

<b>Title:</b>	Youth Work Approaches to Working in the Secure Estate
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Unique Reference Number:</b>	R/650/4677
<b>Sector Subject Area:</b>	Education and Training.
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand how Youth Work principles and methodologies are applied within a secure estate setting.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>

### Learning outcomes

*The learner will:*

1. Be able to understand the purpose and structure of the secure estate.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify different custodial residential units; the differences between custody in Youth Custody Services (YCS) and Her Majesty's Prisons and the roles of management, delivery and partner staff in the secure estate. They will summarise the key policies and legislation that drive delivery in the YCS and how they impact on delivery. They will evaluate the main functions of HMIP and give examples of where youth work methodologies have been recognised as good practice in HMIP inspection reports.

The learner must:

- 1.1 Clarify what is meant by the **secure estate**.
- 1.2 Explain the roles of **different professionals** working within the secure estate.

2.3 Summarise the **key policies and legislation** that drive delivery within the Youth Custody Service (YCS).

2. Be able to understand the context and experience of the young person within the secure estate.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to explore factors that influence young people ending up in the secure estate; what is meant by Contextual Safeguarding and the role that Youth Work practice plays within it; how Trauma Informed Practice relates to youth work methodologies; possible causes of challenging behaviour such as Adverse Childhood Experiences and how Youth Work techniques can be used to de-escalate challenging behaviour.

The learner must:

- 2.1 Explain the **contributing factors** as to why young people may find themselves in the secure estate.
- 2.2 Define what is meant by **Contextual Safeguarding** within the secure estate.
- 2.3 Define what is meant by **Trauma Informed Practice** within the secure estate.
- 2.4 Outline the **possible causes for challenging behaviour** within the secure estate.
- 2.5 Evaluate the need to **de-escalate challenging behaviour** within the secure estate.

3. Be able to understand how Youth Work practice maintains an asset-based approach to practice within the secure estate.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify how a Youth Work approach in the secure estate can create opportunities for youth participation, improve relationships and develop skills for young people so that they can engage better in the formal education service.

The learner must:

- 3.1 Identify the **role of Youth Work**, within the secure estate including:
  - a) Guiding Key Principles,
  - b) National Occupational Standards and
  - c) The National Curriculum.

- 3.2 Define what is meant by **Asset Based Youth Work** within the secure estate.
- 3.3 Clarify **Youth Participation** and its role within the secure estate.
- 3.4 Assess **power dynamics** within the secure estate and how these can influence relationships between young people and professionals.
- 3.5 Evaluate how **Youth Work and informal education methodologies** can support formal education within the secure estate.

4. Be able to understand the skills needed to manage self and others within the secure estate environment.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to learn the reporting processes within the secure estate; potential information sharing conflicts; line management supervision; reflective practice; how anti-discriminatory practice drives Youth Work in the secure estate and communication approaches that foster productive relationships with other professionals.

The learner must:

- 4.1 Clarify the **role of the Youth Worker** within the secure estate.
- 4.2 Evaluate the **support mechanisms** for Youth Workers when working within the secure estate.
- 4.3 Explain how anti-discriminatory practices can drive youth work within the secure estate.
- 4.4 Assess the relationships between different professionals within the secure estate.

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

<p><b>Secure Estate</b></p>	<p>The term secure estate refers to the various types of secure accommodation used to detain young people who are either awaiting trial or have been sentenced by the courts. These facilities are designed to ensure the safety and security of young people who have committed serious offenses or are deemed at risk of harming themselves or others. The secure estate includes different types of establishments with varying levels of security and focus on rehabilitation, education, and care. Within the context of Youth Work, the secure estate could encompass:</p> <ul style="list-style-type: none"> <li>• Young Offender Institutions (YOIs)</li> <li>• Secure Children’s Homes (SCHs)</li> <li>• Secure Training Centres (STCs)</li> </ul>
<p><b>Different Professionals</b></p>	<p>The secure estate encompasses various professionals who collaborate to ensure the safety, rehabilitation, and well-being of young people in detention. Each professional brings unique expertise and responsibilities to support young offenders' diverse needs. Learners could include the following professionals:</p> <ul style="list-style-type: none"> <li>• Youth Workers</li> <li>• Custodial Officers (Prison Officers)</li> <li>• Education Staff (Teachers and Tutors)</li> <li>• Healthcare Professionals (Nurses, Doctors, Psychologists etc.)</li> <li>• Social Workers</li> <li>• Probation Officers</li> <li>• Residential Care Workers</li> <li>• Rehabilitation and Reintegration Specialists</li> <li>• Case Managers/Key Workers</li> <li>• Youth Offending Team (YOT) Workers</li> </ul>
<p><b>Key Policies and Legislation</b></p>	<p>Tutors/Assessors must ensure they are referring to the most up-to-date guidance available.</p> <p>The Youth Custody Service (YCS) in the UK is guided by a robust framework of policies and legislation aimed at ensuring the safety, welfare, and rehabilitation of young people in custody. These policies and legislative acts shape the delivery of services within</p>

	<p>the YCS and ensure compliance with national standards and international obligations. Learners could include the following:</p> <ul style="list-style-type: none"> <li>• Children Act 1989 and 2004</li> <li>• Crime and Disorder Act 1998</li> <li>• Youth Justice and Criminal Evidence Act 1999</li> <li>• Legal Aid, Sentencing and Punishment of Offenders Act 2012 (LASPO)</li> <li>• United Nations Convention on the Rights of the Child (UNCRC)</li> <li>• The Care Standards Act 2000 and Children’s Homes (England) Regulations 2015</li> <li>• Education Act 1996 and 2011</li> <li>• Health and Social Care Act 2012</li> <li>• Youth Custody Framework for Inspection of Youth Offending Services 2018</li> <li>• Youth Custody Service Operating Model</li> </ul>
<p><b>Contributing Factors</b></p>	<p>Young people may find themselves in the secure estate due to a complex interplay of various factors. These contributing factors can be broadly categorised into individual, family, social, and systemic influences. Understanding these factors is crucial for developing effective interventions and support mechanisms within youth work and the broader youth justice system.</p>
<p><b>Contextual Safeguarding</b></p>	<p>Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. When applied within the secure estate, it focuses on the various contexts in which young people might encounter harm or pose risks, including their interactions and relationships within the secure environment. Key elements of contextual safeguarding in the secure estate could include:</p> <ul style="list-style-type: none"> <li>• Wider Environmental Factors</li> <li>• Peer Dynamics</li> <li>• Institutional Influence</li> </ul>

	<ul style="list-style-type: none"> <li>• Integrated Safeguarding Efforts</li> <li>• Holistic Risk Assessment</li> </ul> <p>Contextual Safeguarding within the secure estate is an essential approach that extends the focus of safeguarding efforts to include the environmental, social, and institutional contexts that affect young people. By addressing these broader factors, the secure estate can provide a safer and more supportive environment, ultimately aiding in the rehabilitation and well-being of young offenders.</p>
<p><b>Trauma Informed Practice</b></p>	<p>Trauma-Informed Practice is an approach that recognises and responds to the impact of trauma on individuals. Within the secure estate, this practice involves understanding, recognising, and responding to the effects of all types of trauma in the lives of young people. It emphasises physical, psychological, and emotional safety and aims to create an environment that promotes healing and recovery. Key principles of Trauma-Informed Practice in the Secure Estate could include:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Trustworthiness and Transparency</li> <li>• Peer Support</li> <li>• Collaboration and Mutuality</li> <li>• Empowerment, Voice, and Choice</li> <li>• Cultural, Historical, and Gender Issues</li> </ul> <p>Trauma-Informed Practice within the secure estate is crucial for creating an environment that promotes healing and recovery for young people who have experienced trauma. By incorporating principles of safety, trustworthiness, peer support, collaboration, empowerment, and cultural sensitivity, the secure estate can provide comprehensive care that addresses the complex needs of traumatised young people. This approach not only supports their mental and emotional well-being but also contributes to their overall rehabilitation and successful reintegration into society.</p>

<p><b>Possible Causes for Challenging Behaviour</b></p>	<p>Challenging behaviour in the secure estate can arise from a multitude of factors, often intertwined and complex. Understanding these causes is crucial for youth workers and other professionals in developing effective strategies to manage and address such behaviours. Learners could consider the following causes:</p> <ul style="list-style-type: none"> <li>• Individual Factors <ul style="list-style-type: none"> <li>○ Mental Health Issues</li> <li>○ Trauma and Adverse Childhood Experiences (ACEs)</li> <li>○ Substance Abuse</li> <li>○ SEND</li> </ul> </li> <li>• Environmental Factors <ul style="list-style-type: none"> <li>○ Institutional Environment</li> <li>○ Peer Dynamics</li> <li>○ Lack of Activities</li> </ul> </li> <li>• Family Factors <ul style="list-style-type: none"> <li>○ Parental Involvement</li> <li>○ Dysfunctional Family Background</li> </ul> </li> <li>• Social Factors <ul style="list-style-type: none"> <li>○ Social Exclusion</li> <li>○ Community Influence</li> </ul> </li> <li>• Educational Factors <ul style="list-style-type: none"> <li>○ Educational Disengagement</li> <li>○ Unmet Educational Needs</li> </ul> </li> <li>• Systemic Factors <ul style="list-style-type: none"> <li>○ Inconsistent Rules/Discipline</li> <li>○ Lack of Support Services</li> </ul> </li> <li>• Psychological Factors <ul style="list-style-type: none"> <li>○ Identity and Self-Perception</li> <li>○ Coping Mechanisms</li> </ul> </li> </ul>
<p><b>De-Escalate Challenging Behaviour</b></p>	<p>De-escalating challenging behaviour in the secure estate is essential for several reasons, spanning the safety and well-being of the young people, staff, and the broader rehabilitative aims of</p>

	<p>the institution. Within the evaluation, learners must consider the following:</p> <ul style="list-style-type: none"> <li>• Safety and Well-being</li> <li>• Rehabilitation and Development</li> <li>• Staff Well-being and Effectiveness</li> <li>• Institutional Stability and Culture</li> <li>• Legal and Ethical Considerations</li> </ul>
<b>Role of Youth Work</b>	<p>Youth work within the secure estate plays a crucial role in supporting young people's development, rehabilitation, and reintegration into society. It is guided by key principles, aligned with national occupational standards, and informed by the national curriculum. Youth work within the secure estate is guided by principles that emphasise voluntary participation, empowerment, holistic development, equality, informal education, and relationship building. It aligns with national occupational standards that define the necessary skills and knowledge for effective practice. Additionally, youth work can support and complement the national curriculum, providing educational and developmental opportunities that address the diverse needs of young people in secure settings. By integrating these elements, youth work contributes significantly to the rehabilitation and future success of young people within the secure estate.</p>
<b>Asset Based Youth Work</b>	<p>Asset-Based Youth Work is an approach that focuses on the strengths, resources, and potentials of young people rather than their deficits and problems. In the context of the secure estate, this approach aims to build on the existing assets of young people to promote their personal growth, resilience, and positive reintegration into society. Learners must define this in detail, utilising examples from their own practice where possible.</p>
<b>Youth Participation</b>	<p><b>Youth Participation and Its Role within the Secure Estate</b></p> <p>Youth Participation refers to the active involvement of young people in decision-making processes and activities that affect their lives. In the secure estate, it involves engaging young people in various aspects of their own care, rehabilitation, and daily routines.</p>

	This approach is grounded in the principles of respect, empowerment, and collaboration.
<b>Power Dynamics</b>	Power dynamics within the secure estate, which refers to the environment where young people are held in custody (such as youth detention centres or secure training centres), significantly impact the relationships between young people and professionals. These dynamics can affect the effectiveness of interventions, the well-being of young people, and the overall functioning of the secure estate. Learners should assess the power dynamics that are present, and how these power dynamics influence relationships between young people and professionals.
<b>Youth Work and Informal Education Methodologies</b>	<p>Youth Work and informal education methodologies can play a crucial role in complementing and enhancing formal education within the secure estate. These methodologies focus on building relationships, fostering personal development, and providing tailored support, which can help bridge gaps and address challenges faced by young people in the secure estate.</p> <p>Methodologies could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Building Positive Relationships</li> <li>• Providing Holistic Support</li> <li>• Encouraging Active Learning and Participation</li> <li>• Bridging Gaps and Overcoming Barriers</li> <li>• Enhancing Motivation and Self-Efficacy</li> <li>• Fostering a Supportive Learning Environment</li> </ul> <p>Learners could refer to the following theories:</p> <ul style="list-style-type: none"> <li>• Relational Youth Work Theory</li> <li>• Holistic Development Theory</li> <li>• Experiential Learning Theory (Kolb)</li> <li>• Social Learning Theory (Bandura)</li> <li>• Ecological Systems Theory (Bronfenbrenner)</li> <li>• Self-Determination Theory (Deci and Ryan)</li> <li>• Positive Youth Development (PYD)</li> </ul>
<b>Role of The Youth Worker</b>	The role of the Youth Worker within the secure estate is multifaceted and crucial for supporting the development and well-

	<p>being of young people in custody. Youth Workers play a key role in bridging the gap between institutional care and personal development, helping young people navigate their time in custody and prepare for reintegration into society. Learners should use examples from their own practice where appropriate.</p>
<p><b>Support Mechanisms</b></p>	<p>Learners should refer to the support mechanisms available to them, within the organisation in which they are working. Learners must also refer to the unique challenges and pressures faced within the secure estate, due to the high-stakes environment and the complex needs of the young people in custody. Support Mechanisms could include:</p> <ul style="list-style-type: none"> <li>• Training and Professional Development</li> <li>• Supervision</li> <li>• Reflective Practice</li> <li>• Emotional/Psychological Support</li> <li>• Policies and Procedures</li> </ul>