
Overview

This standard is about managing the effective transition of children and young people from the justice system. This includes all types of transitions including custodial transitions where the young person reaches the age requiring them to transfer to the adult system, and also from the youth system to resettlement in the community and monitoring any license requirements.

Transitions can also include the resettlement of young people who have been on remand, but who do not receive a custodial sentence. It may also include the identification of young people with a high risk of reoffending as an adult with the aim of engaging them in transitions work.

Performance criteria

You must be able to:

1. obtain relevant information regarding children and young people including their circumstances and needs
2. consider the needs of the child or young person in terms of their:
 - education and employment
 - accommodation
 - personal development
 - financial requirements
 - health and wellbeing
 - social reintegration
3. identify any information that is missing, and take the necessary actions to obtain this
4. establish your role in monitoring compliance, confirming this with your manager, colleagues and the child or young person you will be monitoring
5. identify the range of services or activities which children and young people have access to and consider the continuity of these services following the transition
6. agree actions to minimise or reduce any risks identified
7. identify transfer options in partnership with relevant others and in line with agreed protocols
8. discuss and agree action to address risks with children and young people and those responsible for their supervision following transition
9. prepare a transition plan that addresses the needs of the child or young person
10. agree with the transition plan with the child or young person and relevant others, including any agencies who will provide services
11. agree with the child or young person and relevant others how the transition plan will be reviewed and evaluate
12. introduce the child or young person at the start of the transition to those who will be responsible for their post-transition supervision
13. agree lines of communication between relevant others
14. confirm with the child or young person that they understand their requirements, and the consequences of breaching them
15. communicate in ways suitable to the individual's needs, preferences and abilities
16. agree with individuals and relevant others realistic aims and objectives for activities addressing identified needs

17. confirm that proposed activities will not compromise security
18. obtain the informed consent of individuals for the planned programmes
19. monitor compliance in line with agreed terms and report your findings and any recommendations to the relevant person
20. report to relevant others where no appropriate activities are available to meet the' needs of the child or young person
21. take action where an abuse of activities or unacceptable behaviour is identified in line with organisational procedures
22. take action to provide suitable alternative activities, where the aims, objectives and outcomes of an activity are not being fulfilled
23. monitor the progress of the child or young person through transition programmes
24. provide relevant others with required details about the child or young person and confirm the content and progression of the transition plan with them
25. agree with relevant others the date when responsibility will be transferred
26. challenge any attitudes and behaviours which are aggressive, abusive or discriminatory whilst considering your personal safety
27. obtain and verify information when there is apparent non-compliance and pass this on to relevant others within the required timescales
28. establish reasons for non-compliance with individuals and with relevant others who are working with individuals
29. maintain up to date and accurate records in line with legal and organisational policies and procedures

Knowledge and understanding

You need to know and understand:

1. relevant legislation and, organisational policies and procedures that apply to your own organisation for the work being undertaken
2. the importance of an effective transition plan for the welfare of the child or young person and avoidance of risk to the public, including the need for effective supervision
3. statutory powers for breaches of licence and different methods and approaches that can be used to address non-compliance
4. the importance of adhering to professional codes or standards of practice
5. the range of services available to children and young people, before and after the transition across the different resettlement pathways
6. the value of partnership work through the transition period and the need to promote understanding between the various services
7. the transition from childhood to adulthood is not age-specific, and the implications of this for transitions from the justice system
8. how to support relevant others who need, or are entitled to, information about transitions
9. the plan and desired impact for the transition of children and young people
10. the range of activities available to help children and young people prepare for resettlement or reintegration both inside and outside of the custodial environment
11. the range of needs children and young people have to prepare them for transition from the justice system and how to identify these needs
12. the implications for security of activities, and how to confirm security is maintained
13. how to prepare a risk assessment for transition related activities
14. action to take in the event of abuse of activities or unacceptable behaviour
15. your level of responsibility and authority, and who to refer to when these levels are exceeded
16. factors included within a licence and situations in which a licence may be varied
17. the purpose of clarifying and checking understanding about the requirements of the licence with individuals, including their responsibilities and the likely consequences of any failure to comply
18. the principles of effective equality, diversity and anti-discriminatory practice and how to promote through your work with children and young people
19. how to communicate with children and young people and how to adapt

accordingly

20. communication lines between children and young people and relevant others
21. where to seek advice on up-to-date practice relating to neurodivergence
22. how to apply trauma informed and strengths-based practice in your area of work
23. the impact of trauma on children and young people and how to ensure your practice takes this into consideration
24. how to identify and respond to safeguarding concerns
25. the principles of restorative justice
26. types of additional support children and young people might require
27. child development including physical, cognitive, emotional, social, and communication skills
28. organisational policies and procedures for record keeping and sharing information

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Support children and young people to transition from the justice system



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