



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**St John`s School**

**Firle Road  
Seaford  
East Sussex  
BN25 2HU**

*Lead Inspector*  
**Corrie McKeown**

*Announced Inspection*  
**19<sup>th</sup> June 2006      10:00**

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	St John`s School
<b>Address</b>	Firle Road Seaford East Sussex BN25 2HU
<b>Telephone number</b>	01323 872940
<b>Fax number</b>	01323 872958
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	St John`s School
<b>Name of Head</b>	Mr Don Kent
<b>Name of Head of Care</b>	Mr Chris Thompson
<b>Age range of residential pupils</b>	10-16 years
<b>Date of last welfare inspection</b>	27.09.05

## **Brief Description of the School:**

St John's is a non-maintained special school and college on two sites. The College is based in Brighton and provides day and residential facilities for students aged between 16 and 19 years. The School is located in Seaford and caters for students between 7 and 16 years with a range of learning difficulties including autism. Girls and boys, day pupils and boarders attend the School. Most of the facilities are provided in a large 3-storey building with extensive grounds and smaller self-contained buildings on the same site. Accommodation for the boarders is located on the first and second floor of the main building and divided into living areas named after the planets Jupiter, Orion, Saturn, Mercury, Neptune and Apollo. Education and administration facilities are on the ground floor. The youth club, swimming pool and individual therapeutic facilities are housed in separate buildings close to the main house. The Principal manages both school sites in Brighton and Seaford and each has a dedicated Head of School and Head of Care.

A detailed prospectus with additional leaflets provides information about the School and College to prospective parents and placement officers and currently boarding fees range from £72,450. Additional costs to meet individual needs including education are not included.

# SUMMARY

This is an overview of what the inspector found during the inspection.

The inspection was announced and carried out by three inspectors over 12 hours. As the School's performance in the past has been of a high standard, the inspection was conducted with a lighter touch covering all the Key Standards and 3 additional Standards, where improvements, good practice or minor concerns were observed. Evidence was gathered for this inspection from direct observation in 3 of the 6 boarding houses, feedback from students and their parents or carers, interviews with staff and their managers and from records kept at the School; past inspection reports and information received by the Commission for Social Care Inspection (CSCI) since the last inspection were also considered.

## **What the school does well:**

A team of nurses and health professionals together with a well-informed school staff team are available to meet the holistic health needs of the pupils. This strong teamwork is evident throughout all aspects of the support offered to pupils at the school, achieved by excellent working links between the Head of School and Head of Care that are mirrored by their respective staff teams, supporting each others' work. Comments received from parents and social workers such as "The whole school approach is fantastic", "The staff do a brilliant job", "They are very caring staff, they put a lot into it" and "The staff are always trying to improve and get it right" demonstrated to Inspectors the very high level of satisfaction of those placing pupils at the School. The pupils and information about them are kept safe at the School by ensuring the staff are properly checked, well trained in child protection, confidentiality and behaviour management, aware of and active in dealing with any bullying or anti-social behaviour and providing a safe environment.

Almost all aspects of the pupils' care and education are approached on an individual basis; from the way they get to school to the individual reports sent home by the care staff concerning their time spent away. The management style at the home is inclusive with all members of staff able to contribute to the process of monitoring and developing practice. Staff members are well supported and feel they have strong and consistent teams; this is confirmed by comments from parents and social workers. The School is active in improving the standard of care and prompt to address any shortfalls identified at inspections; this dedication is producing significant results as the following comments indicate. "My son has improved in leaps and bounds," "they have helped her to mature and improve her life-skills," "my child really enjoys going to school now, they do a brilliant job." The pupils have an extensive range of opportunities to offer their opinions at the School and there are many examples of their input. Contact with parents is excellent and close working partnerships have been formed that have considerably enhanced the chances of pupils to progress.

## **What has improved since the last inspection?**

Management of the pupils' health needs is now carried out jointly by the Nursing Therapy Manager, Head of School and Head of Care and plans are contained in a single health care plan. These improvements meet 2 previous recommendations. Staff have been provided with guidance when working alone with children; this was a recommendation at the last inspection to support good practice. Since the last inspection progress has been made towards ensuring that all staff receive regular supervision and a financial handbook has been produced to ensure that staff are clear about the required procedures.

## **What they could do better:**

The health care plan should include details of how all needs and conditions will be managed, rather than other sections of the care plan, so that all actions regarding health needs are in one place; this will avoid any possible confusion. Sanctions are recorded in each unit but this should be in a bound and numbered book, to ensure no recording is mislaid. The CSCI should be notified of all child protection alerts, including those managed by safeguarding procedures in other counties. A strategy needs to be put in place to maintain an appropriately gender balanced staff team, so that all young people are offered appropriate care in the future.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

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# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## JUDGEMENT – we looked at outcomes for the following standard(s):

Key Standard 14.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. The complex health needs of the pupils are well managed and they live in a healthy environment.

### EVIDENCE:

Health needs and health promotion are clearly identified in a separate health care plan for each pupil, compiled by the school nursing team in consultation with parents. This information is shared with both teaching and care staff on a need-to-know basis and all those consulted were aware of the health needs of the pupils and how they should be managed. The management of health needs was largely covered in the pupils' care plans, but ideally the health care plan should contain these details for each need identified.

A range of therapists covering speech and language, occupational therapy, physiotherapy and multi sensory therapy are available on site; they work together with other health agencies including the Child and Adolescent Mental Health Service (CAMHS) to support the needs of the pupils. The School staff from both Education and Care departments receive training about many of the pupils' syndromes, which informs their care and behaviour management. Day-to-day communication regarding health issues is very good. A member of the nursing team attends the morning handover meeting and a strategy is in place to ensure that staff are aware of new information on a daily basis. A rolling programme of first aid training is in place for all staff to cover situations when the nurses are not immediately available and first aid boxes are regularly checked.

A healthy lifestyle is encouraged as part of the School ethos with colourful displays, information sessions in both education and care settings and gentle encouragement. The pupils are very involved in the running of the extensive activity programme. They spoke to Inspectors about choices and suggestions they had made in response to a recent initiative in the School to increase the

facilities for physical exercise, these include improving the play areas for ball games and designing a more appropriate play area for 15-16 year olds. Following the recent press coverage about the standard of school meals, a Healthy Eating Focus Group was set up last year to look at how the School performs in this area. Meals sampled by Inspectors were healthy, nicely presented and catered for a wide variety of taste. Special menus are prepared for individual pupils' dietary needs, which are reviewed regularly by a team from the catering, education and care departments in conjunction with parents. One parent commented regarding health issues that "When I ask for something I know that they'll follow it through." A placing social worker commented "There's a very good liaison between home and the School". All staff were observed encouraging individual pupils to eat well and were extremely helpful and sensitive with other issues that affected their eating.

The nursing team administer all prescribed medication during the week and trained senior care staff cover the reduced number of pupils on site at the weekend. All 3 nurses are appropriately registered and supervised and attend relevant training updates.

The school and boarding areas provide a healthy environment for the pupils. They were observed to be safe, clean and stimulating with one minor exception where clean laundry had been placed on the floor.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

## JUDGEMENT – we looked at outcomes for the following standard(s):

Key Standards 3,4,5,6,8,10,26 and 27. Additional Standard 7.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. The pupils are kept safe and encouraged to keep themselves safe.

## EVIDENCE:

The pupils' privacy and confidentiality were observed being respected by all staff and their personal needs were managed sensitively. No complaints about boarding at the School have been received since the last inspection and pupils said that they have plenty of opportunity to raise concerns and the staff "sort them out." Concerns from parents, often communicated over the phone and recorded in the communication book are dealt with promptly according to one parent, who said of the girls' house, Saturn " The team there are great, it runs

very well and they are very helpful." Similar comments were made across the board about all the houses, including feedback from one placing social worker who said "They work so, so hard for them."

There has been one child protection alert since the last inspection, which did not involve any of the School staff and is being followed up by the appropriate authorities in another local authority. The outcome is not yet clear and the School have been advised that they should notify CSCI of such incidents even though the School was not implicated in the concern raised. There have been no other concerns. Incidents of bullying are few and according to the pupils the staff intervene appropriately. The School ethos around caring for each other is well publicised with colourful displays, talks in assembly and discussions in circle time, held both in education and care settings. Incidents of absconding are of a minor nature, due to the close level of supervision and Inspectors observed what appeared to be very helpful follow up responses from the staff.

Behaviour management in the School is excellent. Numerous examples were observed during the inspection of appropriate and sensitive handling of situations and placing social workers commented "They are very good at managing behaviour in a non-confrontational way." "They use the space they have to allow pupils to blow off steam if they need to." And "Because the staff know the pupils so well, they are able to offer support and diffuse situations." Some sanctions are used which are recognised as being appropriate for the individual and are detailed in their care plan or on the sanction file; in one particular case the social worker felt they had helped the pupil to understand the consequences of her actions. All incidents, restraints and sanctions are recorded although sanctions are not in a bound and numbered book as is recommended.

The building safety checks are carried out by maintenance personnel; at past inspections these have been up to date and comprehensive with considerable investment in new systems and equipment. It was noted on this occasion that fire fighting equipment checks took place on 25.05.06. The staff vetting procedure was inspected earlier in the year during an inspection of St Johns College and found to be thorough, when queries arise CSCI have been contacted to clarify the best procedure through discussion.

The education and care departments work closely together to enable the pupils to keep themselves safe as far as possible. The life-skills programme contains elements such as 'Stranger Danger', which is reinforced by staff in the care setting when pupils are accompanied on outings. Road safety and where to get help are other essential parts of this training. Those pupils who are judged to be particularly vulnerable have these elements included in their care plans. The high level of supervision within and outside the school ensures that pupils are kept safe at all times, this was observed throughout the inspection. Comments such as "very safe indeed" and "very well supervised" were received from parents and social workers.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## JUDGEMENT – we looked at outcomes for the following standard(s):

Key Standards 12 and 22.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. The pupils' education is fully supported in the boarding areas as part of the 24 hour curriculum approach adopted at the School, enhancing their achievements. Individual support is of the highest calibre ensuring all their needs are met.

## EVIDENCE:

Care staff at the School are actively involved in some aspects of the education of the pupils and well informed about their difficulties. Individual Education Plans are to be found on file; planning around the pupils' education and care is a shared process between tutors, key-workers, pupils and their parents at annual reviews, and informal meetings are often held to share new information and develop strategies. This was especially noticeable in the life-skills unit where the pupils' programmes are delivered jointly. Many of the desired outcomes for individual pupils are included in both care and education planning documents and are supported by staff from both departments.

Many examples of individual support are to be found throughout this report. They are identified initially in the care planning documents and updated every term when short-term targets for the pupils are reviewed. When speaking to the staff they rarely talked about groups of pupils as their needs are so diverse, and much of the activity observed involved staff sitting beside individuals to help them complete or enjoy a particular activity. The youth club was a good example of this, where a number of individual activities were going on but in a communal setting. The youth club leader makes arrangements for single pupils to access particular activities if they are requested and care workers offer key-work sessions to every pupil. Generous staffing levels enable

this high degree of personal support to take place and the pupils and their parents were very complimentary about it.

## **Making a Positive Contribution**

### **The intended outcomes for these standards are:**

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

Key Standards 2,17 and 20, additional Standard 9.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. Pupils are enabled to contribute to every aspect of their life at the school, as are their parents and others involved in their care. This results in comprehensive care planning which supports the progress of each pupil.

### **EVIDENCE:**

The pupils are offered a number of opportunities to express their views both on their own and in groups. In the care setting time alone with their key-worker is used to discuss their care plan and choices about day-to-day living. The decoration in their rooms is one example that has resulted in very individual and attractive results which parents feel adds a great deal to the quality of the living areas and offers the pupils a much needed private space in a busy school day. Circle time is given in and out of school time and encourages pupils to express their feelings about school life and a range of other subjects, those using PECS symbols are encouraged to participate in that way. Council meetings are held with representatives from each living area putting forward the views of their peers. The minutes of these meetings show the wide range and sheer number of suggestions that come forward and each is responded to either at the time or at the next meeting and reports go back to the living areas in a form that almost every child can understand. Two parents fed back

to Inspectors that "Having a say and being asked her opinion is wonderful for her" and "...is able to voice freely what he would like to do." Should a pupil wish to speak to someone outside of the school an independent visitor is available for this purpose and comes to the school on a regular basis or can be reached by telephone; recently the visits have been interrupted by personal circumstances.

Care planning is detailed and comprehensive and organised under the Every Child Matters headings used in this report; those plans viewed provide staff with good guidance and a ready reference to ensure consistency of approach. As mentioned earlier, health matters are contained in a separate plan, although there is some cross over particularly in the area of behaviour management. The pupils are expected to contribute their views and a simplified plan using Widget symbols asks them to contribute to each area of the plan with a comment.

Contact with parents is very important, even though most of the pupils return home every weekend; their changing needs require a high level of regular contact, which is achieved with the use of home/school books and regular telephone contact. The parents and social workers really appreciate the effort that care staff make to keep them informed, saying "It's very helpful to know what has gone on at school and what activities she has done so I can encourage her to talk about them" and "Communication is excellent."



# **Achieving Economic Wellbeing**

## **The intended outcomes for these standards are:**

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

These standards were not assessed. During the Inspection there were no reasons or cause for concern.

## **EVIDENCE:**

Practice in this area has been previously inspected and on this occasion was not explored.

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

Key Standards 1,28,31 and 32. Additional Standard 30.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. The School is managed by a cohesive and well organised management team, this results in a consistent and holistic care package for the pupils.

## **EVIDENCE:**

The recently revised School prospectus is a pleasing and informative document that reflects the ethos and practice observed during the inspection. The diverse individual needs of all pupils are portrayed in its presentation and are tracked in recently introduced monitoring tool, following a successful OfSTED inspection. Parents feel they are well informed about the School and its activities and receive regular updates and reminders about upcoming events.

Staffing at the school was very generous on the day of the inspection as a number of pupils were absent on a school trip. Rotas confirmed that it is always more than adequate and the staff themselves say they have "plenty of time and opportunity to meet the pupils' individual needs" and "offer a quality of support that helps the pupils to make real progress." This has been consistently the case in past inspections and steady progress has been made by the School to achieve a consistent and well-qualified team of carers. However, there is a decline in the number of male carers and the School need to develop a strategy to ensure there is an appropriate gender balance in the team. Regular bank staff are used to cover absentees and according to the Head of Care agency staff are rarely used.

The staff consistently report that the support they receive is very good. This includes an induction and on-going training programme that furnishes them with the information and skills they need to do the job; many of the details have been mentioned elsewhere in this report and one staff member commented "It (the training) is much better than other schools." Supervision is offered every fortnight to all staff and on-the-job advice is always available from an experienced team leader. Individual performance appraisals are carried out annually and a Personal Development Plan is drawn up for the following year. Staff report that the training identified in that plan is made available together with other opportunities to meet their needs. Confidentiality is respected throughout this process and the result seems to be a very consistent, happy and well lead staff team that has a 'family feel' as one parent commented. In addition a counselling service is also made available to any member of staff and their partner to help them through a particular issue or difficult time; this service has been used on a number of occasions and overall staff absence and team moral seems to have improved according to the Principal. The attendance of night care staff at training sessions and supervision has improved but still presents some difficulties. Negotiations are taking place with the staff concerned and their representatives in order to find a solution and ensure they are suitably supported to do the job.

In the past two years turnover has been very low and all staff who have completed their probationary period are enrolled on the NVQ Level 3 in the Caring for Children and Young People. The School has achieved the required Standard of 80% of the care team with a recognised qualification at that level and a number of staff have achieved or are working towards the NVQ Assessors Award. This is a significant achievement. The School has its own Assessment Centre and provides training for candidates from other services. The St Johns Team Teach Instructor delivers control and restraint training to other schools in the area and staff from local schools, who are trying to keep students with learning difficulties appropriately supported in mainstream school, also visit St Johns to observe practice.

The Head of Care or senior members of the team monitor all aspects of the care offered at the School. A system has been developing over the past few

years whereby the staff team have taken a greater part in this process, making their own assessments of how each boarding area is running, which is then checked by the Manager. Standards of decoration, recording and care provision are all considered and it gives each area the opportunity to put right small shortfalls before official monitoring takes place. Recommendations are usually concerning issues where a fresh face has viewed the matter differently and encouraged the staff to look again at their decisions with a wider perspective; for example room allocations, equipment purchases and behaviour management strategies. The house teams also write their own development plans, which are submitted to the Management team when the School business plan is being devised. The ordering of equipment problems identified at the last inspection have been addressed with the issuing of a financial guidance handbook; the Head of Care reported that matters have improved a great deal as a result.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion  
 “N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	x

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	4
<b>5</b>	4
<b>6</b>	4
<b>7</b>	3
<b>8</b>	4
<b>10</b>	4
<b>26</b>	3
<b>27</b>	4

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>13</b>	x
<b>22</b>	4

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>9</b>	x
<b>11</b>	x
<b>17</b>	4
<b>20</b>	4

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	x
<b>21</b>	x
<b>23</b>	x
<b>24</b>	x
<b>25</b>	x

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	4
<b>18</b>	x
<b>19</b>	x
<b>28</b>	3
<b>29</b>	x
<b>30</b>	3
<b>31</b>	4
<b>32</b>	3
<b>33</b>	x

Are there any outstanding recommendations from the last inspection? No

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS14	That the new health care plan contains clear guidance on how health needs will be managed.	01/10/06
2.	RS14	That laundry is delivered appropriately on a clean surface.	01/07/06
3	RS5	That the appropriate authorities are notified of all child protection alerts.	01/07/06
4.	RS10	That each unit has a bound and numbered book in which to record sanctions administered by the staff.	01/09/06
5.	RS28	That a strategy is developed to ensure an appropriate gender balance is maintained in the staff team.	01/09/06

## **Commission for Social Care Inspection**

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