
Overview

This standard is about communicating and engaging with children, young people and their families or carers to collaborate with them to inform design of service delivery.

It includes listening to questions, understanding and responding to what they say, and involving them in the design and delivery of services that affect them. This includes helping them to understand actions being taken and reasons for this.

Performance criteria

You must be able to:

1. collate information relating to the child or young person's personal circumstances and related health and wellbeing needs including any assessments
2. establish the child or young person's abilities and any associated development plans in line with organisational policies and procedures
3. liaise with relevant others to determine indicators and measures against which the impact of plans and activities can be assessed
4. agree objectives in line with your organisation's strategy
5. explain to children and young people your role and organisation, and the services and support available to them
6. establish the duration, sequence and format of resources required for plans
7. identify everyone involved in delivering plans and confirm that they understand the roles and responsibilities of all involved
8. check that actions and timescales are understood and agreed by everyone with responsibility for the delivery of the plans
9. confirm that plans have been designed and developed in accordance with the principles of effective programmes
10. provide relevant information to the child or young person who is taking part in the plan including:
 - the reason for the plan
 - the aims
 - agreed timescales
 - the timing and location of relevant sessions
11. confirm that the child or young person understand their responsibilities as participants
12. communicate appropriately and at a suitable pace with the child or young person, and check for understanding
13. refer any questions outside of your area of responsibility to the appropriate person, including where you have concerns
14. agree the criteria against which the success of the plan will be evaluated, including the methods to monitor these
15. explore options and associated risk and protective factors, that will encourage the child or young person to consider the impact on their daily life
16. encourage and support the child or young person to make informed choices of

the options whilst checking that the options are able to be implemented and that the child or young person is committed to these

17. implement plans according to the format, sequencing and schedule agreed
18. recognise and respond to the participation of the child or young person and encourage their achievements towards success of plans
19. monitor and assess children and young people's behaviour and progress during activities, and provide constructive feedback
20. agree with the child or young person as to how progress against the plan will be reviewed
21. consider and select the most suitable evaluation method for plans in line with organisational policies and procedures
22. obtain feedback and assess how well plans have performed, including how they meet the requirements of children and young people
23. evaluate the performance of key plans against agreed indicators and measures including the success of plans against your organisation's objectives
24. evaluate any variances in performance and recommend reasoned responses towards addressing or capitalising on any variances
25. respond within agreed timeline to non-compliance by the child or young person in line with organisational and statutory requirements
26. identify any issues or changes in circumstances affecting the ability of children and young people to participate, and address these within agreed timescales
27. request and respond to feedback from appropriate others who are involved in the delivery of plans
28. identify effective practice and areas for improvement, and communicate these to colleagues in line with organisational policies and procedures
29. maintain accurate records and make these available to relevant others involved in delivering plans

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 role of your organisation and its services, and how they relate to other organisations and services
3. legal and organisational policies and procedures for sharing information with others
4. the principles of effective equality, diversity and anti-discriminatory practice
5. the main intervention agencies and relevant others working in partnership with your organisation
6. key practices, concepts and terminology including:
 - effective practice
 - desistance
 - evidence based programmes and activities
 - successful methodologies for developing plans
 - delivery of plans based on a multi-modal model
7. the ways that the physical, social, psychological and emotional development and functioning of children and young people can affect their behaviour
8. the meaning of informed consent
9. the purpose of clarifying and confirming with children and young people their understanding of the aims and goals of the programme, their responsibilities and the likely consequences of failure to comply
10. factors which may influence the child or young person's motivation and ability to change their behaviour, attitudes and beliefs
11. how to build and sustain children and young people's motivation to change attitudes, beliefs and behaviours
12. the effect of parenting and families on children and young people in relation to their ability to form other relationships
13. the impact of the broader social environment on individuals, including areas of material deprivation, crime and the fear of crime, poor housing and poverty
14. the models which underpin evidence-based programmes designed to address challenging behaviour of children and young people
15. effective methods to work with and promote the interest of children and young people

16. effective methods of managing plans, including how to constructively challenge attitudes and behaviours which are not as expected
17. different approaches that can be taken with plans and how this supports the likelihood of reducing offending or re-offending
18. the importance monitoring and evaluating the impact of interventions upon organisational performance
19. the importance of consulting with colleagues and relevant others when developing indicators and measures
20. why it is important to promote the success of intervention activities and programmes
21. current and emerging trends and developments in interventions for the justice sector, and sources of information regarding such trends and developments
22. methods and approaches that can be used to encourage participation and the steps that you can take around non-compliance
23. methods to review and evaluate the effectiveness of programmes
24. your role and responsibilities and where to seek assistance and advice
25. how to communicate with children and young people and how to adapt accordingly
26. where to seek advice on up-to-date practice on neurodivergence
27. the impact of trauma on children and young people and how to ensure your practice takes this into consideration
28. the principles of trauma informed and strengths based practice
29. how to identify and respond to safeguarding concerns
30. the principles of restorative justice
31. types of additional support individuals might require
32. child development including physical, cognitive, emotional, social, and communication skills
33. how to promote diversity, equality and inclusion through your work
34. the importance of adhering to professional codes or standards of practice
35. organisational policies and procedures for record keeping

SFJED7

Deliver and evaluate plans tailored to the needs and risk factors of children and young people



Developed by	Skills for Justice
Version Number	3
Date Approved	31 Mar 2025
Indicative Review Date	31 Mar 2030
Validity	Current
Status	Original
Originating Organisation	Skills for Justice
Original URN	SFJGA7
Relevant Occupations	Youth Justice Manager, Youth Justice Officer, Youth Justice Officers, Youth Justice Practitioner, Youth Offending Team Worker
Suite	Resettlement of Offenders, Youth Justice
Keywords	Risk-led assessment; assessment; behaviour' family' network, support
