STEP IN SUPPORT SERVICES

Quality Assurance, Attendance & Outcomes Policy

Supporting Reintegration Every Step of the Year

Policy owner	Step In Support Services Directors
Approved by	Directors
Version	1.0
Effective from	October 2026
Review due	October 2027 or earlier if guidance/legislation changes

1. Purpose and scope

Step In is an outcomes-focused reintegration service. This policy explains how we plan, monitor and evidence support without reducing progress to attendance percentages alone.

This policy applies to all Step In directors, employees, sessional practitioners, associates, volunteers and contractors. It applies to work delivered in schools, homes, community venues, online where agreed, and other off-site locations.

Step In supports young people aged 11-18 through bespoke reintegration programmes combining attendance and engagement work, therapeutic/wellbeing support, educational support, social and personal development, family liaison and multi-agency working.

2. Four areas of the bespoke reintegration plan

Wellbeing & Therapeutic	Educational	Social & Personal Development	Attendance, Family & Multi-Agency
Counselling/therapeutic support, mentoring, emotional wellbeing and strategies to overcome barriers.	Tailored 1:1 learning, curriculum engagement, study skills, learning confidence and preparation for classroom learning.	Confidence, communication, relationships, independence, routines and preparation for wider education/training.	Attendance barriers, personalised reintegration planning, parent/carer liaison, outreach and coordinated professional working.

3. Baseline and individual plan

- Referral reason and desired outcomes.
- Recent attendance/participation pattern and current education offer.
- Young person's strengths, views, interests and perceived barriers.
- Relevant safeguarding, SEND, wellbeing and contextual information.
- Initial engagement/readiness measure and educational starting point where appropriate.
- A small number of clear, achievable individual goals and agreed measures of progress.

4. Attendance and engagement

Attendance is a prominent outcome for Step In, but progress is interpreted in context. For a young person who has been out of education, meaningful progress may include answering the door, leaving home, completing a full Step In session, engaging in tuition, visiting a school site, attending a meeting, tolerating a phased return or increasing hours in education.

- Record every session offered, attended, partially attended, cancelled or not attended.
- Where authorised by the commissioner, maintain relevant school attendance/participation data alongside Step In engagement.
- Identify patterns and barriers quickly and agree practical responses with the young person, family and school.
- Escalate unexplained absence where safeguarding risk or the agreed protocol requires it.

5. Session and progress records

- Brief engagement/session record after each contact.
- Relevant learning/therapeutic focus without unnecessary sensitive detail.
- Progress against individual goals.
- Attendance/participation and barriers identified.
- Significant liaison/actions and next steps.
- Safeguarding information recorded separately and escalated under the safeguarding policy.

6. Reviews and reporting

- Regular practitioner review of the plan and risks.
- For a six-week intervention, a structured midpoint review around week 3 and final review around week 6 unless the commissioner agrees another rhythm.
- Concise school/commissioner reporting focused on attendance/participation, engagement, progress against goals, outcomes, remaining barriers and recommended next steps.
- Young-person voice and, where appropriate, parent/carer feedback are included.
- Reports avoid unnecessary disclosure of confidential counselling content.

7. Quality assurance

- Supervision/management review of casework and boundaries.
- Sample audit of records, risk assessments and reporting quality.
- Monitoring of missed sessions, incidents, complaints and safeguarding themes.
- Feedback from young people, families and commissioners.
- Review of outcome data across referrals to identify what works and where the model needs adjustment.
- Annual policy and service review.

8. Service-level outcomes

- Improved school attendance or participation in education.
- Increased engagement with learning and adults supporting education.
- Improved wellbeing/readiness to engage.
- Successful phased or sustained reintegration where appropriate.
- Greater confidence, independence and access to future education, training or opportunities.