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| Exceptional Delivery Model (EDM) 15  Youth Custody Service - Education, PE and Libraries.  Agreed Version 1.0 |
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| **3 July 2020** |

**YCS Children and Young People Secure Estate - Education, PE and libraries**

**Introduction**

**Exceptional Delivery Models (EDMs)**

A suite of EDMs are being published as part of the guidance for secure settings to guide them through construction of local RRMPs. This EDM is a brief guide on the high-level principles that must be incorporated into a local plan for each element of regime delivery. It is essential that the plan for reinstating an element of the regime does more than simply reintroduce the local procedures that pre-dated COVID measures. Each local plan must incorporate social distancing and cohorting measures, medical considerations, PPE and hygiene requirements (including regular hand-washing), as well as security and safety considerations. Each EDM will also guide secure settings on the most procedurally just way to stand up each regime element under continuing COVID restrictions.

Each secure setting must create a plan for every element of regime that is relevant to their category and function based on the guidance in its respective EDM. Mirroring the approach taken during the development of ERMPs, secure settings have local autonomy to determine the formal and contents of each plan or procedure they produce from the EDMs but the RRP they complete summarising their local recovery proposal will be based on a template provided.

This EDM has been developed jointly by policy and operational colleagues in conjunction with specific stakeholders relevant to each area. Each EDM breaks each regime element into a series of processes or areas. Under each one there are a set of baseline requirements which must be met by each secure setting. Every baseline requirement has an importance weighting from one (lowest) to three (highest) attributed to it, to assist secure settings in planning and sequencing activity required. Baselines are split into those that are mandatory and those that are desirable. Each baseline also has a “level of autonomy” attached. This describes the level of freedom a secure setting has over the design of the product/output required to satisfy each baseline.

**Regime Recovery Management Plans- RRMP**

YCS Children and Young People Secure Estate are required to develop local Regime Recovery Management Plans (RRMP) based on a suite of national guidance documents called Exceptional Delivery Models (EDM). Secure settings are being provided with high level guidance outlining the parameters they must work within but have autonomy to build their own bespoke plans based on what works locally. Secure settings will submit their RRMP together with a readiness assessment to their respective Prison Group Director (PGD). Further details are contained within the published National Framework on Regimes & Services.

**Exceptional Delivery Regime model: Education, PE and Libraries**

* **This EDM applies to YOIs and Secure Training Centres in the CYPSE (**Secure Training Centres: where application may require interpretation where the legislative framework or operating model is substantially different from a prison).

The aim of the EDM is to give CYPSE and education providers a series of steps to take to build on the in-room learning model that was instituted when CYPSE regimes were fully restricted due to COVID 19 and works from a baseline which sees suppliers providing in room materials (distraction packs and learning materials) into CYPSE.

**Why in the Children and Young People Secure Estate is Education, PE and libraries important**

Since lockdown face to face education in CYPSE has ceased, however learners have continued to be supported using in room materials. Education across HMPPS and YCS is valued at £150 million annually, and in line with Cabinet Office guidance, HMPPS is providing COVID -19 relief payments to help ensure suppliers continue to be present in the market and to resume education provision fully when it is deemed appropriate to do so. A condition of this relief is that suppliers continue to pay their staff in full and that they will collaborate and agree with HMPPS revised delivery models to support education during this period.

Under Rule 38 of the Young Offender Institution Rules 2000 (“the YOI Rules”):

(1)  Provision shall be made at a young offender institution for the education of inmates by means of programmes of class teaching or private study within the normal working week and, so far as practicable, programmes of evening and weekend educational classes or private study. The educational activities shall, so far as practicable, be such as will foster personal responsibility and an inmate's interests and skills and help him to prepare for his return to the community.

(2)  In the case of an inmate of compulsory school age, arrangements shall be made for his participation in education or training courses for at least 15 hours a week within the normal working week.

(3)  In the case of an inmate aged 17 or over who has special educational needs, arrangements shall be made for education appropriate to his needs, if necessary within the normal working week.

(4)  In the case of a female inmate aged 21 or over who is serving a sentence of imprisonment or who has been committed to prison for default and who is detained in a young offender institution instead of a prison, reasonable facilities shall be afforded if she wishes to improve her education, by class teaching or private study.

Under rule 28 of the Secure Training Centre Rules 1998 (“the STC Rules”):

(1)  Arrangements shall be made at a centre for the education and training of each trainee according to his age and his personal needs as assessed and recorded in his training plan under [rule 27](https://uk.westlaw.com/Document/IB82EDCD0E44B11DA8D70A0E70A78ED65/View/FullText.html?originationContext=document&transitionType=DocumentItem&contextData=(sc.DocLink)) of these Rules.

(2)  Those arrangements shall be such as to ensure the participation of each trainee in education or training courses for at least 25 hours a week.

(3)  The activities provided under this rule shall, so far as practicable, be such as will foster personal responsibility and a trainee's interests and skills and help him to prepare for his return to the community.

(4)  In the case of a trainee who is of compulsory school age, the curriculum shall be appropriate to his age, ability and aptitude and to any special educational needs he may have, and shall as far as possible reflect the requirements of the National Curriculum within the meaning of the [Education Act 1996](https://uk.westlaw.com/Document/I5FC64AB0E42311DAA7CF8F68F6EE57AB/View/FullText.html?originationContext=document&transitionType=DocumentItem&contextData=(sc.DocLink)).

During a coronavirus period YOI rule 38 and STC Rules 28 have been modified to provide that education will be provided so far as reasonably practicable.

Every secure setting across the YCS is required to have a library and every inmate and trainee must be allowed to have and exchange library books, subject to any directions of the Secretary of State, under the YOI Rules and STC Rules.

**YCS vision for learning**

1. Since Charlie Taylor published his review of the youth justice system in 2016,[[1]](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftn1) the Ministry of Justice (MoJ), the Youth Justice Board (YJB) and the Youth Custody Service (YCS), and its predecessor agencies in the National Offender Management Service (NOMS), have embarked on a significant programme of reform for the CYPSE.
2. The basic underlying principle behind this programme is that, to get the best outcomes for children and young people in custody and, ultimately, reduce reoffending, services need to be flexible enough to be tailored to their individual needs – put simply, that one size does not fit all.
3. The evidence is clear that children and young people who offend are substantially more likely to have one or more underlying complex needs and risk factors, and that this likelihood further increases for the cohort sentenced to custody:

*In 2018/19, 30% of new admissions to custody were assessed as having* ***special educational needs and disabilities (SEND)****, a rate twice as high as the national average.*[***[2]***](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftn2)

*In the 2017/18 HMIP Children in Custody survey, 32% of boys in YOIs said they had* ***a problem with drugs*** *when they arrived in custody, 8% said they had a* ***problem with alcohol****. 16% said they had* ***gang problems*** *when they first arrived, and 32% reported* ***emotional or mental health problems.***[***[3]***](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftn3)

*In 2014, 9 in 10 young people aged 16 to 17 years old sentenced to custody had* ***a record of persistent absence from school,*** *and 1 in 4 of those sentenced to <12 months in custody had been permanently excluded from school.*[***[4]***](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftn4)

*Of new admissions to youth custody between April 2014 and March 2016, 33% were recorded as currently being a* ***‘looked after child’ (LAC),*** *with a further 16% having previously been a LAC.*[***[5]***](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftn5)

1. To most effectively tackle the root causes of offending behaviour, services within CYPSE need the capacity and capability to be able to respond to these needs in an individualised yet cohesive way.
2. As part of the youth custody reform programme, the aim of better meeting these needs and integrating education learning services into a holistic model of care is key.
3. The target operating model (TOM) provides guidance for what should be expected from learning services in CYPSE and offers examples of how autonomy can be used.

**II: Vision**

1. At the start of the education reform project, a “vision for learning in youth custody” was agreed with key stakeholders and educational experts, outlining the fundamental principles of how learning should be and what it should aim to achieve. The basic aim being that:

*Children will be supported to learn through an individualised and structural approach.*

*All services will be responsive to meeting the diverse needs and interests of each child to facilitate the way they view themselves.*

*Each child will be given the opportunity to leave our care with the tools they need to lead crime-free lives and integrate into society with a pro-social identity.*

1. This was further broken down into the following principles for service delivery, which will equally form the backbone of retendered learning services in the future:

* **Flexibility:** Learning will be flexible in its use of space, time and resources to provide the best possible opportunities for children in our care. There will be recognition of the value of a balance of classroom-based learning, vocational pathways and enrichment activity.
* **Tailored to Need:** A child’s needs will be quickly assessed and regularly reviewed. Services will be flexible in meeting the assessed need – including for special education needs, disabilities and/or trauma.
* **A Whole Establishment Approach:** Services will work together to support child engagement with learning. This includes meeting health and wellbeing needs and psychologically informed provision, alongside academic and vocational education opportunities.
* **A Learning Community:** All staff working within youth custody will form part of a wider learning community. Whatever their role in the secure setting, staff will be recruited on their basis of their motivation to work with children and be given the support, time and freedom to develop their professional skills.
* **Gaining Experience:** Children will be given the opportunity to access a rich and diverse set of experiences. Learning opportunities will allow them to use their time in custody to explore their interests and build skills they can draw upon on their release.
* **Planning for the Future:** Children will feel included in the development of their learning journey and be supported to make realistic and hopeful plans to move into education, training or employment.
* **Partnerships:** Innovative partnerships with a wide range of community agencies, charities and social enterprises will allow children to access a wide range of learning opportunities.
* **Wellbeing and Exercise:** Physical wellbeing and sports will form part of a holistic and well-rounded experience for children in custody, making quality use of outside space.
* **Making Progress:** The progress made by children will be assessed based on the range of needs and interests. This will include progress in all domains, accounting for cognitive development, emotional wellbeing, behaviour and engagement, as well as progress in academic and vocational subjects.
* **Technology:** Safe access to technology will support learning, normalising the environment and contribute to building the skills needed for release.

1. The principles of this vision form the basis of the Target Operating Model (TOM) which provide a framework of ways by which to improve the learning services in the CYPSE. Naturally, all of these principles are interdependent to some extent.
2. Strengthening the PE offer and provision of sports in CYPSE to engage children and young people and improve their health and wellbeing, following the Rosie Meek’s review of ‘A sporting Chance’ **[6]** in youth justice, is also a priority and forms part of the integrated learning services offer.

[[1]](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftnref1) <https://www.gov.uk/government/publications/review-of-the-youth-justice-system>

[[2]](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftnref2) NB: This is not a clinical assessment, and the actual rate may be much higher.

[[3]](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftnref3) <https://www.justiceinspectorates.gov.uk/hmiprisons/inspections/children-in-custody-2017-18/>

[[4]](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftnref4) <https://www.gov.uk/government/statistics/understanding-the-educational-background-of-young-offenders-full-report>

[[5]](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Fjusticeuk-my.sharepoint.com%2Fpersonal%2Fkate_jones_justice_gov_uk%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F71c76a8280e449b689dc258f025f685f&wdenableroaming=1&mscc=1&wdodb=1&hid=3b549ee8-67d6-74ec-f1d8-c26f5979de01-499&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2555159578%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Fjusticeuk-my.sharepoint.com%252Fpersonal%252Fkate_jones_justice_gov_uk%252FDocuments%252FMicrosoft%2520Teams%2520Chat%2520Files%252FEDM%2520Education%2520-%2520Draft%2520Version%252005062020.docx%26fileId%3D71c76a82-80e4-49b6-89dc-258f025f685f%26fileType%3Ddocx%26messageId%3D1591793468382%26userClickTime%3D1591955370152%26ctx%3Dchiclet%26scenarioId%3D499%26locale%3Den-us%26theme%3Ddefault%26version%3D20200213004%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1591955370248%22%7D&wdhostclicktime=1591955370152&jsapi=1&newsession=1&corrid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&usid=746cdae6-1e8a-4ea9-87c4-1312e926ec2b&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftnref5) ibid

[6]https://www.gov.uk/government/publications/a-sporting-chance-an-independent-review-of-sport-in-justice

The CYPSE have a legal duty to safeguard vulnerable children and young people held in their care.

In the CYPSE healthcare is integrated within each secure setting. The delivery of EDMs will also need to ensure they reflect and are governed by the YCS and NHSE&I core principles.

**Exceptional Delivery Regime model: CYPSE Education including libraries**

**Guide to weightings/prioritisation (mandatory tasks only)**

|  |  |  |
| --- | --- | --- |
| Value | Description |  |
| 3 | Highest– action required as a precursor to other tasks | |
| 2 | Medium – action required as part of wider work | |
| 1 | Lowest – action required once others have been completed | |

**Guide to autonomy levels (mandatory tasks only)**

|  |  |  |
| --- | --- | --- |
| Value | Description |  |
| Total | Secure setting has total autonomy to determine the design of the product that satisfies the baseline | |
| Partial | Secure setting has partial autonomy – the ability to choose from pre-determined delivery options (which are specified) | |
| Limited | Secure setting has limited autonomy and must deliver the product as stipulated | |

**Exceptional Delivery Regime model: CYPSE Education including libraries.**

Terminology.

“**Education space**” – these include anywhere used for education and learning such as classrooms, one to one learning rooms, libraries, and interview rooms used for Information Advice and Guidance or other educational purposes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area/Process** | **Baseline** | **Weighting (1,2,3)** | **Autonomy Level**  **(total, partial, limited)** | **Comments/Sources of information** |
| **Mandatory actions** | | | | |
| **1 - Preparation Staff and learners returning to education, workplaces and gymnasium.** | **1.1** Conduct a local review of all existing classrooms, workplaces, and gymnasium Risk Assessments including access and egress for staff and children and young people in and around the education areas. | **3** | **Total** | At level 3 Where ERMP allows PE staff to support residential staff during domestic periods and offering PE activity in suitably risk assessed outside areas.  Recreational only  See Annex A for PE at all levels |
| **1.2** Conduct a local review of designated education and related workplaces and gymnasium spaces (size and layout) to determine the most appropriate layout to meet physical distancing requirements for staff and young people.  Spaces under consideration to include but not be limited to:  - Classrooms  - Libraries  - One to one learning spaces  - Education office(s)  - Staff rest room  - Store rooms  Consider (where applicable)  - Potential numbers of staff and learners  - Number of required desks/tables in learning spaces  - Levels of required equipment for staff and learners.  Consider safe entrance and exit routes with one-way systems and/or staggered start times used where appropriate to meet physical distancing requirements. | **3** | **Total** |  |
| **1.3** Conduct a local review ofthe arrangements for the safe issuing of equipment and resources ensuring that they are cleaned before being returned, for example, to the shadow board / storeroom. Consider if the volumes of tools, equipment and materials can be increased to avoid cross contamination. Where possible consider whether individauls have their own resources they use each day.  For Libraries review the means by which books could be safely distributed (such as consideration of ordering specific titles rather than in person browsing); and the length of time and process of quarantine for Library books once handed in.   * **For PE** Individual gym inductions must be completed including PAR-Q and compact for those participating in PE * Only handheld/portable equipment to be used in outside areas and must remain with the individual for the duration of the session and cleaning protocols followed prior to reuse, strong hand hygiene protocols must be in place. The equipment used here must be kept to a minimum and can include:   + Kettlebells   + Dumbbells   + Fixed weight barbells   + Mats   + Exercise step boxes * Where facilities permit field fence runs can be introduced as per risk assessment * Multi-stage fitness tests | **3** | **Total** | See Annex A for PE at all levels |
| **1.5** Conduct a local review ofhow work is to be handed in to teachers and/or returned to learners and how this will be conducted safely. | **2** | **Total** |  |
|  | **1.7** Conduct a local review on the availability of PPE provided by the Supplier for their staff which has been designated as necessary and ensure there are adequate provisions. | **3** | **Total** |  |
|  | **1.8** When risk assessments indicate more broadly, that prison regime restrictions can start to ease; increased numbers of Education and Libraries staff and the YCS Contract Management Team may need to be on site to start to move from an in room learning delivery model, towards one to one facilitated learning or small group face to face teaching | **3** | **Total** |  |
| **Area/Process** | **Baseline** | **Weighting (1,2,3)** | **Autonomy Level**  **(total, partial, limited)** | **Comments/Sources of information** |
| **2 – Preparation security processes** | **2.1** Conduct a local review of existing education space including workplaces and gymnasiums Security Risk Assessments focusing on the arrangements for the searching of children and young people on entry and egress into the learning space. | **3** | **Total** | Local Security Strategy |
| **Area/Process** | **Baseline** | **Weighting (1,2,3)** | **Autonomy Level**  **(total, partial, limited)** | **Comments/Sources of information** |
| **3 – Management Checks** | **3.1** Review local management checks that will be undertaken by the Learning and Skills Manager ensuring they have been updated to include additional checks on COVID controls. | **2** | **Total** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area/Process** | | **Baseline** | | **Weighting (1,2,3)** | | **Autonomy Level**  **(total, partial, limited)** | | **Comments/Sources of information** |
| **4 – Stakeholder management** | | **4.1** Although all revisions to the arrangements for Education will besubject to consultation with recognised Trades Unions as part of the Establishment Regime Management Plan, a local internal stakeholder engagement plan must be developed to assist in communicating any revised working arrangements with:  - CYPSE Staff and partners including DPS subcontractors  - Children and Young People | | **3** | | **Total** | |  |
| **4.2** Develop a local external stakeholder engagement plan to assist in communicating with any:  - Common Awarding Organisations  -Youth Offending Teams  -Childrens Services  -NHSE&I healthcare provider  - For sites in Wales engagement to include local health boards, Public Health Wales and Welsh Government | | **2** | | **Total** | |  |
| **5 –**  **Verification & Quality processes** | | **5.1** Conduct a local review of the strategy for conducting internal verification and Quality Assurance activities. | | **3** | | **Total** | |  |
| **6 - Reimplementing a curriculum** | | **6.1** In collaboration with providers, review children and young people learning needs to ascertain priority areas of provision and provision that could be delivered through alternative models. Consideration should be given to when education could be delivered (day time, evening, weekend), how it could be delivered (one to one facilitated learning, small groups including how methods could be combined and how children and young people could access different elements such as in shifts, staggered in bubbles/ rotation basis). This should be incorporated into a mobilisation plan which shows incrementally how education delivery will be increased within the CYPSE. In addition, an end state curriculum and new agreed Annual Delivery Plan which reflects education provision up and running at full capacity with COVID related management measures implemented must be completed | | **3** | | **Partial** | |  |
| **7**  **Review Education Contracts delivery models** | | **7.1** In room materials should be of good quality and reflect the curriculum. Learning packs should be marked by teachers and suppliers must have a process in place to do this and provide feedback to learners. Secure settings should work with providers to ensure this is the case.  **7.2** PEF suppliers have Business Continuity and Disaster Recovery plans in place and elements of these may need to be invoked as part of EDM – to be agreed by both supplier and HMPPS. Annual Delivery Plans should be amended/refreshed and agreed to reflect EDM as part of PEF service delivery. | | **2** | | **Partial** | |  |
| **8 -**  **Engaging Learners** | | **8.1** In collaboration with Education Providers, develop communications that ensure the secure setting population are informed about the status of education, including when face to face learning will recommence.  **8.2** Review data to ascertain those children and young people who were engaged in learning at the point regimes closed. As a priority, determine the most appropriate means for restarting their learning with reference to what provision and type of delivery is available at the time according to the ramp up curriculum.  **8.3** Identify those children and young people who have commenced learning during lock down using in room materials, one to one facilitated or small group learning and determine the most appropriate means to continue their learning given what is available at the time according to the ramp up curriculum.  **8.4** Secure settings and providers should work together to establish priority groups to engage in face to face learning. This should take into account local factors such as security and safety and children and young people needs. Make up of bubbles or family groups will also influence this decision making.  **8.5** Allocation processes to face to face teaching should give due regard to underlying medical conditions of children and young people which would place them in the category of self isolating on medical grounds. | | **2**  **2**  **2** | | **Total**  **Total**  **Total** | |  |
|  | |  | |  | |  | |  |
| **Desirable actions** | | | | | | | | |
| **9** | **9.1** Where possible, consider the introduction of resource kits or terminals allocated to the same children and young people every day to prevent the sharing of equipment.  **9.2** As provision begins to increase, numbers and characteristics of children and young people invited back into education should be monitored to identify equality of access into provision or if there are COVID related reasons why reasons why equality of access has not been achieved. | | **1**  **3** | | **Total**  **Total** | |  | |

***Annex A***

***The following are suggested activities at each stage and must be subject to risk assessment, safe systems of work and consultation with recognised trade unions.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage** | | **Staffing/Location** | **Activities** |
| **5** | **Complete Lockdown** | PE staff re-deployed to support operational staff. | * No delivery * Share in-cell activity information with prisoners to support health and wellbeing |
| **4** | **Lockdown** | Where ERMP allows PE staff to support residential staff during domestic periods and offering PE activity in suitably risk assessed outside areas.   * Recreational only | * Individual gym inductions must be completed including PAR-Q and compact for those participating in PE * PE activity such as safe supervision of guided individual exercise routines e.g. body weight exercise circuits * Weekly/monthly PE individual challenges could be set with leader boards published to create competition within establishment |
| **3** | **Restrict** | Where ERMP allows PE staff to support residential staff during domestic periods and offering PE activity in suitably risk assessed outside areas.   * Recreational only | * Individual gym inductions must be completed including PAR-Q and compact for those participating in PE * Only handheld/portable equipment to be used in outside areas and must remain with the individual for the duration of the session and cleaning protocols followed prior to reuse, strong hand hygiene protocols must be in place. The equipment used here must be kept to a minimum and can include:   + Kettlebells   + Dumbbells   + Fixed weight barbells   + Mats   + Exercise step boxes * Where facilities permit field fence runs can be introduced as per risk assessment * Multi-stage fitness tests * Exercise to music e.g. Step, Zumba, Yoga, HIIT (adhering to individual equipment and no CV equipment to be used) |
| **2** | **Reduce** | PE staffing levels sufficient to deliver planned activities set out in this EDM. PE staff taking prisoners to proposed areas of the establishment and delivering PE activity:   * Fitness Suite/Rehabilitation Area * Sports Hall | * The reintroduction of classroom-based activity including PE induction and indoor PE where social distancing can be maintained. * Table tennis, badminton and tennis * Sports Development Course’s i.e. First Aid, Manual Handling * Healthy Living/Lifestyle/Wellbeing Courses * Use of all CV equipment including stationary machines i.e. treadmills, rowers, bikes, cross trainers * Use of fixed resistance machines available in fitness and rehabilitation suites. Consider signage to close certain pieces of equipment to aid social distancing. * The FA Level 1 and Twinning Delivery course may be introduced at governors discretion * Boats not Bars and other projects * Duke of Edinburgh Award * Sports development courses delivered by PE staff (subject to the national governing body’s guidelines) * Remedial and rehabilitation assessments and treatment where social distancing can be observed |
| **1** | **Prepare** | Return to RMP staffing arrangements | * Return of Parkrun (once agreed by PE HQ) * Weights rooms * Recreational team sports |