

This report will record a hypothetical case involving a 15-year-old individual named Archie, this will be split into three separate sections, as suggested within the Youth Justice board Asset plus model (2014). It will record Archie's personal information, his education, his criminal offences, and assess his level of risk to himself and others. Following on from this the report will consider what key actions will be best to aid the client reaffirm themselves within society. Core section two will be split into three sections, covering Archie's personal, family, and social factors detailing Archie's position within the family. Secondly, core section two will look at Archie's learning, education and employment As Archie is only 15 this will detail his position within the education system. Finally, this section will look at Archie's Young person development, to consider his likes and interests. Section three will consider the advocates position, looking at what their role is in supporting Archie and ensuring his needs are met. This will be done by looking at the Youth Justice Board Asset plus model (2014) and ascertaining how and if it is appropriate the use in the support of youth offenders. This report will also consider if there is a misconception of privilege, and whether it is only youths who come from disadvantaged backgrounds are troublesome and the stigma attached. Another point to be considered will be how having Dyslexia has impacted Archie's life experience and the theory behind it. The role of the advocate will consider what skills will be best placed in supporting Archie using the necessary policy to support this. Finally, it will evaluate how reduce the risk of reoffending by assessing the implications of the original conviction, statistics and the policy which underpins these decisions.

Personal Information

- Name: Archie Roscoe Spencer goes by Archie
- Address, Fair View, Crescent Lane, North Gower.
- D.O.B. 16th May 2005
- Contact number,
- Emergency contact number,

Family

- Mother; Kelly Spencer

Home maker, charity work volunteer

- Father; Peter Spencer

Former Captain of the British Army, now a successful businessman

Siblings

- Younger Sister; Lucy Spencer

Lucy 8 child model

Gender

- Male

Ethnicity

- Mixed

Education

- Parkhill Primary School
 - Archie left here a high achiever.
- Oakdale school for boys boarding school.
 - The school had recognized that Archie has Dyslexia and considered this to be part of the reason why Archie was having difficulty in class.
 - The school had tried to implement support, however Archies parents decided it would not be necessary.
 - The school suggested Archie needs more support; this would have improved his grades.
 - Archie would have preferred to attend a local comprehensive school and make friends locally.
 - Archie also suggests he may have been the victim of racial abuse.

Previous offences

- Possession of a class B drug
- Anti-social behaviour
- Stealing a car.
 - Archie stole his father's classic car,
 - His parents had grounded him for being removed from school.
- Leaving the scene of an accident
 - Archie crashed into a garden wall in a local housing estate.
 - Nobody was injured.
- No insurance
- Driving without a licence

Risk of harm to themselves

- Archie has made no attempt to take his own life, there is concern however that stealing another car could cause another accident and cause him serious harm.
 - Archie has no history of self-harm.
- After the accident Archie fled and was missing for 1 day,
 - He was found to be sleeping rough.
- There is moderate concern regarding Archies mental health.
 - He suffers with loneliness and isolation.
- Arche has a previous drug history.
 - There is concern he could return to this habit.
 - He is currently required to take regular drugs tests.

Risk to others

- Archie is not considered to be a risk to others.

Contact with services.

- Archie has attended a residential drug rehabilitation unit.
 - Dad insisted and was prepared to pay.
 - Archie has completed a residential placement at The Hope Centre.
 - Here Archie attended various classes and counselling sessions.
 - Dr Marcus Edwards recommends Archie attends the local Comprehensive, he advises Archie would benefit from living at home with his parents who are all now working together to rebuild their relationship.
 - Archie has also passed all of his drug's tests since attending the Hope Centre.
- Education welfare officer
 - Special educational needs coordinator. (Emma Thomas).

Young person's circumstances.

- Archies statement.
 - I have been finding school difficult since I started at Oakdale. The work is really hard, and I can't understand it. They used to help me in my old school but only miss Richards likes me now in Oakdale. I've told mum and dad I did not like it there, I wanted to go to a school closer to home, I really miss them, but dad made me stay. They do not care about me; they just want me out of the way. Mum spends all her time with my sister Lucy or at her events and dad is always at the office. he used to take me with him and said I could help him when I was older, now he just says I am stupid and I need to do better at school, he does not understand that I have been trying my best, but I just can't keep up with the others. I started skipping classes, I just did not want to go cos I could not understand it. I did not really have friends, so when I was in town, I could get hold of grass quite easily, and smoking it helped me forget how I was feeling. I am quite glad I got caught because and sent home, I really hated it there. Dad was furious though, he grounded me I just wanted to get away, I still had some green, so I went for a smoke behind the garage, the car was outside, so I just took it, I do not know why maybe I just needed to get out. I just lost control I did not mean to do it; I could not stop and then I hit the wall. I knew dad would go mad, so I got out and just ran, I did not know where I was going, I just had to get away.

Key actions.

- Local courses for car mechanics

- Learning support
 - Contact Emma Thomas to chase up Archies support will be ready for school term.
- Arrange an appointment with the local classic car club.
 - S.H.V.R. Swansea Historic Vehicle Register <https://shvr.co.uk/> Accessed 20 April 2021
 - Towy Valley Vintage club <http://www.tvvc.co.uk/resources/> Accessed 20 April 2021.
- Counselling
- Mediation with Archies parents
 - Family Mediation and Counselling services Available at: <https://fmacs.org.uk/locations/swansea/> Accessed 20 April 2021.
 - Mediation west wales Available at: <http://westwalesmediation.co.uk/about-mediation.html> Accessed 20 April 2021.
- Family support services
 - Referral to be made with the Child and family information, advice and assistance service available at: <https://www.swansea.gov.uk/cfiaa> Accessed 20 April 2021.
- Surf club
 - Gower <http://www.gowersurfing.com/> Accessed 20 April 2021.
surfing offer a booking system available on line, there is little info available via their web page.
 - Surfability UK <https://surfabilityukcic.org/> Accessed 20 April 2021.
this club has undergone a major update with a considerable amount of funding, they offer a wide variety of options and could cater for Archies needs.
 - Progress Surf School, <https://www.swanseasurfing.com/product/kids-surf-club-thursday-evening-from-22nd-april/> Accessed 20 April 2021
These instructors compete professionally, this may be more inspiring to Archie
- Gower Comprehensive school
 - Contact the Education officer to arrange a meeting.

Core section 2

Personal, family and social factors.

- Archie feels he is an inconvenience within his family, he has always been expected to follow dad into the family firm however, Archie is not academic. He prefers to do practical things and would prefer to work with cars. Dad has a restored classic car and Archie is very fond of this particular car and its mechanics.
 - Archie would like to attend counselling with his family to express his feelings.

- Moving forward Archie would like to work with cars.
 - Possibly going forward into design
 - Archie is a keen surfer and would like to continue this and join a club to improve his skills and make new friends with similar interests.
- Before going to Oakdale Archie spent lots of time with his mum and dad, he says he has no friends and has never really fitted in anywhere.
 - Archies parents are more considerate to his situation, Mr and Mrs Spencer are prepared to support Archie in all his decisions.
- He did have one or 2 in primary school, but they lost touch. He would like to attend local youth centres to make friends in the area. Archie feels that if he attends the local comprehensive, he will make new friends,
- Archie lives in a semi-rural community public transport is limited however Archies mum is now happy to drive Archie to various activities if she is available.
 - Mum would like to highlight that she works with many charities in a fundraising capacity, therefore she would appreciate that any of her associated charities are not approached to avoid a conflict of interest.

Learning, Education, training, and employment.

- Oakdale say Archie was disruptive in class his form tutor suggests this is due to him struggling with reading a writing, with his Dyslexia, further suggesting Archie needs to have a one-to-one tutor to support his education.
 - Archie explains that he felt like an outsider at Oakdale, although he had all the latest tech and designer clothing, some of the students still saw him as inferior. He feels that he never fitted in reading and writing was a big concern however he was not supported sufficiently overcome this.
 - Archie has suggested he was racially bullied at Oakdale, this has been denied at the school however, Archie is emotionally disturbed by this.
 - The alleged bullying has left Archie feeling withdrawn to attend group activities.
- Archie is in need of some learning support; he is keen to get an education in an effort to help himself educationally and he has an eagerness to learn. Arche would like to attend the local comprehensive.
 - The special needs coordinator (Emma Thomas) will be coordinating with Gower Comprehensive to organise Archies induction.
 - Archie will need learning support to catch up and support his reading and writing.
- Archie is very keen to do his exams,
 - Archie would like to attend a mechanics course, computers, and design classes.
 - Archie expresses a desire to work and design cars, however, the classes at Oakdale could not accommodate this.
 - Archie would also like to do some work experience to support his desire to work with cars. Long term he would like to work with classic or racing cars.

Young person Development

- On reflection Archie would like to rebuild his relationship with his parents, through the counselling sessions at the Hope centre Archie was able to see that his behaviour was not appropriate.
 - Archie would like to get his family relationship back on track.
 - All have agreed to family counselling.
 - Both Parents are keen to rebuild their relationship with Archie.
- Archie is a keen surfer this was not possible at Oakdale due to location,
 - Archie has said he would like to continue this as he finds it helps him relax,
 - Archie used to enjoy this community and feels this is another area he could make friends with the same interests.
- Archie has an interest in classic cars,
 - Archie would like to develop this interest and join the local classic car club,
 - Archies dad has agreed to join him he has a classic car and suggests it could be something they could enjoy together.
 - Archies dad suggested this is something he is hoping to support Archie develop.

The Hope centre report

Archie is a pleasant and polite person; he has approached all his classes with enthusiasm and has become an integral part of the unit. He has expressed his difficulty with reading and writing, it is now recognised that Archie has Dyslexia and is having the appropriate support to help him with this. Archies mum has been a regular visitor, Arche was quite defensive to begin with however this relationship appears to be improving. Archie was very withdrawn when he arrived, this has improved greatly with regular group discussion sessions.

Section 3

This assessment has been designed with the Youth Justice Board Asset plus model (2014) in mind, although in its infancy, this model does offer guidance for an advocate to follow when completing client assessments. The aim of the model is to support the youth and lessen the chance of recidivism. An advocate will be appointed to the youth in accordance with the Social Services and Well-being (Wales) Act 2014 Section 10, which states that “advocacy empowers entitled children and ensures their rights are respected and that their views and wishes are fully reflected in decision making”. Archie was appointed an advocate after his time spent at the residential unit to support his needs when moving forward. According to the asset plus model (2014) information gathering has the flexibility to adjust itself accordingly to each individual case, this will accommodate for continuous exploration while accounting for ‘triggered

responses' and complex situations. Hampton (2018) suggests the Asset plus model (2014) focuses on risks and offences, rather than positive opportunities for change, arguing there is a lack of focus on the importance of building good relationships. Deering and Edwards (2018) acknowledge the importance of positive and negative experiences but, falls short when capitalising on the importance of relationships. It can be seen that this would have had a detrimental effect on Archie as the report suggests he is visibly struggling to maintain relationships.

Archie's situation is not uncommon, Wikstrom and Treiber (2016) state that youths from all backgrounds get into difficult situations, there is a common misconception that it is only youths who come from disadvantaged backgrounds that are troublesome, as an advocate it is crucial to be structurally independent to all, in order to give the youth a person-centred approach in a non-judgemental environment (Advocacy QPM (2014)). As an advocate part of the role is to focus on the youths needs, by identifying their strengths and weaknesses and using these to support them and prevent recidivism, the Youth Justice Board (2021) suggest that this is achieved within their system as it focuses on the child rather than the crime. Newburn (2016) however, argues that this equality is not always the case, suggesting the "criminal justice system focuses on the crimes of the disadvantaged rather than the crimes of the socially privileged". Explaining that this is due to 'risk' as disadvantaged youths have an increased probability of reoffending. According to Griggs and Walker (2008) there is a stigma attached to youths from disadvantaged areas, suggesting that although large numbers of youths are not involved in crime, crime rates are higher in these disadvantaged areas. In practical terms this macro level of social exclusion can have a detrimental effect on the youth, creating issues with employment opportunities which will in turn affect their housing (Burnett and Mc Neill (2005)). This is a prime example of Bronfenbrenner's ecological model, which can be used to demonstrate how each system had an effect on Archie during his development. (Bronfenbrenner 1979)

During his time at the rehabilitation centre, Archie's reading and writing was formally assessed, they concluded that Archie had Dyslexia. Betz and Breuniner (1982) *Multilevel of Dyslexia* model within the development of emotional and behaviour disorders, offers us four stages showing that having Dyslexia could be responsible for much of Archie's behaviour. They suggest that during stage one the child would start to regress from the lack of familiar support, it could be suggested that this was the case for Archie when he progressed to Oakdale and his support network changed dramatically. Secondly, according to Betz and Breuniner (1982) the child would begin to compensate for the difficulty they are experiencing by becoming disruptive in class, again, we have seen that this was a factor in Archie's behaviour. The following third stage which Betz and Breuniner (1982) argue, provides an emotional explanation as to why Archie felt the need to avoid his classes, by highlighting anxiety and avoidance. Stage four Betz and Breuniner (1982) suggest that the distorted emotions stage suggesting the child displays a lack of motivation and continues to have feelings of abandonment, arguably this could have caused Archie to feel let down by his parents. Piaget's (1962) theory of development, which suggests a child's parents are responsible for their development as they are a passive recipient of their upbringing. Further arguing once a child reaches adolescence and the final stage of development their limitations become removed, they then begin to manipulate situations for discovery.

Investigating Archie's biography, the strained relationship he has with his parents is very prominent. It is evident that Archie is having difficulty finding his own identity, Erickson (1995) suggests that the transition into adulthood can create confusion for the individual when finding their own identity. According to Montemayor *et al* (1985, *cited in* Slater and Bremner 2014) youths struggle to find their identity during the moratorium stage of development, suggesting that during this time adolescents become much more aware of their thoughts and feelings. Slater and Bremner (2014) argue this heightened sense of self awareness causes them to become isolated within their own thoughts. From the report it is evident that Archie is a keen surfer, by enabling him to use this as an outlet for his emotional anxiety he is providing himself with a way of finding his own identity.

According to Deering and Edwards (2018) interpretation of the Asset plus model (2014), an effective advocate should be encouraging to the youth to be able to identify their own barriers, whilst being empathetic but professional, utilizing their advocacy skills to support the youth, acquire and maintain motivation, learn new skills, and access opportunities. This mirrors the Advocacy QPM definition of advocacy which promotes social inclusion equality and justice. From the report it is apparent that much of Archie's issues have been created through his separation from his family. Dr Kumpfer's program Strengthening families (2020) suggests "the well-being of the nation depends on strong and loving families", arguing parents need the skills to form clearer bonds with their children, while also setting clear boundaries against anti-social behaviour. For Archie as he was away at school, he was able to hide his addiction from his family, Fisher *et al* (2006) explains that most parents are unaware of their child's addiction, they suggest this may not become apparent until the child starts to change aspects of their behaviour, such as issues at school and with family relationships. According to Barton (1991) this is because parents minimize this behaviour, preferring to hide their feelings of shame and guilt by blaming the behaviour on adolescence. Choate (2011) suggests this can be resolved with the implementation of family orientation intervention, working as a unit rather than individually can help, parents minimize their denial and create a more cohesive environment. This is once again evident within Bronfenbrenner's ecological model and what outer issues can affect the individual. It is evident from Archie's behaviour that he was looking for different ways to gain power over his life, Jones and Bradbury (2018) suggest this power struggle is due to the youth becoming oppressed, they become subordinate due to their experience.

In Archie's case the judge concluded that he was satisfied that suitable requirements could be made for him, this allowed him to attend a rehabilitation unit in order to get himself drug free, according to the *Misuse of Drugs Act (1971)* being caught in possession of a class C drug can carry a sentence of up to two years, this can climb up as much as 14 years if seen to be dealing drugs to another individual. The *Office of National Statistics (2020)* suggest that Cannabis is the most popular drug used with 14.5% of 11–15-year-olds admitting to regularly use drugs. Once a sentence is complete, the Youth Justice board (2020) advise practitioners to assess the likelihood of the youth reoffending by using the Asset core profile. These scores will be created from the 12 main sectors of the profile which will mainly consider the youths criminal history predicting the probability of them reoffending. According to Carnwell and Buchanan (2009) the main motivation to take drugs is to enjoy the effects, however, this can result in a serious addiction for a number of people. They argue that for most youths this use is experimental or recreational, this supports Archie's claim that he was struggling in school and needed to find a release of some kind.

Following his Rehabilitation Archie be expected to have further assessments in accordance with the National Standards as underpinned in the *Children's Act (1989)*. According to the Youth Justice Board These assessments with be expected to determine the level recidivism and risk expected, However, in Archies case the level of risk to others and to that of himself is relatively low. The advocate has researched many of the key actions this is to ensure archie adjusts smoothly back into society, working within a multi-agency environment. This demonstrates how the advocate follows the Advocacy QPM (2014) and ensures accountability for their client, it suggests the advocate should be responsible for keeping up to date records, and that clients should always be kept fully informed, arguing that this report should be continuously growing with up-to-date information.

To conclude it can be seen that the Youth Justice Board Asset plus (2014) offers an advocate a helpful guide when writing a report, however as Hampton (2018) suggested it is not without its flaws, therefore, in Archies case the lack of focus on relationship building could have had a detrimental affect on his progress. The report offers the advocate a comprehensive guide detailing his family situation, hie education and key actions that will be available in this case. One of the aims of this report was to ascertain whether privilege played a part in the services provided, Wikstrom and Treiber (2016) confirm that this misconception suggesting it is both privileged and disadvantaged youths that commit crime. Newburn (2016) agreed concluding that in cases of criminal justice it can be assumed that those of privilege are of less risk of committing further crime. Through the examination of the *Multilevel of Dyslexia* model it can be concluded that this shows a valuable argument when recognising the complexities of dyslexia. It highlights how having learning needs can affect youths in many different ways, for Archie we can conclude that had he had the correct support for his dyslexia and had it been diagnosed earlier the probability of Archie offending would have been much lower. This report also shows how having a good advocate can make a difference when youths need support Deering and Edwards (2018) confirm this by explaining how being empathetic but professional can promote agency and help ensure the youth has less risk of recidivism. Another main point of this report was to highlight how youths lack autonomy and how this due to their parents hold all the power, for Archie it is evident that his parents took the decision to put Archie in boarding school. They didn't consider his interests or recognize his difficulties with learning. Without any power it can be seen that Archie regressed, and this was further highlighted with his suggestion of bullying that appeared to be overlooked. Overall, it can be concluded that drug taking in youths is becoming a problem particularly as so many are hiding this from their parents and this irrational behaviour being blamed on adolescent behaviour rather that issues in the home.

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