

Youth Justice Model of Care

December 2024

Youth Justice Reform Taskforce
Department of Premier and Cabinet



Acknowledgement of Country

In recognition of the deep history and culture of this island, we acknowledge and pay our respects to Tasmanian Aboriginal people, the traditional Owners and ongoing Custodians of Tasmania. We recognise Tasmanian Aboriginal people's continuing connection to Land, Sea, Waterways, Sky and Culture and extend our respects to Elders, past and present.

We are committed to working in partnership with Tasmanian Aboriginal people, to address the over-representation of Aboriginal children and young people in the youth justice system, ensuring they are safe and supported to live culturally-rich and thriving lives.



Recognition of contributors to our Youth Justice Model of Care

Thank you to the children and young people, individuals, organisations and agencies that took the time to participate in interviews, consultations and workshops to inform the development of our Youth Justice Model of Care. Your views, thoughts and perspectives provided the foundation for this document, and the future of a truly therapeutic and integrated youth justice system in Tasmania.

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Introduction

Defining the Youth Justice Model of Care

The Youth Justice Model of Care (Model of Care) provides a coordinated and consistent approach to the delivery of trauma-informed, evidence-based and culturally safe services to children and young people in contact with, or at risk of coming into contact with, the youth justice system, and supports their families across Tasmania.

Strategic intent of our Model of Care

Tasmania is a small jurisdiction, both geographically and in population. This provides both challenges and opportunities in the way that we deliver services. Our sector is built upon strong relationships and an understanding of our service partners and the services that they deliver. The sector is strongly invested in supporting children, young people and their families to reach their full potential.

Our Model of Care harnesses this motivation and relational understanding, outlining a collaborative approach to services across government, community service providers and Aboriginal organisations, working together in children and young people's best interests.

An effective service system supports improved outcomes for children and young people in, or at risk of entering, the youth justice system, strengthens families and improves community safety. Our Model of Care achieves this through an integrated, whole of service system approach to support. This holistic approach addresses health and wellbeing, upholds rights, and promotes prosocial behaviour change among children and young people, as well as their families.

This is enabled through collaborative practice including assessments and case planning, and the provision of tailored supports and interventions, strengthening a sense of self. This practice improves physical, emotional and psychological security to encourage individual growth and development. We support children and young people to develop and build on the strengths and capabilities they need to understand the consequences of their actions and take responsibility for their behaviour, which promotes community safety.

Our Model of Care defines an operating philosophy across the youth justice service continuum and aligns with the [Child and Youth Wellbeing Framework](#) and the [Child and Youth Safe Standards](#) for Tasmania, which mirror the [National Principles for Child Safe Organisations](#). Our Model of Care also incorporates the [National Standards for Youth Justice in Australia](#). Refer to Appendix 1 for further information on the youth justice service continuum.

We are committed to recognising and upholding the rights of children and young people in our work. Our Model of Care is underpinned by the [United Nations Convention on the Rights of the Child](#).

Our Model of Care applies across government, non-government organisations (NGOs) and Aboriginal organisations that work with and support children and young people in, or at risk of entering, the youth justice system. This includes universal services (e.g. schools, educational programs and health), secondary services (e.g. NGOs, Aboriginal organisations, child safety and mental health) and tertiary services (e.g. usually police, courts, Community Youth Justice and custodial services).

Vision

Our vision is for all Tasmanian children and young people to thrive. We respect cultures, build on strengths, uphold rights, address unmet needs, reduce offending and keep communities safe.

Purpose

The purpose of our Model of Care is to deliver therapeutic, culturally safe, integrated, collaborative and timely responses that are evidence-informed, rights-based and work together to support children and young people in, or at risk of coming into contact with, the youth justice system, as well as their families and their broader communities.



Outcomes

- 01** A reduction in the frequency and intensity of children and young people's offending behaviour.
- 02** Children and young people are engaged with education, vocational training, employment and/or alternative education and employment pathways.
- 03** Children and young people are engaged with health, mental health and support services to meet their needs.
- 04** Children and young people in contact with the youth justice system feel safe and supported.
- 05** A reduction in the proportion of Aboriginal children and young people in contact with the youth justice system, in line with Closing the Gap Target 11.
- 06** Services and program staff are trauma-informed and culturally competent to respond to the needs and promote cultural safety of Aboriginal children, young people and their families.
- 07** Children, young people and their families' rights are consistently upheld and services are delivered in a manner consistent with all articles of the *United Nations Convention on the Rights of the Child*.
- 08** Services provide seamless, collaborative and integrated service delivery across the continuum to achieve the best outcomes for children, young people and their families.
- 09** All Tasmanian communities are engaged in respectful and meaningful ways to support children, young people and their families to reach their full potential.
- 10** Investment and innovation in prevention and early intervention is prioritised to ensure that children, young people and their families have their unmet needs addressed early.

Our Model of Care Document Map



This map demonstrates how our Model of Care relates to and informs other documents in the youth justice service continuum. It illustrates how services will have their own specific practice frameworks, operational models and policies and procedures to guide service delivery for children and young people.

*A Practice Framework for Services for Youth Justice and an Operational Model for the new Tasmanian Youth Justice Facility are currently under development

Who our Model of Care supports

In line with the *Children, Young Persons and Their Families Act 1997 (Tas)*, our Model of Care defines children and young people as persons under 18 years of age.¹ Aligning with the *Youth Justice Act 1997 (Tas)*, our Model of Care supports children and young people who were 18 years of age or under at the time an offence was committed.²

Children and young people in, or at risk of entering, the youth justice system in Tasmania have a range of complex needs. Many have experienced trauma and adverse childhood experiences, including abuse and neglect and a significant number have had involvement with the Child Safety Service.³

There is also an over-representation of children and young people experiencing mental and physical health conditions, cognitive disability and problematic substance use. LGBTIQA(SB)+ children and young people are over-represented within the youth justice system and often experience poorer levels of mental health and higher instances of substance use.⁴

Aboriginal children and young people are also significantly over-represented in the Tasmanian youth justice system, with Tasmanian Aboriginal children and young people around four times more likely to be under supervision.⁵



LGBTIQA(SB)+ stands for lesbian, gay, bisexual, transgender, intersex, queer, asexual, sistergirl and brotherboy. The '+' highlights the non-exhaustive nature of the acronym. 'Sistergirl' and 'brotherboy' refer to transgender and gender diverse people in Aboriginal communities.

¹ Tasmanian Government, 2022 *Children, Young Persons and Their Families Act 1997*, Tasmanian Legislation, <https://www.legislation.tas.gov.au/view/whole/html/inforce/current/act-1997-028>

² Tasmanian Government, 2023 *Youth Justice Act 1997*, Tasmanian Legislation, <https://www.legislation.tas.gov.au/view/whole/html/inforce/current/act-1997-081>

³ Malvaso, C, et al., 2022 *Adverse childhood experiences and trauma among young people in the youth justice system*, Australian Institute of Criminology, <https://www.aic.gov.au/publications/tandi/tandi651>

⁴ Huggins, L, and Baidawi, S, 2024 "Youth justice-involved LGBTIQA+ young people: exploring practitioner and policy perspectives", *Current Issues in Criminal Justice*, pp.1-20, <https://www.tandfonline.com/doi/full/10.1080/10345329.2024.2371516#abstract>

⁵ Australian Institute of Health and Welfare, 2024 *Youth justice in Australia 2022-23 (Tasmania Factsheet)*, <https://www.aihw.gov.au/reports/youth-justice/youth-justice-in-australia-annual-report-2022-23/contents/fact-sheets/tasmania>

Our responsibilities and commitments

Implementation and operationalisation of our Model of Care is a shared responsibility of government, NGOs and Aboriginal organisations. We as the agencies, organisations and service providers:

- ✓ **Commit to working differently**, to promote innovation and embed the cultural change that is required to provide improved outcomes for children, young people, their families and the community.
- ✓ Are responsible for **embedding our Model of Care principles** and ways of working into operational practice.
- ✓ **Develop and implement approaches that support a child or young person's rights and agency** by delivering a tailored response grounded in respect for self-determination and self-efficacy.
- ✓ **Take responsibility for leading service engagement** to support children, young people and their families.
- ✓ **Work collaboratively** utilising integrated practices and approaches to meet the multiple complex and varied unmet needs of children, young people and their families.
- ✓ Are responsible for **supporting staff, developing their capacity and capability to work in the youth justice system**, while ensuring their physical and psychological safety through access to training, professional supervision and employee supports.
- ✓ Commit to continuous improvement through **systematic program and service reviews** to ensure service delivery aligned with evidence-informed practice.
- ✓ **Develop our own service standards**, consistent with our respective responsibilities and service objectives that function in line with the ways of working outlined in our Model of Care.
- ✓ **Optimise resourcing and funding arrangements** to effectively support delivery of services for children, young people and families.

Principles of our Model of Care

Our Model of Care is built on nine principles that reflect national and international best practice approaches to supporting children and young people in, or at risk of entering, the youth justice system.

These nine principles underpin our approach to providing services for children, young people and their families:



Child, young person and family centred



Throughcare and collaboration



Participation, agency and voice of children and young people



Aboriginal culturally responsive and safe



Therapeutic and strengths-based



Safety and wellbeing



Trauma-informed



Evidence-informed



Social and community-based approaches



Child, young person and family centred

Our services focus on identifying and meeting the individual needs of children and young people in a responsive manner, supporting them to formulate, and work toward achieving their goals. This is supported by accurate, comprehensive and timely assessments of individual risks, needs, and strengths, to ensure effective case planning and the delivery of appropriate supports and interventions.⁶

A child-centred approach views children and young people who engage in behaviours that are legally defined as offences, as children first, rather than offenders, which includes the child or young person's best interests and encourages participation, engagement and social inclusion that promotes the development of a prosocial identity. It also focuses on prevention and diversion, seeking to divert children away from criminal justice responses and the stigma of justice system contact.

Equally, a child-centred approach recognises and upholds the rights of children and young people.

A human rights approach underpins all interactions with children and young people and their individual needs including age, sex, gender, culture, disability and personal circumstances.

Central to this approach is a recognition, and understanding of the often-intersecting identities and associated needs and vulnerabilities of children and young people in, or at risk of entering, the youth justice system.

For instance, children and young people who are involved with both the child safety and youth justice systems, LGBTIQ(A)(SB)+ children and young people, children and young people with disability, culturally and linguistically diverse children and young people and Aboriginal children and young people. These communities are often over-represented in the youth justice system and require supports that are aware of their intersecting needs. Services seek to address these over-representations and provide appropriate additional support to these children, young people and their families through culturally safe service delivery.



Participation, agency and voice of children and young people

Article 12 of the United Nations Convention on the Rights of the Child provides that all children and young people capable of forming their own views have the right to express their views freely in matters that impact them, with their views given due weight and considered according to their age and maturity.

Effective service delivery actively encourages the agency and participation of children, young people, their families and communities in case planning, decision making and how services are delivered and the needs they are designed to meet. The voices and opinions of children, young people and families are respected and incorporated into service design and delivery.

⁶ Save the Children, 2023 *Putting children first: A rights respecting approach to youth justice in Australia*, https://www.savethechildren.org.au/getmedia/4bafc9d7-c9de-4088-b591-547714fc8673/Putting-children-first-A-rights-respecting-approach-to-youth-justice-in-Australia_April-23.pdf.aspx

This approach supports the delivery of child and young person-centred services that are grounded in respect for self-determination and self-efficacy.

Within the *United Nations Convention on the Rights of the Child*, children and young people also have the right to remain silent with no adverse interference if they elect not to make a statement.

These two rights must be balanced, ensuring children and young people are enabled to use their voice and respected if they choose not to. The *Child and Youth Safe Standards* also require the voice of children and young people to be active within our services.



Therapeutic and strengths-based

Our services utilise a therapeutic approach to service provision recognising children and young people as vulnerable and in need of support, as opposed to punishment and fear.⁷

This approach moves away from a traditional justice system which focuses on tertiary responses to deliver therapeutic services in line with contemporary evidence and a public health model.

A therapeutic approach recognises that many of the underlying drivers of offending are often directly connected to a child or young person's unmet needs.

By addressing unmet needs, we improve social connectedness, engagement with education, employment opportunities and health and wellbeing.

Equally, a strengths-based approach focuses on abilities and capacities rather than deficits and recognises that children, young people and families are resilient and capable of growth, learning and change.

The intention of this approach is not to avoid or minimise problems, challenges or risks within the family, but to identify the assets or strengths that can be built upon and used to support the family to manage risks.

Supports and interventions strengthen protective factors for children and young people, including preventing disengagement and promoting re-engagement with education or training, building prosocial connections and participation in positive physical and mental health activities. Strengthening family and community support networks acts as a key mechanism through which a child or young person is enabled to actively engage in positive, prosocial behavioural change.

Prosocial behaviours refer to activities that aim to benefit others or society. These behaviours are developmentally important, as they support children and young people to consider other people's perspectives and develop emotional and social skills.⁸

⁷ Department for Education, Children and Young People, 2023 *Youth Justice Blueprint 2024-2034*, <https://publicdocumentcentre.education.tas.gov.au/library/Shared%20Documents/Youth-Justice-Blueprint.pdf>

⁸ Australian Institute of Family Studies, 2023 *Prosocial behaviours and the positive impact on mental health*, <https://aifs.gov.au/research/commissioned-reports/prosocial-behaviours-and-positive-impact-mental-health>



Trauma-informed

Many children and young people in, or at risk of entering, the youth justice system have experienced trauma and adverse childhood experiences.

Prolonged exposure to trauma has a significant impact on the developing brain resulting in difficulties regulating emotions, adapting behaviour and social functioning.

These experiences can change the way a person copes with difficult events, their ability to engage with supports and to navigate relationships.⁹

Consequently, early experiences of trauma can negatively impact the way a child or young person engages with supports and interventions, reducing their effectiveness in achieving positive change. Trauma-informed and trauma-responsive approaches are central to ensuring meaningful outcomes for children and young people.

Aboriginal children and young people, their families and communities also experience intergenerational trauma from the impact of colonisation. It is important that services for Aboriginal children and young people are Aboriginal-led, co-designed and underpinned by shared decision making to support the delivery of care that is understanding of this intergenerational trauma.



Social and community-based approaches

The risk of children and young people engaging in offending behaviours is greater in communities that experience high levels of discrimination and social exclusion. Victimisation and fear of crime can lead to further isolation and exclusion. Community-based programs that focus on education and strengthening the community, build capacity and result in reductions in offending.¹⁰

Restorative justice prioritises collective decision-making, reparation of harm and can equip children and young people with the skills and awareness to make prosocial decisions.

Children and young people engaging in restorative justice practices are encouraged to accept responsibility for their behaviour and actively participate alongside victims and communities in the justice process, collectively deciding on a way forward that repairs the harm caused by the offence.

This approach manages risk, protects the community from offending behaviour, supports compliance with orders of the court and reduces recidivism. Restorative justice practices can be employed across the youth justice service continuum (Appendix 1).

⁹ Malvaso, C G, et al., 2021 "Associations Between Adverse Childhood Experiences and Trauma Among Young People Who Offend: A Systematic Literature Review", *Trauma, Violence & Abuse*, 23, 5, pp.1677 – 1694, <https://journals.sagepub.com/doi/10.1177/15248380211013132>

¹⁰ Australian Institute of Criminology on behalf of the Australian and New Zealand Crime Prevention Senior Officer's Group, 2020 *National Crime Prevention Framework*, <https://www.aic.gov.au/sites/default/files/2020-05/national-crime-prevention-framework.pdf>

Evidence suggests that restorative justice practices, including conferencing, yield positive experiences, increasing perceptions of fairness and satisfaction from both victims and alleged offenders.¹¹

Justice reinvestment is a long-term, community-led approach that aims to improve justice outcomes by addressing the drivers of contact with the justice system in a particular place or community.¹²

Justice reinvestment empowers communities to take responsibility at the community level for initiatives to prevent and reduce contact with the justice system, including for children and young people.

Justice reinvestment aligns with outcomes under the [National Agreement on Closing the Gap](#), to reduce the over-representation of Aboriginal children and young people in the criminal justice system.



Throughcare and collaboration

Every child and young person's interaction with the youth justice system is unique and often involves multiple touchpoints across a range of government, NGOs, Aboriginal organisations and other community partners. To support the realisation of better outcomes, children and young people require uninterrupted, coordinated, integrated and consistent case planning and support, known as throughcare.

Under a throughcare approach, supports move with the child or young person as they enter and exit at various stages of the youth justice service continuum.

This approach allows children and young people to develop meaningful relationships with service providers and increase their trust in services. Applying a throughcare approach also reduces the need for children, young people and their families to repeat information which can lead to further distress and trauma.

¹¹ Kimbrell, C, et al., 2023 "Restorative justice programs and practices in juvenile justice: An updated systematic review and meta-analysis of effectiveness", *Criminology and Public Policy*, 22, 1, pp. 161-195, <https://doi.org/10.1111/1745-9133.12613>

¹² Attorney-General's Department, n.d., *Justice Reinvestment*, <https://www.ag.gov.au/legal-system/justice-reinvestment#what-is-justice-reinvestment>



Aboriginal culturally responsive and safe

A culturally responsive and safe approach to service provision is necessary to meet the needs of all children and young people in, or at risk of entering, the youth justice system.

Responses for Aboriginal children and young people at all stages of the youth justice service continuum must be culturally appropriate and align with the approaches outlined in the [National Agreement on Closing the Gap](#).¹³

When Aboriginal people are involved in the design and delivery of policies, programs and services that affect them, better life outcomes are achieved.

Services also acknowledge and understand the cultural diversity of Aboriginal people. Therefore, to ensure true cultural responsiveness and safety, service design and delivery must be inclusive.

The Tasmanian Government recognises the importance of partnership, shared decision making and co-design of practices and policies with Aboriginal children, young people and their families. Aboriginal organisations and Aboriginal people and their families across Tasmania are often best placed to achieve this with the necessary support and partnerships. Assessment tools, case planning, and interventions need to be culturally relevant.

Best practice highlights the need to involve families, Elders, and community members to gain insights on how best to design these processes, ensuring shared access to data and information to support decision making, accountability and responsibility.¹⁴ This approach supports the incorporation of traditional healing practices into youth justice system responses.

Our services require a strong culturally competent and culturally safe workforce. Cultural competence includes understanding protocols, family histories and communication styles relevant to people, families and their communities. This includes recognising and acknowledging the intergenerational discrimination that has contributed to, and continues to impact, access to services for Aboriginal children and young people.

It is not up to Aboriginal service providers to ensure cultural responsiveness and safety across the youth justice service continuum, it is for all those who work with, or have the potential to engage with, Aboriginal children or young people.

¹³ National Indigenous Australians Agency, 2020 *National Agreement on Closing the Gap*, https://www.closingthegap.gov.au/sites/default/files/2021-05/ctg-national-agreement_apr-21.pdf

¹⁴ Ibid.



Safety and wellbeing

The *Tasmanian Child and Youth Wellbeing Framework* defines wellbeing as the state where a child or young person feels loved and safe; has access to material basics; has their physical, mental, and emotional health needs met; is learning and participating; and has a positive sense of culture and identity.¹⁵ This definition underpins our Model of Care's approach to safety and wellbeing.

All children and young people have the fundamental right to be safe and feel safe under the supervision and care of the Tasmanian Government, non-government and Aboriginal service providers.

Many children and young people in, or at risk of entering, the youth justice system have experiences of trauma and distrust of services. Our services support safety, and experiences of safety, by establishing a physical, emotional and psychological sense of security and meeting the diverse needs of children and young people. This approach supports relational development and trust, leading to an increased willingness of children and young people to engage with services and the therapeutic process.

Our Model of Care also promotes community safety by working to support children, young people and their families, addressing unmet needs and the underlying drivers of offending behaviour in an evidence-informed way. This approach promotes long-term behaviour change, reducing recidivism.



Evidence-informed

Our Model of Care is informed by the growing evidence base of what is effective in preventing and responding to youth offending, accompanied by a commitment to address gaps and strengthen the evidence base for service provision in the Tasmanian context.

The programs, interventions and services delivered across the youth justice service continuum rely on a rigorous evidence base of empirical data and research findings to guide decisions, actions and approaches based on the needs and risks of children, young people, families and communities.¹⁶ This approach increases the likelihood of achieving positive outcomes for children and young people by enabling the design of interventions tailored to the psychological and developmental needs of this group.

Services also incorporate lived experience expertise throughout service design and delivery. This ensures supports and interventions are reflective of, and informed by, real-life experiences of the Tasmanian youth justice system, to maximise their effectiveness and impact.

¹⁵ Tasmanian Government, 2023 *Tasmanian Child and Youth Wellbeing Framework*, <https://publicdocumentcentre.education.tas.gov.au/library/Shared%20Documents/Tasmanian-Child-and-Youth-Wellbeing-Framework-Web.pdf>

¹⁶ Australian Institute of Family Studies, 2021 *What is an evidence-informed approach to practice and why is it important?*, <https://aifs.gov.au/resources/short-articles/what-evidence-informed-approach-practice-and-why-it-important>

How we work

Our Model of Care ensures children and young people, in or at risk of entering, the youth justice system, and their families, receive the care and support they need, when they need it, from the right services. Our Model of Care achieves this goal utilising four key ways of working.

01

We work collaboratively and recognise that no one agency or provider can deliver our Model of Care alone

The often-complex needs of children and young people in, or at risk of entering, the youth justice system often lead to multiple engagements with a range of government and community partners. Our Model of Care operates across a range of services and supports for children, young people and their families. Collaborative and coordinated partnerships between agencies, organisations and service providers are critical to ensure services support children and young people, meet their needs and enable them to thrive.

Collaboration is critical at all stages of the youth justice service continuum (Appendix 1). However, it is particularly important during early interventions to maximise the prevention of children and young people coming into contact with the youth justice system.

Collaboration is achieved through coordinated case management and planning, a multi-disciplinary care team approach and information sharing to support a holistic view of a child or young person that enables all their needs to be met.

This is supported through a single case plan, developed by the care team with the child or young person and their family, that follows them as they move throughout the youth justice service continuum.

A child or young person's care team will work toward shared goals for the child or young person. This ensures a consistent approach to service goals and prevents children, young people and their families from needing to tell their story multiple times to different services, which may lead to potential re-traumatisation and distrust of services and the ability to meet their needs.

Multidisciplinary care teams work together to support children and young people's agency and participation in this process. This ensures the voices of children and young people shape their individual case plans, deliver tailored child-centred interventions and uphold the rights of children and young people.

Collaboration is underscored by a commitment to trust and the identification of clear and agreed upon roles, responsibilities and expectations within care teams and other partnerships to bring together the right people, with the right capabilities, at the right time to best support a child or young person.

This enables equal partnerships with clear escalation pathways and prevents duplication of roles and effort, unless in the best interests of the child or young person and reinforces the care team's approach by providing a network of support. Clear structures and accountability within and between providers are critical for a coordinated care team approach.

A collaborative approach is supported by systematic and consistent information and data sharing, underpinned by clear information and data sharing arrangements. Organisations are accountable for ensuring appropriate information sharing in an effective manner with the care team, supported by enhanced legislative information sharing provisions. This supports the development and revision of case plans as they progress with children and young people, reduces the need to retell their stories and streamlines service coordination.

This must be carefully balanced with the need to maintain a child, young person, and their family's right to privacy and confidentiality, recognising that not all care team members require access to all information and data captured.

02

We identify needs and risks, and support children, young people and their families at the earliest point possible

Each child and young person is unique, with different experiences, backgrounds, beliefs, values and needs. Early identification and assessment of a child or young person's risks, needs and strengths enable a tailored early intervention approach to service provision, and allows for children, young people and their families to be engaged in effective and evidence-based supports where appropriate.

Effective assessment and evaluation are the ongoing responsibility of all service providers during their engagement with the child or young person and their family.

To avoid over-assessing a child or young person, the care team should be utilised to identify previous assessment information and establish the need for further assessment in response to known information gaps.

This approach ensures assessments are only undertaken when an identified need arises.

Assessment commences as early as possible and continues throughout service involvement.

This includes universal settings such as education, with children and young people potentially identified as requiring early supports through student support services in schools. In addition, this includes referrals to the [Strong Families Safe Kids Advice and Referral Line](#), involvement of the [Child Safety Service](#), the child, young person or their family coming to the attention of Tasmania Police, health services and community-based programs and services.

Assessment of risks, needs and strengths places a child or young person, and their family's voices, at the centre of the assessment process. This process is goals focused, rights-based, family inclusive, trauma-informed and strengths-based. A relational centred approach is most effective for the assessment process, and where appropriate, existing relationships between service providers and a child, young person or family are leveraged to ensure the child or young person is comfortable. This enables the assessor to gain accurate information and outputs.

Effective assessment supports the delivery of tailored care and the further building of relationships and rapport between service providers, children and young people. This approach can support building trust in the system and a willingness for children and young people to engage with services.

Approaches to assessment for Aboriginal families, children and young people are Aboriginal community-led and co-designed with Aboriginal organisations and families to ensure they meet the needs of Aboriginal people. Culturally safe tools are sensitive to the histories and contexts of Aboriginal people, acknowledge and address historical and ongoing impacts of colonisation and systemic discrimination.

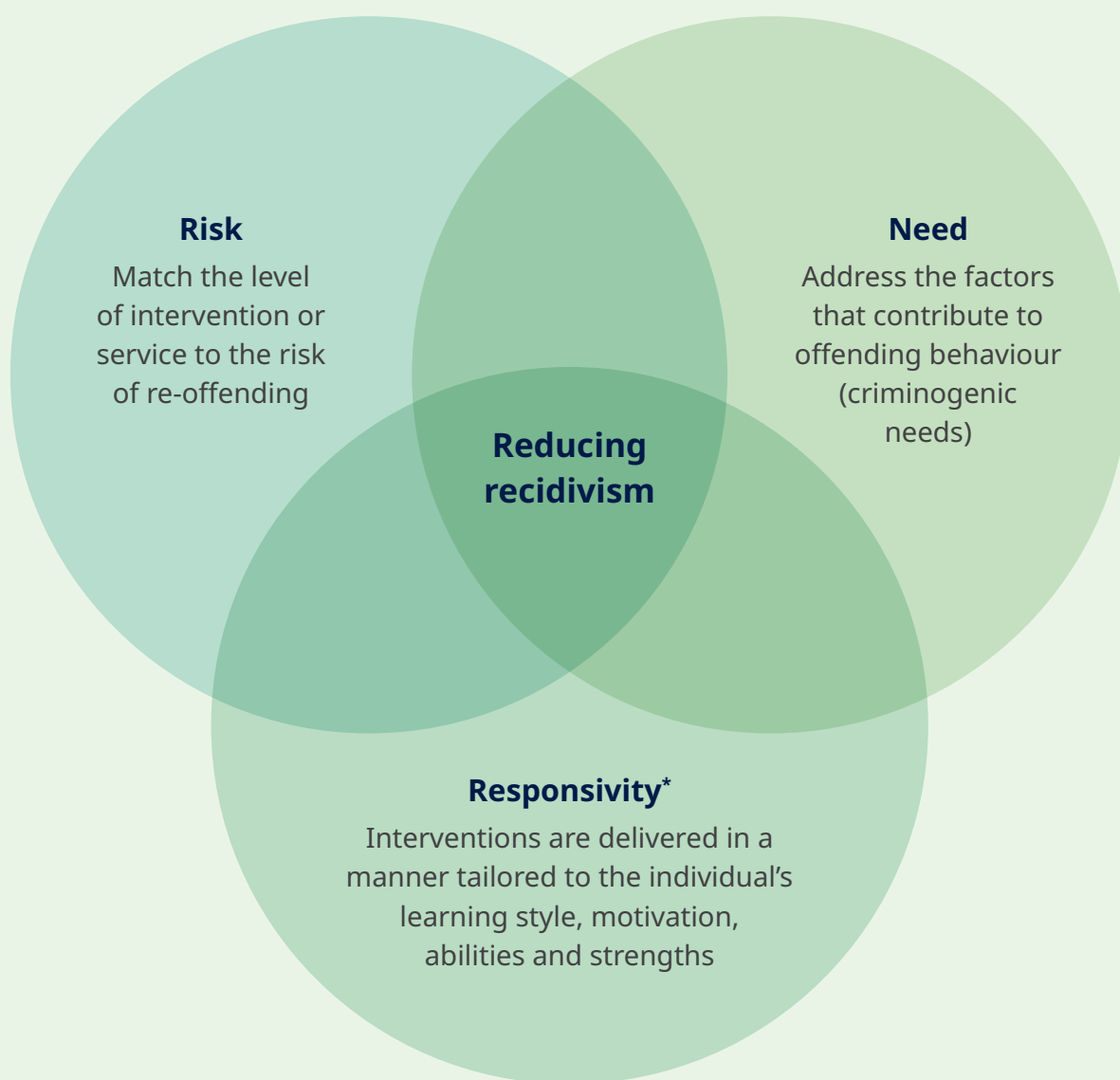
When working to assess and deliver interventions specific to offending, this should occur in alignment with the Risk-Need-Responsivity (RNR) Model¹⁷, with the level of intervention proportionate to the risk of future offending.

The RNR model allows for tailored responses, responsive to a child or young person's level of risk and criminogenic needs, ensuring interventions aren't counterproductive or unintentionally increase a child or young person's risk of offending in the future.

Alongside identification of a child or young person's risks, needs and strengths, where appropriate, early efforts are made to understand, respect and encourage the child or young person's identities, including their cultural, sexual and gender identity. This is most effective when adequate time is given for services to develop therapeutic relationships with children and young people when appropriate. In addition, comprehensive training and professional development occurs and safe spaces and services are known by, and accessible to, children and young people.

¹⁷ Andrews, D A and Bonta, J, 2014 *The psychology of criminal conduct* (5th edn), Routledge, New York.



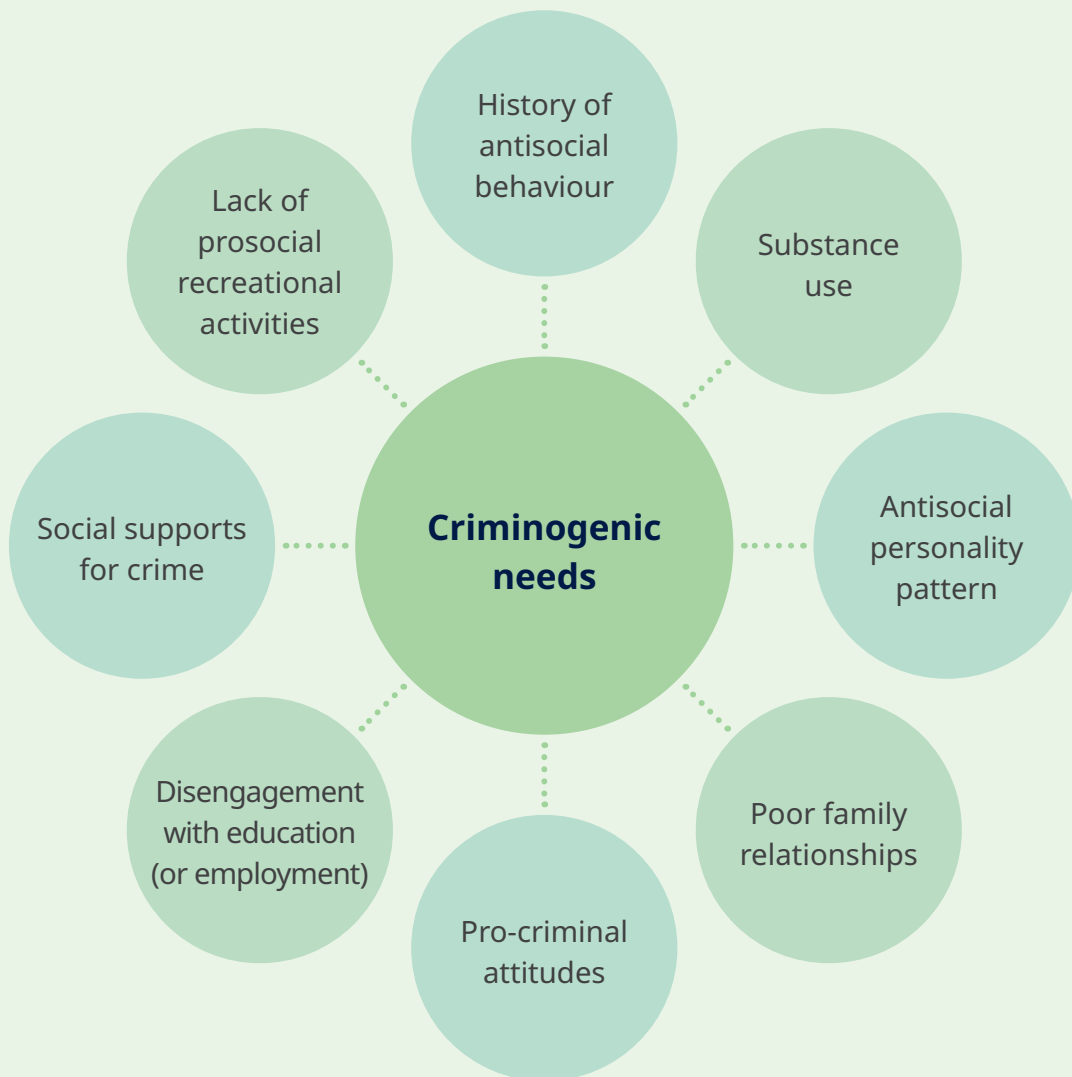
Risk, Need, Responsivity Model¹⁸

*Participation may be impacted by a range of variables including age, cognitive development, cultural or language barriers, life experience, education and trauma.

¹⁸ Ibid.

Criminogenic needs¹⁹

Criminogenic needs are factors that directly relate to the likelihood of recidivism, which is when a child or young person reoffends.



¹⁹ Ibid.

03

We meet children and young people where they are

To maximise the effectiveness of service delivery, it is important to meet children and young people where they are. This means services need to be delivered when and where children and young people require them and in ways that engage and motivate. The voices of children and young people are critical to this, with children and young people encouraged and supported to express what they need and how this can best be delivered.

Services must also be delivered in a manner that is tailored to the child or young person and matches their learning style, abilities and strengths and considers their emotional, psychological physical and mental states.

Consideration should be given to how services can be best delivered in a way that effectively engages the child, young person and their family and decreases barriers to engagement.

Approaches such as assertive outreach can support access to services for children, young people and their families.

Assertive outreach is a proactive approach to delivering support and interventions that recognises that children and young people, especially those with high needs and vulnerabilities, often don't have the ability to advocate on their own behalf.

Assertive outreach helps to break down the barriers preventing access to service provision. Assertive outreach attempts to maintain contact when engagement is difficult and build relationships and trust, to find ways to work with the child or young person rather than ceasing service provision. This can include proactively outreaching to homes, services or communities to engage and build trust with referred children and young people.

Assertive outreach can involve making continued attempts to maintain contact, regardless of missed appointments or a lack of response from the child or young person. This is balanced with the right for children, young people and their families to choose their level of engagement and enable them to advocate on their own behalf as needed.

A service location that a child or young person can easily access, where they feel safe and comfortable, and where services are available at the times children and young people require them facilitates engagement.

This means service provision is not limited to business hours, with after-hours service capacity enabling initial or emergency engagement on a 24/7 basis. This allows children and young people to receive care when they need it if they are in crisis.

Longer-term services should focus on creating a more stabilising environment for the child or young person, supporting them to establish a routine and to engage with services in the community in a way that mirrors life in the community, with more standard business operating hours.

Our Model of Care also recognises that regional differences across Tasmania mean that what is currently effective in one region, might not be viable in another.

This may require different ways of designing, funding, resourcing and delivering services to account for this regional variability and place-based needs.

Place-based approaches to service delivery provide both a point of community connection for children and young people, and a place for agencies, organisations and service providers to collectively promote engagement with services. Place-based mechanisms also provide service providers with a centralised place for collaboration on early identification and the allocation of care team roles and responsibilities. Virtual mechanisms may be suitable for locations and communities where physical mechanisms are not viable.

For Aboriginal children and young people, this includes a culturally safe place to connect with and be proud of their Country, culture, family, extended family and community.

Our Model of Care recognises the heightened anxiety and vulnerability that can often accompany transitional periods, such as transitioning out of custody into the community, or vice versa. Therefore, children and young people during these transitional periods often require additional support, led by a trusted key worker/s to ensure the transition process is as smooth as possible and to counteract potential drivers for further contact with the youth justice system.

04

We build on strengths and provide continuity of approach and support across the youth justice continuum

Coordinated care allows flexible service delivery that moves with a child or young person, and their family, to address risk and needs and support better outcomes.

Central to this is a throughcare approach, underpinned by consistent case management for a child or young person. This commences as early as possible, ideally within the prevention and early intervention stage. It follows a child or young person through the service continuum (Appendix 1), including court processes and while in a custodial setting, with relevant services coming in and out of the multidisciplinary care team as necessary to meet the child or young person's needs.

A throughcare approach supports the development of meaningful relationships between children and young people and the people working with them. This supports a child or young person's trust in services and the system, and their engagement with interventions designed to support them to thrive through the realisation of better outcomes.

Coordinated care also supports collaboration among relevant agencies, organisations and service providers within the system with relevant services coming in and out of the care team as necessary to meet the child or young person's needs.



Coordinated care and a throughcare approach involves:

- ✓ A strengths- and rights-based approach that upholds rights and focuses and builds on protective factors for the child or young person.
- ✓ Supporting children and young people's agency and participation within the case management process.
- ✓ A whole of family and community approach, that ensures families and community supports for children and young people are engaged where possible, such as through community-led mentorship programs.
- ✓ Adopting the Closing the Gap priority reforms, government agencies partner with Aboriginal organisations to deliver case management services for Aboriginal children and young people, supporting their connection to culture, community, family and extended family.
- ✓ Enabling service delivery and core supports that are available at the time and location that children and young people need access to them.
- ✓ The development of strong relationships with children and young people, enabled by a flexible, multidisciplinary care team approach that moves with the child or young person.
- ✓ The identification of key worker/s to lead case coordination, including the development of a single case plan. Key worker/s also act as a conduit for the child or young person's voice and work alongside children and young people to help them navigate the system and engage with services and members of their care team.
- ✓ A 'warm referral' approach that creates a supportive and relationship-centred environment that assists children and young people to develop trusting relationships with service providers.

A **warm referral** occurs when a service provider, case coordinator or case manager introduces the child or young person to a treatment provider and supports their connection to other services. This can include phoning the service for the child or young person, passing on information with their consent and helping them navigate the system to achieve better outcomes.

- ✓ Clearly defined referral pathways, supported by agreed upon roles and responsibilities, to support strong collaboration and partnerships to deliver consistent and uninterrupted care for children, young people, and their families.
- ✓ A peer workforce model, including those with lived experiences within the youth justice system, expanded and integrated as part of the care team approach to provide mentorship and guidance to the child or young person.
- ✓ Greater information and data sharing across agencies and organisations, enhancing the clarity of escalation pathways and identifiable referral and contact points.
- ✓ Flexible funding arrangements, such as brokerage or individual support funding packages to effect change, maintain flexibility and refocus support.

Our Model of Care recognises that not every child or young person in contact with, or at risk of coming into contact with, the youth justice system requires extensive case management. In some instances, extensive case management could be counter-therapeutic and produce unintended outcomes. Therefore, coordinated care and case management is used where appropriate and therapeutically recommended, with the intensity and style of case management required tailored to the individual needs of the child or young person and their family.



Enablers to support an effective Model of Care

A series of enablers support us in achieving the vision of our Model of Care and delivering trauma-informed, evidence-based, culturally safe services to children, young people and their families.



People and workforce



Governance



Technology



Monitoring, reporting
and evaluation



Infrastructure



People and workforce

Our Model of Care requires a skilled, motivated and safe workforce. Having staff that are appropriately and adequately trained and supported requires a focus on workforce development, whole of sector training to ensure core competencies, a greater focus on workforce safety and wellbeing, and where possible locally based workforces.

Workforce development supports the delivery of therapeutic, trauma-informed, culturally safe and responsive, evidence-based supports and interventions. This is founded on the workforce's capability to build and maintain meaningful and consistent relationships with children and young people. This enables greater understanding of the child or young person, including their needs, risks, wants, beliefs and attitudes, supporting the delivery of tailored, trauma responsive and adaptable service provision.

To support the child or young person and reduce offending behaviours, the workforce will be clear about their role, model and reinforce prosocial values and actions, support children and young people to develop strategies to address causes of offending, take a holistic approach and form a therapeutic alliance or 'working alliance'.²⁰

Qualities and characteristics that have been identified as facilitating a 'working alliance' between staff and children and young people include: sincerity, honesty, empathy, respectfulness, giving confidence, showing interest, self-disclosure, transparency, being flexible yet firm, giving accurate feedback, acting consistently, being available and visible, spending time with young people, and being a positive role model.

This includes working in a collaborative, friendly and optimistic way with children and young people, to help develop trust.²¹

The workforce is supported and trained to recognise, understand and respond effectively to children and young people with intersecting identities and diverse needs. This encourages and enables the workforce to champion attitudes and behaviours that respect the rights of all children and young people, and that are inclusive, well-informed and responsive to intersecting diverse needs. For instance, training and workforce development to strengthen LGBTIQ(SB)+ cultural safety throughout services, including appropriate approaches for advocating for and supporting LGBTIQ(SB)+ children and young people.

²⁰ Trotter, C, 2012 "Effective community-based supervision of young offenders", *Trends & issues in crime and criminal justice*, 448, pp. 1-7, <https://www.aic.gov.au/publications/tandi/tandi448>

²¹ Ibid.

Aboriginal cultural competency is a critical workforce capability, which ensures the delivery of culturally safe and responsive interventions for Aboriginal children and young people.

Cultural competency is developed through training, education and related experiences with Aboriginal people, including utilising immersive on-Country experiences. Aboriginal identified positions are embedded in services, providing cultural knowledge to support culturally appropriate service development and delivery with fair remuneration for their cultural expertise, qualifications and lived experience.

Workforce development is supported by greater training and certification opportunities, including specialist on the job training, supervision, coaching, mentorships and traineeships, supported reflective processes, and the creation of clear career pathways. These all play a critical role in ensuring adherence to our Model of Care and in the delivery of high-quality practice. The sector will also be bolstered through greater entry-level roles that are supported and supervised, building future workforce capacity and capability.

Our Model of Care recognises the often-challenging nature of roles in the youth justice service continuum (Appendix 1).

Workforce safety and wellbeing is supported through a greater focus on training and upskilling, including in areas such as de-escalation and incident response, as well as considerations of the impact of vicarious trauma.

Consideration of new approaches to workforce support and wellbeing also includes more integrated respite and rotation, to reduce burnout and attrition. Other enablers, particularly technology, are designed to reduce unnecessary administrative burdens, including through improved information systems that facilitate effective information sharing and understanding of client history and needs, to support children and young people more effectively.

The availability and accessibility of locally based workforces is important to enable the delivery of culturally and community-specific interventions. Where this is not possible, workforces may be supplemented through virtual support. Alongside locally based workforces, our Model of Care supports the development and embedding of a strong peer workforce, with deep lived experience to provide child, youth and family centric care that understands the reality these children, young people and families are experiencing.

Flexible and long-term funding of partner organisations supports therapeutic service delivery, affording the time needed to build relationships and provide appropriate support. This also allows agencies, organisations and service providers greater opportunities to attract, recruit and retain skilled staff. Flexible and longer-term funding and appropriate resourcing are both critical enablers for realising the rights of children in, or at risk of entering, the youth justice system, and for promoting community safety.



Technology

Technology supports children and young people to access the services they need, when they need them and facilitates greater cooperation between agencies and organisations.

Virtual engagement, enabled by adequate and appropriate technology systems, can support children, young people and families to safely and privately access services, such as legal support, health and mental health services, and alcohol and other drugs treatment.

This is particularly impactful for remote and regional areas where local specialist services aren't always available, as well as for the delivery of after-hours services.

Technology also supports children and young people to connect with prosocial activity pathways and with their family and local community while in a custodial setting, supporting positive outcomes. Technology can also support service providers to undertake assertive outreach, to make and maintain contact with children and young people.

While technology is an important enabler to working effectively, it should not replace face to face service where this is in the child or young person's best interests or more effectively meets their needs.

Technology enables data and information sharing between agencies, organisations and service providers. This supports more meaningful and consistent cooperation within care teams and other partnerships. Where appropriate, greater data sharing between agency platforms, including education, child safety, health and housing, provides a single view of a child or young person, enabling effective case coordination and throughcare.

Centralised databases and information sources that move with a child, young person, or family, enable greater data and information sharing, particularly within care teams, supports a collaborative approach that can be tailored to individual needs and risks. This is supported by capabilities that ensure privacy and confidentiality requirements are managed to protect the rights of children and young people.



Infrastructure

Infrastructure across the youth justice system is consistent with therapeutic and trauma-informed design principles, including being safe and welcoming; culturally safe and responsive; and appropriately located to meet the needs of children, young people, and families across Tasmania.

This includes courts-based infrastructure, which must provide appropriate, safe, holding spaces for children and young people.

Infrastructure is most effective when co-designed with local communities and children and young people, to ensure the realisation of these design principles and infrastructure meets community need, including flexibility to meet future needs.

The Tasmanian Government continues to work with and support Aboriginal people and organisations to self-determine sites to provide Aboriginal children and young people with culturally designed and safe spaces to meet, access cultural information and maintain their connections to Country, culture, community and family. This infrastructure will be community-led and co-designed.

Accessible, safe and secure housing infrastructure is paramount for helping children, young people and their families realise better outcomes.

Therefore, there is a critical focus on ensuring accessible housing infrastructure across all stages of the service continuum, with a particular focus for bail, and reintegration as part of transition from a custodial setting. Our Model of Care recognises that for many children and young people in contact with, or at risk of coming into contact with the youth justice system, accessible, safe and secure housing extends beyond the physical infrastructure to include wrap-around services that support their wellbeing and safety.

For children and young people who receive a custodial sentence, secure custodial infrastructure is required to safely manage risk, while addressing need. This requires therapeutic, health and wellbeing-focused design of appropriately sized facilities that effectively balance the need for safe management of risk with supporting prosocial engagement and reintegration activities.



Governance

Governance outlines the structures, policies, and controls to balance risk, facilitate timely and effective decision making and ensure compliance and accountability. The Tasmanian Government, including all the relevant agencies, has responsibility for delivering the [*Youth Justice Blueprint 2024 – 2034*](#) and the strategic implementation of our Model of Care, in partnership with NGOs and the community.

The implementation of the Model of Care throughout the youth justice system is a whole of system responsibility and a governance structure is in place that will support this work and assist services to implement our Model of Care in their own agencies. A partnership approach with Aboriginal organisations will inform all governance structures, policies and controls to ensure appropriate support for service provision to Aboriginal children and young people in the youth justice system.



Monitoring, reporting and evaluation

Ongoing monitoring, reporting and evaluation of effective service provision fosters accountability and supports evidence-based decision making within service providers. This allows for continuous service improvement, ensuring children and young people receive care of the highest standard.

Reporting against a Youth Justice Outcomes Framework (Commission of Inquiry Recommendation 12.7a) will provide transparency of outcomes and service delivery in line with the provisions of our Model of Care.

The voices of children and young people, especially those with lived experience of the youth justice system, are critical to inform continuous improvement. Children and young people must therefore be encouraged to contribute to the monitoring and evaluation process. This includes supporting children and young people to provide comment in ways that are culturally safe, accessible and easy to understand.

Independent oversight is fundamental for monitoring, reporting and evaluation to ensure the safety and wellbeing of children and young people in contact with, or at risk of coming into contact with, the youth justice system and for realising their rights. This is achieved through improved transparency, accountability, continuous quality improvement and capacity building enabled through independent oversight. The National Preventive Mechanism (NPM) is crucial for the monitoring of custodial settings and conducting preventive monitoring visits of places of detention.²² The Commissioner for Children and Young People and the Custodial Inspector also perform independent oversight functions in custodial settings.

²² National Preventive Mechanism, 2022 *Joint Statement – National Preventive Mechanism*, Commonwealth Ombudsman, https://www.ombudsman.gov.au/_data/assets/pdf_file/0024/117744/NPM-statement-SPT-engagement.pdf

APPENDIX 1

Our Model of Care across the youth justice service continuum

The youth justice service continuum applicable to this Model of Care recognises and promotes the importance of prevention, early intervention and diversion as critical functions in supporting children, young people and their families.

The definition of youth justice service continuum therefore extends beyond the traditional definition of youth justice, which focuses on community and custodial based criminal justice responses.



Prevention and early intervention

Prevention relates to supports and services that are provided at a universal level to all community members, to build their capability and capacity across a range of health and wellbeing indicators, to ensure that all needs (e.g. housing, health, education) are met for families, children, and young people.

Early intervention involves the timely identification of emerging wellbeing issues and the provision of appropriate services and supports to address them. This stage is a critical opportunity to intervene before behaviours reach formal youth justice system engagement.

Prevention and early intervention services are delivered outside of the formal youth justice system. When effective, these build the capacity, capability and resilience of children, young people and families to achieve improved outcomes and lead prosocial lives. Needs addressed at this stage often span health, mental health, alcohol and other drug treatments, disability, neurodivergence, accommodation, connection to Country, culture, community and family functioning, out-of-home care and education.

Engagement with prevention and early intervention supports is primarily on a voluntary basis.

Diversion

Diversion aims to provide pathways through which children and young people with limited or no criminal history, and who have committed low-level offences, can be directed away from further involvement with the formal youth justice system.

Children and young people at this stage often require assistance and support navigating systems, understanding the diversionary process and associated expectations. This includes transportation to services, as well as connection to mental health, alcohol and other drugs treatment, education, housing and cultural and community supports and services.²³

All children and young people should be able to access diversionary services based on their needs. Diversionary programs, where appropriate, endeavour to also work with the child or young person's family and support network to create a more stabilising and prosocial environment for the child or young person.

Diversion away from the youth justice system is recognised as a key principle of the [United Nations Convention on the Rights of the Child](#) and [United Nations Standard Minimum Rules for the Administration of Juvenile Justice \(The Beijing Rules\)](#).

Restorative justice practices, such as conferencing, play a key role in diversionary interventions. They incorporate reparation of harm and the active participation of children, young people and their families, as well as victims and broader communities into the process.

²³ Clancey, G, Wang, S and Lin, B, 2020 "Youth justice in Australia: Themes from recent inquiries", *Trends & issues in crime and criminal justice*, 605, pp. 1-19, https://www.researchgate.net/profile/Garner-Clancey/publication/353001642_Youth_justice_in_Australia_Themes_from_recent_inquiries/links/619d8c4af1d62445716629ae/Youth-justice-in-Australia-Themes-from-recent-inquiries.pdf

Bail

Even short periods of incarceration can have long-lasting adverse impacts on children and young people, including subsequent youth justice system contact.²⁴ Bail services can help to support an application for bail by providing relevant supports to a child or young person. After-hours bail support programs, including programs for Aboriginal and Torres Strait Islander children and young people, have been effectively used in other jurisdictions to reduce custodial sentencing rates.²⁵

The support of a trusted third party, who can act as an intermediary for the child or young person to ensure their effective participation throughout the legal process is critical.

This third-party can be present at the point of a police interview and a bail application to ensure a child or young person's voice is heard and they are supported to understand the process. Children and young people have access to legal representation throughout the legal process.

Having safe and secure accommodation is also a critical enabler for bail.

Children and young people accessing bail also require effective services including education, training and employment, physical and mental health, alcohol and other drug treatment, cultural and legal support and representation.

Bail is supported by a collaborative case management and service delivery approach between a range of government, Aboriginal and non-government service providers. The development of a bail support plan will be based on a thorough assessment that identifies risk and need, identifying how services can support children and young people and manage risk and facilitate community safety. This will provide the court with the necessary information to make an informed determination about granting bail with appropriate and tailored bail conditions.

²⁴ Public Defenders, 2022 *Impacts of Imprisonment and Remand in Custody*, Bugmy Bar Book, <https://bugmybarbook.org.au/chapters/imprisonment/>

²⁵ Noetic Group, 2017 *Youth Justice Effective Practice Guide*, https://noeticgroup.com/wp-content/uploads/2018/09/Noetic_Youth-Justice-Effective-Practice-Guide.pdf

Remand

Remand involves a child or young person being placed in a custodial setting while awaiting proceedings for an alleged offence.

The experience of arrest can be traumatic for children and young people, with them often transitioning through watchhouses prior to being placed in custodial settings. This can be de-stabilising and heighten the risks of the child or young person. All interactions with children and young people throughout this period must be cognisant of this.

The use of remand should be limited to an option of last resort, with the granting of bail for a child or young person a priority, wherever it is safe to do so.

When risks and needs cannot be safely managed in the community, remand must provide the least restrictive option possible with a focus on wellbeing and safety of the child or young person.

Being placed on remand can lead to heightened trauma, mental health and self-harm risks for children and young people. Children and young people on remand may also be experiencing substance withdrawal challenges.

Remand settings seek to actively manage these risks through the delivery of trauma-informed and culturally safe care, supporting the child or young person to settle into the secure care environment.

When a child or young person is remanded, an assessment of risk and needs informs tailored responses and interventions. Children and young people on remand often require trauma and mental health support, legal advice and representation, maintenance of connectivity to Country, culture, community and family, health and substance use services and engagement with education and training. If a child or young person has these supports already in place outside the custodial setting, those services will continue to work with the young person whilst they are in custody.

In supporting Aboriginal children and young people on remand, preference is given to Aboriginal-led remand models being developed and implemented for Tasmanian Aboriginal children and young people to support and provide safe places, and include family and extended family. The Aboriginal-led remand model prioritises cultural safety and connection to Country, culture, community and family.



Community based sentences and supervision

Community supervision supports a child or young person to address the attitudes, values and beliefs that support their antisocial and offending behaviours through structured support and connection with services, striving to reduce the severity and frequency of offending.

Community supervision can also entail giving back to the community after an offence and helping children and young people to take responsibility for their actions, such as through community service or cleaning graffiti.

Non-supervised community-based orders can include dismissing the charge and imposing no further sentence, reprimanding the child or young person, requiring them to be of good behaviour or releasing them and adjourning the proceedings with conditions.

Some children and young people under supervised or non-supervised community supervision may be unable to reflect on their behaviour and not ready to address their criminogenic risk and needs. As such, agencies, organisations and service providers involved in their supervision focus on motivation and using every interaction as an opportunity to channel prosocial attitudes and behaviours, while also emphasising responsibility. The needs of children and young people addressed through community supervision will vary between cases but typically include accommodation, education, training and employment, mental health, health, alcohol and other drug treatments, cultural and community connection, and legal representation and support.²⁶

To enable the delivery of a tailored community supervision response, a thorough assessment of needs, risks, attitudes, beliefs and motivations, including the use of structured and evidence-based risk assessment tools, will support the delivery of targeted, therapeutic interventions and behavioural change.

While community supervision is led by government agencies, it features a broad, holistic, whole of community response involving partnership with Aboriginal, non-government and other government service providers. The transition from community-based sentences and supervision back into the community is a critical component of the planning process. Youth Justice Workers create opportunities for a child or young person to learn and practice skills such as problem solving, consequential thinking and effective coping strategies, with the aim of making and sustaining behaviour change. This includes assisting a child or young person's connection and reconnection with family, community and culture, to build a network of support that will endure beyond a young person's engagement with the youth justice system. Young people's community-based orders can still be in place when they are over the age of 18, if they were under 18 at the time of offence and the young person will require support to transition to Community Corrections or the Tasmania Prison Service.

²⁶ Clancey, G, Wang, S and Lin, B, 2020, "Youth justice in Australia: Themes from recent inquiries", *Trends & issues in crime and criminal justice*, 605, pp. 1-19, <https://www.aic.gov.au/publications/tandi/tandi605>

Custodial sentence

Under the [United Nations Convention on the Rights of the Child](#), a custodial sentence is an option of last resort and for the shortest appropriate period to safely manage a child or young person's high-risk behaviour in a therapeutic, relational, trauma-informed environment and support community safety. It presents an opportunity to de-escalate risk and provide intensive support and interventions to a child or young person to address unmet needs and reduce recidivism.

To achieve this, custodial settings include a structured day of meaningful activities that mirror life in the community and support a child or young person to progress toward their goals, while balancing rights with responsibilities.

It also includes a focus on positive behaviour support and skill development for both children and young people on remand, and those who have been sentenced. These activities may involve:

- Education and training.
- Health and mental health support, including substance use and supports to address experiences of trauma.
- Family and community connection.
- Cultural connection activities.
- Interventions to address criminogenic risk and need.
- Offence-specific programs.



Transition from detention

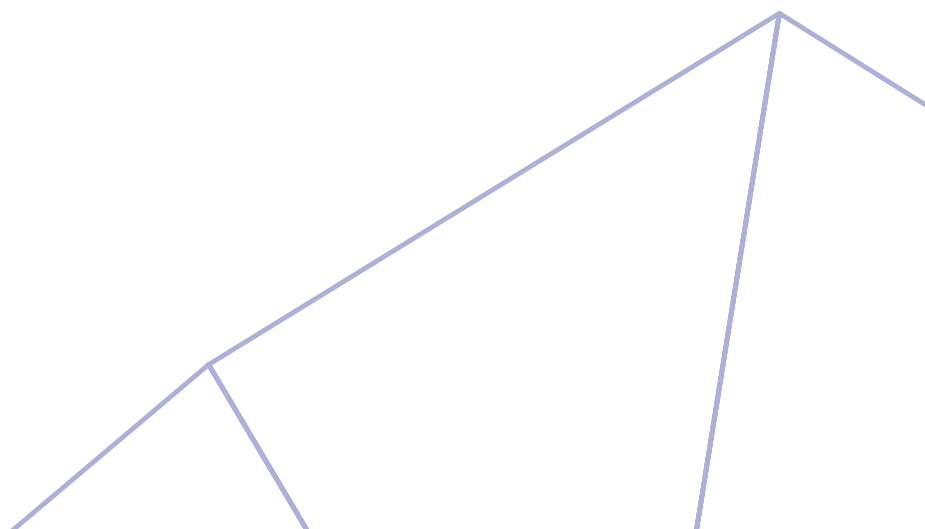
Transition from a custodial setting back to the community is a critical period for children and young people. Planning for a child or young person's transition begins as early as possible, ideally as soon as the child or young person enters custody, whether the young person is on remand or sentenced.

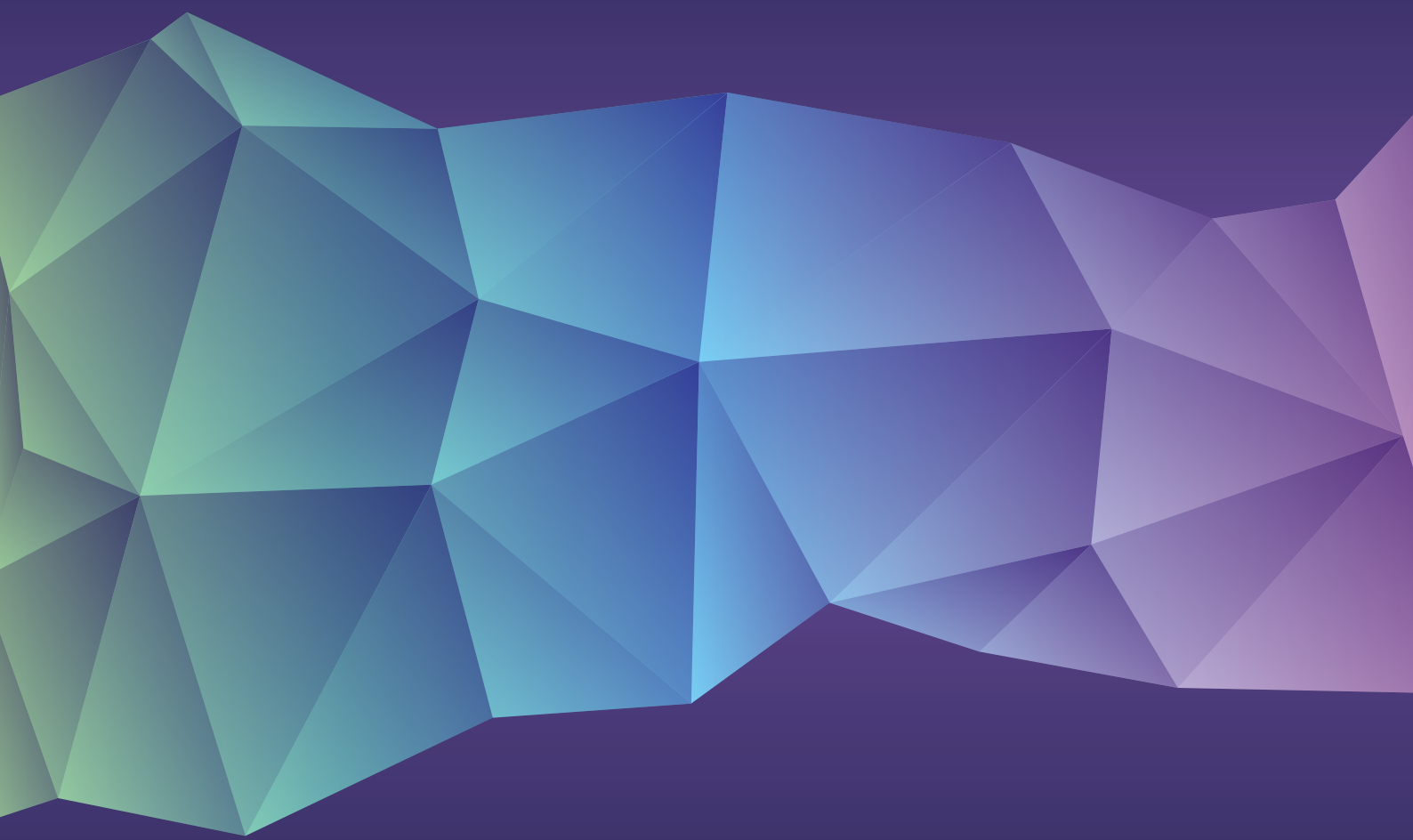
This planning process is an ongoing collaboration between government, community and Aboriginal service providers, to ensure adequate and appropriate handovers between custodial and community-based providers, facilitating continuity of care and support.

Safe and stable accommodation is a critical enabler of a successful transition back into the community and of a reduction in the severity and/or frequency of offending. It is therefore vital that children and young people transition into safe, stable community-based accommodation upon release from a custodial setting. As with other elements of transition planning, accommodation planning should begin as early as possible, and draw on strategic partnerships with accommodation providers.

Transition is best supported by the development and maintenance of relationships during a child or young person's time in custody, both with family and community, as well as with key supports and service providers. This is most effectively achieved through early, ongoing and consistent in-reach into custodial settings by community service providers to facilitate rapport and relational development and enable throughcare.

A child or young person may transition from the youth justice system into the adult justice system upon turning 18. Children and young people must be supported throughout this process, with the planning process started as early as possible, to allow time for the child or young person to understand the coming change, and to start to build relationships with service providers within the adult system. This helps to minimise disruptions to the child or young person's case and case management, while also helping to alleviate some of the anxiety the child or young person may be feeling about the transition.





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