

# National Development Team

## Fact Sheet

Youth Justice National Development Team

### *Excellence in Youth Justice: Creating a Fair and Safe Scotland*

## Residential Care

Many of the young people will be displaying pain-based behaviour (Anglin 2002) and plans made for them should minimise possible re-traumatisation. The best attempt must be made to match the young person to the residential service that can best meet their needs. NRCCI noted that Residential Care can be a positive choice for the children and young people whose needs it serves [Higher Aspirations, Brighter Futures](#). Residential staff build and maintain the relationships with young people and their families which can meet their needs for safety and security and contribute to achieving desired outcomes.

### Prior to Placement

The social worker should

- Do some research visits, look at [Inspection Reports](#), seek views of colleagues and familiarise themselves with the residential resources available and obtain a copy of the [statement of function and objectives](#), [models of intervention](#), and relevant policies e.g. physical restraint, young people missing from care. In addition the social worker should understand how the unit manages [challenging behaviour](#) and their view of [police involvement](#) Follow the pre-admission procedures in their work place which will include- completion of a robust integrated [assessment](#) that will include the views of the young person and their family.
- Be prepared to present to hearings and resource groups; demonstrate how the placement can meet needs, achieve outcomes and manage risks.
- Provide the residential unit with relevant information including up to date risk assessments and advise on tools used

The residential unit

- Should provide information about the referral process; the personnel involved, the decision-making systems and the required paperwork including the Functions and Objectives, the philosophy of care, [models of intervention](#) and relevant policies especially what you do to manage challenging behaviour and minimise offending.
- Be honest about what you are able to do and what the limitations are. Meet with the Social Worker, young person and their family in advance so the young person has a planned admission to the residential unit, providing them with service information.
- Ensure you are given all the [required information](#), including an integrated assessment consistent with [GIRFEC](#) and any existing risk assessments.
- Research [assessment and intervention](#) tools used by youth justice practitioners.

At admission

- Ensure the young person and their family are clear about what will happen, focus on the young person and their family and be consistent with [Care Standards](#)
- Escort the young person to the placement for the first time, involving family if possible
- The social worker and the residential unit in collaboration with the family and young person complete a [placement agreement](#) outlining the desired outcomes and the roles of all in achieving these outcomes
- Ensure that transitions plans are in place for leaving residential care

### During Placement

- Maintain agreed regular contact with young person, their family, the social worker and residential unit and ensure the support given meets the agreed interventions in the Placement Agreement
- The social worker and residential staff will work in collaboration for interventions and further assessment
- Following each review, the social worker, the nominated residential staff, the family and the young person will update the placement agreement (including plans for transition out of residential care) and contribute to update the Child's Plan
- The social worker and the residential unit will usually both provide reports for and attend hearings and reviews.

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