

AN EVALUATION OF THE GREATER MANCHESTER REMAND PILOT

Alternatives to Secure Remand for Children
April 2026

Authors

Professor Hannah Smithson, Dr Kate Westwood, Dr Deborah Jump & Dr Paul Gray

Table of Contents

01	Acknowledgments	20	Children on Remand
02	Acronyms	23	Case Study: RiLA
03	Figures & Tables	35	Children's Experiences of Remand
04	Background	49	Education Sub-Group
07	Methods: Our Approach	57	Theory of Change Reporting
09	Theory of Change	67	Statement on Data Quality
11	Financial Investment	69	Recommendations
16	Remand Figures	72	Appendices

Acknowledgments

01

The research team at the Centre for Crime and Youth Justice Research at Manchester Metropolitan University would like to thank Manchester City Council, the MoJ and the YEF for commissioning this evaluation. We are indebted to Tom Lang, Andrew Rogers, Georgia Bamford and Urooj Shah for their assistance and support. Particular thanks goes to all the professionals who took part in the evaluation. To the children and young people who told us their stories, we are truly grateful.

Acronyms

MCC	Manchester City Council
GMCA	Greater Manchester Combined Authority
SAHA	Salvation Army Housing Association
RiLA	Remanded into local authority accommodation
GMP	Greater Manchester Police
YJ	Youth Justice
YOI	Youth Offending Institution
SCH	Secure children's home
GM	Greater Manchester
MoJ	Ministry of Justice
YEF	Youth endowment fund
ToC	Theory of change
LA	Local Authority
CiN	Child in need
ISS	Intensive Supervision and surveillance
SCC	Secure children's centre
SEND	Special education needs and disabilities
NEET	Not in education employment or training
HMCTS	His Majesty's Court and Tribunal Service
YOT	Youth offending team
YRO	Youth rehabilitation order
NRM	National reporting mechanism
EHCP	Education and Health Care Plan
SEN	Special education needs

Figures

03

Figure 1. Original ToC	09
Figure 2. Revised ToC	10
Figure 3 Remand costs for 2023-2025	11
Figure 4. Custodial Remand Numbers and Costs 2023-2026	12
Figure 5: Accommodation costs from 2018/19 to 2024/25	13
Figure 6: Rising Costs of Bed Places in the Children’s Secure Estate 2017-2026	14
Figure 7: Monthly spend on custodial remand by Local Authority	15
Figure 8. Age when remanded (n=181)	20
Figure 9. Ethnicity (n=181)	20
Figure 10. Education Status (n=176)	21
Figure 11. Education support status (n=181)	21
Figure 12. Social Care status (n=181)	22
Figure 13. Savings made to Remand Budgets by use of RiLA across GM since 2023	24
Figure 14. Alternatives to custodial remand for children: Logic model	58

Tables

Table 1: Remand breakdown by area and accommodation type (n=181)	16
Table 2. Quarterly breakdown of remand numbers across GM (n=179)	17
Table 3. Breakdown of remand outcomes across GM (n=171)	18
Table 4. Offence Type (n=181)	19
Table 6: Demographics of Children and Type of Remand Experienced	36

Background

National figures illustrate that just under half (44%) of the total number of children in custody are on remand, and of these over 60% do not subsequently receive a custodial sentence (YJB figures 2020/21)[1]. When a child is sentenced to custodial remand, they are likely to be placed in a Youth Offending Institution (YOI). YOIs have repeatedly been criticised as not fit for purpose. Indeed, the Chief Inspector of Prisons, Charlie Taylor has called for their closure[2]. A child sentenced to custodial remand is likely to be on remand for anything between a few weeks and 12 months. They are extremely likely to be placed out of area i.e. far from home, making contact with family and friends extremely difficult.

Formal education and any contact with mainstream school is likely to cease, with very little educational provision provided while on remand (due to the short-term nature of sentencing). Access to services such as mental health, referrals to services for neurodiversity and access to trauma-informed care are highly unlikely while on remand. Custodial remand should be an exception not the rule. The Review of Custodial Remand for Children (2022)[3] found there was scope for meaningful action to improve operational practice, and reduce instances where custodial remand is a default, rather than a necessity. Remand is known to have detrimental consequences for children's well-being and future life chances[4].

The Greater Manchester Remand Pilot

The Ministry of Justice (MoJ) commissioned Greater Manchester (GM) as a test site to investigate whether a regional pooled-funding model could drive:

- **Better alternatives to secure remand**
- **More consistency of remand**
- **Better outcomes for children**
- **Better use of public money**

GM comprises 10 individual regions and Local Authorities[5],

- **Manchester**
- **Salford**
- **Trafford**
- **Stockport**
- **Tameside**
- **Oldham**
- **Bolton**
- **Bury**
- **Rochdale**
- **Wigan**

Prior to the commissioning of the pilot, GM had 10 separate budgets for remand and 10 different approaches.

[1] Youth Custody Service, Youth Custody Population Report (March 2024) Youth custody data - GOV.UK (www.gov.uk)
 [2] HM Inspectorate of Prisons. (2019), Children in Custody 2017–18: An Analysis of 12–18-Year-Olds' Perceptions of Their Experiences in Secure Training Centres and Young Offender Institutions. Crown Copyright.
 [3] [Review of Custodial Remand for Children January 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
 [4] M. Nowak UN Global Study on Children Deprived of Liberty United Nations, Geneva (2019)
 [5] Bury and Rochdale have a combined Youth Justice Service, therefore GM has a total of nine Youth Justice Teams

Project Objectives

The objectives of this pilot are:

- Promote the pilot and its aims, including raising its profile,
- Identify areas of positive practice across GM and opportunities to increase collaboration regarding alternatives to custodial remand.
- Identify priority areas and develop action plans.
- Contribute to a remand reduction plan across GM.
- Support and enable collation of accurate data relating to remands across GM.
- Champion and support the pilot by active engagement with and feedback on its progress and impact.
- Support the evaluation of the pilot and sustainability of the project and its outcomes, before and after its initial pilot phase.

In February 2026, coinciding with the ending of the pilot and the production of this final evaluation report, the MoJ published a policy statement, **A modern youth justice system: foundations fit for the future**^[6]. Based in part on the success of the pilot, the MoJ have committed to introduce a three-year remand funding settlement of £20m per annum to provide greater financial stability and certainty for local authorities, enabling more effective planning and longer-term investment in alternatives to custody. The funding formula will be revised so that areas reducing their custodial remands are rewarded rather than punished. Building on the success of the pilot, the MoJ will reserve a small proportion of the annual funding to support local authorities who agree to work regionally to improve practice and bolster their community remand and bail options.

This project management funding will ease the financial burden on local authorities of establishing a new way of regional working, whilst helping them to unlock long-term efficiencies through regional resource-sharing for this small, highly vulnerable cohort. **The MoJ will invest a further £5m in areas working as a regional partnership as direct upfront investment in community alternatives to custody**, whether that is specialist fostering, accommodation, or highly supported diversion into family care.

[6] <https://www.gov.uk/government/publications/a-modern-youth-justice-service-foundations-fit-for-the-future>

The Research Project

The team at Manchester Metropolitan University (Man Met) were commissioned by the MoJ, the Youth Endowment Fund (YEF) and Manchester City Council (MCC) in April 2024, to undertake a process evaluation of the GM Remand Pilot. The objective of the evaluation is to increase the knowledge about the pooling of local remand funding and whether this is an improvement on the existing funding model. To undertake a rigorous evaluation, the Man Met team



Developed a comprehensive and co-produced understanding of the aims of the remand pilot



Mapped current practice and explored an understanding of the barriers and enablers to the delivery of the pilot



Identified and articulated examples of good practice that can be used to inspire and inform partners across GM



Generated findings about perceived changes in outcomes directly attributed to the pilot



Identified what data, existing or additional would be required to undertake an outcome evaluation of the pilot



Refined the existing Theory of Change (ToC) to reflect the findings of the process evaluation

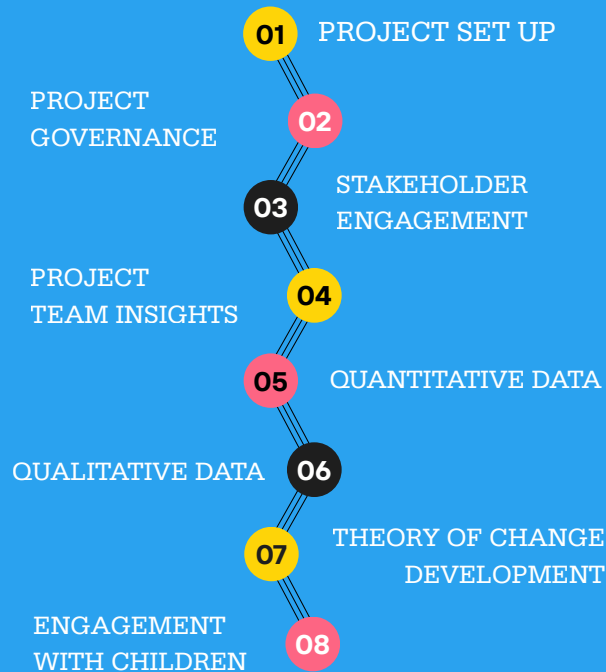


Produced a road map that partners can use to support their practice.

Ultimately, this evaluation supports GM's efforts to support meaningful action to improve operational practice, and reduce instances where custodial remand is a default, rather than a necessity.

Methods: Our Approach

07



01

PROJECT SET UP

Inception Meeting

The evaluation commenced with a project inception meeting in May 2024. It included the evaluation team at Man Met and the GM Remand project team. The meeting was used to confirm our methodology, agree timescales, obtain contact details and any necessary background documents.

Project Workshop

The inception meeting was followed by a half day project workshop. The workshop included the Man Met evaluation team and members of the GM Remand project team. It was used to explore the original ToC, and the activities already established by the pilot prior to the commencement of the evaluation.

03

STAKEHOLDER ENGAGEMENT

Interviews with Steering Group members

A total of 16 online interviews with steering group members were undertaken between June and August 2024. They were completed with small groups involving a maximum of three members. The interviews were designed to establish their understanding of the pilot and the perceived outcomes.

02

PROJECT GOVERNANCE

Attendance at Steering Group Meetings

Members of the evaluation team attended four steering group meetings during the evaluation. Attendance was used to observe and 'fact find' and promote the evaluation amongst the steering group members.

04

PROJECT TEAM INSIGHTS

Interviews with the Project Team

The four members of the project team at MCC were interviewed at various points throughout the evaluation to capture how the project was developing in real time.

05

QUANTITATIVE DATA

Analysis of GM Remand Data

The evaluation team regularly liaised with the Manchester Youth Justice Data Support Officer throughout the evaluation. The Data Officer has provided concise monthly data updates to the evaluation team, and the analysis of these updates including remand location by Local Authority, days on remand, severity score of the offence and result of the remand.

06

QUALITATIVE DATA

Interviews with Regional Court Staff

225 online interviews were carried out with regional court staff between November - December 2024. These included front line colleagues from each of the regional Youth Justice (YJ) teams and two defence solicitors. The interviews were completed with small groups, with a maximum of four members. The interviews were designed to establish their knowledge of the pilot, how it works on the ground, and benefits and challenges.

Interviews with the Education Sub-Group

Five members of the education sub-group were interviewed May - June 2025.

Participants represented one FE College, one Virtual School, one Careers advice service (from the NEET Prevention and Reduction Service), and a YJ team.

Salvation Army Supported Accommodation

The manager of the Salvation Army house was interviewed to understand their experience of managing the house and how children were referred to the accommodation. Two colleagues from the Bolton YJ team were interviewed to understand their experience of referring children to the accommodation.

Qualitative data generated by interviews was transcribed. Thematic analysis was undertaken to identify key themes and quotes in relation to the interview questions

07

THEORY OF CHANGE DEVELOPMENT

Theory of Change (ToC) Workshop

A ToC workshop was delivered by the evaluation team to members of the steering group in December 2024. This two-hour workshop was designed to re-develop the original model to better reflect the short, medium and long-term outcomes of the pilot and the activities and mechanisms of change needed to achieve the aims. The revised ToC communicates a clearer strategy for the pilot. The GM project team and the MoJ agreed on the adapted long-term impact: 'Safer Children and Safer Communities in Greater Manchester.'

08

ENGAGEMENT WITH CHILDREN

Children and Young People

Between February and August 2025, the evaluation team worked with 16 children who had experienced custodial remand, Remanded into Local Authority Accommodation (RiLA) or bail conditions.

Working with the GM YJ teams, sessions were developed for children to meet with the evaluation team. Six children were engaged in the community at their regional YJ team office. Five children serving sentences or on remand at a Secure Children's Home (SCH) too part in interviews. In August 2025 having gained approval from the MoJ and HMPPS, five children in a Youth Offending Institute (YOI) subject to custodial remand and/or sentenced having served time on remand were interviewed.

The Creation of an Animated Film of children's experiences of custodial remand

Between August 2025 and March 2026, the evaluation team worked with a professional animator to create an animated film about children's experiences of custodial remand based on the work carried out with children detailed above.

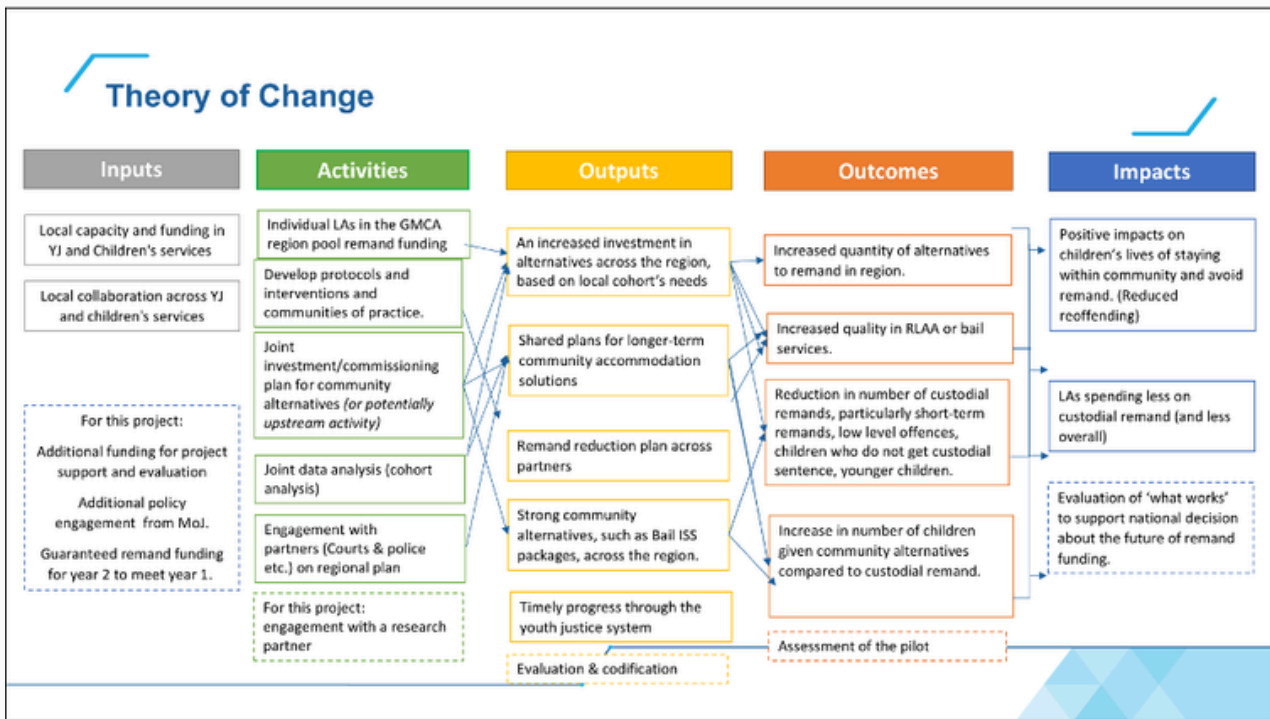
08

Theory of Change

Inputs, Activities and Mechanisms of Change

At the commencement of the evaluation, the research team inherited a ToC developed by colleagues at the MoJ (Figure 1).

Figure 1. Original ToC

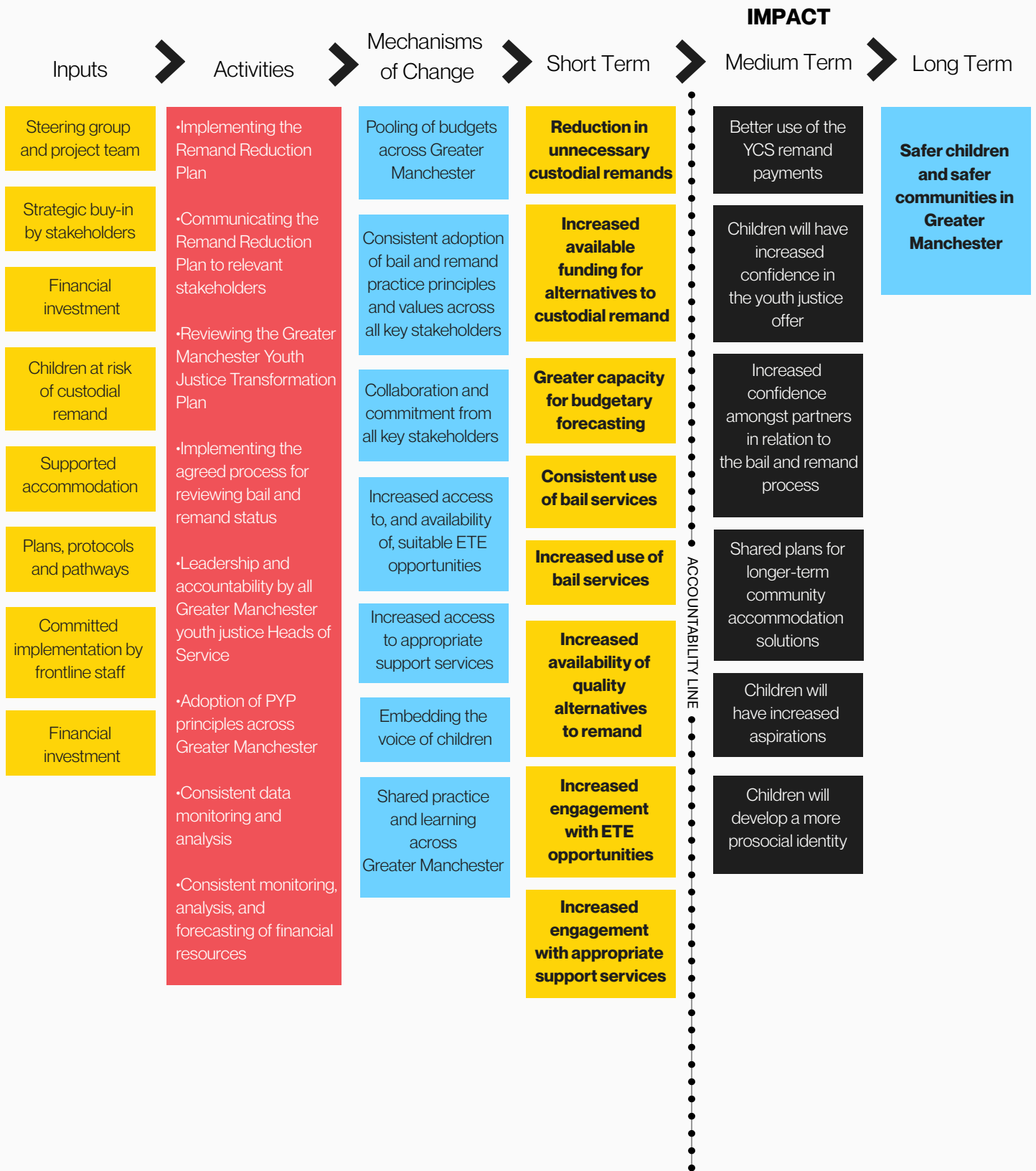


Approximately six months into the evaluation, the research team re-developed the ToC to fully reflect the regional and local understanding of the pilot and the subsequent activities needed to support its outcomes (see Figure 2). ToC models are most effective when they are co-produced with individuals directly involved in the delivery of an initiative or programme. The ToC focuses on three pillars:

- Consistent regional practice
- Enhanced community alternatives
- Reinforced multi-agency responsibility/partnership working

A detailed overview of the extent to which the pilot has achieved the mechanisms of change set out in the ToC is provided in pages 57 - 66.

Figure 2. Revised ToC

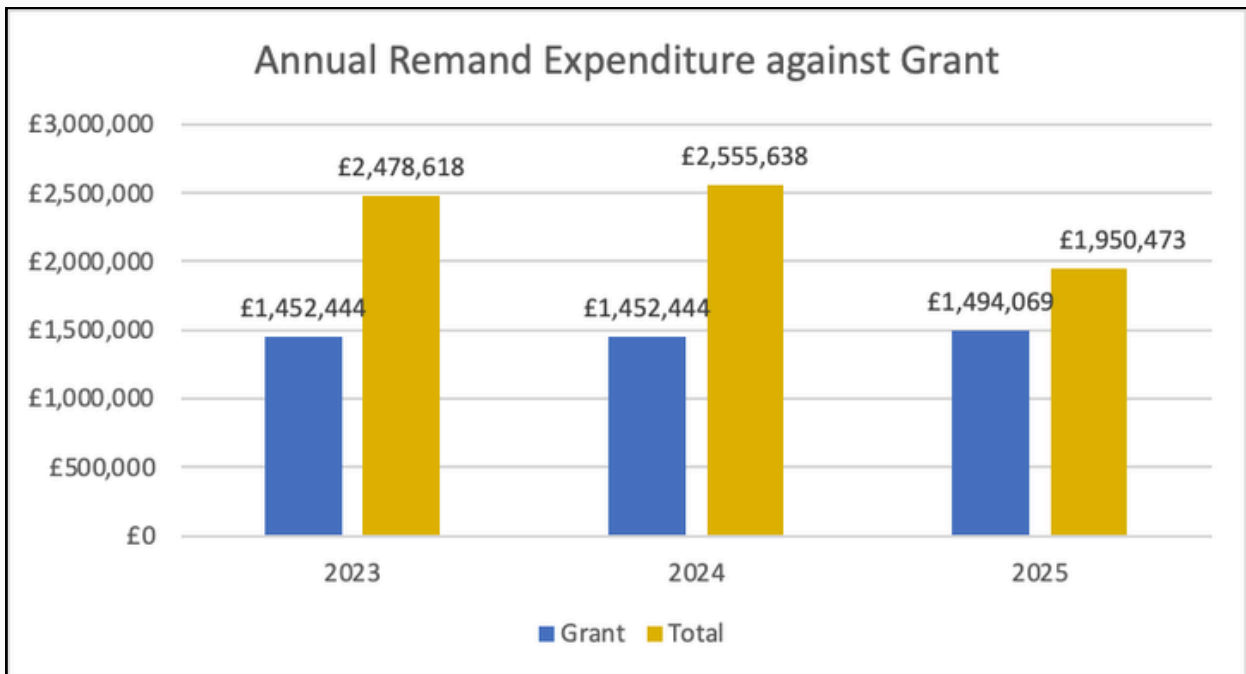


Financial Investment

Pooling of remand budgets across GM

The premise of the pilot is to pool the remand budgets of the nine YJ teams across GM. This is a novel approach and not without its challenges. GM YJ Teams now receive a pooled budget of between £1.45 million and £1.49 million per annum for the duration of the pilot. Prior to the pilot, each team received an individual budget. A financial commitment has been made by each of GM's Directors of Children's Social Care to pool their remand budgets for the duration of the pilot.

Figure 3 Remand costs for 2023-2025



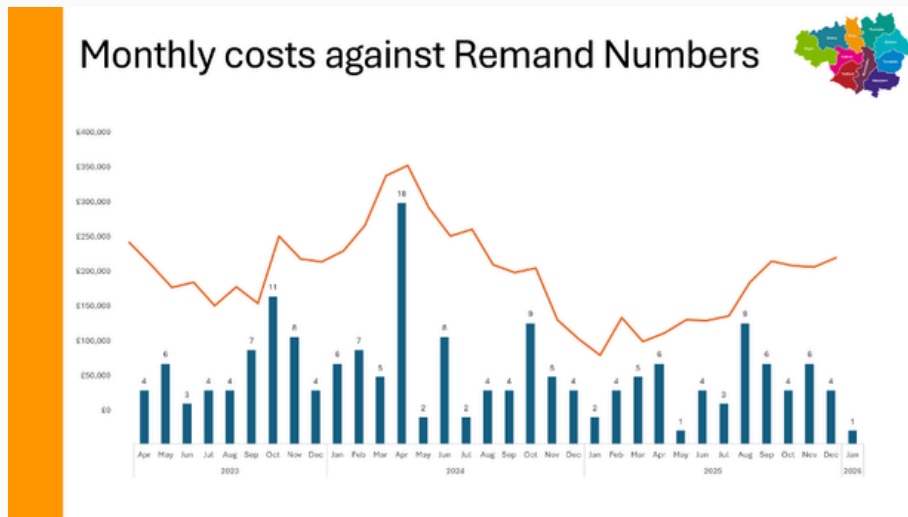
As can be seen in Figure 3, the spend between 2023 and 2024 increases minimally. In early 2025, spend decreased by £913,611. The projected spend for the last period of 2025 was £1,970,432 which would leave a deficit of approx. £476,363.

This equates to a **£585k saving** on 2024 figures.


£585k
 Saving on Remand
 expenditure between
 2024 - 2025

Figure 4 illustrates the numbers of custodial remands and costs across GM by month from April 2023 to January 2026. There was a peak of 18 in April 2024, followed by a consistent reduction, with only one remand in January 2026. However, costs increased from August 2025, even though remand numbers were low, because of the numbers of placements made to SCHs for younger children who had committed serious offences

Figure 4. Custodial Remand Numbers and Costs 2023-2026



60%
Of the remand budget is spent on SCHs

6.4%
Cost increase of a SCH bed in 2024/2025

There was a consensus amongst steering group members that budget deficits could be explained through a discrepancy between the amounts spent on placing children in SCHs compared with a custody place in a YOI. SCHs are significantly more expensive than YOIs. The following account from a YJ Head of Service encapsulates this, **“When I’ve spoken to my colleagues, nobody can ever think of a year when they haven’t blown the budget, because it’s never enough money”**. The MoJ budget for remand places only accounts for the costs of YOIs, while 60% of the remand budget comprises placements in SCHs, therefore, **“it’s kind of written in stone from the beginning that there will be an overspend.”** (MCC Representative).

While the cost of a bed in a YOI has remained broadly the same the start of the pilot, the cost of a SCH bed increased by 6.4% in 2024/2025 (see Figures 5 and 6).

Figure 5: Accommodation costs from 2018/19 to 2024/25

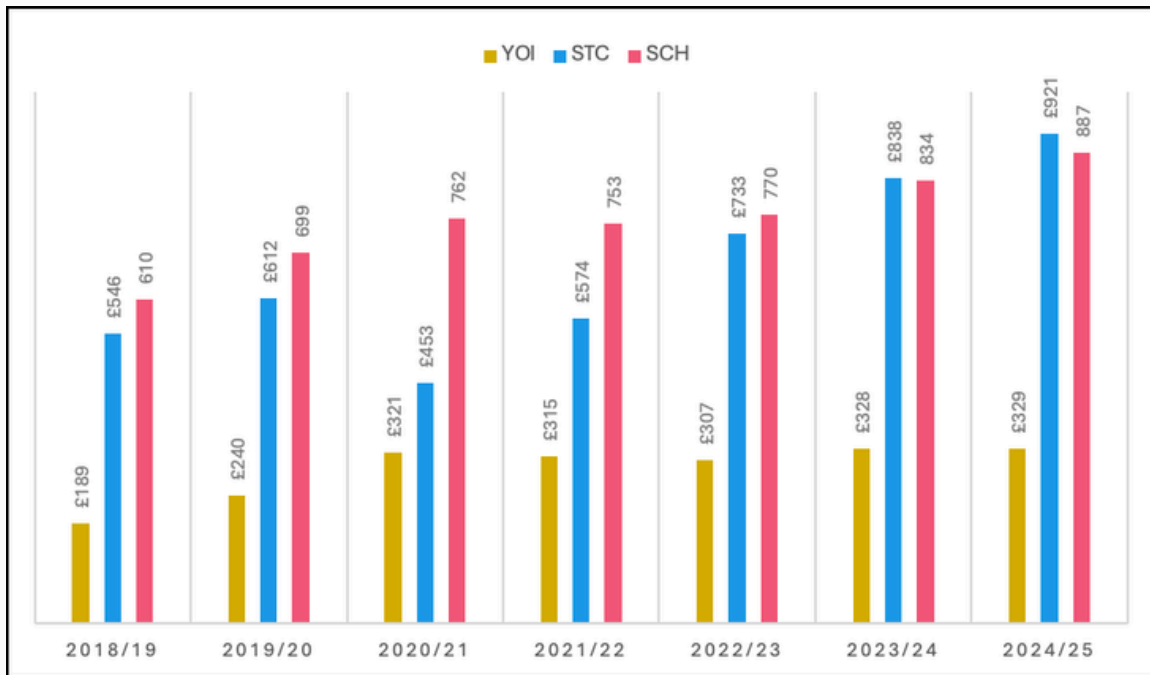
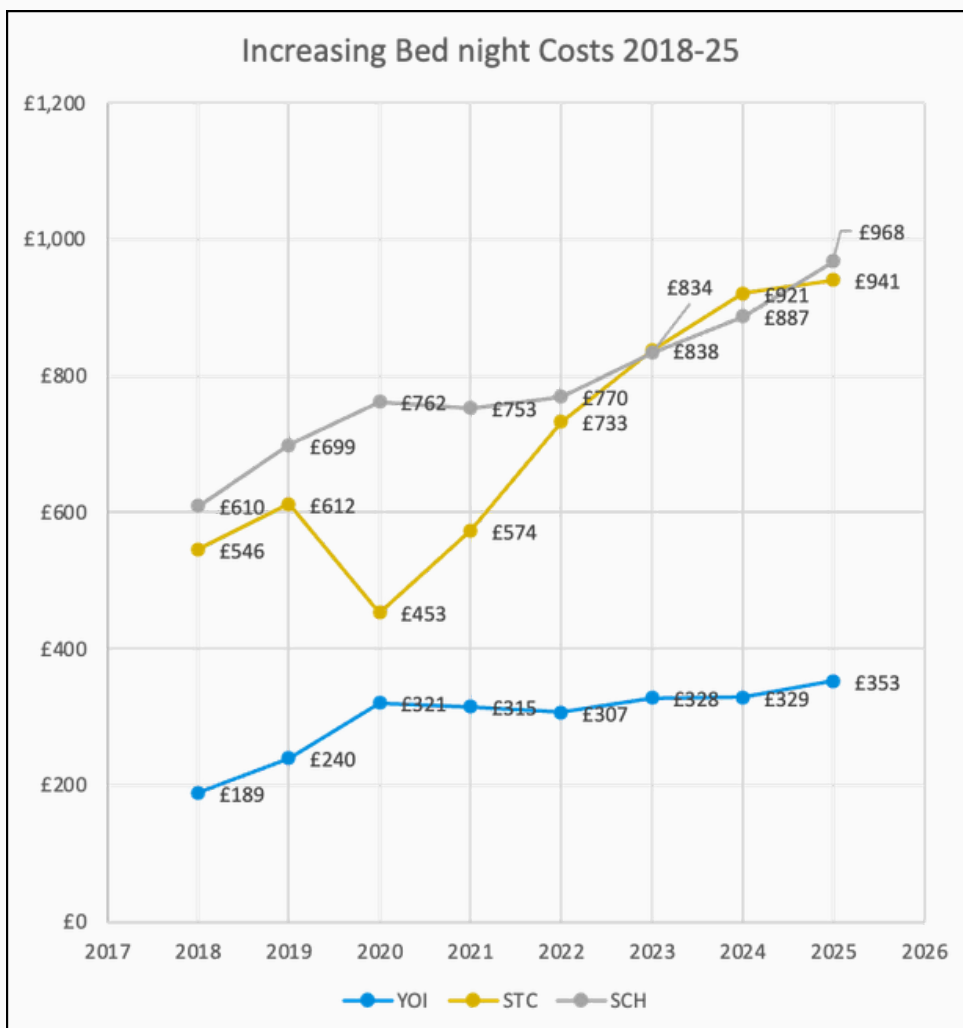
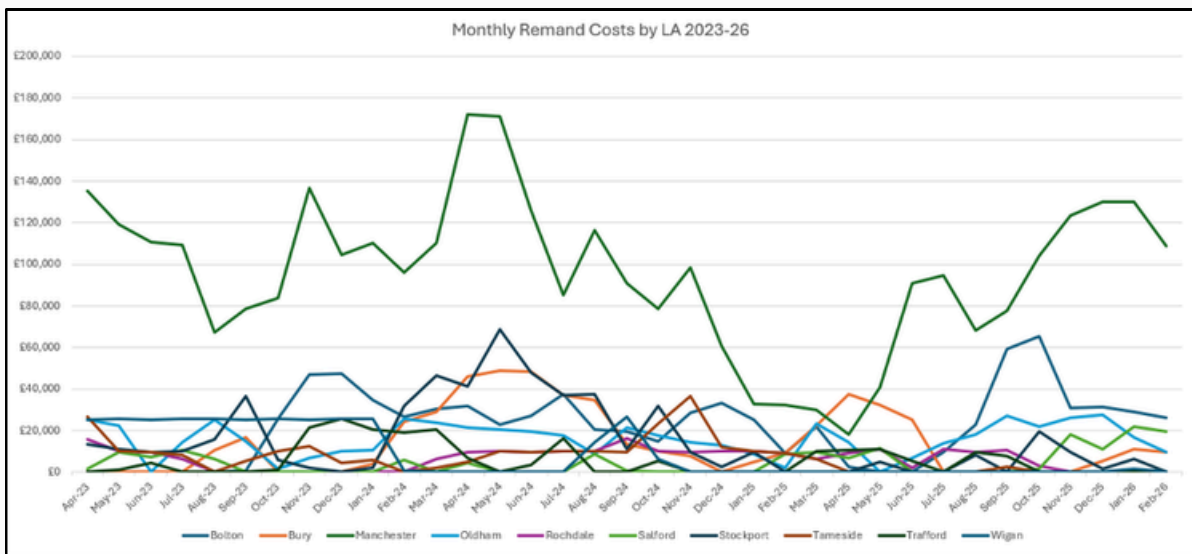


Figure 6: Rising Costs of Bed Places in the Children’s Secure Estate 2017-2026



GM’s ten LAs each spend very different amounts on custodial remand. Figure 7 illustrates that Manchester Youth Justice Services spend on remand is far higher than any other team. At its highest in April-May 2024 it was approximately £170,000 compared with Wigan with a zero spend in the same period. The steering group acknowledged the pressure they felt to demonstrate the effectiveness of the pilot (mainly through cost saving) during the life of the pilot, while the monetary savings may take longer to materialise. An additional pressure is to demonstrate to individual local authorities the benefit of pooling their remand budget.

Figure 7: Monthly spend on custodial remand by Local Authority



The pilot is led by MCC which is also the largest local authority in GM. It consistently has greater numbers of children on remand (illustrated by the costs above).

Ensuring that the remaining GM local authorities ‘buy into’ the pilot and take ownership is a challenge that should not be underestimated. An MCC representative explained that it remains challenging to ensure the wider group feels a genuine sense of ownership over the project. They noted that significant effort has been made to avoid the work being perceived as driven solely by MCC. They also highlighted that, due to Manchester’s size and volume of cases, fluctuations in remand numbers can have financial implications for other local authorities.

“It’s still a challenge to sort of make sure that the wider group feel like it’s their project. I’ve tried really hard to make sure that this isn’t an MMC voice but sometimes that’s still a little bit tricky. Manchester is a big city in terms of volume and numbers and depending on what our remand numbers are, that can influence their (other local authorities) finances.”
 (MCC Representative)



In February 2025, the Youth Justice Minister issued a Youth Remand Concordat which is aimed at helping local partners to effectively support children on remand. 15

“It includes changes to the youth remand funding payments for 2025/26. The new formula will take into account average numbers of children remanded at all types of Youth Detention Accommodation, to more accurately direct funding towards areas with high numbers of custodial remand, in order to support investment in community alternatives. It will be calculated using verified Youth Detention Accommodation bed night usage over the three previous years, as opposed to using bed night usage at YOIs only. It includes a price ratio to take into account the higher priced secure placements” (MoJ, 2025).

The steering group were also aware that the pooled budget is not sufficient to cover the amount of work needed to develop alternatives to custodial remand and the subsequent implementing and embedding of these alternatives. The MoJ Remand concordat states that, *“it will invest directly into piloting community alternatives to custodial remand. In addition to the annual payments to each authority, the MoJ will spend £500,000 in 2025/26 supporting and evaluating projects developing innovative community placements for remanded children”* (MoJ 2025). Given the savings to be made by reducing custodial remands, the longer-term savings of the alternatives (beyond the life of the pilot) are likely to increase the spending power of local authorities across GM. Overall, the pooling of the budgets along with the MoJ Concordat and 2026 Policy Statement provide GM with greater capacity for budgetary forecasting.



Remand Figures

Outcomes and Offence Type across Greater Manchester (2023-2026)

Between 4th April 2023 and 27th January 2026, 181 children were remanded. As shown in Table 1 below, over a third of the children were remanded from Manchester (n=66, 26 per cent).

Table 1: Remand breakdown by area and accommodation type (n=181)

LA	Frequency		SCH	YOI	STC
Bolton	23		7	15	1
Bury	10		3	6	1
Manchester	66		17	44	5
Oldham	21		9	12	0
Rochdale	6		2	4	0
Salford	11		3	8	0
Stockport	24		10	14	0
Tameside	7		2	5	0
Trafford	11		1	10	0
Wigan	2		1	1	0
Total	181		55	119	7

The majority of children remanded to a YOI were remanded to Wetherby (n=108, 91 per cent) (see Table 1 above). Other YOIs included Werrington (n=10) and Feltham (n=1). Around two thirds of children remanded to a SCH (n=36, 65 per cent) were remanded to Barton Moss. Other SCHs included Adel Beck (n=9), Lincolnshire Secure Unit (n=4), Aycliffe Secure Centre (n=3) and Clayfields House (n=3). All those remanded to a secure training centre (STC) were remanded to Oakhill (n=7).

Excluding the nine children who were still remanded by 27th January 2026, the average number of days spent on remand was 62, with remand times ranging from one to 374 days. Of those nine still remanded, the average number of days spent on remand was 149, with remand times ranging from 41 to 245 days.

Table 2 shows the number of children remanded peaked at 28 in the first quarter of 2024/25. Since then, the number of remands appears to have decreased slightly.

Table 2. Quarterly breakdown of remand numbers across GM (n=179)

LA	2023/24				2024/25				2025/26		
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Bolton (n=23)	0	1	3	2	3	0	5	1	1	6	1
Bury (n=10)	0	1	0	2	2	1	0	2	1	0	1
Manchester (n=66)	5	8	13	4	12	4	6	3	4	3	4
Oldham (n=21)	1	2	1	2	1	1	2	3	2	4	2
Rochdale (n=6)	1	0	0	1	0	1	0	0	2	1	0
Salford (n=10)	3	0	0	1	1	1	0	1	1	0	2
Stockport (n=24)	2	2	1	4	6	1	3	0	1	1	3
Tameside (n=7)	0	1	2	1	1	0	1	0	0	1	0
Trafford (n=11)	1	0	4	0	2	0	1	1	0	2	0
Wigan (n=1)	0	0	0	0	0	1	0	0	0	0	0
Total	13	15	24	17	28	10	18	11	12	18	13

Nearly two fifths (n=66, 39 per cent) of remands resulted in a custodial sentence, and nearly a quarter (n=41, 24 per cent) resulted in a community sentence (see Table 3 below). A quarter (n=43) resulted in community bail, and around a tenth (n=16, 9 per cent) resulted in RiLA.

Table 3. Breakdown of remand outcomes across GM (n=171)

LA	Bail	Community sentence	Custodial sentence	RiLA	Dismissed
Bolton (n=22)	2	4	11	2	3
Bury (n=9)	3	2	4	0	0
Manchester (n=62)	15	17	23	6	1
Oldham (n=20)	9	5	5	1	0
Rochdale (n=6)	4	0	2	0	0
Salford (n=9)	2	3	4	0	0
Stockport (n=24)	4	5	10	4	1
Tameside (n=6)	1	2	3	0	0
Trafford (n=11)	3	2	4	2	0
Wigan (n=2)	0	1	0	1	0
Total	43	41	66	16	5

Table 4 provides the data broken down into offence type. It illustrates that one fifth of children (n=37) were remanded for Murder/Attempted Murder/Manslaughter, over a tenth (n=26, 14 per cent) for Robbery, and a tenth (n=19) for Section 18 - GBH/ABH. Over a tenth (n=25, 14 per cent) were remanded for Breach of Bail/Failure to comply with YRO. The offence severity scores ranged from 3 to 8, with an average severity score of 6.

For the 179 children where the relevant data was provided, nearly three fifths (n=102, 57 per cent) of the offences involved a knife. Of these, two fifths (n=41) were a first knife offence.



Table 4. Offence Type (n=181)

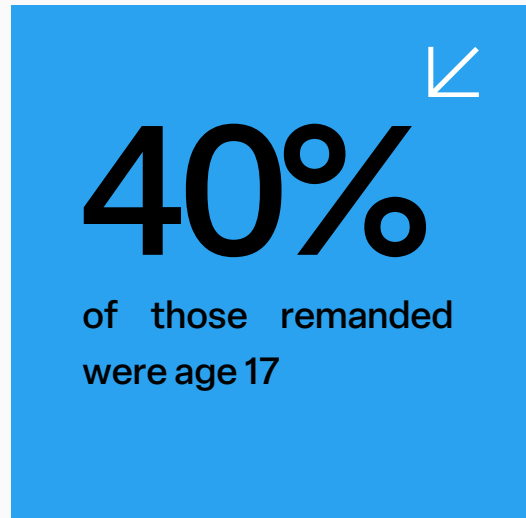
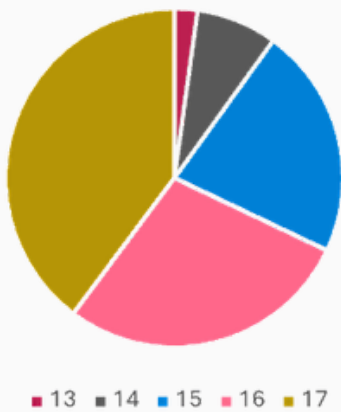
Offence type	Freq
Attempt theft of motor vehicle	1
Breach of Bail / Failure to comply with YRO	25
Burglary / Theft	18
Common assault	1
Drugs - Intent to supply controlled Drug	11
False imprisonment	1
Multiple Offences	5
Murder / Attempted Murder / Manslaughter	37
Possession of a Class B (Cannabis) and possession of a Class C	1
Possession of an offensive weapon in a public place	4
Possession of a Knife	14
Rape/ Attempted Rape	2
Robbery	26
Section 18 - GBH/ ABH (Inc. Attempt to / Intent to do)	19
Sexual Offence, Rape, Kidnap	5
Theft / Attempted theft of motor vehicle	3
Other	8
Total	181

Children on Remand

Characteristics of Children across Greater Manchester (2023-2026)

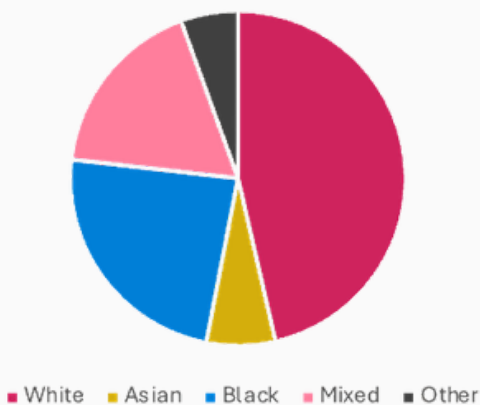
This section illustrates a breakdown of the characteristics of children who were on remand across GM between 2023-2026. The tables below show age, ethnicity, education status, support needs, and social care status.

Figure 8. Age when remanded (n=181)



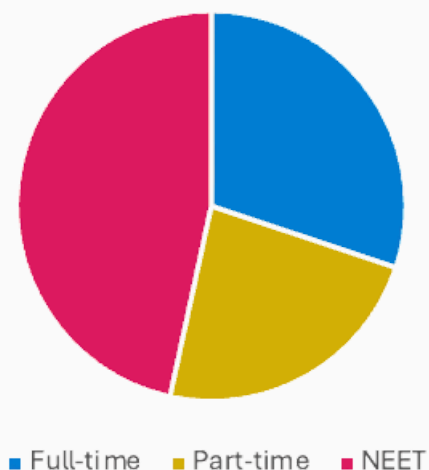
Two fifths (n=72, 40 per cent) of those remanded were aged 17 at the point of remand (Figure 8). Over a quarter (n=51, 28 per cent) were aged 16, and 22 per cent (n=40) were aged 15. Four children were aged 13 when they were remanded. Nearly half (n=84, 46 per cent) of those remanded were classed as White ethnicity, and just under a quarter (n=43, 24 per cent) were classed as Black ethnicity (Figure 9 below).

Figure 9. Ethnicity (n=181)



Data for education status (n=176) illustrates that nearly half (n=82, 47 per cent) were classed as NEET (see Figure 10 below). Of those in education (n=94), over half (n=53, 56 per cent) were in full-time education.

Figure 10. Education Status (n=176)

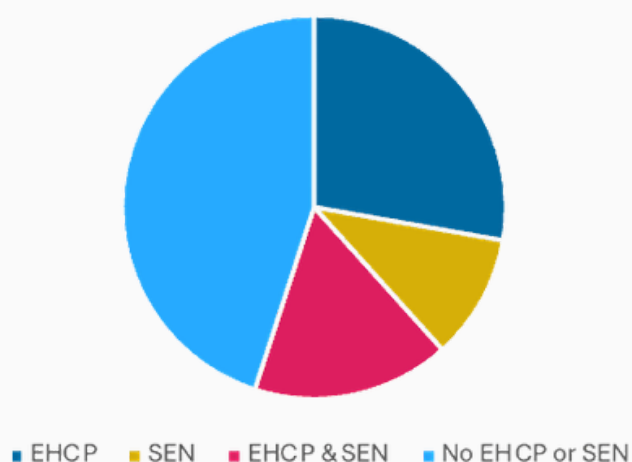


47%

were classed as NEET
(Not in education or
training)

Half (n=50, 50 per cent) had an Education and Health Care Plan (EHCP), around a fifth (n=19, 19 per cent) had SEN, and three tenths (n=30, 30 per cent) had SEN and an EHCP.

Figure 11. Education support status (n=181)

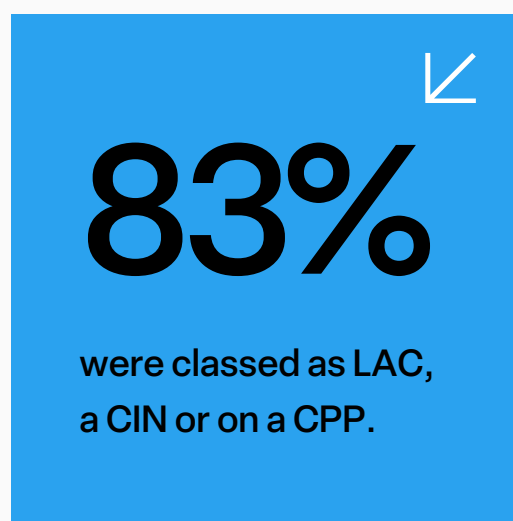
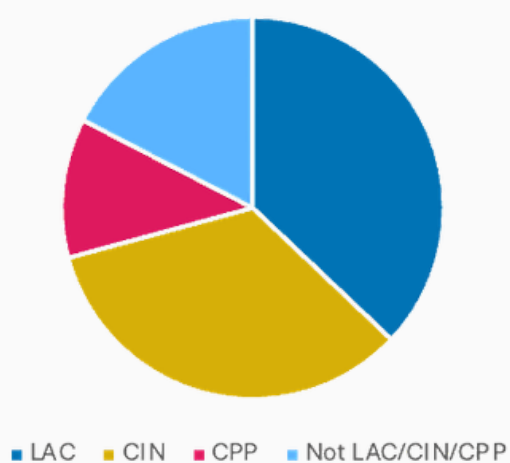


30%

had identified SEN
and an EHCP

Over four fifths of the children who were remanded (n=147, 83 per cent) were classed as being either a Looked After Child (LAC), a Child In Need (CIN), or having a Child Protection Plan (CPP). Of the 83 per cent over four fifths (n=66, 45 per cent) were classed as LAC, just over a third (n=60, 34 per cent) as CIN, and over a tenth (n=21, 12 per cent) as having a CPP.

Figure 12. Social Care status (n=181)



Case Study

Remanded into Local Authority Accommodation (RiLA)

Remanded to LA accommodation can take several forms, including living at home, with a relative, with a foster carer, or in a children's home (Youth Justice Legal Centre, 2024[7]). The Howard League (2021)[8] state that, "*when a child is not released on bail, the default option should be remand to LA accommodation*" but that "*in practice, this is rare.*"

Similar issues were identified by the pilot's steering group who spoke of:

- Limited availability of suitable and fairly costed accommodation, due to increased privatisation of the children's care sector.
- Accommodation is not always equipped to house children with high levels of need, or children under 16. **"The age is dropping, and the vulnerabilities are increasing"**.(YJ Team)
- Delayed or lengthy communication between LAs, courts, and accommodation providers deciding where the child can go.
- Time pressure in court,, **"It's just so rushed. You've got five minutes between each child coming in sometimes, and sometimes when a child comes in and they've got no previous with Children's or Youth Justice, giving that bail stand-down report is pretty much impossible"** (MCC colleague)

- Lack of information for courts to make an informed decision on the placement. **"You're remanding people in custody, and you're doing so because you don't have enough information to work out what you're going to do with them and what the threats and challenges are."** (GM Legal Professional)

These intersecting issues mean that children may be left waiting for accommodation in custody, sent out-of-area away from their support networks, or placed in unregulated accommodation, if staying at home is deemed unsuitable. These outcomes can increase children's feelings of uncertainty, destabilisation, isolation, stress, agitation, anxiety, and vulnerability to exploitation and criminalisation (Gooch, 2016[9]; Howard League, 2021[10]; MoJ, 2022[11]).

[7] Youth Justice Legal Centre (2024) Remand to Local Authority Accommodation (RLAA): Legal Terms. [Online] [Accessed 20th September 2024] <https://yjlc.uk/resources/legal-terms-z/remand-local-authority-accommodation>

[8] The Howard League (2021) What's wrong with remanding children to prison? Remand briefing one: Emerging themes.

[9] Gooch, K. (2016) 'A Childhood Cut Short: Child Deaths in Penal Custody and the Pains of Child Imprisonment' The Howard Journal of Crime and Justice, 55:278-294. <https://doi.org/10.1111/hojo.12170>

[10] The Howard League (2021) What's wrong with remanding children to prison? Remand briefing one: Emerging themes. [Whats-wrong-with-remanding-children-to-prison.pdf](https://www.howardleague.org/whats-wrong-with-remanding-children-to-prison.pdf) (howardleague.org)

[11] Ministry of Justice (2022) REVIEW OF CUSTODIAL REMAND FOR CHILDREN JANUARY 2022. London: MoJ

It was encouraging that steering group members remarked how the pilot had enabled better communication with partners to respond to misconceptions or hesitancy towards the use of RiLA. Overall, many steering group members emphasised their support of RiLA because of the perceived benefits for children.

Firstly, in the improved services children receive:

“RiLA is particularly good because of the communication that then goes on with all of the services and the wraparound support that the child gets. That cared for status is really key here.” (MCC)

And secondly, in avoiding the short and long-term criminalising processes children face from being placed in custody:

“I think about all of the children in Manchester who've been remanded into local authority care rather than going into custody and the actual difference that will have made to their lives and the difference it will make for their outcomes, both short term and long term in life, I don't how do you put a value on that.” (YJ Team)

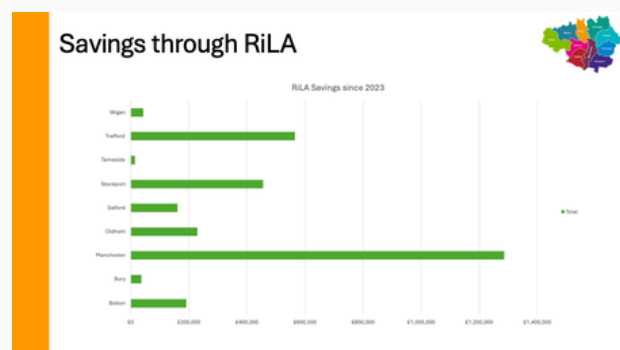
In GM, between April 2023 and January 2026, 16 children were remanded to LA accommodation. Figure 13 illustrates the cost savings of using RiLA per LA since 2023. Overall, £3 million has been saved. The highest cost savings can be seen in Manchester, however it is noteworthy that each of the YJ teams have made savings throughout the life of the pilot.

Figures provided by the Project Team show that fewer LAs are overspending their individual remand allocations. From 2023 to 2026 these are as follows:

- 8 LAs in 23/24
- 7 LAs in 24/25
- 5 LAs in 25/26

GM's supported accommodation offer has the potential to address some of the challenges described above.

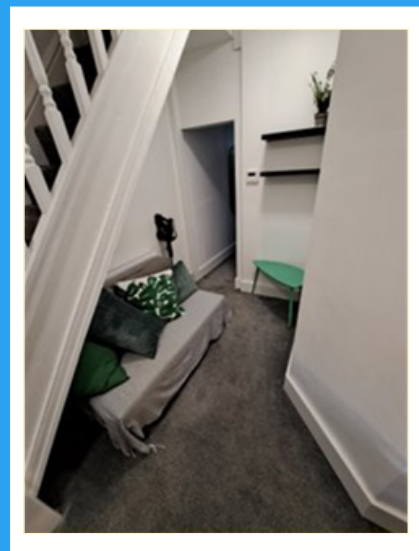
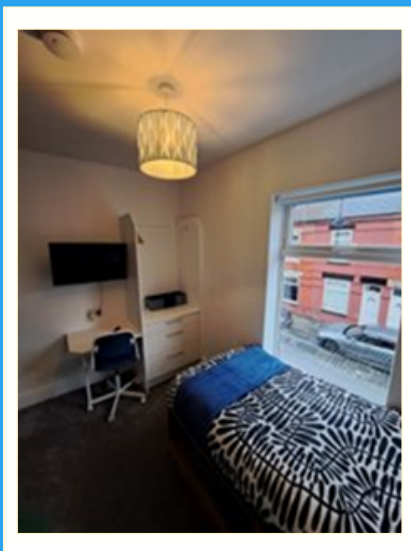
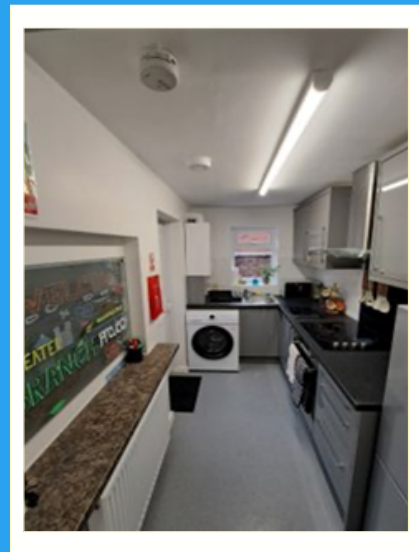
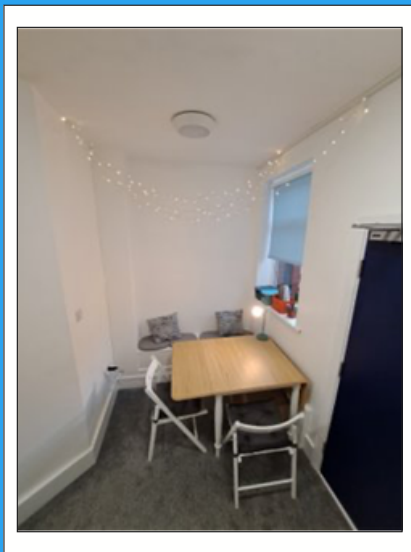
Figure 13. Savings made to Remand Budgets by use of RiLA across GM since 2023




Salvation Army Supported Accommodation

The pilot included the lease (from the Salvation Army) of a three-bed en-suite terraced house in Levenshulme, Manchester. The accommodation can house two children. It is designed as an independent living placement and can be used as an alternative to custodial remand. The accommodation is managed and staffed 24/7 by colleagues from the Salvation Army Housing Association (SAHA). A dedicated project officer from SAHA delivers 30 hours of support a week. This support focuses upon children's life skills and independent living. Rigorous and stringent rules have been put in place, such as undesigned guests are not allowed to visit the property, co-defendants cannot be housed together, and bed spaces are only available to GM children. The use of the house is a springboard for more permanent accommodation i.e. children are not expected to spend a considerable amount of time residing at the property.

SAHA staff explained that managing the house presented a new model of working for the Salvation Army. It was described as a "clash in styles with traditional supportive housing." They have adjusted to a more intensive level of professional involvement in the children's lives, which was generally viewed positively because of the confidence it gave them about the management of a child's risk.





Eligibility Criteria - GM Remand Accommodation
GM Remand Pilot

This document is to outline the criteria a child must meet to be placed within the 3 bed property.

1. Thorough Risk Assessment and Safety Plan complete.
2. Child subject to a RILA, Section 20, Section 31 or Section 38.
3. All offences are eligible.
4. Must meet remand criteria.
5. Court have stated explicitly that child cannot go home.
6. Subject to ISS Bail with the option to step this down at a later date.
7. Aged 16+ only.
8. Must exit the accommodation at 18.
9. Evidence of active placement search both prior and ongoing.
10. Male only.
11. No co-defendants on *any* offences.

Emergency custodial remands due to lack of alternative placements that do not meet existing criteria will be considered by case.

Individual exceptional circumstances also to be considered.

Above is a copy of the project team's original eligibility criteria[HS1] . One of the most important changes they made since referrals to the accommodation started is the flexibility with which decisions are made about placements. The team no longer uses the official eligibility criteria and instead, each referral is considered on a case-by-case basis and risk assessed on an individual basis. The only essential criteria that continues to be used is that a child must be at risk of custodial remand and that they are at least 16 years old.

Particularly noteworthy is the removal of criteria in relation to gender (originally the accommodation could only place males) and the need for a child's placement to end when they turn 18. Further details are provided about these changes in the sections below.

Communication about the accommodation is one example of the breadth of work undertaken by the project team to generate buy-in from partners and subsequently influence organisational change.

The engagement with the police has been progressive on this project. We opened up supported accommodation in an area and actually sat and engaged with the inspector and the sergeant for that neighbourhood area. And we engaged. Can you imagine preparing for that meeting and the way you communicate what you're doing and what we're doing to mitigate risks for that community and keeping children safe?

(GM Project Team Member)

Each of the YJ teams welcomed the idea of using the accommodation. They were optimistic about its potential to offer something that could be better tailored to an individual child's needs. They agreed that for children living outside of Manchester the house could be very beneficial to use as an out-of-area RiLA placement.

“We have quite a lot of barriers with finding placements for children anyway especially on a day where court happens. You’ve got to act really quickly if you want to present that remand. So that’s where I think the effectiveness of it will come in.”

(Trafford YJ Team)

“I think people really want it to work because, obviously, if it is successful, it will be a real benefit for our young people. The ability to be able to provide that bed would benefit a lot of them especially when they're in a situation where they could be granted bail but there just isn't that address for them.”

(Oldham YJ Team)

Colleagues acknowledged that the use of the house as an alternative to custodial remand relies on teams accepting that new and novel initiatives take time to bed in, **“we learn as we go. It’s a process”** (Oldham YJ Team). Those colleagues who were open to ‘giving it a go’, and recognised its potential believed, **“we have to use it and if it doesn't work it doesn't work. But it is a good option”** (Wigan YJ Team).

The project team made considerable efforts to address the early concerns and scepticism that some of the YJ teams had about placing children in the accommodation.

It was identified as challenging early on because of the difficulties in communicating the information about referrals to pressurised court staff and YJ teams. In response, the project team:

“did a bit of a roadshow [...] getting the information out there. We went to every single meeting we possibly could. [...] we've been out again, set up a meeting with the court staff, and just making sure they're aware of it.”

(GM Project Team Member)

The most significant change the project team made was the provision of over-night supervision. Since January 2025, three children, two male and one female, aged between 16 and 17 at time of referral have been placed at the SAHA house. Each child had received a sentence of ISS bail. At the time of writing, two of the children are still at the house, having been there for between 146 and 174 days. The third child spent 12 days on placement (Appendices 1 and 2 provide case studies of two of the children, these were produced by the GM project team). Prior to the first placement five unsuccessful referrals were made, none of which were due to a child being declined by the accommodation.

Approximately five-to six requests for placements have been made since September 2025 but given the house has been full, no formal referrals have been made.

Since its purchase, the house has had a 89.9% occupancy rate and an impressive total saving (compared with custodial remand) of £117,956 for the three children placed there.

When asked about the referral process, case managers from the Bolton YJ team described a positive experience. Despite them describing their referrals as being 'last minute', they noted that process was 'really smooth'. They specifically mentioned the assistance of the SAHA manager.

He (SAHA manager) was really helpful because it was last-minute that we were doing the referral, but he was really thorough, and he was really supportive. He was saying if there's anything we can do to support. So for me, the process of referring my young person through was really good.

A member of the SAHA team explained,

When we're at the referral stage, we'll get the call in the morning, they'll be going to court in the afternoon. Midway through the afternoon, we're still not absolutely sure whether they'll (a child) will be coming or not because the judge makes that decision. It is an incredibly speedy turnaround. From a very practical point of view everything is a lot more high-paced and needs to be responded to a lot quicker.

As part of the placement offer, the Manchester YJ team can oversee the Order/requirements of a child placed 'out of area' i.e. from one of the other eight GM YJ teams. Case managers from Bolton were supportive of this approach and explained how it had worked with their placements.

It's been a good process.

It's worked smoothly. We've continued, obviously, to case manage but Manchester have caretaken the ISS for us. We had a planning meeting with them really quickly. We've continued to do some of the work as well, and to keep in contact and to do some of the sessions. So, it's been a joint approach on it, and they've given a really good service to our young people.

Referrals made on weekends were described as 'tricky' by the project team because the team do not work on Saturdays. Saturday court referrals are put in touch with on-call support. Two of the three children placed in the accommodation were Saturday referrals.

One of the only drawbacks mentioned by Bolton Case workers was the lack of opportunity to gather children's possessions, from their homes for example, clothes and personal items. One case worker suggested that an emergency pack containing sleep wear, underwear and toiletries would be helpful to keep at the accommodation.

Children placed in the accommodation were generally positive about the process and the house. Two of the three had previous contact with the YJS and had spent time in children's homes and SCHs. When asked about how they felt being placed in the SAHA house all three recognised that it was a better alternative to custodial or secure remand.

In a way I am glad they put me where I am now because the other option would have been either remand or something like a secure unit. This is (the house) better than most things that could have happened.

The high standard of the facilities in the house was noted by each child. Having their own bathroom was a particular source of excitement.

The thing that made me happy the most was the bathroom. I walked in and I was like ‘yes’. I’ve never had my own bathroom before. I was buzzing.

As children had previously spent time in children’s homes and/or secure units, they initially found the expectations of the SAHA house confusing. Their previous experiences of secure accommodation included bigger homes with larger numbers of children and more staff. Two children spoke about how the SAHA house was smaller and required more independence.

The only thing that I’d say that’s hard about this new place is because it’s a new area and I don’t want to go shopping, I’ve not been shopping properly since I moved here because I’m not familiar with the area yet.

For one of the children, living out of their home area was particularly difficult. They spoke at length about the difficulties of being placed ‘so far from home’.

I did get a bit of a shock when I got there (the SAHA house) because she (social worker) didn’t tell me where it was or what it was going to be like. I thought I would have got the choice to go back near home. I just feel like it would be better for me being close to my family. It would be easier for me to see my family instead of being this far and the only thing that I like about this place mostly is it’s a new start. Like I don’t know anyone round here. I really want to see my sisters too and that. Everything’s all right in here

and I like it and that. I don’t really talk to staff that much because I just sit upstairs most of the time. But I’d still rather be moved somewhere. I feel comfortable in the home, I’m just still not properly used to it.

Living out of area wasn’t a considerable challenge for the two other children. They explained that it was beneficial for them not to be living in their home areas.

There’s not a lot of kids round here my age, so it’s better for me. At home, some of them you walk past them, and they just give you trouble by staring at you, trying to start something even though you don’t know them. But this area is quiet. When I do meet people, I get along with them. Like I’m mates with two of the shop people that are around there. I go in and have a chat with them.

This child’s caseworker explained that the child had joined a local football team, was applying for jobs in the area, and the Bolton YJ team were exploring education and employment options for them in Manchester.

The independence that came with the placement to the SAHA house was recognised positively by one of the children. Considerations that might seem small and trivial to most other 16-17 year-olds, such as having a TV in a bedroom, having the use of a personal mobile phone and the freedom to leave the house were specifically appreciated. For children with previous experiences of secure units, not being locked up was a significant benefit.

You are freer, like you can go outside by yourself. You do your cooking by yourself. Buy whatever you want from the shops and

get back here. You have access to a TV with YouTube and things like that. You're allowed to have your phone with you here. That's nice. It's like you're in a house, but you're not with your family. Because you have access to go outside, not like being stuck inside, and every time you want to go and do something, you don't have staff after you and things like that. And doors aren't locked.

The flexibility of the SAHA placement was mentioned positively by the Bolton YJ Case Managers. Compared with custodial remand and secure placements, arrangements could be made to ensure that families could visit at days and times that custodial placements would/could not have accommodated.

One of the children turned 18 while placed at the house and the MCC Project team worked with the Bolton team to ensure that he could continue his placement at the house until his court date in March 2026. This level of flexibility and the benefits of this continuity for a child should not be underestimated. The success of these three placements has led to a complete shift in attitudes about the accommodation amongst the Bolton YJ Case Managers.

I would 100% always advocate for this placement now. I guess, it's one of those we didn't know about, and we hadn't ever used it. I know from speaking with colleagues in the office, everyone is like, 'Oh, that sounds fantastic. I would definitely look into that'. People have been asking for the information.

**“I would 100%
always
advocate for
this placement
now”**

(YJ Case Manager)

The Role of the Court

Throughout this evaluation, the role of courts and legal professionals was a subject of much discussion. In the early stages of the evaluation, the steering group recognised that the key to the effectiveness of alternatives to custodial remand was the 'buy-in' and understanding of the courts and associated professionals. The judiciary, the magistracy, the courts, and defence solicitors were considered particularly crucial in influencing the outcomes of the pilot. The need to communicate effectively and 'educate' legal professionals about the pilot was recognised by many as the key to influencing legal decisions taken about remand.

The following extract taken from an interview with a legal professional in the first quarter of the evaluation describes the challenge for the courts,

“So, I would like to see the remand pilot looking at how we can get the information to the judiciary at the time that we are considering remand. In court we get 10/20 minutes. We have to make a decision that will affect somebody's life, potentially for the rest of their life. You know we don't need War and Peace. On the other hand, we do need more than we're getting at the moment. You're remanding people in custody, and you're doing so because you don't have enough information to work out what you're going to do with them and the threats and challenges.”

Specific training for legal professionals was mentioned as a means for magistrates and judges to better understand the benefits and challenges of alternatives to custodial remand.

“There will definitely need to be when we get further along the track, there'll need to be some training with the judiciary. And that's not just the magistrates it's going to be the district judges and some crown court judges. And you know whether they like it or not, they're going to have to have this level of training. It might be that if we can, we can get into the Law Society and say we're not telling you how to do your job, but we think you might be interested in this nugget of training.”

(Legal Professional)

Although steering group members expressed concerns about the need for better communication and education of legal professionals, those legal professionals involved in the evaluation, were encouraging of the premise of the pilot (to reduce custodial remands).

“It has been quite comforting to realise that there is that much work going on behind the scenes. We don't really have anything to do with it until it ends up in court. But with the right funding like everything that they've been discussing now sounds great. If we could scale it up and have the house they're buying, if we could have 15 of those around Manchester with eight occupancies each, that would be absolutely fantastic. As long as we knew there was monitoring in place, I'd be reasonably satisfied. We wouldn't really need to remand.”

(Legal Professional)

Prior to the use of the SAHA house, legal professionals were clear that judges and magistrates needed to be convinced that the accommodation could manage risk and that it would be a beneficial placement for children.

“It's only the highest risk people that we ever consider remand for, and those are normally people that are involved in some level of joined-up activity. [...] the ability to move these children round is possibly the thing that persuades us most if we can get a kid out of area. That's the thing that's gonna persuade me not to remand them more than anything. [...] if we can get them out of that environment, there's nothing that is going to be more persuasive. And the fact that this seems to be a focus - in terms of getting accommodation in different areas - is quite encouraging. And whilst it may not persuade us to suddenly be a big fan of remand and local authority accommodation, I could certainly see it persuading benches, and ultimately, it's them that need to be persuaded. Obviously, we're always the last line of absolute risk management [...] but if all these things are in place, I could certainly see a lot more benches being persuaded that it's the right way to go.”

(Legal Professional)

During the pilot, considerable effort has been placed on improving communication about the pilot and specifically the use of RiLA with the judiciary, solicitors and court staff because of the positive impact on remanded (and justice-involved) children's outcomes. The pilot was seen to have facilitated a better understanding of RiLA, and consequently improved 'buy-in', where judges may have previously been sceptical and court staff may have lacked the

correct information to suggest RiLA alternatives for children:

“We've got more young people being remanded into local authority care and I think we know it's not because of the accommodation that we've put in place [...] I think that that's a result of practice being really tightened in the courts and also the judiciary buying into the aims of the pilot. I think opening the dialogue with the judiciary has been one of the key areas to help us achieve that. I think [GM project team members] work in court has supported us to get that feedback and understand how the GM authorities work together in court, how bail packages are produced, the offer that we're giving to young people and having that so that it's not a postcode lottery.”

(GM Project Team Member)

The increased uptake of RiLA alternatives has significant positive outcomes for children in the support, care, and benefits they become entitled to and in the avoidance of custody.

“I think the judiciary now, they see the RiLA as just an additional layer of protection for that child. They'll become looked after, they'll have all the benefits that come with that. They'll have a social worker as well as the Intensive Supervision and Surveillance (ISS) package that we would be presenting if not with the RiLA security as well. So, the judges are trusting that they've really had a cultural change in terms of what a RiLA is and what community bail is and how we see them.”

(GM Project Team Member).

Work undertaken with legal professionals in the final quarter of the evaluation clearly demonstrates the overwhelming support for the pilot, specifically support of the increased use of RiLA and the supported accommodation. They reflected on their prior experiences of using RiLA and the challenges they encountered, including a lack of appropriate alternative accommodation and concerns about keeping children in the family home (considering the numbers of remanded children across GM classified as CIN, this is a legitimate concern).

“Remanding children into a custodial institution is not the best way forward. It's not good for them, and ultimately, it's not good for the end result that you want. So we've always tried to keep children, particularly on remand, out of a custodial institution. The problem comes when you've got to find somewhere to put the children, when going home is not an option because it is not unusual to find that home is part of the problem, not part of the solution.”

(Legal professional)

Prior to the pilot, RiLA was not considered an appropriate alternative.

In the past, RiLA was used very sparingly because local authorities would, 9 times out of 10, go, “Well, thank you much indeed for giving us the care of this youngster. I'll tell you what, we'll send them home.” And if the local authority couldn't send them home, they didn't know what to do with them. There was no accommodation to be had anywhere. I can recall a time where the nearest accommodation for RiLA was in Glasgow.

(Legal Professional)

The scepticism with which the pilot was met at the outset has given way to a clear support of the pilot's aims. This has partly been because of the success of the SAHA accommodation,

The Salvation Army have been absolutely superstars in this. Somebody needs to say, thank you, thank you, thank you, because they've really enabled this to go forward. Without them, it wouldn't have happened. So that then enabled a conversation to occur with the judiciary on how we can use RiLA more effectively. I don't need to tell you that was quite a challenge to get that set up because there was an awful lot of health and safety and judicial and all the other things and care and control issues that came into doing that.

(Legal Professional)

The successful communication about RiLA by the project team to legal professionals has resulted not only in a reduction in custodial remand, but a considerable reduction in cost.

The 36 RiLAs we've had to date (by September 2025) were all remands that met remand criteria. Some were remanded and we ended up putting in a bail package and getting them that RiLA, showing that they were unnecessary custodial remands. And that 36 is 36 remands that we have avoided. There's no other way to put it. I think about £2.1 million has been saved

(GM Project Team Member).

Legal professionals were candid about the challenges that lie ahead to sustain the pilot's work in the long-term. A significant consideration is the continued challenge of getting HMCTS on board.

Legal professionals noted that HMCTS had been very skeptical of the pilot and its focus on increasing the use of RiLA and bail packages.

One legal professional spoke about their efforts to convince HMCTS of the pilot's aims.

There are some of my colleagues who are still in the 'this is from the Ministry of Good Ideas' bucket. And there are some of my colleagues that think, 'oh, it's a really good idea'. And there's still a modicum of not understanding. So I've managed at last to get HMCTS, who, again, have been uber, uber sceptical. I've managed to get them on board.

The dissemination (by the Project Team) of national and local remand statistics was noted as a useful way in which to convince legal professionals of the associated problems of custodial remand i.e. the numbers of children remanded versus those who go onto receive a custodial sentence. Legal professionals' recognition of the usefulness and influence of multi-agency working and collaboration amongst teams reemphasises a general recognition by all partners involved in the pilot that this way of working needs to continue.

It's been a huge, great collaborative event. I like the collaborativeness of it. I like the fact that we've had the judiciary, the police, the defence, the CPS, the YOTs, the social services – they've all been involved in this in one way, shape or form or another. You cannot put a price on that. You just can't. There's no way of quantifying how much it's worth.

(Legal Professional)

Finally, the following quote from a senior legal professional encapsulates attitudes towards the pilot.

“Listen, folks, if you want to do it and do it well, this is the gold standard”

(Legal Professional)

Children's Experiences of Remand

35

Engagement with Children across Greater Manchester

This section presents the experiences of 16 children across GM[12] who were in custodial remand, had experienced custodial remand or had been subject at sentencing to a community outcome (including conditional bail packages and ISS) post remand. Themes include:



Experience of Court



Perceived fairness of the sentence



Experience of custody while on remand



Recommendations about the use of remand



The interviews took an approach informed by participatory research, remaining flexible to the children's needs. [13]. Children in the community were interviewed in their local YJ office with their YJ worker present. The children in the SCH were interviewed 1:1, but with staff visible and on-hand nearby for support. Five children were interviewed in a YOI either on their wing or in an appropriate room. All the children were asked about their experiences at court, whether they felt their sentence was fair and if remanded to custody, they were asked about their experiences of custodial remand. Interviews lasted between 20–60 minutes depending on how much detail the children wanted to share. They were also asked for their recommendations about what could be improved or changed for remanded children.

The children had an average age of 16, just over half were White British and only one female was involved in the project (See Table 5).

[12] To avoid any identification of the children, their quotes do not contain any identifiers such as age and ethnic-background

[13] Smithson, H., Gray, P., & Jones, A. (2020). 'They Really Should Start Listening to You': The Benefits and Challenges of Co-Producing a Participatory Framework of Youth Justice Practice. *Youth Justice*, 21(3), 321-337.

<https://doi.org/10.1177/1473225420941598>

Table 5: Demographics of Children and Type of Remand Experienced

Gender	Ethnicity	Age	Remand type
Male	White British	16	(1) ISS Bail (2) Custody
Female	White British	14	(1) SCC (2) Community
Male	Mixed British	15	ISS Bail
Male	White British	17	ISS Bail
Male	West Asian	16	YOI
Male	South Asian	17	YOI
Male	White British	16	SCH
Male	White British	16	SCH
Male	White British	16	SCH
Male	White British	17	SCH
Male	African	16	SCH
Male	White British	16	1 ISS Bail 2 YOI
Male	White British	16	YOI
Male	Mixed Heritage British	16	YOI
Male	Mixed Heritage British	16	YOI
Male	British South Asian	16	YOI

Experience of Court

The children described their experiences of their court process in considerable detail i.e. from first arrest to sentencing. They spoke of the stress of waiting for their trial and/or court date. The length of time it took for their cases to come to court was between three days and 11 months. One child explained,

Obviously if they could do things faster, it'd be easier. So the reason I was around for a bit was because I was waiting for my trial. But obviously I don't know if it would've been easier to get it done faster. Obviously, I get why the trial was so far away, got to gather the evidence but I would have liked the trial sooner, sentencing sooner because you're waiting for time. You don't know how long for or nothing. You don't know whether you're getting out or you're staying. It's just stressful.

Another child spoke of the stress of waiting in court cells for their case to be called.

Child: Yeah, basically court was stressful. Like the court cells, it's just that empty room with a wooden bench. I think it's wrong. The cells there are horrible. Sometimes you can be in there for like 8, 9, 10 hours. You can be there from 9:00 in the morning to like 4:00pm, 5:00pm.

Researcher: Just waiting?

Child: Just waiting for your name to get called up. Especially that. They used to sometimes take us in a sweat box when it's more than two of us. Obviously, I know if you're under 18 they take you in a nice car, little van but just the whole experience going to court was horrible. And so the actual court

process should be a bit quicker.

One of the children currently on remand in a YOI explained that he felt his wait for trial had been quicker while on remand compared to his original hearing, that had resulted in his remand. He notes he 'got used to it' (the process). A child getting 'used to' a court process and subsequently a custodial remand should not be viewed positively.

The court process has gone a lot quicker than it did from the outside, but nothing got explained to me anymore than it did the first time. It's just that now I'm used to it. I'm used to prison so I'm not really too fussed about it.

Children found the language used in court confusing and quite often did not understand the proceedings.

I had to speak to the team to understand it all, because everything else was just going over my head, do you know what I mean? It's confusing, man. It's like my third time being to court now, and I still find it confusing. They're talking like, too... I don't know. What's the word? Like, I don't know. They're just using mad, professional words.

Court and legal professionals may either assume that children understand proceedings or don't feel that it is their responsibility to ensure that they fully understand.

Children spoke of their lack of understanding about processes from point of arrest to court appearance. One of the children explained that he had limited understanding of what police bail meant, why he had been given bail and what his

bail conditions were (while awaiting sentencing).

Point of arrest and charge at the police station was described as a confusing time and children noted that they did not know what questions they should be asking and who could answer them. The account below between a member of the research team and a child encapsulates this experience. This child is from a traveller background and received a custodial sentence in a SCH.

Researcher: So, when things were being decided, did you feel like you had someone that you could ask questions to explain what was going on?

Child: No.

Researcher: No?

Child: No.

Researcher: Okay. So either in the police station or in court?

Child: Police are just pricks. They don't tell me nothing. They were laughing at me.

Researcher: Were they?

Child: Yeah. Called me a pikey, you can't believe, and everything. Honestly, they're racist.

For those children who reported receiving help in court, this was mainly in relation to the support offered by colleagues from the respective regional YJ team. The next account illustrates this.

Researcher: What about in court? Was there anyone there?

Child: There was this one guy called [... from the Youth Justice Court Team]. I'll never forget him. He helped me in a big way. You know what I mean? He really did.

Researcher: Yeah. How did he help you?

Child: I don't know. Because I was fuming, I really was. I was fuming up and down, you know what I mean? And him, he was just telling me, it's all going to be alright, mate. Listen, you're going to (name of SCH)

Another child re-emphasised the care and support received by court team colleagues.

Researcher: The staff who were with you in court, you were saying they were good?

Child: Yeah, I liked them.

Researcher: What was good about them?

Child: I don't know. Obviously when you go to court, you can have go in a sweat box, you know the little vans not the sweat box ones, the other ones, obviously I was in them with like two staff, one staff on each side and then one driving in it. They're amazing. They give me food. And obviously the staff, they support you throughout your trial because obviously they've been working there for years. They know everything about court so if something's happened in court, after court, they'd always say to me, "Do you know what happened there? Do you want me to explain what happened?" It was just clear.

Researcher: Great. And so the way they were explaining it was like clear to you?

Child: Yeah. Them telling me what was just said in court. I know what was happening but when we sat there, I don't know what's really happening.

Solicitors were specifically mentioned as a mixed-bag, with some being helpful while others were not. A detailed account was provided by a child and their case manager about the lack of knowledge the child's solicitor had about the

details of his case. This had led to a delay to the trial (the child had already spent time in custody on remand to subsequently receive ISS Bail) while awaiting trial. The trial was delayed due to the absence of an appropriate adult and the child's solicitor been unaware that a NRM (National Referral Mechanism) report had been submitted to the court. The child's account of his experiences with his solicitors (he went from having a duty solicitor to an advocate solicitor while in custody) emphasises his helplessness and frustration about his situation.

“The solicitor is meant to be there to help me. But to me, at first, it didn't really seem like that. This solicitor I've got now is trying to help me, like... obviously, because I was in jail. So, I've got this advocate solicitor. And my advocate solicitor said to me, like, “you've got this charge here, would you be happy if we got this charge dropped down to this charge?” And I've only just met her. So, she's trying to help me, do you know what I mean?”

A child who experienced several episodes of remand in a YOI, spoke of the lack of clarity and mixed messages he had received from his legal team and YJ worker. It had resulted in frustration and disappointment with his final sentence.

My solicitor was saying “you're getting out”. My YOT (youth offending team) worker was saying “you're getting 12 (years) do six” and the case worker here (in custody) said that “you'll probably get adjourned to crown”. Just bare shit putting in my head saying you're going to get six years, do three, this, that, blah, blah. If they told me you're looking at getting this amount, I wouldn't be bothered. But saying you're going to get

this, this or that, just does your head in. I went to court thinking I'm going to get out.

The children's accounts detailed in this section clearly demonstrate the complexities and challenges of their experiences of the court process.

Perceived fairness of the sentence

While most of the children did not disagree that their offending behaviour warranted some type of consequence, they were less convinced about the fairness of their sentences. 14 of the 16 children had experienced secure accommodation including, custodial remand, sentenced to custody and secure children's care. Those children who had experienced custodial remand were critical of its use.

One of the children explained that he had experienced remand twice after his original bail application was refused. He wanted to remain at home with bail conditions. His second bail application was approved however, he was accused of committing further offences while on bail and was re-remanded (into a YOI). The explanation for the re-remand provided by his case worker was that the safety of his home address and his chances of being exploited needed to be resolved before he could be granted bail.

Child: I didn't even expect to get remanded either, so when I went to court and got remanded, I was thinking, what the fuck?

Researcher: So you didn't think the sentence was fair?

Child: No, not at all. I've been arrested twice, and they sent me in it, and they remanded me in it. So I don't think it's fair. I know, like, people who've got, like, fucking been arrested, like, twelve, 13 times and not been remanded or anything like that, do you know what I mean? I know people who have done worse, like had a slap on the wrist, or not been remanded, Like, I've literally been arrested twice, yet, and like their option was

just to remand me straight away. Because the first time I got arrested, they put me on the thing just before remand, like step one, do you know what I mean? Like, "he's been brought in for this. Let's put him on this and see how it... like, see if he carries on". "If he carries on, then we'll do this, or something like that." But they just slapped me arse straight away.

A child on remand in a YOI accepted that his sentence was fair but disagreed with the process. He had completed a sentence that he was serving in custody but on his release date, he was charged with another offence for which he was subsequently remanded.

Obviously, I have committed it (the offence) so I think it's fair but I think it might have been done the wrong way. As soon as it was coming up to my release day, I've got my hopes up, I'm getting out. Boom, they were at my door, letter through my door, you've got caught, been charged. So the courts and the police have tried to push for me to get charged before I'm released so I don't go into the community. So literally a month or two before my release date and I got charged, I got remanded.

The only female involved in the research, had experienced a variety of secure accommodation, including SCHs and secure children's care. Due to her estrangement from family, missing from home and her neurodiversity, she had experienced a considerable amount of police arrests and placements in care homes. Many of her previous arrests were due to breaching bail. She was currently residing in a children's home.

When asked if she felt her sentence was fair, she responded,

So, each day I've got different opinions on it. Because sometimes I think that I deserve that, but sometimes I think that's a bit too far or that's not good enough. It just depends on the day. But with the other breaches and that, obviously if I breach now, they'd take me in, to custody. Sometimes they'd just take me back to the care home or take me into [police] custody for like three hours and then send me home. So, I feel like it's a bit unnecessary if you're just going to send me back [to the care home].

Hers was a complex situation and highlights the challenges and failures of each stage of the Youth Justice System in its treatment of girls and young women. The MoJ (2025)[14] note that since January 2022, the average number of girls in custody has been 11. For year ending March 2023, half the average monthly custodial population of girls under 18 were on remand, and this number has increased year on year. The report also highlights that 'girls are often in custody for very short periods, which can be highly disruptive. MoJ published data shows that from June 2023 to June 2024, the average custodial sentence length was 7.1 months for girls', and that frequently, girls and young women are remanded to custody due to there being little to no suitable places available for them to go. The young girl we spoke to spent two periods on remand in secure units.

Girls in custody note serious mental health challenges, trauma and exploitation (both prior to and within custodial settings), and injustice at

the hands of police and others with the capacity to restrain[11]. She spoke to us about her specific experiences of being a girl in the Youth Justice System; she was often the only girl in the secure units that she spent time in.

It's better there to be at least one other girl, and when I walked in there, it was 12 lads between the ages of 12 and 18, and I was the only girl there. So obviously I didn't have anyone that I could chill with. So, I just had to stand my ground up to these 12 lads and it was just probably the most stressful. Especially because lads always like to stick together.

The MoJ's (2025) report summarised girls experiences in YOIs as feeling voiceless and unsafe in male dominated environments, disconnected from staff and peers', judged by services and labelled as 'difficult to engage with', scared and uncertain about their future placements (that were frequently changing), and that their 'needs were not being met – particularly around physical, menstrual and mental health'.

Others failed to comprehend why they were subject to stringent bail conditions prior to their court case. A child placed on police bail for three months prior to his sentence and then placed-on ISS bail for seven months explained his situation. He was eventually sentenced to a 12-month YRO.

Child: I was still at home. I had a curfew, but no tag and I had conditions to not speak to my co-accused. Then I had to do three meetings a week. Sometimes calls,

sometimes go to the workshop and talk to the youth worker.

Researcher: Did you feel like that was fair and that was alright to do while you were waiting?

Child: No, because I had not been sentenced yet. So I just felt like, I thought, 'Why do I have to do this?'

He went on to explain his frustration at receiving an ISS sentence because he was advised to plead guilty to avoid a trial.

Like in the thing, we all had to go guilty. Me and people that were there, that were in the trial, they could get like a deal. But if we didn't go guilty, then they'd just carry on the trial. But no one wanted that so I just went guilty. But like, some kids got like, the same or less than me, but I had like least involvement, basically.

Most of the children who had experienced custodial remand and had been sentenced to custody were accepting of their sentences.

So I came here (SCH) but when I was on remand, my case supervisor, everyone thought I was going to get about like two years, like 18 months, but then I've gone to court and the judge, well, she's normally a bit of a harsh judge, isn't it? But she went over the desk and she was kind of like speaking to me. She was like, "you're only a 15-year-old boy, you've got a certain amount of life left." And she was like, "just make it good". I got arrested for a breach of a court bail. She gave me six months for that and then I got done for robbery. She gave me six months for that, but obviously I only had to do one of them, you know what I mean?

A young boy spoke of his frustration at not being able to serve his sentence in the community. He explained that he was sentenced to three months in the SCH and a further three in the community on a tag.

Child: Yeah, it was [fair] but at the same time it wasn't because I could have done that six months in the community, but it's all right. I'm only going to do three months in the community.

Researcher: So you got six, you're doing three in the –

Child: Three in the community.

Researcher: And they're going to put you on tag again?

Child: Yeah. But apparently there's a YCS thing that says young people that come out of custody should not really get put on tag. That's what one of my intervention workers were telling me who works here. So he were telling me that he's going to try talk to my YOT and see what the reasons for me to be on tagging is. So he's trying to help me out.

Researcher: Because it's seven until seven, the tag.

Child: Yeah. But they're going to try to get me on a nine to eight tag, something a bit later.

A child initially charged with the offence of possession of an offensive weapon in 2022, was then charged for murder in 2024 and spent eight months on remand and was found not guilty and subsequently received a three-year YRO. His account of spending time on remand is particularly pertinent.

From the day I got remanded, they told me there's a custody time limit at six months. What they've done is they actually stretched

it to the very, very last day of the six months until they've done a trial which, I know it happens, but I thought it was very ridiculous. Why would you do that? And then even when it got to the day, they stretched out like another week. And then the trial itself was however long. And then when I got found guilty for the offensive weapon, they kept me on a month. Was it another month or something. They kept me in remand for like another month, no reason. And then even when I got sentenced, they kept me remanded until the robbery case. Because for the robbery case, I was going to court every two weeks and they just kept on adjourning it until after I got sentenced. So just kept on adjourning it but I'm thinking it's straightforward... could've just sentenced me for both of them at once, but with all the weird court processes and all that and I don't understand it, but they just took the long way round basically. I knew I wasn't going to jail, even if I did, it would've been already boxed off time ago. So just kept thinking like why they're dragging it. Why are you doing this so much? Just release me right now because I'm just wasting time in here for no reason basically.

A child currently on remand in a YOI, expressed the feelings of many children subjected to custody:

Researcher: How could it have been fairer on you?

Child: Just give me one last chance.

**“Just give
me one last
chance”**

(Child)

Experience of custody while on remand

This section provides accounts from children who had experienced secure accommodation and/or custodial remand. Some had spent time on remand in YOIs. These children had extremely distressing experiences, ranging from being locked in their cells for long periods of time, witnessing violence, and aggression and lack of education and other meaningful activities.

One of the children provides the following description of his time on remand in a YOI.

Literally everything about jail was shit. You're treated like dogs, absolutely. And just, like, everything innit, like, you're banged up in your cell, like, literally all hours of the day, do you know what I mean? You're out of your cell for, like, two hours a day or something shit.

Children spoke at length about their experiences of remand at YOIs. One of their main frustrations was the lack of staff to take care of them. One of them explained that this led to aggressive behaviours amongst children who were frustrated that their needs were not being met.

I'd say that there's not enough workers in prison to take care of all the young people. That's what I think. I feel like sometimes there's only like two staff and there's a wing of like 50 boys, and everyone needs different things done for themselves. Even if it's a little thing, 9 times out of 10, it wouldn't get done. So, I feel like everyone's just like heated up, aggressive. That's what I'm saying. If a fight happens, it stops everything for like a couple hours or something like that.

Like big incident happens, it ruins the whole day. But I know you are in jail, but like, you need time out your cell. You need to do this, you need to do that. Loads of things used to get cancelled. So, you'd just be in the room all day and nothing's getting done for you. Like if you need something, you ask an officer, they say I'm busy or something."

Another child spoke about the devastating consequences of spending time on remand. His violent offending increased while on remand which subsequently led to further charges and sentences.

In the community I never committed as much violence as in prison, especially young offenders, they are violent. When I was on remand, I felt like I had nothing to lose. I didn't know how long I was in prison for. I didn't know nothing. I was fighting, fighting, fighting. I ended up paying the price for that because when you're on remand and waiting to get sentenced, there's a thing called a pre-sentence report and if you're committing violence in prison, they deem you a risk. If they deem you a risk, that affects what sentence you get.

His frustrations with the lengthy court process and not knowing what was going to happen to him, were in his view, the reasons why his violent episodes increased while on remand.

Researcher: So do you think it was the waiting while you were on there that was stressing you out and affecting your behaviour?

Child: I'd go to court, and they'd tell me you'll get sentenced on this day. I'd go, get adjourned for more months and thinking

what is this about.

Researcher: You wanted to know what was going on?

Child: I wanted to know when I was getting out of prison.

Researcher: Do you feel if that had been said to you sooner, you might have felt calmer?

Child: A hundred percent. If I knew how long I was going to be getting then yes.

The normalisation of witnessing violence, involvement in violence and fear of violence was normalised by the children on remand in the YOI. This child viewed himself lucky not to have been attacked but his routine description of another child being stabbed is concerning.

Everyone I know was telling me, "You're going to get stabbed in here," this, that. But I come here, I think it was my second day on the wing someone got stabbed but everyone has been calm to me.

Children subjected to Separation Orders described their lack of association and time out of cell.

I got remanded, it was more for my safety. I don't get as much time out as other people. They would keep us, me and my co-defendants, in and we'd get ten minutes out a day, that's it.

While one of the children had requested custodial remand for his own safety, he did not feel safe in the YOI.

Researcher: Did you feel safe while you were on remand?

Child: No.

Researcher: What made you feel unsafe

while you were on remand?

Child: I don't know. I was just paranoid obviously. Everyone knew what I was in for straight away. Loads of people were on to me.

Children who had experienced remand in YOIs were unequivocal in their views that custody exacerbates mental health illness and leads to long-term trauma. One of the children spoke of the detrimental effect of spending time alone and locked up.

For people who get bored really easily and get irritated when they get bored and stuff like that, they don't really have anything to do. Like you just staring at four walls and if you've got mental health problems, like obviously, they're starting to take mental health more seriously in kids, which they never did. But even if you do have mental health problems, they don't offer any support whilst you're sat in them four walls, for you to take your mind off other things. It makes you get stuck in your own head a bit more, which can be good for certain things, but if people are struggling already, they don't need that.

Another child spoke about his frustrations of the futility of remanding children to custody when they could stay in the community.

When I've been in [name of YOI], I've seen people that get remanded for petty things and they come out a week later. The people could just keep on getting remanded, remanded, remanded. I don't think there's anyone that's actually looking at the case and looking at the kid's history and thinking, what are the probabilities that he's getting

out? Because at the end of the day, that jail time, they're not getting it back because it doesn't just come with jail time, it comes with trauma. It comes with experiences that I don't think anyone should really live with.

A child remanded to and subsequently sentenced to a SCH spoke about his shame of being remanded.

Researcher: So how did you feel when they told you, you were going to get remanded?

Child: First, I didn't think it were true but until I went upstairs to the courtroom and the judge told me I was remanded. I didn't show any emotions but, in my heart, I just felt ashamed because my mum was in the courtroom, and she was crying. So I felt sorry for my mum. I felt sorry for my dad as well. I didn't want him to ever hear something like that.

He went on to explain his attitude toward custody more generally which included his thoughts about it and its role in exacerbating children's stress and its ineffectiveness in 'teaching people a lesson'.

All you get is just stress basically. It probably ruins people's mental health. This [current sentence] is not teaching me a lesson, but when I speak to my parents, that is teaching me a lesson. The people that I know that have been in custody and came out, they've come out as a worse person. And some people I know might have come out of custody, started doing whatever they're doing like drug dealing, fraud, whatever. I don't want to leave here and go to that environment and do stuff like that. I want to go to a clean environment, study and chill

out with my parents.

Children who had spent time on remand at a SCH were grateful that they were sentenced there and not in a YOI. Some of the children went as far to explain that they felt that they were better off in the SCH compared with the community.

Child: I'm looked after here. It's good here. In a weird way, it's like my own home.

Researcher: Yeah. You feel comfortable here?

Child: Yeah.

Researcher: Yeah. What makes it homely?

Child: The way you get treated, the way you get fed, you're out all day. The only thing about it, you're going to bed at a certain time. That's it. I don't want to go anywhere anyway though. That's the truth. I prefer to be here.

Another child explained that the focus of the SCH on rehabilitation, including therapy and educational activities had supported him.

Child: This is basically like rehab. Just chilling out, learning. Teaching you why you should not do that, why you've done it, what are the wrongs and rights for it, what did you deserve out of it, what did you get from it? Stuff like that basically.

Researcher: And has that helped?

Child: It's helped because I come down here at least three to four times a week and just chill my mind out. Or I just do yoga with one of the female staff members here. So just chill out my mind for a bit. Just take the stress all out.

Researcher: And could you not do that in the community?

Child: No. But obviously, there's things that I

do here I wouldn't really be doing in the community. Like doing yoga, I wouldn't.

The experience of a child who spent time on remand and subsequently received ISS Bail to illustrates the benefits of keeping children in the community. He spoke about the structure of his ISS sentence (attending the YJ office five days per week) and the relationships he had built with colleagues at the YJ team as a positive turning point in his life.

It gives you stuff to do, as well, do you know what I mean? Like, I've got to come here like, five days a week. I'm just ... just trying to get as much opportunity as I can in it. Like trying to get my CSCS card so I can work as a construction worker or something. And yeah, like, stuff like, I've got my bank account set up. Do you know what I mean? Because I want to have one. And stuff like sorting a CV out, like just ordinary normal things. It's good. Everything's good, you know, because like, it's sort of like, you're learning something, or like you're working towards like, doing something for yourself, do you know what I mean? So like, at the end of it, you're going to get like... it's like a reward for yourself, do you know what I'm saying? Something good, on your behalf, do you know what I mean?

His reflections of his experiences of the YJS should reinforce the need for good quality education and employment opportunities. These opportunities should come much earlier in a child's life and not be reliant on contact with the YJS

I've had to get into like bother for this to come, do you know what I'm saying? Sometimes, like, I don't know... Sometimes, you've got to make mistakes to make something good happen, or something to do with that. I don't know. Like, obviously, these services, like, I don't know. Like, I never knew anywhere to get a job or anything. Like, I've got social anxiety. So when I went to college, I walked straight back out so I never went to college. Even coming here, I never used to come here at first because it's in town. I never used to come to town. Do you know what I mean? But once I got used to it, it's actually all right.

Alternatives to custodial remand

When asked about what type of alternative to custodial remand would have been more appropriate and effective, a child on remand in a YOI, explained that he had experienced bail in the community with measure such as, ISS, electronic tagging and home curfews, and he did not think any of them had been particularly effective.

Researcher: If you could change something about your journey, what would it have been?

Child: Not get remanded.

Researcher: What would have been the alternative then to not getting remanded do you think?

Child: Alternative? I don't really know.

Researcher: Was ISS bail working for you?

Child: No.

Researcher: What do you think they could have done differently to stop you offending?

Child: Put me on house arrest probably would work for them if they put me on house arrest or something.

Researcher: Right. So house arrest would have worked for you? Rather than remand you, just keep you in the house?

Child: Yes. I'd have preferred it, staying at home.

Researcher: What was difficult about getting back for seven?

Child: I had to run home. One time I was late by about ten minutes. I was on my way home and then

Researcher: You got breached for that, for the ten minutes?

Child: Yes, breached me for that. Took me to police station and I rang my YOT worker before when I was going home to say I'm

only 20 minutes away and then the police come and took me. I got my YOT worker to come and sort me out.

Overall, children report good relationships and support with and from YJ team practitioners however, court processes are confusing for children, and they fail to understand bail conditions, remand and final sentences. Their accounts illustrate that this begins at the police station at the time of arrest, continues through to the support and communication (or lack of) from their legal teams and ends with their frustration about their sentence because of a lack of child-focused justice in the courts. For those who have experienced custodial remand in YOIs, these experiences have been challenging. If remand must be used, SCHs are a safer and more productive environment for children, but YJ professionals should strive for well-planned and communicated community alternatives.

“I'd have preferred it, staying at home”
(Child)

Education Sub-Group

The educational experiences of justice-involved children can be very poor, where low attendance [15], punitive disciplinary policies[16][17] inadequate support related to learning needs, neurodiversity [18], and mental health[19] contribute to low academic attainment, fraught relationships with teachers and schools, school exclusion, and missed chances for appropriate interventions [20][21][22]. Justice-involved children have a high likelihood of being excluded from school, and their demographics overlap with the over-representation of racially minoritised, working-class young males [23][24].

Moreover, children in custody have some of the lowest levels of educational attainment

and engagement compared to children in mainstream education[25]. Furthermore, 89% of boys in YOIs reported that they had been excluded from mainstream education prior to their sentence[25][26]. In a damning verdict of education in custody over the last decade, 'Ofsted considered the education provision in all English YOIs and STCs to be inadequate or requires improvement',[27] while education provision in YOIs post-pandemic has been described as 'woefully inadequate'[28]. Figures for GM (illustrated in Section 7) demonstrate a strong relationship between remand, SEND and NEET status. Over half of the children remanded between 2023 and 2026 had SEND and/or an EHCP and nearly half were classed as NEET.

[15] Coates, S. (2016) 'Unlocking Potential: A review of education in prison.' Ministry of Justice. [Online] [Accessed on 10th January 2024] <https://assets.publishing.service.gov.uk/media/5a7f537eed915d74e33f5bf5/education-review-report.pdf>

[16] Perraudin, A. (2018) 'Pupil brings legal action against school's isolation policy.' The Guardian. [Online] 11th December 2018. [Accessed on 5th January 2023] <https://www.theguardian.com/education/2018/dec/11/pupil-brings-legal-action-against-schools-isolation-booths-outwood-grange-academies-trust>

[17] Martin-Denham, S. (2020) 'An investigation into the perceived enablers and barriers to mainstream schooling: The voices of children excluded from school, their caregivers and professionals. Project Report. University of Sunderland.' University of Sunderland.

[18] Day, A-M., Allely, C., Robinson, L., Turner, K., Gerry, KC F., Forrester, A. (2024) 'The over-representation of neurodivergent children in Youth Justice Systems and The Youth Court'. *Medicine, Science and the Law*.64(4):255-258. doi:10.1177/00258024241274073

[19] Prison Reform Trust. (2023) Prison: the facts. Bromley Briefings Summer 2023. [Online] [Accessed on 10th January 2024] https://prisonreformtrust.org.uk/wp-content/uploads/2023/06/prison_the_facts_2023.pdf

[20] Arnez, J. and Condry, R. (2021) 'Criminological Perspectives on School Exclusion and Youth Offending.' *Emotional and Behavioural Difficulties*, 26(1) pp. 87-100.

[21] Kent, H., Kriby, A., Hogarth, L., Leckie, G., Cornish, R., and Williams, H. (2023) 'School to prison pipelines: Associations between school exclusion, neurodisability and age of first conviction in male prisoners' *Forensic Science International: Mind and Law*. 4. <https://www.sciencedirect.com/science/article/pii/S2666353823000097#bib10>

[22] Westwood, K. (2024) A multidisciplinary exploration of the language of school exclusion. PhD. Manchester Metropolitan University.

[23] Perera, J. (2020) *How Black Working-Class Youth are Criminalised and Excluded in the English School System: A London Case Study*. London: Institute of Race Relations.

[24] Brodie, I., Day, A-M., Kiff, J., Osidipe, T., Pitts, J. and Bateman, T. (2025) Exploring racial disparity in diversion from the Youth Justice System. Youth Justice Resource Hub.

[25] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814368/understanding-educational-background-young-offenders-amended-summary.pdf

[26] Green, L. (2019), *Children in Custody 2017–18: An Analysis of 12–18-Year-Olds' Perceptions of Their Experiences in Secure Training Centres and Young Offender Institutions*. HM Inspectorate of Prisons, <https://www.justiceinspectors.gov.uk/hmiprison/inspections/children-incustody-2017-18/>

[27] [HM Chief Inspector of Prisons annual report: 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/814368/hm-chief-inspector-of-prisons-annual-report-2022-to-2023)

[28] <https://howardleague.org/wp-content/uploads/2022/06/education-inside-penal-detention-FINAL-2.pdf>

Five members of the steering group’s education subgroup provided a range of perspectives on educational developments for remanded children. They represented one FE College, one Virtual School, one Careers advice service (from the NEET Prevention and Reduction Service), and a YJ team. Interviews undertaken with the GM project team and several children involved in the evaluation are included here to provide further context into the education landscape and issues facing justice-involved children.

One of the successes with the pilot, it's highlighting where those responsibilities sit and how we can still support and work in a more distant way, perhaps, with the young person via their case manager with whom they've got that relationship or that relationship is building and they're going to support them when they come back. I think it's really key, really key, for young people leaving custody to have some stability to come to upon release. (Careers)

When asked about the developments made since the start of the pilot regarding education, all participants noted the value of setting up the subgroup to foster collaborative working and develop professionals’ understanding of different roles and working contexts across education and youth justice. Communicating the nuances and demands of working contexts was viewed as beneficial in supporting one another to understand the considerations of each sector when planning and delivering education placements for remanded children.

Focusing on the child rather than the risk, was seen as crucial not only in easing the path to children gaining an education placement but also to their success within their placement and longer-term engagement in education and employment:

I think the pilot has been really positive. I think what it's been able to do is highlight the challenges on both sides of what each are facing to try and come to a medium that would work for both [education providers and youth justice]. (College)

Not only have we raised awareness of ... the kind of power almost that settings have over the direction of travel for the lives of these young people, I don't think they always realise that and in the current climate, it's easy to lose sight of individual young people as just becoming a sort of number in the crowd. Particularly, as I say, for some of these large institutions and helping them to just stop and think about the transformative effect that they can have if they get it right, but also, with the extra harm that can be done if they don't get it right. We know that if young people get a further negative experience, that can switch them off for so long, and to then get them back into anything constructive is really difficult. (Virtual school)

Positive outcomes for children via the development of strong networks and relationships between education providers and youth justice teams were explained as the beneficial outcome of the pilot.

The achievements of the education sub-group were noted by the GM project team in relation to working together to share responsibility for remanded children.

I think the education subgroup has achieved a lot with regards to culture change and understanding. I think the real tangible outcomes of having more education places, especially for post-16 at a Level 1. It is a challenge because there is not enough of those in the city. But actually, as you said there, them being able to articulate and understand, and for us to understand why they will struggle to manage the risk, it becomes more of a shared concern

(GM project team)

The work of the education subgroup was viewed as significant in their leverage over the pilot's strategic direction regarding employment for children.

We've got a few community initiatives and programmes that we're looking at, at the minute, that would strengthen the jobs offer for young people. Because I think that's some of the feedback that came back from the education subgroup which we weren't necessarily focused on at the start of the pilot. (GM project team)

Overall, subgroup members were optimistic about the future of their collaborative work and scope of the education subgroup, particularly in supporting changed perspectives about justice-involved children.

One of the main challenges was the perception of the risk that justice-involved children were

seen to pose to education providers.

Once they know Youth Justice is involved, it becomes a bit of a panic, and they lose the young person. They lose sight of, "Well, that young person deserves a chance like everybody else." Yes, they've done something bad and sometimes they do really, really bad things and if your child was in college and someone like that had done whatever and was trying to... you'd want the school or college to be safeguarding and making sure they're addressing any concerns, but I think sometimes it can be just too knee jerky. (Youth Justice)

As such, tensions were noted in negotiating the amount of information being shared about children. Colleges described the information they need about the wider context of a child's life to enable them to put safeguarding plans in place.

The challenge from colleges is, a lot of FE colleges, it's very rare that we would refuse a student a place but where we're not being given the full information then we can't put the right support in place. And then what you'll find is if the right support is in place and we don't know some of the triggers or some of the aspects to that young person then they can be in college and then, for whatever reason, there may be a situation that then escalates, and it's not till after that situation then we find out more information. As a college, so us, we take students from Pupil Referral Units, from mainstream, from special schools, from everywhere, and everyone has got their own thing. [...] I think the risk is bigger in a college than it is in a

school environment. (College)

The work of the education subgroup was viewed as a positive step in beginning to reduce some of these perceptions, and for education providers to communicate the complexity of the contexts in which they work to support justice-involved children.

A further challenge were the delays children experience in finding an education placement. This could be due to a schools' working year, specifically interruptions from the summer holidays, a child not having contact with a youth justice team for a long enough period of time for the team to set up a placement, a lack of suitable placements (not all colleges in GM are part of the pilot, but children need a range of areas to access due to potential risks posed to them within their communities, or bail restrictions), and placements that were available not being available all year round.

We should have something specific that's available straight away. What we have at the moment is trying to plan for when a young person returns to the community using the same provisions that are available generally, but I think, for remanded young people, because the length of time that they're going to be remanded can be short, it can be very long, if you get released and you come out in June or July, if you've got intentions to go to college or university, say, those deadlines for those applications have gone. How do you keep them engaged in E to E if they have been accessing that whilst they've been remanded, or prior to remand, to coming out? So something that is just going to be there for that cohort, so it's readily

accessible straight away to bridge the gap until they can fall in line with the education calendar, to keep them ticking over or even to develop, to prepare, just so that they can access whatever else is available, given whatever time they're being released back into the community. (Youth Justice)

Several participants also noted the urgency of providing children with an education offer in a timely manner to support their bail applications, providing them with stability, and a timetable of constructive activities:

I think it's really key, really key, for young people leaving custody to have some stability to come to upon release. And it needs to be realistic, it needs to be achievable for them, it needs to be a positive experience in an education or training setting. (Careers)

Others emphasised that offering education in a timely manner was beneficial in the 'reachable and teachable' moment that contact with the youth justice system can have for children. A participant from the Careers Service remarked that it can be a 'good time to catch them' as they may be more motivated to engage whilst on remand.

Professionals from colleges noted the challenges in enabling children to access an appropriate course due to:

(1) high demand from other students (who may have similar/ competing needs),

It is about managing the whole experience for that young person. It's not just about that course. It's about ... they want to do construction, the risk for us at our campus is this, this and this, but would that smaller construction provider be a better option. [...] They may want to study construction but actually our construction can be a challenging environment because there may be similar young people in that environment. They might not know them but characteristically-wise they may be similar people and then that doesn't work. (College)

(2) training teaching staff to be able to work with children who've experienced considerable adversity and stress for their placement to succeed:

Most of the challenges that our young people face are not with [pastoral] teams because you've already preached to the converted. It's when they get into the curriculum areas and the curriculum teams, who don't necessarily have that same approach [as pastoral].

(Virtual school)

(3) colleges unable to connect with the most relevant services while receiving the appropriate information to support children:

That's where it falls down. If we don't know then we're not connecting with the right people externally and then we're not able to

put the right support in place internally.

So, it's breaking down the barrier for external services to know actually, the more you tell us the more we can support the young person. (College)

YJ professionals noted that finding and maintaining education placements for children was challenging and had been for a long time due the entrenched views of the 'risk' that justice-involved children pose.

When I see that we've got lots of partnerships with other agencies and we're still struggling with our young people... We're still struggling to get them access. We're still struggling to keep them in provision. We're struggling to make sure that they get a decent offer. (Youth Justice)

Participants explained that the process of developing a referral form (see Appendix 3) for children for education placements shared between YJ services and education providers had supported conversations about the information sharing between education providers and youth justice when arranging education placements for justice-involved children. The form has been designed to focus on children's educational needs rather than focusing on their offence, and perceptions of their risk.

The risk template is not a document on its own, it's about starting the conversation hasn't taken place prior to them turning up to college. So, it's about starting that conversation. And if we can have that proper conversation, two-way conversation, then I think we've got a better chance of keeping that student in college and on

on a course. (College).

The development of the referral form has better enabled both groups to understand each other's perspectives, working contexts and needs, while improving working relationships:

I think that because it's felt a bit like them and us before,[...] whereas now it feels a bit more that relationship building is happening, you can see it. (Virtual school)

YJ professionals noted the benefits of this collaboration in reassuring colleges and in specifying the information needed to support children, rather than predominately focusing on information regarding their offence/s.

For me, the main thing on the document is the introductory paragraph that highlights that the aim of the form is not just to share lots of information about the young person's offence, risk and vulnerability, but the main aim is to open up discussion so that the education provider is having an open conversation and listening and including Youth Justice prior to making any decision not to offer a place. So that main paragraph, that first paragraph, explains the role of the form as being part of the discussion so that the education provider is having an open conversation and listening and including Youth Justice prior to making any decision not to offer a place. So that main paragraph, that first paragraph, explains the role of the form as being part of the discussion and joint decision-making process, and the form asks things like, what's the young person interested in, in terms of E to E? What have they achieved prior to this? Why are they interested in this course? Who would be the

contact if issues arose? (Youth Justice)

Finally, the process of developing the form was viewed as improving the process of working together when making decisions on children's education placements.

It's just a lot simpler, I suppose, if that's standardised as well across GM. And then working together as well, if the young person is not allowed in one area - can [a different] college take them instead? Where they can maybe hopefully work in... and, obviously, schools as well. I think the offers that young people receive once they have [contact with Youth Justice]... it becomes online learning and stay at home, and they get... you know... There's other ways in which they can work with us. (Virtual school)

The collaboration between schools and colleges in the subgroup demonstrates how working practices have changed to reflect that (1) remand is not solely the responsibility of YJ teams, and (2) the pilot has provided the opportunity to think and respond differently to the needs of justice-involved (and other vulnerable) children through collaboration and cultural change. The accounts from children about their educational experiences illustrate why the work of the sub-group is so important.

Several children described the challenges related to their education after coming into contact with the youth justice system. One child described how he felt that his life was on hold, and the detrimental impact this had on his GCSEs and enrolment in college. The extract below is between the child, his YJ worker and a member of the research team.

YJ: Did you feel like it affected your life, or like your life was on hold a little bit during that time?

Child: Yeah, because I was on a GPS tag.

YJ: Yeah. And do you want to explain how that had an impact in terms of your education as well?

Child: I think it was my first GCSE, that's the day I got arrested and charged. And then I still had to do [the GCSE] the next day.

Researcher: Really?

Child: Yeah. Just being on tag and that while I'm doing my GCSEs was wrong.[...]

Researcher: [how did you feel] about having to do your GCSEs whilst all of this was going on?

Child: Stress. Just a lot of stress. And not sleeping and that.

Researcher: You weren't sleeping. Did you do all of your GCSEs whilst on tag then?

Child: Yeah.[...]

YJ: Also in terms of your education, do you want to talk about like the college part and how it affected that as well?

Child: Yeah. I couldn't get up, I couldn't do the course... Like I couldn't wake up, couldn't sleep and that.

YJ: So, he enrolled in September onto a college course ... But because you were unsure what the future was going to look like for you, it was quite difficult to... not just difficult to be motivated in that sense, but obviously you were struggling. Your sleep was struggling massively, so you were struggling to get in, but also it was a little bit like, you are in no man's land not knowing what was going to happen [...] at trial. So you were kind of like, "Well, I'm doing this course, but I don't know what's going to happen." And then because the trial was set for six weeks, they ended up letting you go, didn't they, from college? Because they said that you would've missed too much education, basically, to carry

on with the course.

Child: Yeah.

YJ: And the trial didn't last that long [...], but actually it's still impacted on you now because you're not in any form of education and no courses will now start until September again. So, I think it's really important, actually, because that has had a massive impact on you, hasn't it? [...]

Child: Yeah, I weren't focusing on college. I was just focused on my Court date and not thinking about college really.

Some children explained that their schools or colleges supported them as best they could during their trials. Those in custody noted the frustration and challenges they faced in engaging with education in prison. They were frustrated about the lengthy delays in accessing education and the inappropriate academic level of the education they received.

Child: Like, obviously, they allocated me to education, yeah, at, like, the start of the fifth week... the day before I got released.

Researcher: The day before you got released, they allocated you education?

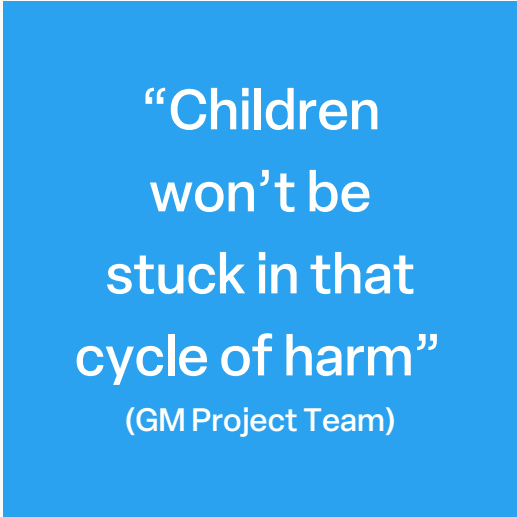
Child: Yeah. And then the first lesson, oh, whatever the fuck you want to call it, ... the maths lesson was, like, rounding numbers to the nearest, you know, million and stuff like that. So he started going mad at me because I was saying, I'm not doing this. Like, I'm not a fucking four-year-old child.

Children described the chain of educational failures they had experienced, from mainstream school to college and subsequently in the provision available to them, post- youth justice involvement. Echoing the children's emphasis on the crucial role of education in keeping them and their communities safe, and reducing

the likelihood of their justice-involvement, the GM project team and participants from the education subgroup understand the importance of maintaining education provision at the point of remand to intervene and disrupt the cycle of children's poor educational experiences and limited life chances.

If the longer-term impact can be we've got better access to education and employment for those children, because access to that, then the children will feel... this is what they tell me, this is not my opinion. The children will feel a valid... will feel an equal or a member of society. The longer-term impact will be then you'll have safer communities because the children won't be stuck in that cycle of harm as they've gone into adulthood with a lack of opportunities and a lack of hope.

(GM Project Team).



**“Children
won't be
stuck in that
cycle of harm”**
(GM Project Team)

Theory of Change Reporting

It isn't unusual for projects such as the Remand Pilot to experience 'teething problems' and challenges in the initial stages. The pilot is ambitious and is predicated on a cultural shift amongst YJ services and their partners. The preceding sections have provided a detailed account of the pilot's activities. The evaluation has highlighted the barriers and enablers to its progress. We return to the ToC to establish the extent to which the pilot has achieved its stated mechanisms of change.

It is fair to reflect that the pilot did encounter teething problems including:

- A lack of motivation amongst YJ teams and partners to engage with and understand the pilot,
- An underestimation of the extent to which the pilot required promoting and publicising to YJ services and their partners,
- Organisational and cultural barriers recognising that alternatives to custodial remand can be safe and effective for children and communities,
- Staffing of the SAHA house,
- A lack of recognition amongst partners of the importance of education and training offers for children on remand/bail.

Looking towards the sought outputs of the Remand Pilot, there have been several achievements illustrated in the Logic Model

Figure 14. Alternatives to custodial remand for children: Logic model

Background:

The Ministry of Justice (MoJ) commissioned Greater Manchester (GM) as a test site to investigate whether a regional pooled-funding model could drive:

1. Better alternatives to secure remand
2. More consistency of remand
3. Better outcomes for children
4. Better use of public money

Preconditions:

1. Remand data is made available as part of the pilot
2. Young people's engagement
3. Stakeholder support of approach
4. Responsive understanding of local and culturally specific issues in GM YJS

1. Inputs	2. Activities	3. Mechanisms of Change	4. Short Term Impact	5. End Goal Outcome
<ul style="list-style-type: none"> · Steering group and project team · Strategic buy in by stakeholders · Financial investment · Children at risk of custodial remand · Supported accommodation · Plans, protocols and pathways · Committed implementation by frontline staff · Effective communication strategy 	<ul style="list-style-type: none"> · Implementing the remand reduction plan · Communicating the remand reduction plan to relevant stakeholders · Reviewing the GM Youth Justice Transformation Plan · Implementing the agreed process for reviewing bail and remand status · Leadership and accountability for all GM Youth Justice Heads of Service · Adoption of PYP principles across GM · Consistent data monitoring and analysis · Consistent monitoring, analysis and forecasting of financial resources 	<ul style="list-style-type: none"> · Pooling of budgets across GM · Consistent adoption of bail and remand practice principles and values across all key stakeholders · Increase access to and suitability of ETE opportunities · Increase access to appropriate support services · Embedding the voice of children · Shared practice and learning across GM 	<ul style="list-style-type: none"> · Reduction in unnecessary custodial remand · Increased available funding for alternatives to custodial remand · Greater capacity for budgetary forecasting · Consistent use of bail services · Increased use of bail services · Increased availability of quality alternatives to remand · Increased engagement with ETE · Increased engagement with appropriate support services 	<p>Safer children and safer communities in GM</p>

Assumptions:

- Young people are interested in participating in the pilot
- Young people are able to consent to the research
- Access to secure settings

External factors:

- Any changes to young people's circumstances during the programme (e.g. change of school, change of secure setting, familial involvement with statutory services, sentencing)
- Local and national political climate
- Legislative change regarding remand
- Issues within partner agencies (e.g. budget cuts)

01

Inputs

Steering group and project team

A steering group was set up at the start of the pilot comprising appropriate stakeholders. It met quarterly. A dedicated project team was established for the life of the pilot which retained responsibility for the pilot.

Strategic buy-in by stakeholders

The evaluation has demonstrated that substantial progress has been made to communicate the pilot and its aims and successes to stakeholders for strategic buy-in. In the earlier stages of the pilot, this was challenging. Buy-in from the GM YJ teams has taken time. For instance, in the earlier stages of the evaluation, buy-in was challenging because YJ practitioners were unaware of the pilot and its intended aims. The activities section below illustrates that communication about the project by the GM Project team was improved to support buy-in. While professionals acknowledge that the pilot has improved multi-agency working, in the earlier stages, some stakeholders found the premise of the pilot more challenging to buy-into. This wasn't because they were un-supportive rather, their organisational cultures needed to evolve. A good example of this are Magistrates and legal professionals. They embraced the pilot, i.e. an increased use of RiLA once they felt sufficiently confident about its aims and activities. There is work to be done to support the continued buy-in of partners including Greater Manchester Police (GMP) in relation to police custody and some education partners.

Financial investment

The pilot has received financial investment from the MoJ. An investment by MCC for the evaluation was appropriate.

Supported Accommodation

Working in Partnership with the Salvation Army Housing Association, a property has been leased to provide supported accommodation for children released on ISS Bail.

Plans, protocols and pathways

The establishment of a dedicated project team has supported the development of appropriate plans, protocols and pathways. For example, referral pathways and eligibility criteria for placements at the supported accommodation, risk and referral forms for education placements and a communication strategy to support buy-in.

Committed implementation by frontline staff

Considerable progress has been made since the commencement of the pilot to 'educate' frontline staff about the aims of the pilot. The evaluation has demonstrated that while some frontline staff are committed to implementing the pilot's activities, we cannot confidently suggest that this is the case across GM. The most appropriate example to use is the commitment by each of the GM YJ teams. Findings from over the course of the evaluation have illustrated staff's lack of knowledge about the pilot, lack of understanding and/or engagement with court processes and at earlier stages, a specific lack of engagement with the SAHA accommodation.

Effective communications strategy

An effective communication strategy has developed over the life of the pilot. In the earlier stages, the amount of communication needed to explain and promote the pilot was underestimated. Evaluation reports have consistently made recommendations about improvements to communication. The Project team have responded appropriately; the team have made substantial efforts to communicate the pilot's aims and activities across GM and to relevant stakeholders. A clear communication strategy needs to be produced at the end of the pilot that the GM YJ teams can use to support communication in the absence of a dedicated project team.

Implementing the Remand Reduction Plan

The Remand Reduction Plan provided an early outline for some of the pilot's activities. The Project Team used the plan as a guide to focus on activities. It is not a working document and as the pilot has evolved and learning from the evaluation has informed the pilot, some of the original priorities have also evolved and changed.

Communicating the Remand Reduction Plan to relevant stakeholders

Over the life of the pilot, the plan was presented to the Steering Group, GM Heads of Youth Justice Services and the MoJ.

Reviewing the Greater Manchester Youth Justice Transformation Plan

The pilot has influenced the GM's Youth Justice Transformation Plan and is an integral part of the region's wider strategic work.

Implementing the agreed process for reviewing bail and remand status

The process for reviewing bail and remand status has been prioritised by the project team across GM. A document has been produced and tailored for the needs of each area. The process has been implemented through the promotion of shared practice, principles and values regionally and this work is still ongoing, and practice is constantly evolving.

Leadership and accountability by all GM Youth Justice Heads of Service

While substantial progress has been made by the GM Project team to support the GM YJ Heads of Service to take leadership and accountability of the project, the evaluation has illustrated that Heads need to do more to ensure that when the pilot ends, its work can continue. In the first 12 months of the evaluation, the GM project team facilitated 24 engagement events between July 2024 and January 2025. These include to the Oldham, Salford and Manchester Youth Justice Service Boards and the GM Operational Leads. Each of the evaluation's quarterly reports have recommended that communication needs to be strengthened amongst GM teams and while the project team have responded, it is the Heads who will need to take accountability for progressing the work of the pilot when it ends.

Adoption of PYP principles across Greater Manchester

Participatory Youth Practice (PYP) was co-created with justice involved children across GM between 2015-2017. It has since been written into GM's Youth Justice Transformation Plan, each of the YJ team's business plans and Greater Manchester Police's (GMP) Policing Plan (2025). PYP consists of eight principles:

- Let children and young people participate
- Always unpick why they have offended
- Acknowledge their limited life chances
- Avoid threats and sanctions
- Help children and young people problem solve
- Develop their ambitions
- Remember it's their choice to stop offending
- Afford them a fresh start

The accounts from children involved in the evaluation demonstrate an inconsistency in the application of the PYP principles in practice. Overall, children report good relationships and support with and from YJ team practitioners however, court processes are confusing for children, and they fail to understand bail conditions, remand and final sentences. Their accounts illustrate that this begins at the police station at the time of arrest, continues through to the support and communication (or lack of) from their legal teams and ends with their frustration about their sentence because of a lack of child-focused justice in the courts. For those who have experienced custodial remand in YOIs, these experiences have been dire. If remand must be used, SCHs are a safer and more productive environment for children but Youth Justice professionals should strive for well-planned and communicated community alternatives. The mechanism of change in the ToC includes embedding the voice of the child, this is yet to be fully achieved.

Consistent data monitoring and analysis

This activity has been fully met. The GM Project team have consistently monitored and analysed remand data across GM over the life of the pilot. The quality of this data and the subsequent analysis have been of a very high standard. It has been shared widely with the steering group and relevant stakeholders. The data has demonstrated that the pilot is reducing custodial remand for children across GM, while providing appropriate alternatives such as RiLA.

Consistent monitoring, analysis, and forecasting of financial resources

This activity has been fully met. Like the data monitoring and analysis, the GM Project Team have provided consistent monitoring, analysis and forecasting of financial resources. This has supported the steering group and relevant stakeholders to understand the cost-related effectiveness of the pilot. Such is the quality and detail of the analysis of cost, GM YJ teams have been able to plan and allocate their remand finances.

The two sections above outline the ToC's inputs and activities. This section provides an overview of the pilot's mechanisms of change i.e. the processes, behaviours, and/or causal factors that turn the pilot's activities into desired outcomes.

Pooling of budgets across Greater Manchester

The premise of the pilot was to pool the GM LA authority budgets for remand. This mechanism has been implemented.

Consistent adoption of bail and remand practice principles and values across all key stakeholders

Challenges with strategic buy-in and leadership and accountability have led to further challenges in the consistent adoption of bail and remand practice principles and values across key stakeholders.

Collaboration and commitment from all key stakeholders

The evaluation has demonstrated that over the life of the pilot, collaboration and commitment from all key stakeholders has improved. In the earlier stages, evaluation findings illustrated that the pilot had taken some time to bed-in. The establishment of the pilot steering-group strengthened the collaboration between key stakeholders. Improvements to multi-agency working were cited by professionals throughout the evaluation. This has been evidenced in earlier sections in relation to the inconsistency of the application of the pilot's activities across GM YJ teams.

Increased access to, and availability of, suitable ETE opportunities

The recognition of the importance of ETE opportunities for children subject to remand and bail has ensured that the pilot has developed and secured a clear pathway to increase children's access to ETE. The risk and referral form can be used across GM by YJ teams and education and employment providers. It is too early in this process to provide any evidence of whether the pilot has increased availability of suitable ETE opportunities.

Increased access to appropriate support services

The pilot has increased access to supported accommodation and ETE provision. The evaluation does not have any evidence about increased access to any other support services.

Embedding the voice of children

While the pilot does not have a clear strategy for embedding the voice of the child, a commitment to embedding the principles of PYP across GM by key stakeholders would support this mechanism of change. MCC's commitment to commissioning an evaluation with a substantial focus on children's engagement demonstrates a further commitment to embedding the voice of children in progressing and learning from the pilot.

Shared practice and learning across Greater Manchester

The steering group and sub-groups such as the education group have ensured that practice and learning from the pilot have been shared across Greater Manchester. The evaluation has supported this.

04

Reporting on Short-Term Impacts

The ToC consists of short, medium and long term impacts. Given the nature and purpose of process evaluations, and the parameters of the time scale of the evaluation (i.e. the pilot finishes at the same time as the evaluation), it is not possible to provide evidence of its medium and long-term impacts. We can provide some evidence of its short-term impacts. The pilot has made substantial progress and medium- and longer-term impacts have the potential to be realised over the next 12-24 months.

Looking at the outputs sought by the pilot, there have been several achievements:

Reduction in unnecessary custodial remand

The evaluation has illustrated the impact of the pilot in the reduction of unnecessary custodial remands, identified as a short-term outcome.

Increased available funding for alternatives to custodial remand

Pooling of the GM remand budgets and the increased use of RiLA as an alternative to custodial remands has resulted in over £3million of savings. SAHA accommodation has saved a further £117,956.

Greater capacity for budgetary forecasting

The pilot has resulted in greater capacity for budgetary forecasting. The GM Project Team have provided consistent monitoring, analysis and forecasting of financial resources. This has supported the steering group and relevant stakeholders to understand the cost-related effectiveness of the pilot. Such is the quality and detail of the analysis of cost GM YJ teams

have been able to plan and allocate their remand finances accordingly.

Consistent use of bail services

Challenges with strategic buy-in and leadership and accountability have led to further challenges in the consistent use of bail services across GM.

·Increased use of bail services: The pilot has resulted in an increased use of bail services. The SAHA house has offered placements for children on ISS Bail and the use of RiLA has increased over the life of the pilot.

Increased availability of quality alternatives to secure remand

The partnership between GM and the Salvation Army has provided a supported accommodation alternative to GM. The pilot's influence on YJ and legal professionals has led to greater use of community sentences for children. These include Youth Referral Orders (YRO) and Youth Referral Orders with Intensive Supervision and Surveillance (YRO with ISS) and ISS bail.

Increased engagement with ETE opportunities

The recognition of the importance of ETE opportunities for children subject to remand and bail has ensured that the pilot has developed and secured a clear pathway to increase children's access to ETE. The risk and referral form can be used across GM by YJ teams and education and employment providers. It is too early in this process to provide any evidence of whether the pilot has increased children's

engagement with ETE activities.

Increased engagement with appropriate support services

The pilot has increased access to supported accommodation and ETE provision. The evaluation does not have any evidence about increased access to any other support services and therefore it is too early to provide any evidence of whether the pilot has increased children's engagement with appropriate support services.

Overall, the quantitative data and other evidence indicate some contribution of the GM Remand Pilot towards achieving the sought end goal outcome of the project- safer children and safer communities in GM. The pilot has identified that this can be achieved in the longer term. As a mixed method analysis with a small sample size, it is difficult to fully understand causality. However, the evaluation indicates that the pilot has identified how to contribute towards its sought end goal outcome.

Statement on Data Quality

The evaluation includes an assessment of what data, existing or additional would be required to undertake an outcome evaluation of the pilot. The following section describes this assessment.

Remand Pilot Data Overview

The quantitative data for the Remand Pilot is collated and monitored by Manchester YJ's Data Support Officer. The data includes key demographic information such as name, date of birth, age, ethnicity, and local authority within GM. Particular emphasis is placed on the age at the start and end of remand, the type and severity of the offence, and whether the offence involved a knife (including whether it was the child's first knife-related offence). Additional data points include: youth detention accommodation details; number of days spent on remand; offence type and severity score; data on employment, education and training; exploitation status; and child social care involvement.

Data Sources and Limitations

Data from the Youth Custody Service (YCS) includes the child's name, date of birth, age, offence details, remand start and end dates, remand outcomes, youth detention establishment, ethnicity, and the cost per night of the establishment. The Common Platform provides data on remand decisions and court outcomes. However, these records are not always updated promptly or may lack sufficient

detail. In such cases, the Data Support Officer has to rely on GM local authorities to provide complete and accurate updates. For example, delays or omissions in outcome data on the Common Platform often necessitate direct follow-up with the relevant local authority.

The Data Support Officer is heavily dependent on GM local authorities for accurate and comprehensive data. This includes: child's personal and offence details; exact offence date; severity score; knife-related offence indicators (including whether it was a first offence); and remand and court outcomes (to validate the Common Platform data).

Reoffending Data

Reoffending information is provided exclusively by GM local authorities, as neither the YCS nor the Common Platform consistently track post-remand offending. This data is monitored from the date a child is released from remand, whether on bail or following a community-based court outcome. For instance, if a child is released on community bail on 01/01/2024, reoffending behaviour is tracked until 31/12/2024. This 12-month follow-up is managed by the individual local authorities.

Statement of Data Quality

From an evaluation point of view, the quantitative dataset collated by the Data Support Officer should be commended. There is virtually no missing data, and as a result of the Officer's direct follow-ups with GM local

authorities, the data appears to be up-to-date. Due to the key demographic information collected for each child, there is definite potential for this dataset to be linked with other existing datasets (such as those from the MoJ or the DfE). However, when it comes to reoffending, due to a number of issues with the reoffending data (e.g. the timescales overlap - i.e. 0-1, 1-3, 3-6 etc. - and the rationale for starting the data collection from point of release is unclear), a longer-term study with much clearer criteria is required to provide a valid picture of the impact of the Pilot on reoffending.

Recommendations

69

For Manchester City Council and Greater Manchester Combined Authority.

GMCA SHOULD RETAIN A SMALLER DEDICATED STEERING GROUP, INCLUDING ALL GM YJ HOS, TO TAKE LEADERSHIP OF SUSTAINING THE PILOT'S ACTIVITIES. THIS SHOULD INCLUDE:

- Developing and producing a **GM communication strategy** to support the continued buy-in from strategic partners and front-line staff.
 - Developing a **standardised court practice across GM** to support the consistent use of RiLA and bail across GM.
 - Continuing to produce and analyse **GM remand data monthly** and share with YJ teams and relevant colleagues in GMCA.
 - Continuing to **monitor and analyse the costs of custodial remand** across GM to be able to compare with the savings made by the continued use of alternatives to custody.
 - Identifying YJ team staff to act as **alternative to remand champions**, including 'educating' colleagues about the use of RiLA and bail and court processes for referrals to supported accommodation.
 - Identifying **participation champions within YJ teams** to support the understanding and embedding of PYP to ensure that children's experiences and past trauma (such as looked after status and CIN) are recognised and responded to in decision-making about remand and bail packages.
 - Advocating for GM to **stop remanding children to YOIs.**
 - Developing a separate plan and process for the **remand of girls and young women.**
-

THE EDUCATION SUB-GROUP SHOULD BE RETAINED TO ENSURE THAT ETE REMAINS A PRIORITY WHEN MAKING DECISIONS ABOUT CHILDREN'S REMAND AND BAIL PACKAGES. THE GROUP SHOULD HAVE RESPONSIBILITY FOR:

- Identifying **YJ team staff to provide dedicated links to ETE providers** supporting the progress made by the education sub-group.
- Developing and producing a tool that can **record and measure short and long-term impacts** including children's increased access to and engagement with suitable ETE opportunities and children's increased access to and engagement with appropriate support services (these services need to be defined)
- GM YJ teams and GMCA should explore the potential of retaining the current property and **partnership with the SAHA.**
- A short needs assessment and financial projection should be conducted and used to decide whether **an expansion of accommodation across GM** is practically and financially feasible.

For the Ministry of Justice

- **Close the Remaining YOIs**
 - Work with the YCS to **improve the accuracy and frequency of the remand data** recorded by the YCS's common platform.
 - Work with HMCTS to **develop a training package about alternatives to remand** for the judiciary.
 - Building on the Hancock Review, develop a national strategy for alternative to custodial remand placements **for girls and young women.**
-

Recommendations from Children for Youth Justice and Legal Professionals

(in their own words)

- **Reduce the time** it takes for a case to come to court and go to trial.
 - Don't use **big words** and **technical language** in court
 - Use custodial remand as a **last resort**.
 - Don't send children to **custody**.
 - **SCHs are a better option** for children than YOIs, please use them.
 - Provide better support for children and their families if **English isn't their first language** (particularly in court).
 - **Better explain** the conditions attached to community outcomes such as bail.
 - **Train the police** in how to work with children and stop them from being aggressive.
 - **Stop using police custody**.
 - Support children with **neurodiversity**.
 - Provide **therapy and rehabilitation** for children.
 - Provide children with one **trusted adult** to prevent them from having to repeat their stories to different people.
 - Provide **more services** for children and young people to help them with education and jobs.
-

Appendices

Appendix 1. GM Case Study 1: William



Case Study Plan

1. Introduction

William is a 16-year-old male from Bolton; in September 2025 he was charged with two counts of Section 18 and 1 count of possession of a knife to which he plead not guilty to all. The Greater Manchester partnership worked collaboratively to put an ISS bail package in place to avoid the child being custodially remanded. This was accepted by the courts on 12th September with a placement at the GM Remand Accommodation, The Branch. This is William's first-time offence and through the use of RiLA we can demonstrate safely managing children charged with serious offences in the community. William's trial date has been set for February meaning that had he not received community bail he would have spent 148 days in custody facing further damaging criminalisation and life-altering trauma. There are also significant financial benefits associated with the avoidance of remand with a potential saving of £52,244 on this one child.

2. Background Information

William had no previous Youth Justice (YJ) experience at the time of the offence, however was a Looked After Child at the time in September and had an extensive history with Children's Services. William initially lived with both his parents and 3 sisters, when he was 6/7 years old his mother moved abroad and he lost contact with her, he continued living with his father and they bounced around various emergency housing options until the age of 11 when he was placed in foster care due to safeguarding concerns. He is reported to have experienced sexual abuse while in foster care and multiple Missing From Home episodes where he was reportedly using alcohol and drugs, stirring concerns regarding county lines and gang violence. Due to this William was placed back in the care of his father in 2022. Father is known to be involved with criminality and drugs. In 2024 William was assaulted by a group of peers and reports being hit over the head by a sock with a rock placed inside, since this assault William reports paranoid thinking and constant worrying that he may be attacked again for which he is working with CAMHs to process. Following a breakdown in the paternal relationship William was placed into a semi-independent living placement where he was living at the time of the offence and thriving. William has been previously open to Complex Safeguarding but was closed in 2022.

William has experienced significant trauma and adverse childhood experiences and therefore has risk factors surrounding him that should be considered. Risks include: drugs; alcohol use; mental health/anxiety; gang associations; issues in Home Borough with peer community and missing from home episodes.

3. Offending & Court

In September 2025 William was charged with two Section 18 – Wounding with Intent charges and one charge of Possession of a Knife, he was sent to court and the partnership worked to secure him a bail package. Because of concerns with tension with his peer group in the home LA it was decided that he could not go back to the area and due to the circumstances, his placement was unable to take him back. Alternative placement searches went out but were unsuccessful and The GM Branch Accommodation was approached. After establishing there was availability, a rigorous suitability and risk assessment alongside a matching exercise took



place between Home CSC colleagues and staff from Salvation Army Homes which determined in his acceptance into the remand bed.

The offence took place at a bus station where a fight had been prearranged, William reports that he didn't intend to go but arrived by chance whilst dropping his girlfriend's grandma off. He claims to have found a knife in a bush on the journey and equipped it out of fear from his previous attack and because the group who had arranged the fight were known in the community to carry weapons. He also reports while approaching the group he witnessed them lift their tops which cemented his belief they were carrying knives. The fight broke out and William was punched in the eye which impacted his visibility, he allegedly brandished his weapon out of fear. Two victims were named from this altercation, a young person of a similar age with whom he had fought and an adult security guard during his attempt to diffuse the situation and split the fight up which had gathered a crowd. Neither victim suffered serious injuries and were discharged from hospital.

The case is due for trial on 6th February meaning that he has spent 148 days on bail in the community as an alternative to 148 days further criminalisation in custody. This is William's first offence, and it is due to this that there is an argument he did not meet the necessity criteria for custodial remand. A court cannot know for certain that custody is the only way to prevent further offences as he has never demonstrated compliance with bail conditions previously. The bail package put towards the court contained stringent conditions including Bail Support monitoring with Manchester Youth Justice Service, electronically monitored 7-7 curfew, not to enter Home Borough save to attend college and non-contact with the victims and also his girlfriend who is alleged to have been involved in the altercation in some sort. Because of this final condition William has experienced an enforced breakup with someone he was reported to have a strong bond with.

4. Education

William has had a complicated relationship with education and school; he was previously attending a mainstream school before moving to an Alternative Provision (AP) due to the attack he was the victim of and the perpetrators being on bail. Whilst at AP he was accessing support to complete his Maths and English exams alongside working on his aspirations to work in construction and gaining skills in woodwork. William was attending AP at the time of his arrest in 2025. The tumultuous relationship with education is furthered by the fact that previously William had made a disclosure to a trusted teacher about the abuse experienced at home by his father. As a result of this admission, William and his siblings were placed into care and taken away from their father, this was exceedingly difficult for William and he blames himself for his siblings being placed into care.

When William was first arrested, he was supported to continue attending college and this was reflected in his bail conditions which had an exclusion zone of the area aside from to attend college. Attending college helped William in feeling an element of normalcy and comfort after moving out of area. Unfortunately, in November the college excluded William for making a sharp article in a woodwork class, he immediately destroyed the object and apologised. William feels a lot of guilt and shame over this as he said it was intended as a joke but understands how it was an unwise decision and is worried the courts will find out. William has demonstrated



extreme caution since his arrest, eating only with a fork in public for fear of an incident like this. Youth Justice colleagues and social workers have been working tirelessly to support William back into education including consideration of off-campus tuition and 1-1 support which is still in progress. William is an aspirational young person who appreciates routine and structure in his day, he has been excited to get back into education but reports his drive decreasing with how long it has taken and as he approaches his trial.

5. Current Status

William is still on bail and awaiting trial. He has been living at The Branch since September and has since formed a positive relationship with support staff. He was supported to spend time with his dad over the Christmas period and attended a Christmas meal out organised by Salvation Army Homes staff. He has been expressing a desire to make positive changes to his health and improve his diet, including going with them to the gym, cycling, eating better and keeping his space tidy. He is receiving support in cooking and cleaning to support his transition into semi-independent living after his trial.

Having no previous justice involvement, he reports having 'no idea what is going on' and this is causing him anxiety and stress, William is very scared of breaching his bail conditions so has been extra compliant and his engagement with Youth Justice has been exceptional. Taking him away from the community is breaking cycles and keeping him from harm, however he is finding it difficult being away from friends and his support network, he says this is 'huge'. William is being supported by the partnership to maintain his community and family links while living out of area. Having avoided William entering a secure environment through The Branch Accommodation, the hope is that if found guilty at trial he will receive a community order at sentence and can be resettled and transitioned back into his home community safely.

Since being open to Youth Justice on Bail Support, William has engaged with services to support with sports such as boxing, been referred and received therapeutic support from CAMHS, took part in YJ organised group sessions supporting the development of life skills such as cooking, worked with Substance Misuse service Eclipse and accessed music and arts therapy sessions with TiPP. Throughout his intervention work in YJ he has actively participated in art therapy, knife crime work including Stop the Bleed sessions, relationships work, understanding offending and risky behaviours, victim awareness and has taken part in research with Manchester Metropolitan University for the GM Remand Project Evaluation.



1. Background

Johannes is currently residing at the Branch accommodation as of August 2025. At the time of his first contact with the remand pilot, he was a 17-year-old, living in one of the Greater Manchester boroughs. He lived with his family who remain supportive but due to work commitments are away from the home for large periods. Despite being happy at home, he has gone missing overnight and sometimes comes home in the early hours of the morning or the next day. Johannes completed school, achieving GCSEs in 2024 and had been attending college to complete a L3 sport science diploma. Johannes was NEET in the summer of 2025, despite having a confirmed education placement with a professional football club which was due to start in the September as he is a keen sports person. In 2023 Johannes worked for a period in a local shop, serving customers. He is from a family with a religious background and attends church regularly with family members.

2. Offences & Court

Despite the positive influence of his family, members of Johannes's peer group and friends in the local area were seen as an increasingly negative influence on his behaviour and he is believed to be a victim of exploitation. Due to this and other factors, Complex Safeguarding and other professionals were already involved in Johannes's life with a Child Protection Plan in place and he had a trusted relationship with a designated social worker. The first signs of an issue came in 2023 when he was found with a knife on his person in a London train station at the age of 16. At this stage he disclosed being exploited but would not go into detail. Concerns were raised about Child Criminal Exploitation (CCE) and this triggered the National Referral Mechanism (NRM). In addition, back home, he was found to be in possession of a knife at school which on inspection of his phone and social media accounts, he was found to have been pressured into holding for others.

The incident at school led to a Youth Conditional Caution and for his subsequent offence in London he was sentenced to a referral order, at which point he started working with his local YOT. The offence with which he was charged and which this remand relates to is a robbery and possession of a bladed article in March 2024, said to have happened in his local area, with one co-accused and one victim. It is alleged that Johannes assisted the co-accused in the robbery of the other young person.

This matter was first heard in court in August 2025, after Johannes had been arrested and interviewed under PACE. By this point he was also charged with other offences including robbery and knife possession, as well as fare evasion related to spells spent in London since March 2024. He was remanded into custody to Wetherby Youth Offending Institute by Manchester Magistrates Court awaiting a bail hearing in two days' time. The



reason for not granting bail (listed below) were cited as concerns around going missing, something that the placement could assist with, away from his local area.

The court is remanding into youth detention accommodation because

Concerns about going missing, significantly linked to offences and defendant has admitted that in interview. S.98 (LASPO)

This was Johannes's first time in custody. While in custody a referral was made by the home YOT to the Branch, outlining the situation, risk and vulnerabilities. The Branch was named in the bail application; and the external controls and monitoring, ISS bail package, independent living skills sessions and 24-hour staffing were accepted two days later. Johannes was Remanded into Local Authority Accommodation and bailed from custody. An exclusion zone was setup around his home and area of offence, mitigating some of the risk around the charges. The case has since moved to the local crown court and he has since entered a plea of not guilty and the case has gone to trial with a date set in March 2026.

3. Placement & Current Status

Since August Johannes has resided at the Branch, his case is caretaken by Manchester who are working closely with his existing Youth Justice Service officer and he engages well with all professionals. He has complied with the ISS programme and has a good relationship with the Salvation Army worker. The co-working between agency has allowed him to continue relationships with adults that he trusts as well as securing a support mechanism for him while he is at the property. They have completed numerous cooking lessons, job applications, CV writing, independence sessions. Johannes's family continue to support him, travelling across the region to visit and meet and bring food. He is well settled in the accommodation and is happy although he misses his family, particularly his sister. He has no contact with peers from his home area and there has been no evidence of his offending behaviour, his curfew is in place at night and the 60 hours of contact he has, means his days are full.

The main challenge has been around his education. Since being charged his confirmed football placement collapsed due to the setting withdrawing his offer. Since then, various colleges have been applied for, the lack of Level 1 courses and "rolling" start dates have meant he has been unsuccessful. Amendments to his bail conditions allowing him to enter the exclusion zone for education purposes was put in place but safeguarding leads at colleges have not been able to negate the perceived risks.

A lot of the work with Johannes has been around finding a suitable move on placement. This has proved difficult to plan for as all options are open at trial and transition planning has been complicated by the fact that he has turned 18 whilst on community



remand. His status as a care leaver, discussions with housing across the region and homelessness teams have not yet identified a placement.

4. Learning/Conclusion

The placement has changed the situation significantly for Johannes. He wants to move on but the complexity of the charges, involving multiple offences, co-accused and a trial have meant a lengthy period in community remand. Although Johannes has remained polite, approachable and compliant with professionals, due to his background and upbringing, he is naturally quiet and reserved. The uncertainty has led to a level of anxiety in recent weeks as the trial approaches and education and transition placements have stalled.

He has grown as a person and learnt a lot from his time in placement. He has since disclosed to professionals some of the details of the trauma in relation to his exploitation. The shock of the short custodial episode, and the severity of the offences he is charged with have not impacted his ability to live safely in the community or compromised the safety of the public. Johannes wants to remain in the same city and does not want to return to the area. His parents have completed work on grooming and safeguarding with Youth Justice and show increased awareness, as well as continued support and are willing to move away from the area.



GM Education Safety Plan 1 for YJ-Involved Children & Young People
To Support Application & Enrolment.

This document serves as a written copy to aid a conversation between all involved parties. It should always be completed alongside that conversation and should not be used as a standalone document. This document is to support all parties coming together to decide what information is relevant to ensure a safe educational placement for the YP and college whilst working within the terms of consent.

Young Person's Details

Full Name: _____
 Date of Birth: _____
 Preferred Name (if different): _____

Chosen Course & Reason for Choosing It:

Professional Involvement

Youth Justice Worker Name(s): _____
 Contact Details: _____

Other Key Professionals (e.g. Social Worker, Mentor):

Name	Role	Contact Details

Behaviour & Wellbeing

This section ensures appropriate support is in place and is not used to exclude or discriminate against the young person.

Are there any known concerns around behaviour that may impact their college experience?



What strategies have worked well in the past to support the young person and the above behaviours?

Special Educational Needs (SEN) & Education, Health and Care Plan (EHCP)

Does the young person have any identified special educational needs, neurodiversities and/or speech and language concerns?

Yes No

If yes, please provide details:

Does the young person have an EHCP?

Yes No

If yes, what support is outlined in the plan?

In your professional opinion, does the young person have any potential undiagnosed special educational needs or neurodiversities?

Yes No

If yes, please provide details:

Are there any reasonable adjustments or additional support needed in college?

Youth Justice Involvement

Are there any pending court matters?

Yes No

If yes, please provide details:



Summary of key convictions (if relevant to safeguarding within college – to be discussed in conversation):

Is the young person currently on a court order?

Yes No

If yes, what are the conditions?

Can these conditions be managed within an educational environment?

Yes No

Recent Progress & Achievements

Highlight strengths and positives – this section is important for recognising progress.

Any certificates, training, or qualifications completed?

Improvements in behaviour, engagement, or personal development?

Peers & Associations

Are there known individuals in college they should avoid?

Yes No

If yes, please provide details:

Any known concerns about peer associations or community tensions that could affect their safety or well-being?

Communication & Support

Named College Contact for Support: _____

Agreed Frequency of Check-ins (e.g., weekly, monthly): _____

Attendees at Check-ins: _____



Who should be contacted if concerns arise? _____

Reviews & Monitoring

Planned Review Date: _____

Who will be involved in the review? _____

Agreement & Responsibilities

By signing this agreement, all parties confirm they will work together to support the young person's success in college. The young person agrees to engage with the support available, and the college agrees to provide a safe and inclusive environment. The youth justice team and college safeguarding team commits to ongoing communication to ensure appropriate interventions where necessary.

Signatures:

Young Person: _____ Date: _____

Youth Justice Professional: _____ Date: _____

College Representative: _____ Date: _____



Behaviour & Wellbeing

This section ensures appropriate support is in place and is not used to exclude or discriminate against the young person.

Are there any behavioural concerns that need addressing?

What strategies have worked well previously to support the young person and the above behaviours?

Special Educational Needs (SEN) & Education, Health and Care Plan (EHCP)

Does the young person have any identified special educational needs, neurodiversities and/or speech and language concerns?

Yes No

If yes, please provide details:

Does the young person have an EHCP?

Yes No

If yes, what support is outlined in the plan?

In your professional opinion, does the young person have any potential undiagnosed special educational needs or neurodiversities?

Yes No

If yes, please provide details:

Are there any reasonable adjustments or additional support needed in college?



Youth Justice Involvement

Are there any pending court matters?

Yes No

If yes, please provide details:

Summary of key convictions (if relevant to safeguarding within college – to be discussed in conversation):

Is the young person currently on a court order?

Yes No

If yes, what are the conditions?

Are these conditions being met within an educational environment?

Yes No

Recent Progress & Achievements

Highlight strengths and positives – this section is important for recognising progress.

Any certificates, training, or qualifications completed?

Improvements in behaviour, engagement, or personal development?

Peers & Associations

Are there known individuals in college they should avoid?

Yes No

If yes, please provide details:



Are there any concerns arising about current friendships or associations in college?

Any known concerns about peer associations or community tensions that could affect their safety or well-being?

Communication & Support

Named College Contact for Support: _____

Agreed Frequency of Check-ins (e.g., weekly, monthly): _____

Attendees at Check-ins: _____

Who should be contacted if concerns arise? (contingency plan/change in circumstances)

Reviews & Monitoring

Planned Review Date: _____

Who will be involved in the review? _____

Agreement & Responsibilities

By signing this agreement, all parties confirm they will work together to support the young person's success in college. The young person agrees to engage with the support available, and the college agrees to provide a safe and inclusive environment. The youth justice team and college safeguarding team commits to ongoing communication to ensure appropriate interventions where necessary.

Signatures:

Young Person: _____ Date: _____

Youth Justice Professional: _____ Date: _____

College Representative: _____ Date: _____