bail, and remand and resettlement.

Reviews 3 standards:

- 1) Assessing which is well informed and personalised
- 2) Planning which is well informed, holistic and personalised
- 3) Delivering services which are high-quality, well-focused, personalised, and coordinated

Explores the extent to which these standards:

- *Achieve positive change for children and*
- *Keep children and communities safe*

Victims standard

This standalone standard assess the extent to which work with victims is high-quality, individualised, and responsive - *driving positive outcomes and safety for victims*.

It also assesses the extent to which organisational arrangements and activity drive the quality of work with victims.

- ❖ Key point of contact needs strong operational awareness e.g. HOS or SM
- ❖ Keep in touch with inspectors - they will flex with requests e.g. multiple presenters for introduction, interviewed victim worker week before
- ❖ Have the right people in the room for 'touchpoint' meetings and take notes
- ❖ Short inspection – inspectors seek understanding of organisational arrangements/awareness via interviews and focus groups
- ❖ Victim work has a strong strategic focus alongside the casework element
- ❖ Considerable pressure on victim worker/manager - preparation and resilience is key
- ❖ Showcase slot- prepare well, consider who to have (board members/children), ensure engaging, reinforces progress/achievements and tells the local story
- ❖ Strong QA processes and follow through is key
- ❖ Be cautious with early feedback – final judgment is based on quantitative processes offsite
- ❖ Small number of staff shouldering the burden of significant scrutiny – staff support and care, feed them!

Assessing

- **Evidence of practice approaches:** 4Ps, Good Lives, Child First, Trauma Informed
- **Collaboration with children and families:** understanding needs and aspirations
- **Partnership working and use of partnership information**
- **Identification and analysis of risks and protective factors:** underlying influences and behavioural presentation
- **Diversity practice:** understanding individual needs and protected characteristics
- **Evidence of victim consideration:** wishes and needs
- **Management oversight and QA processes**

Planning

- **Collaboration with children and families:** child friendly plans
- **Partnership working:** joint safety planning, seconded staff, roles and responsibilities
- **Specialist workers and tools**
- **Intervention planning:** responding to needs and aspirations, balancing internal controls and external activities, responsive to change
- **Diversity practice:** interventions sensitive to individual needs and circumstances
- **Exit planning and transitions:** voluntary support, probation
- **Victim consideration:** wishes and needs and safety
- **Management oversight:** multiagency

Delivery

- **Relationship building:** contact levels, trusted relationships, overcoming barriers
- **Diversity practice:** observances and settings
- **Partnership working:** specialists, joint supervision, community approach
- **Information and intelligence sharing:** progress tracking and response
- **Exit planning:** reviews, transitions
- **Victim work:** victim safety, direct work
- **Management oversight:** case discussion, supervision
- **Offer and interventions:** ETE, reparations

Strategic Approach

- Board membership and line of sight
 - Strategy / commitment
 - Partnership working
- Victim voice and influence
 - Support offer
 - Victim data insight

Operational Approach

- Recording
 - Policy / protocol
 - Quality assurance
 - Training
 - Interventions
- Supervision / management oversight



Approaches to Preparation

Preparation Priorities

Quality Assurance

Data and Casefile
Cleansing

Staff Support

Evidence in Advance

Partnership
Management

Logistics

Site Visit & Showcase

Participation

Board Presentation

Timetable for Inspection Preparation

Week 1 Priorities

- File audits & updates
 - case notes
 - management oversight
 - plan and interventions

Week 2 Priorities

- Getting closer to strategy, Board and partnerships

Week 3 Priorities

- Focus on short list, multi agency plans and final prep

Preparation Reflections

- ❖ Narrative document – word count is challenging and must be able to evidence narrative in fieldwork
- ❖ Multiagency case discussions – have a dry run and ensure staff are prepared. Preparatory document is lengthy (circa 20 pages)
- ❖ Clear sign off processes for evidence in advance submission
- ❖ Victim worker focus group had a strategic element, make sure front-line staff are briefed on the Board and its work
- ❖ May look at last 12 months of cases – auditing plans in place
- ❖ Start approaching children and parents from day 1 – to maximise participation and give time for sufficient co-ordination
- ❖ Prepare for the final ‘HOS Meeting’ – consider KLOEs
- ❖ Set up debriefing process in advance – MS Forms works well for ‘live’ feedback
- ❖ Connect with other YJS who have undergone inspection
- ❖ Ensure workers are regularly updated with what the board receive- data headlines, progress against priorities, policies etc



Good Practice

Good Practice Examples

- ❑ Organisation prioritises YJS children, they are held in multiple spaces - Youth Mission
- ❑ Paid work experience placements
- ❑ Deferred exclusion programme
- ❑ SOCIALL GRACCESSS engagement tool and diversity practice
- ❑ Investment in staff wellbeing/development
- ❑ Evident relational culture & practice that genuinely cares
- ❑ Strong participation with children
- ❑ Investment in prevention and transitions

Questions?

Useful links

[Framework presentation and FAQs](#)

[Inspection documentation](#)

[Peer Power - participation film](#)

[Quality Assurance Framework and Audit Tool – Camden YJS](#)

[Victim Assessment Form – Camden YJS](#)

[Exclusion Prevention Programme Guide – Camden YJS](#)

[Camden HMIP Experience Podcast](#)

[Child First Consultancy](#)

**We TRUST
each other**



**We lead with
INTEGRITY**



**We value
INCLUSION**



We COLLABORATE



**We CREATE
new things**



**We are
PROUD**



Our values



Merton's Experience

Similar to Camden's and the reports of others

- ✓ Process was positive
- ✓ Feedback was positive
- ✓ Participation by children , parents, carers, practitioners , and partners positive
- ✓ Good team with a vast array of experience - but also working to a new framework

Areas to learn from

- Positive feedback may not translate to being a positive outcome in terms of the grading
- Aspects of the inspection activity do not contribute towards the grading. Focus on the domain requirements

Merton's scores

- Assessment

- Achieving positive change for the child - 87% - Outstanding
- Keeping the child & community safe. - 60% - Requires Improvement

- Planning

- Achieving positive change for the child- 87% - Outstanding
- Keeping the child & community safe. - 60% - requires improvement

- Delivery

- Achieving positive change for the child - 87% - Outstanding
- Keeping the child & community safe - 53% - Requires

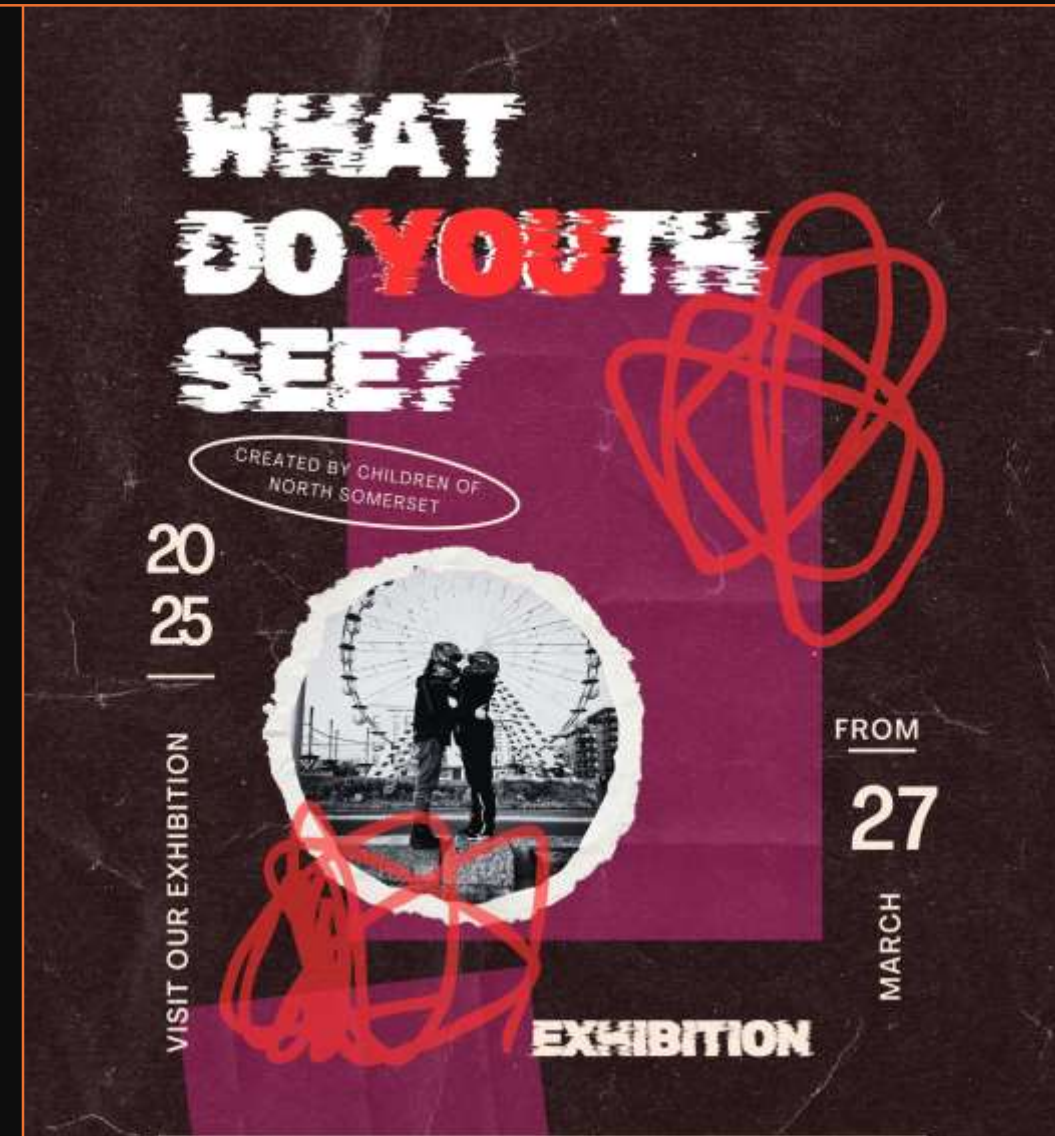
Tips

1. Children and young people open to YJS – have poly footprints across many systems

- Prep practitioners to ensure records are consolidated
- Activate the question regarding any other information that the Inspectors would like to see
- Ensure the HoS is supported in the KIT

Child First in Practice- Implications for Inspection

Michael O'Connor-Director of Child First
Consultancy

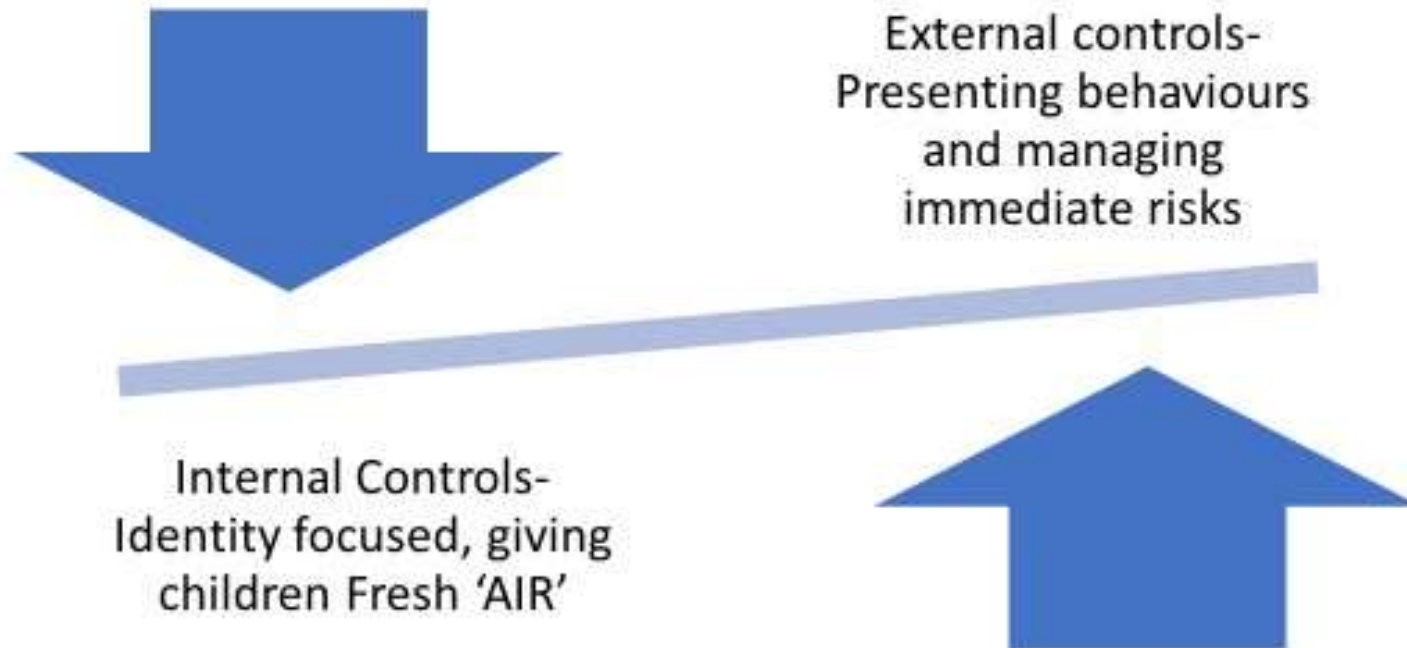


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If MOST children 'grow out' of offending, what is our [YJS] role with children?

As Children	• 'The Good Parent'-Love and safety-Identity development AND external controls • Developmental perspective-risk taking and sensation seeking- supporting the conditions to grow up safely • Aspirational for identity development-unconditional love and aspiration
Build Pro-Social Identity	• 'Non-expert position'-facilitator of change and opportunities • Pay attention to what we want more of • Repair attachment through relationships • Interactions and Roles for identity development • Legitimate use of power-interactions of worth, praise for 'being'
Collaborate with Children	• Collaboration IS THE INTERVENTION • Create the positive elements/conditions of gang • Build opportunities for 'skin in the game'
Divert from Stigma	• Separate the behaviour and the person • Guilt, not shame • The good parent-unconditional love

Child First and Risk Management



Case Formulation- ‘What happened to me, rather than what is wrong with me’

★	Predisposing Pre-existing factors that may have contributed? Includes environmental, family history, developmental history etc. Attachment theory, trauma theory	
	Precipitating What factors have contributed to the onset of the current problems? Why now? Including stressful life events, such as: Loss, exams, sexuality, access to new information, mental, physical illness in the family, new peer group, change in circumstances, trauma and abuse	
✕	Presenting Details about the current problem/offence/behaviour. When did it start? Symptoms/impact? When did it start? Frequency? Links to other behaviours/Co-morbidities	
	Perpetuating What is keeping the problem/behaviours going? Any beliefs, interactions or actions contributing to the maintenance of the behaviours/problems?	
★	Protective What strengths and resources are readily available? What factors reduce the risk/ severity of the behaviours? What needs to be put in place to limit, mitigate or reduce risk? What behaviours, beliefs, values, relationships need to be developed further?	

The 'both/and' of Child first

The child's plan

Building pro-social identity and collaborating with children-
Internal controls repairing the harm from
predisposing/perpetuating factors and building on protective factors

The professional plan

Seeing children 'As Children'-
External Controls focusing on the
Presenting factors and current
safety concerns

What do HMIP say about our long-term role with kids?

Assessing-Does assessing analyse capacity for change, participation and community integration?

Planning-Does planning create opportunities for change, participation and community integration?

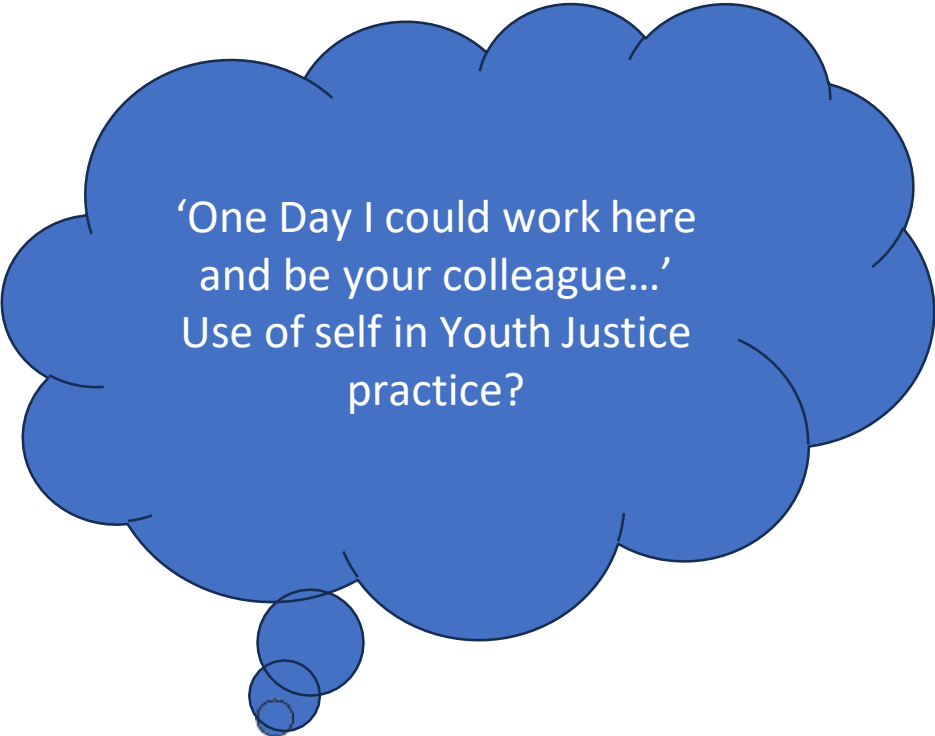
Planning-Is there sufficient planning of delivery with other services, including for exit planning and referral to mainstream services?

Delivery-Does delivery achieve opportunities for change, participation and community integration, including access to services post-supervision?



What do kids say...

- [Resources - Constructive Resettlement \(constructive-resettlement.co.uk\)](http://constructive-resettlement.co.uk)

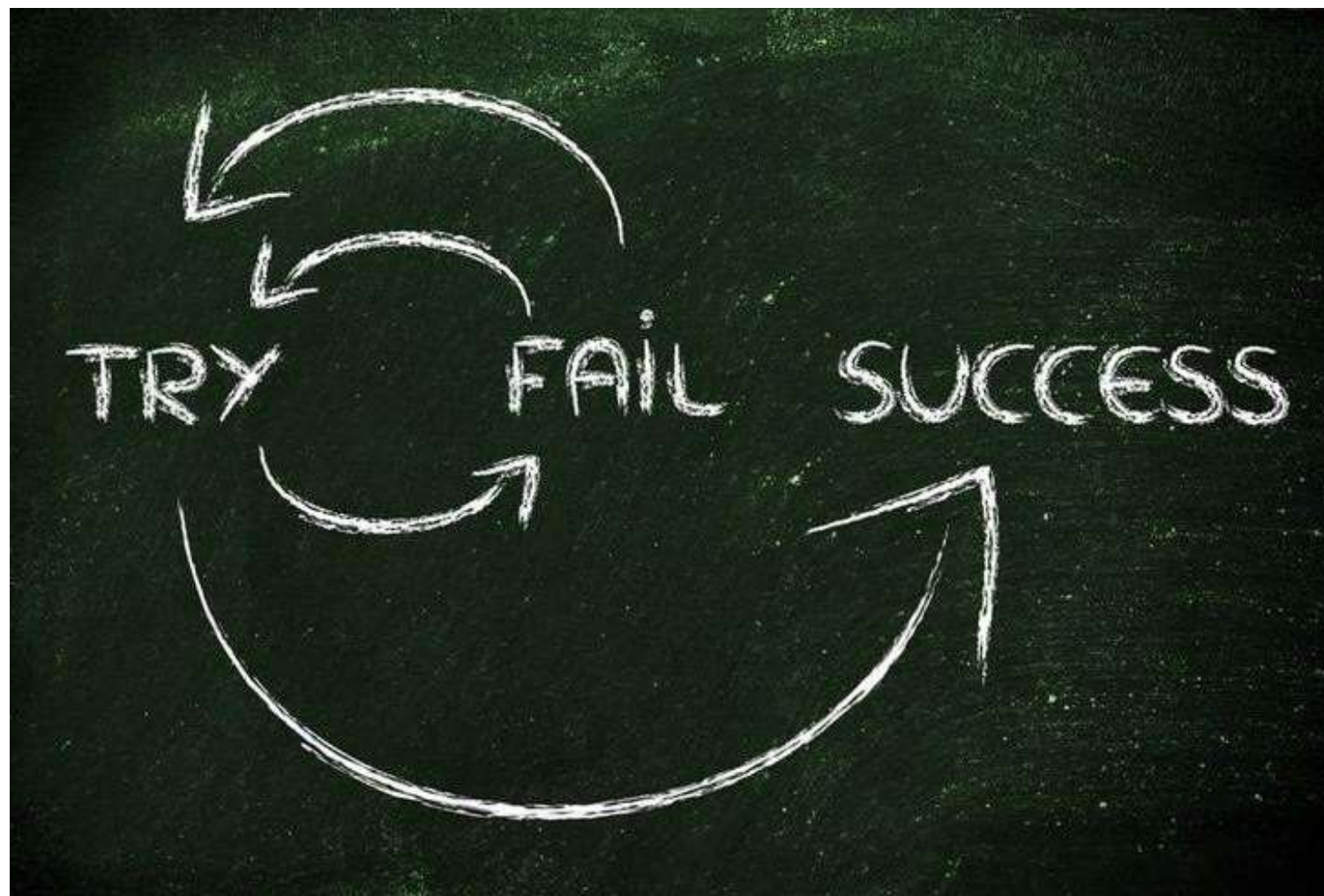


'One Day I could work here
and be your colleague...'
Use of self in Youth Justice
practice?



'You made me feel pride, I
didn't even know what the
feeling of pride was!'
Creating the conditions for
identity development?





What would
a good
parent do?
'Fail 1000
times to
achieve once
for their
child'



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What would a good parent do? Can we 'nudge' the CJ system towards being the 'good corporate parent' to children in YJS?



Identity Development for Desistance-Giving children Fresh 'A.I.R.' in all intervention plans (internal controls)



ACTIVITIES

+



INTERACTIONS

+



ROLES

(Hazel and
NACRO)



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Ways to support identity shift

—

Partner with big business and
connect children to their
community

Children held by their
community (Gang)



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Ways to support identity shift- Create the conditions of 'gang'

Turn up, try your best and we will keep you safe; provide opportunities; provide connection; opportunity for identity development and a sense of belonging



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#prisonservice #prisonservicejournal #psj
#youthjustice #europeanyouthjustice #europe
#youthcourts #openaccess

J PRISON SERVICE
JOURNAL
May 2025 No 278



Ways to support identity shift-
Relentless in the pursuit of interactions that support identity development

Ask everyone and anyone to help create the conditions of Child First for our Children-Suffolk YJS (Olly and Shorolla), North Somerset and Jamie Bennett

Next Year, our kids are having a wall...



Ways to support identity shift-
Face communities and ensure our children are a stakeholders

Set highly aspirational goals for our children



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Ways to support identity shift-

Innovate and involve the business community

Ask for help, seek to change the perception of our children

Strategic response to victims...



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Is your Board
focused on its
role to drive
Child First across
the partnership?

Social Value in
large
construction and
infrastructure
contracts



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Ways to support identity shift-
Legitimate use of power as a framework for interactions

- Pay attention to what we want more of
- Notice children
- Praise parents
- Recognise any success
- Use your professional power for good- one additional interaction for identity development a day
- Ask partners to do the same- How would a call from the police to recognise the brilliance of a child feel? What could it do re narratives and relationships?



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Final Thought...



Fail 1000
times, be the
'good parent'
and find your
'Goosebumps
moment'



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Thank you,

For further discussions regarding consultancy services;

-Audit

-Training

-Child First Practice Integration

-Inspection readiness, recovery and continuous improvement

-Partnership development

Please contact me at:

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