

Oakhill Secure Training Centre

Inspection report for Secure Training Centre

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About this inspection

The purpose of inspection is to provide assurance to the Secretary of State that secure training centres (STCs) provide an environment that promotes the safety and welfare of young people and that will help prevent children and young people offending in the future, and in particular that:

- the safeguarding of children and young people is effective
- programmes exist to tackle offending behaviour and meet the citizenship and resettlement needs of children and young people
- the performance of the STC provider meets the quality of service expected in the inspections standards
- there is a purposeful regime in which children and young people are encouraged to take part
- there is effective security and control within the STC
- high standards of social care, health care, education and training are provided for children and young people
- the individual needs of children and young people are fully assessed and there are plans for meeting them as far as possible.

The inspection was conducted in accordance with the Statutory Rules inspections of secure training centres made under Section 47 of the Criminal Justice and Public Order Act 1994, and in line with section 37(1) of the Crime and Disorder Act 1998 which states that: It shall be the principal aim of the youth justice system to prevent offending by children and young persons.

This was a key announced inspection carried out in accordance with the service level agreement between the Youth Justice Board (YJB) and Ofsted. The standards used during the inspection were those agreed between the YJB and Ofsted.

The last full inspection was carried out in October 2007 with an interim inspection in June 2008.

A team of social care inspectors spent four days on site and two HMI education inspectors spent three days reviewing standards and the impact of the service on young people. Also joining the team for two days was an inspector from the Healthcare Commission, who, alongside an Ofsted inspector, reviewed the healthcare service provided by the local Primary Care Trust.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Not judged: this aspect of the provision was not judged

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Service Information

Brief description of the service

1. Oakhill Secure Training Centre (STC) is one of four purpose built secure training centres across the country. It is managed by Rebound which is part of the corporate Group 4 Securicor (G4S) group.
2. Oakhill is designed to accommodate up to 80 young people. During the period of this inspection there were 66 young people in residence, which the capacity number. This reflects the low numbers of young people currently being accommodated in the juvenile secure estate. The centre has been capped well below the maximum number of 80 residents for periods during the last 18 months, but managers have declared that they are now fully operational and able to take placements to full capacity.
3. The STC is situated in Milton Keynes and offers secure provision to young people from 12 years to 17 years who meet the criteria for a custodial sentence. Young people may also be remanded to the centre.

Summary

The overall quality rating is satisfactory.

4. There have been significant improvements in a number of areas crucial to the day to day care of young people and the strategic management of the centre.
5. Immediately after the last inspection in June 2008, almost the entire senior management team changed. The parent organisation G4S had acquired Global Solutions Limited (GSL), whose subsidiary companies include Rebound children's services, who also have responsibility for Medway and Rainsbrook STCs. Oakhill has been managed by Rebound, on behalf of G4S since June 2008.
6. The current director transferred across from Rainsbrook STC and has considerable experience and success within STCs. He was joined by a number of other operational managers, also from Rainsbrook, who took over responsibility for the running of Oakhill.
7. The STC has been operational since August 2004. During the four years since then there have been four permanent directors and an acting director who was in an acting capacity on two different occasions. The current director took up his post in June 2008 and has therefore been responsible

for the centre for six months.

8. The centre was issued with a number of rectification notices in May 2008 from the Youth Justice Board. These highlight deficiencies in contract compliance and service delivery failures. The director and his team have made efforts to address the compliance issues, meet operational standards, focus on inspection recommendations and formulate a development plan to improve care and services to young people at the centre. There have been many aspects of the service delivery and compliance with the contract that have needed to be addressed.
9. The senior management team and the external manager from Rebound have a clear vision for the development of the centre. They have the knowledge of what works best within the other two Rebound STCs and have quickly assessed the benefits of the resources at Oakhill, such as a larger and enhanced education facility and additional external play areas. They have effectively communicated their expectations to staff at all levels within the centre. The vision is now clear and the majority of staff have accepted that this STC can be successful, and are inspired to be part of an improving service that can effectively and efficiently meet the needs of young people.
10. Managers have also worked hard to ensure young people have been consulted about changes and have reminded them that their views are important.
11. The general consensus of staff and relevant stakeholders is that the senior management team have managed to bring about change without massive disruption. The pace of change has been measured and is appropriate in the circumstances, given that some pressing matters needed to be resolved quickly. The incremental process of change is beginning to have an impact across all services within the centre, although some are still very early initiatives. For example the Youth Offending Service (YOS) has only very recently appointed a number of qualified social workers and other professionals, with one post still awaiting clearance.
12. There are very good support processes in place for teaching and care staff. The level of training and individual support has improved significantly.
13. There are good and improving arrangements in place to keep young people and staff safe. A good and developing management system is in place, which has been enhanced significantly by the developments to the duty operational managers' team and improvements in staff numbers, training and support. Behaviour management at the centre has significantly improved compared to the same period in 2007. The centre utilises a multidisciplinary approach to safeguarding, which includes working in close partnership with the local safeguarding team, police, health professionals and 'Barnardos' advocacy service. The complaints and safeguarding

procedures in place have evolved and improved since the last inspection.

14. Young people are more consistently attending school and have access to a broad and balanced curriculum. The overall effectiveness of education at Oakhill is satisfactory with many good features.
15. It is early days for the centre to embed and sustain the improvements and new developments. In just a six month period the improvements have been remarkable, with clear continual development, based on sound performance management and quality assurance processes. However, the centre is on a journey of improvement and it is generally understood by managers and some staff that any changes cannot be a 'quick fix', but an incremental process of change.
16. In the history of this centre there have been a number of improvements and changes that have not been embedded or sustained, largely due to regular changes of managers at all levels. The challenge for managers is now to sustain consistent practice to achieve the standards expected, whilst continuing to improve and develop.

What has been improved since the last inspection?

17. The last inspection in June 2008 made 25 recommendations, the majority of which have been addressed. In the latest inspection inspectors found:
 - a strengthened senior management team, with a clear strategic plan for the ongoing development of the centre
 - improved day to day operational management and regimes
 - clearly defined roles for managers at all levels
 - improved staff morale and a pride in their achievements with young people
 - an inclusive ethos that subscribes to the belief that everyone has an important role in ensuring the efficiency of the centre
 - a child focused establishment that has improved outcomes for all young people, meeting a range of needs, including managing their behaviour effectively
 - a learning organisation that is continually evaluating and listening to ensure improvements are appropriate and achievable
 - consistency in practice is improving across all departments

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- systems that support integrated services with an improving multi disciplinary approach
 - well managed education provision that is striving to ensure young people attend school, progress in their learning and achieve accreditation
 - increased provision of enrichment activities that have improved the quality of opportunities for young people and influence all aspects of the daily regimes
 - a centre that places young people at the heart of everything it does.
18. The areas for improvement that have not yet been fully addressed are: the quality of food provided for young people, promoting a healthy lifestyle, improving the quality of the Closed Circuit Television (CCTV) to ensure appropriate 'real time' recordings.

The effectiveness of the service

Helping children to be healthy

The provision is satisfactory.

19. The cultural and medical dietary needs of young people are known and catered for. Themed, religious and cultural days have been introduced in the dining hall. Staff are aware of individual young people's food preferences and support them to follow their cultural and religious beliefs.
20. There are newly introduced books available in each unit and the dining hall for young people to comment on the meals provided. However, the consultation process with young people regarding the food and menu planning is not robust. Young people have limited influence on the menu provided.
21. There are inadequate arrangements to ensure the quantity and availability of meals provided are to a satisfactory standard at all times. Young people do not always enjoy the meals provided.
22. Opportunities for young people to plan and prepare meals across the centre vary and are based on individual risk assessments or individual choice. Some young people have the opportunity to prepare a meal or snack at weekends and with staff in the units during the week. Information and action to promote young people's understanding of a healthy lifestyle and healthy eating is underdeveloped. Staff across the centre do not take a co-ordinated approach to encouraging and informing young people about the choices that will enhance healthy living. For example care and catering staff do not work together with nursing and teaching staff to promote and encourage healthy eating and healthy lifestyles. Young people do not have access to a range of information such as posters or leaflets to raise awareness and assist them to make choices about healthy lifestyles.
23. Medical examinations are carried out promptly on admission and before release. Robust multi-disciplinary systems are in place to assess the health needs of young people on admission. Effective strategies ensure young people's vulnerability, mental health and substance misuse needs are assessed, with referrals for support services made as required.
24. Overall, a good service is provided by the health staff in this centre. Elements of good practice in liaison and interventions are evident and possible through the level of resources which exist both in health and the youth offending service teams. Health care professionals have a wide range of qualifications, skills and knowledge to support the young people. However, these skills are not fully utilised by the centre. For example a

number of nursing staff are Registered Mental Health (RMH) nurses, but their skills in mental health are not used in direct work interventions with individual young people. The skills and qualifications that are under utilised include those in counselling, sex education and family planning.

25. Quality auditing systems in the health care centre are effective. The management of the service is good with strategic clarity and an appropriate focus on specific areas. However, the degree of overall integration with different elements within the centre could still improve. This includes links between the youth offending service and healthcare psychologists and nursing staff involvement in education provision.
26. Health practice is good, it is child focused and interventions prioritised to meet individual needs. Young people with learning difficulties or a disability have their needs met. Young people's welfare is safeguarded by effective implementation of the health care department's policies and practices in assessing health care needs.
27. Each young person is allocated a named and specialist nurse. Young people receive care from nurses who are knowledgeable about their specific needs and committed to ensure action is taken to support them.
28. A commendable, well established and robust 'in possession medication' policy is in place. This enables young people to take ownership of their medication administration and helps prepares them for adulthood. Systems ensure young people are consulted regarding the sharing of clinical information.
29. All young people have good detailed health care plans in place. Young people are involved in the formulation of their health care plan.
30. Staff are aware of the suicide and self harm (SASH) policies and procedures. These have been revised and a version with improved definitions has been introduced. The number of young people subject to SASH procedures has decreased significantly, and for those who are subject to these rigorous procedures, the decision making is now more appropriate. There are very good multi-agency strategies to ensure individual risk assessments are carried out effectively, to monitor, supervise and support young people identified to be at risk.
31. The storage, recording and administration of medication are generally good. Audit processes and action taken to address identified areas of development ensure practice is at appropriate levels at all times. Infection control measures are in place. Young people receive increased protection because the likelihood of an error occurring is reduced when dealing with medication. Medication administration is conducted in a manner that maintains privacy and confidentiality for the young people.

32. Young people are supported to access community health care when they require this. Good outpatient treatment is available and accessible. Systems to ensure that medical needs are met support effective safeguarding of the young people.
33. All custody staff are first aid trained. Young people receive immediate attention when they need it from a qualified first-aider. Nursing staff attend incidents of restraint and see all young people as soon as possible after a restraint. Young people are safeguarded by systems that ensure appropriate standards of health care interventions are maintained.
34. In-patient facilities are available for use in the medical centre if needed. The medical reception area is comfortable. However, the availability of suitable rooms for group and confidential individual therapy sessions is limited. A large number of health care professionals, including psychologists, provide services to young people at the centre, but there are too few rooms available to provide the appropriate level of privacy.
35. Access for young people to an appropriate range of health care is provided such as dentist, G.P, optician, psychologist and other professionals via the local PCT. Young people visiting an external health care service such as the local hospital are supported and accompanied by custodial staff. This means that young people may not be receiving the most effective support at all times as nursing staff do not always accompany young people when visiting external health care services. There is no process in place to consider the level of support required to meet the individual needs of the young people when accessing external health services.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

36. A range of measures are in place at the centre to ensure young people are safe. Staff at the centre are well trained in managing security discreetly. There are robust security measures in place to manage the movements of young people and these have improved further since the introduction of a new duty operational managers' (DOM) team in June 2008. The management of daily routines, movements and behaviour management across the centre has improved following the introduction of clear operational management arrangements introduced by this team.
37. Effective, tested and detailed emergency procedures are in place to manage fire, emergency incidents and disruptions.
38. Significant attention has been given to improving health and safety during the last six months. This has resulted in radical improvements in health and safety, evidenced through audits using British Safety Council standards. Health and safety is now very effectively managed to ensure safe practices and facilities are maintained.
39. Young people in the centre and the wider community are kept safe from the effects of unlawful or unacceptable behaviour. There are highly effective measures taken to prevent breaches of security, together with clear mechanisms to monitor, record and evaluate 'soft intelligence', significant incidents and behaviour management. Any concerns identified are appropriately notified, thoroughly evaluated and clear steps introduced to address any shortfall.
40. The routines and practices promote and protect the dignity and privacy of the young people. Staff effectively and discreetly maintain a balance between promoting young people's privacy and the need for appropriate supervision. Sensitivity to gender issues is routinely apparent when young people are searched, and when staff deal with young people and visitors.
41. Young people are not removed from association and locked in their rooms unfairly. Fewer young people have been subject to the use of restraints or removals from association than in the recent past, and the number of disciplinary incidents per young person at the centre has fallen significantly to less than half of the number in June this year. Thorough and detailed records of removals from association of young people on the residential units are kept. These are very carefully monitored to ensure young people are properly treated. The recording of removal of association of young people from the classroom to the tutorial room is not currently included in the overall statistics across the centre. Although not a significant number,

this means that the data does not yet reflect the total use of removal from association across the centre. Young people are effectively observed in accordance with regulatory requirements when placed in their rooms and the observations are carefully recorded. Similarly, young people are not sanctioned or restrained inappropriately.

42. Young people are increasingly protected from inappropriate restraint. There are very clear strategies in place to ensure that physical restraint is used as a last resort in accordance with the expectations of 'Managing the behaviour of children and young people in the secure estate: Code of practice'. All staff have had refresher training in the use of Physical Control in Care (PCC) and in the effective use of positive professional relationships to manage behaviour. This has resulted in a commendable reduction in the use of PCC.
43. This effective use of appropriate behaviour management techniques is reducing the use of more serious sanctions and allowing young people alternative ways to address conflict. This is supported by highly detailed and robust monitoring and quality assurance of practice, which ensures that young people are well cared for, protected and free from discriminatory practice.
44. These improvements suggest that challenging behaviour is better managed and young people are managing conflict more successfully. The centre has made a clear and transparent child centred ethos the focus of its approach to addressing challenging behaviour. There is clear evidence of developing use of interpersonal relationships, persuasion and negotiation being used where possible before recourse to sanction, single separation or restraint.
45. A contributory factor towards this is the effectiveness of an improved incentive bonus scheme for young people. It recognises their positive behaviour and actively encourages them to engage with staff. Young people are more able to gain benefits without the need for conflict. The scheme is transparent, fair and very effective and now accessible to an increased number of young people throughout the centre. A large majority of young people say that they are treated fairly.
46. Young people are also protected and supported by an effective complaints procedure. A robust and transparent procedure is in place which is easy to access for young people, and enables them to complain about their care without fear of recrimination. The procedures are known to staff and young people. Complaints are dealt with within appropriate time scales and rigorously monitored. There is external oversight of the complaints procedures by the independent advocacy service. The complaints procedure is available in other languages but not yet in a form suitable for young people with language and learning differences to raise concerns.
47. The centre has robust safeguarding procedures in place to protect young people. These are agreed with the Local Safeguarding Children Board and

other key agencies. Child protection procedures are clear, transparent and effective. There are also established and efficient anti bullying procedures in place to prevent abuse by young people and adults. This includes racial bullying. The centre also successfully protects young people who might otherwise harm themselves.

48. There are positive professional relationships between the centre and the local safeguarding team, safeguarding Board and the Barnardos advocacy service. The centre actively engages and liaises with the police, advocacy and child protection services to evaluate and improve procedures to protect children. The centre's CCTV supports staff to keep young people safe, and has been modified to improve the continuity of the images recorded. Whilst this has improved the quality of the images, it has reduced the amount of time the film can be kept. This can have an impact on the availability of information held to inform child protection investigations. The centre has clear plans to update the system to 'real time' when funding becomes available from the YJB.
49. There are good procedures in place to safeguard young people's property, which is kept safely for them until they are released.

Helping children achieve well and enjoy what they do

Education

The provision is satisfactory.

50. The overall effectiveness of education is satisfactory.
51. Achievement and standards are satisfactory. Most young people are achieving accredited units appropriate to their needs, and this recognition of the learning taking place is helping young people to progress further. Young people are developing their basic skills, curriculum knowledge and, in some cases, their understanding of vocational skills and independent living skills. A range of accredited courses is available, for example, from entry level, to GCSE, NVQ and sports leaders' awards. However, some planned subjects are not currently being delivered and will not commence until newly appointed staff take up their teaching posts. Achievement across the curriculum areas is satisfactory. In most of the observed lessons achievement was at least satisfactory, particularly in craft and design, GCSE work and one-to-one learning support sessions. Pass rates for literacy and numeracy qualifications are high. The standard of the young people's work is much improved.
52. Most young people are attending education regularly, engaging well in lessons and are motivated by their own improvements in learning and achievement. Individual learning targets for young people help them to identify what they need to do to keep improving. Young people's attitudes to learning are generally positive, and most young people co-operate and display respect for each other. Education is helping to prepare some young people well for leaving Oakhill.
53. The quality of teaching and learning is good overall. Lessons are well planned and structured with clear objectives. Teaching is carried out in bright rooms displaying good examples of the young people's work and subject specific resource materials. The majority of lessons observed were good. In such lessons teaching is delivered at a good pace, is lively and stimulating. Teachers make good use of questions and plenary sessions to check understanding and progress. In a small number of lessons where young people were not as motivated and behaviour was more challenging, the range of teaching methods was limited, and content insufficiently engaging. Most teachers manage behavioural issues well, and do not over-rely on sanctions. A reward points system is used positively to promote learning and achievement. Exclusions from or requests to leave the classroom are monitored, and systems are in place to provide education on the units where appropriate.
54. Teachers and young people are supported effectively in the classroom by additional teachers, learning support assistants and the residential staff.

Special educational and additional learning needs are identified early and targeted support made available swiftly. Good attention across the curriculum is given to literacy and numeracy skills, and to provision for gifted and talented young people. Residential staff offer effective support in terms of behaviour and learning within the classroom and this is greatly improved. At times, however, there are too many disruptions from radio noise and distracting movements of young people to and from education to attend appointments.

55. Assessment of the young people's work is good. Work is marked quickly and helpful written feedback is provided. This feedback supports young people to respond positively to further learning. Teachers regularly praise young people for their efforts. Target setting and reviews are frequent and thorough, and the monitoring of young people's progress is particularly effective.
56. The quality and range of the curriculum is broad and appropriate in meeting the needs of most young people. They receive a minimum of 25 hours of structured learning per week, aligned to the national curriculum and requirements of the Youth Justice Board. Every Child Matters themes have been well integrated across the curriculum. The curriculum focuses on basic skills and a range of subjects, including ICT, science, and PE. A limited range of vocational subjects has been developed to inform and encourage older young people about work choices, for example design and technology and hair and beauty. Some areas such as PSHE, drama, food technology and independent living skills are under-developed.
57. Links with local schools to share good practice are evolving but still at an early stage. A liaison committee, also in the very early stages of development, has been established to work with the local authority and education services to promote staff training and increase curriculum knowledge within Oakhill.
58. Education staff offer a developing enrichment programme. This includes the sports leaders' award, support for the Duke of Edinburgh Award, extra GCSE classes, work about black history and visits from external agencies to broaden learning. For example, young people's interests have benefited from handling exotic insects and reptiles and working with a Nigerian poet about child soldiers in Sierra Leone. Work experience and placements give some young people the opportunity to gain paid work within the secure unit, for example, in the library, as peer mentors and working with information technology. Award ceremonies take place to celebrate success.
59. The quality of guidance and support is good. Induction arrangements and initial assessment procedures are well managed and efficient. An appropriate range of basic skills and diagnostic testing are used to identify individual learning needs and to set targets. Staff are swiftly informed of the needs of new young people to ensure they settle quickly into the school routine.

Individual learning plans are well maintained and regularly updated by staff to show progress, identify areas of concern and ensure teaching is appropriately differentiated. A weekly tutorial system effectively reviews and monitors their progress. All young people leave the unit with a comprehensive record of completed work and accreditations they have gained.

60. Young people receive good support for their educational needs throughout their stay at Oakhill. Learning support assistants provide effective one to one support, particularly for those with very low reading ability and English as an additional language. Education staff attend most Detention Training Order and review meetings and their contributions are valued. Communication between education and the residential staff is now frequent and effective. Detailed meetings are held regularly to discuss individual young people and ensure teaching strategies accurately reflect and meet their needs. The education unit provides a safe and conducive learning environment for both young people and staff.
61. The provision of impartial information, advice and guidance has improved and is well managed by the link teacher. Records are well maintained and good support is provided by the Connexions Personal adviser. However the current contribution by Connexions of one day per week is insufficient to meet the needs of young people, particularly in preparing them for transition and career choices.
62. Leadership and management of education are satisfactory. Swift and appropriate actions have been prioritised over an industrious 17 week period to establish more robust systems, policies and procedures to support and improve teaching and learning. Strategic development planning and target setting are effective and self evaluation comprehensive. Management information is now used well to monitor young people's learning and progress and to collate performance data such as achievement, attendance and behaviour monitoring. The acting head of education is focused on raising standards and improving outcomes for young people. Her team contributes well to operational planning across the unit, attending meetings such as health, self harm and suicide, and providing educational support to induction training for residential staff.
63. However, the education team is still not up to its full quota and, although some new appointments have been made, vetting procedures are delaying their take up. This is inhibiting the development of senior management and the work required to build external partnership arrangements. Unresolved staffing issues are impacting also on some curriculum areas such as PSCE and food technology delivery. Further, significant aspects of quality improvement have not been fully implemented, for example, formal performance and appraisal systems, lesson observations and supervision. The interim management team has made positive progress to date and shown good potential to make further improvements. However, sustained

improvements are less certain given that not all new senior managers have been appointed, and some are awaiting start dates. As a result, capacity to improve is satisfactory.

64. Staff are well qualified with relevant experience. They work hard and show commitment to the new ethos within education. Arrangements for staff induction are good. Training and support for staff has been prioritised to cover some important topics such as managing behaviour, monitoring the progress of young people and developing lesson planning. Day to day management by the team is efficient and purposeful. Team working and communications within education have improved markedly since the last full inspection. Handover meetings provide teaching staff with helpful information about issues and concerns affecting young people. Staff are supportive of each other and help to promote a positive and calm environment within education. Teaching staff provide peer support within most lessons and this has helped to develop a culture of reflective practice. Managers are mindful however that there is still more staff development to be undertaken in order to further improve and consolidate the quality of teaching and raise levels of achievement.
65. Accommodation in education is now generally of a high standard. It is well maintained and equipped in most areas and provides an environment that reflects accurately the work and behaviour of young people. The music room and the hair and beauty salon are furnished to high standards. The library has become an important learning space, which is regularly timetabled. It is well organised with a good range of literature to support a diverse range of language and literacy needs. Resources are good overall, though not always used to full effect, for example, interactive white boards are in place in most classrooms, but not yet in use, and curriculum materials to support teaching are under-used. Some design and technology equipment is still awaiting delivery. The food technology room is outdated and unresolved staffing issues and poor cooking stations limit opportunities for young people to develop their skills.
66. Good attention is paid to inclusion. Good use of displays and a clear focus within lesson plans helps to promote equality and diversity. Behaviour is well managed and bullying or any form of discrimination is quickly challenged by education and residential staff. All young people are encouraged to work to their potential and access the full curriculum on offer.

Helping children achieve well and enjoy what they do

Welfare

The provision is good.

67. The centre ensures that all young people have appropriate legal documentation directing their detention at the point of admission.
68. Contact arrangements for young people are good; they are able to make telephone calls in private. Access for young people to a telephone has improved and is built into the routines of the residential units. Young people are also able to receive visits and communicate via letters. Appropriate contact arrangements are agreed during multi disciplinary meetings and any issues arising identified and addressed.
69. There is a good induction programme for young people to follow when they are admitted to the centre. A DVD is available to view which sets out the boundaries in place at the centre. A copy of the DVD is held on each living unit so that young people can revisit this information whenever required. This is also supported by information in booklet form.
70. The statement of purpose for the centre and an audio tape describing fire procedures are both available in a number of languages. They are not yet available in pictorial form for young people with learning difficulties. Information regarding 'equal opportunity' expectations at the centre is displayed in the living units in a child friendly manner.
71. Identified staff members are available who hold responsibility for the planning and delivery of activities. One of these staff members has only been in post for a short period of time, although he has worked at the centre and had direct contact with the young people prior to this change of role. Funding is available to ensure that suitable equipment is provided for all activities.
72. There has been an increase in the availability of structured and unstructured activities since the last inspection at the centre. A weekly formal plan is available for clubs, which now take place at lunchtimes and evenings each weekday. At weekends, a separate plan is in place which allocates areas of the centre to each unit to use throughout the two days, together with structured activities such as fitness, quizzes and an introduction to musical instruments. A child friendly and informative 'in house' magazine is used to publicise the range of activities available. To ensure that young people's recreational opportunities are safeguarded, there is an expectation that staff members ensure there is someone able to continue a planned club if they are not able to be present.

73. The formal plan and physical provision of this increased level of enrichment and activities has been in place for just over three months and continues to evolve and develop as evaluations and assessments of experiences are undertaken.
74. The centre has revised its incentive scheme to ensure that young people are able to participate in more recreation, irrespective of their status on the incentive bonus scheme. However, in practice, due to the popularity of the clubs and the resultant oversubscribing, those young people on a higher incentive level or who have achieved personal targets are more likely to be offered a place. This has resulted in young people on the lower incentive levels still having limited opportunity to take part in clubs. Young people are able to opt for clubs irrespective of their ability or gender.
75. All young people who express an interest in attending a structured activity are initially risk assessed by activities staff. This risk assessment takes into account the type of activity the young person would be undertaking and the risk that activity presents to the safety and security of others. Security Intelligence Reports are utilised to inform the centre regarding young people mixing due to 'gang' related issues in the community. Where it is felt there may be a risk which cannot be accommodated, the young person is not able to attend. There is currently no supplementary provision available to enable all young people to undertake a new experience, for example alternative clubs, which present as less risky but still allow young people to achieve the same enrichment aim. The oversubscribing and challenges presented by risk assessment mean that some young people are not able to access the structured clubs, based on the need to maintain safety and security.
76. The centre encourages close links with the wider community. Almost half of the structured activities provided have links with the local community, including a boxing course, local art groups, a football anti racism project and the fire service. The fire service provides a course of sessions that enables a group of young people to experience the discipline and skills needed to undertake fire fighting. Examples of activities which have been introduced as structured clubs to the centre recently are tee shirt making, mug printing and street dance. These activities offer opportunities for young people to meet with others who do not work at the centre, and to increase their confidence and self esteem through new learning.
77. Young people are encouraged to celebrate diversity and experience how others live. Larger scale activities have been undertaken at weekends, notably an Olympics competition in which each unit represented a different country. This enabled the young people on each unit to learn about that country and experience its food and culture. The centre is visited regularly by a theatre group, and recently celebrated 'Black history month' in October this year. During the inspection nine young people participated in celebrating Eid with specially prepared meals and a visit from an Imam.

78. Staff members are able to obtain appropriate training to lead activities requiring specialist knowledge or qualification, notably fitness equipment and use of the climbing wall. This has increased the opportunity for young people to take part in more activities
79. As part of the incentive scheme for the whole centre, a 'unit of the week' is selected each week, based on the progress of the young people on each unit and in education. The young people living on the 'unit of the week' have extra privileges, including being allowed to select an activity they would like to take part in on each weekday lunchtime. This activity is accessible to all the young people from that unit regardless of their incentive attainment level. This initiative increases the opportunities young people have to take part in stimulating enrichment activities.
80. Unstructured activities are offered by staff on individual units routinely. These are well supported by staff and are monitored by activity coordinators. Each unit has areas of the centre identified for their specific use on each day. This ensures that young people are able to go outside and enjoy fresh air on a daily basis. There are identified young people who are entrusted to ensure that relevant equipment is available at each of the identified areas for the units to use. They also collect up the equipment at the end of the sessions and report any missing or damaged resource to the activity coordinators. These young people are also able to contribute to the activities committee meetings. This allows young people to experience trust and responsibility.
81. There are increased resources on the residential units to enable young people to take part in enrichment activities. Each unit has a selection of activities equipment available for use which has been supplemented by the recent addition of games consoles and pool and games tables. There is a good range of reading materials available on the units, including daily newspapers and magazines. A DVD club is also available for young people to access.
82. The 'Duke of Edinburgh' award scheme is in operation at the centre with five young people presently undertaking sections of the award. These young people are currently engaged in arranging an activity for the whole centre over the holiday period. This award allows young people to learn and test new skills which will help them when they return to the community.
83. Young people at the centre were consulted about their preferences for structured clubs. All of the suggested activities have been tried and those that are successful have been repeated following the first period of operation. Plans are in place to include further experiences for young people when the present clubs reach a conclusion.
84. Each month, young people are invited to give their opinions about the recreational clubs provided for them. Their views are included as part of a

formal evaluation, which is used to inform future provision. This routine listening to young people and adapting services based on their comments shows respect for young people and is a commendable practice.

85. An activities committee meets on a four weekly basis. Young people attend and contribute to these meetings and minutes, written in a child friendly manner, are circulated to each unit. All these initiatives mean that young people are able to contribute towards the development of the activities programme.
86. A comprehensive database is held, which includes details of all the activities each young person has taken part in. This is used to identify any units where the young people are not interacting. Action is taken to target these units with activities which will interest the young people. Whilst the information held on the data base is available to all staff at the centre, it is not yet used routinely to inform multi disciplinary meetings across the centre.
87. Some opportunities are available for young people to experience vocational learning as part of enrichment and leisure activities. Achievements such as 'assistant gym certificate', junior sports leader's award and the 'football association emergency first aid' certificate have all been obtained by some of the young people. This work with young people is done outside formal education times. However, there is limited opportunity for young people to experience day to day life skills as part of a formal programme of enrichment during evenings and weekends.
88. A staff 'skills audit' has been undertaken at the centre. Some staff members are able to utilise their identified skills in activities, primarily art and crafts and model building. There is limited use of abilities and skills of some of the staff to further benefit life skills work with the young people.

Helping children make a positive contribution

The provision is satisfactory.

89. A well qualified multi disciplinary group of staff undertake comprehensive assessments of the needs of young people at the time of admission. A new Youth Offending Service team has been formed, although one member of staff has yet to start. The practice development of this team is at an early stage and not yet embedded into the centre's routine. Links with the assistant psychologist in the health centre have yet to be formalised.
90. Young people's vulnerability and individual circumstances are considered throughout the admission process. Admissions policies take account of individuals' anxiety and assessed risks to themselves or others.
91. The introduction of the placement manager's post has been a successful initiative and enhances the admission process, including acceptance of referrals from the Youth Justice Board and the allocations of young people to specific house units. Systems ensure all known details on a young person are brought together to enable a comprehensive assessment of their needs to be made. This assessment is used to formulate the initial training plan.
92. Appropriate consideration is given to a young person's resettlement needs at the point of admission. Training plans are updated regularly and the majority have clear focused targets, although a few are formulaic, stating only general targets, such as 'attend education' and 'live in eight bedded unit'. Young people's needs are appropriately assessed and influence initial and ongoing plans for their care at the centre.
93. Young people have good access to a staff team dedicated to care for them. The centre successfully utilises the 'team around the child' approach and provides consistent supportive care by staff known to the child. This is a new initiative and young people say they like it as they know who to approach to 'sort things out'.
94. Throughout their stay the progress of each young person is closely monitored. A series of meetings in the centre reviews, monitors and, when needed, identifies specific strategies to meet young people's changing needs. The strategies developed help staff to support young people and help young people to manage their own situation.
95. Staff from the centre routinely advocate for young people to ensure arrangements are in place to ease the transition from the centre to their new placement. Case workers attend the young person's first community review to ensure the arrangements previously agreed for young people are in place. Young people receive good support from the staff at the time of admission, during their stay and on discharge.

96. The offending behaviour programme has been enhanced and is delivered in a more structured way than previously, using a variety of methods to engage young people. It covers a wide range of issues such as specific offence related work and aspects of a young person's life that may impact on the reasons they find themselves in custody.
97. The aims, objectives and outcomes of each offending behaviour session are clear. The introduction of the offending behaviour 'champions' has been a positive development. These are care staff who have taken a lead advisory role with offending behaviour programmes. Young people are supported by staff who have systems in place to help develop their skills and knowledge in presenting the new offending behaviour sessions.
98. Daily monitoring of sessions and support systems are in place for staff delivering the programme. Weekly monitoring systems are also in place and young people's comments on the sessions are noted. There has been no opportunity to look at the overall effectiveness of the programme yet as the programme takes 24 weeks to complete. Some young people say they do not like the offending behaviour sessions being held at the end of a long school day.
99. The formal offending behaviour sessions delivered in groups are enhanced through individual one to one key work sessions. The offending behaviour programme helps young people to engage and interact effectively with others and builds their self esteem and confidence. A few young people are not sure that the programmed sessions particularly help them, although the programmes are linked to areas identified by their Asset.
100. A multi-disciplinary approach in the centre is evident and people from outside agencies are used. The offending behaviour programme is reinforced by external agencies, for example the 'Kick out racism' workshops.
101. Good processes are in place to consult with young people over a wide range of matters, including the development of the activities programme at the centre. Plans are in place to improve consultation with young people by the introduction of a food forum. Young people are routinely included in meetings held in the centre, including the diversity meeting. Involving young people in new initiatives and developments ensure young people feel valued.
102. Good systems are in place to look at young people's progress through reviews and various meetings. Consultation takes place with young people and parents prior to reviews and reviews take place within expected timescales.
103. A multi disciplinary forum is held which concentrates on suicide and self harm (SASH), bullying, vulnerability and agreeing specialist interventions for individual young people. The format of the meeting dictates that young people's needs are considered separately under each area heading and not

consecutively. This means that there is the potential for disjointed decision making when addressing needs which may be complex or related to particularly challenging behaviour.

104. Systems are in place to keep parents and significant others informed of any important events affecting the young people whilst at the centre. However, a few parents who responded to the survey prior to the inspection said they were not always informed of incidents. Sometimes young people object to their parents being informed of incidents and this creates a dilemma for managers and staff. This highlights the difficult balance between young people's rights and parental responsibility, which the centre is aware of and managing well.
105. Young people are able to celebrate particular days of importance to their faith or culture. Generally, systems are in place to promote and celebrate young people's diversity with equality and diversity routinely on meeting agendas. A chaplain and assistant chaplain from another STC are both accessible to young people on a temporary basis, and visit the centre regularly, until a new chaplain is appointed. The centre also has regular visits by an Imam.
106. Young people are now consistently encouraged to keep their living spaces clean and tidy and their efforts are recognised and praised by staff. Young people's confidence and skills in caring for themselves are enhanced.

Helping children achieve economic wellbeing

The provision is satisfactory.

107. The centre has made positive improvements in its resettlement work since the last inspection. Two members of the youth offending services (YOS) team now take specific responsibility for resettlement work undertaken with young people. This ensures that this work is identified and addressed appropriately. A draft resettlement policy is in place which includes information regarding independence work to be carried out. This provides guidance for staff in their work to prepare young people for discharge and ensure appropriate arrangements are in place.
108. The YOS team have received comprehensive and up to date training in resettlement. This includes leaving care legislation, pathway planning and preparation for leaving the centre. To ensure it was relevant and appropriate, this training was provided by specialist external trainers. A seminar has also been held in conjunction with two other centres. This enabled areas of good practice to be shared between staff members. Further training has been completed on housing and homelessness issues.
109. A revised structure is in place which identifies the resettlement needs of young people and their status and eligibility under the Children (Leaving Care) Act 2000. Following a self assessment by the young person and a meeting with their caseworker, an 'action plan' to prepare for their discharge back to the community is agreed. This identifies work to be done and the roles of the professional agencies involved to fulfil the plan. The plans cover areas including education and employment and the accommodation needs of the young person.
110. Files held by the YOS team include good records of work carried out in relation to resettlement, independence and future planning. The information contained in plans relating to the young person is reviewed and updated to ensure progress is recorded. These initiatives ensure that young people are properly prepared for discharge, and there are appropriate arrangements and support in place for them in the community.
111. A comprehensive pack entitled 'Get ready for adult life' is in use at the centre which informs the work carried out on independent living skills. Exercises and modules in the pack are completed by all sentenced young people with support from key workers. The pack is intended for use by all disciplines across the centre. It supports the care team on the residential units to carry out practical life skills work with each young person to give them appropriate coping skills. Staff members who carry out key work with young people have undertaken training in relation to the modules they are expected to cover. Much of the work relating to practical living skills is carried out on the living units by residential care staff.

112. The 'Get ready for adult life' pack has only recently been introduced and is yet to be evaluated to assess its success in meeting young people's needs.
113. Some very positive links have been established with external agencies. There is clear evidence to suggest good collaborative work with the Connexions advisor for the benefit of young people. Work to improve and increase the access young people have to community college placements is underway. This is intended to allow young people access to college placements at any time without the need to wait for the beginning of an educational term. There is a procedure available to make requests for information to external agencies that are not meeting their legal obligations to young people. There is increased and routine communication with young people's Youth Offending Team supervisors and social workers. This ensures that the centre has appropriate information to enable them to address young people's needs, and measures are in place to resettle young people properly.
114. A programme has been put in place which will allow young people the opportunity to carry out paid work experience within the secure perimeter of the centre. A number of jobs have been identified for young people to undertake, including a paper round, health and beauty assistant and activities monitors. In order to train the young people about searching and finding employment in the community, they are required to complete an application form for these jobs, undergo an interview and supply references. Job descriptions are in place for the young people to study, and interviews are held before young people are given these jobs. The young people appointed carry out their roles for a period of around three months. An appraisal of their progress is undertaken during this period.
115. This system of appointing young people to the roles provides them with an excellent first hand experience of the correct steps be taken to obtain a job, as well as the actual experience of the work.
116. Members of the YOS team have started work to identify recreational clubs and activities which can be used to provide links with resettlement work, including opportunities for further vocational learning. The Duke of Edinburgh award scheme and fire service cadet group in place at the centre are identified as areas where these links can be strengthened.
117. Case managers attend a young person's first community review. This allows them to ensure that young people are well supported, agreed actions have been taken by all parties involved and good arrangements are in place for the young person in the community. Dedicated attention is given to ensuring that young people are enabled to access the required provision of education and employment. Young people's progress in the community is routinely monitored and information collated across a longer period following discharge. This is used to gauge the success of the plans and advise future developments. Procedures are in place for planned mobility with young

people who are being prepared for release.

118. The provision in place to support young people's successful resettlement and give them appropriate life skills is an improvement on the previous resource available at the centre. The whole system is newly in place, and the life skills pack is still being evaluated. The resettlement workers are still developing their role. Their impact and effectiveness is yet to be fully evaluated as the work becomes more embedded across all departments at the centre.
119. Considerable investment has been made in relation to improving the accommodation for young people at the centre. Floor covering, furniture and mattresses have all been upgraded in the living units. Some further work has also been completed in increasing the attractiveness and standard of provision in the dining rooms. However, as a result of building design, the acoustics in these rooms generate a considerable amount of noise that can impact on the aim to create a comfortable social occasion at mealtimes.
120. The living units are well maintained and recent decoration has ensured they are presented in as homely a manner as possible. Young people are able and encouraged to personalise their bedrooms with pictures, posters and some personal items. The ability for them to do so is based on risk assessment.
121. Good, child friendly information relating to a range of cultures and backgrounds is included in bright and cheerful posters displayed in the living units and communal areas. This is part of the centre's strategy to promote an understanding of diversity amongst the young people.
122. Some of the house units have separate areas that have been referred to in the past as 'independence units'. These had not been used for young people preparing for independence, but for young people who were deemed too great a risk to live within a group. Historically some young people lived separately for long periods of time. Managers have reviewed the use of these separate units, as previously recommended, and they have not been used in this way during the past six months. As part of the life skills programme being developed it is envisaged that these units will be utilised as 'training flats'. They will be used as an enhanced facility where young people can invite guests and cater for them preparing meals and drinks. Young people will also have an opportunity to develop a range of life skills, such as laundry and cooking, in a smaller, more domestic environment. This is a more appropriate use of these separate living areas.

Management

The provision is good.

123. Leadership and management of the centre is good. Changes to the senior management team with staff from Rainsbrook STC have resulted in strengthened leadership of the centre. This has resulted in a number of managers now working at the centre who are experienced in the work of STCs. They are now providing clear direction, guidance and support for staff across the centre.
124. Roles and responsibilities of managers at all levels have been reviewed and are now more clearly defined. The residential service managers (RSMs), who are responsible for the day to day management of the living units, have particularly benefited from clarity about expectations of them in their role. Senior managers have established a set of performance targets for staff at all levels, and progress against these targets are regularly reviewed through quality assurance and auditing processes.
125. An enhanced duty operations manager (DOM) service has clearly contributed well to the effective management of all the daily regimes. Young people are much more effectively managed when moving around the centre and behavioural challenges are consistently dealt with. The duty operations managers are responsible for the day to day running of the centre and work very closely with RSMs to ensure appropriate joint working, given the need to maintain order and good routines across all living units. Inter departmental and multi disciplinary working is now good. Young people's individual needs are more consistently and appropriately addressed in a centre that is now orderly and purposeful in its daily routines.
126. Senior managers are clear about the future development of the services at Oakhill and have produced detailed plans to reflect their priorities.
127. The collection and analysis of performance management information reflects a centre that strives to learn from practice and inform service delivery and development. A range of good quality assurance procedures are now in place, including evaluation of practice by RSMs, various auditing exercises and external monitoring.
128. The centre is supported by an external line manager who is actively involved with its development. The managing director for children's services with Rebound is also responsible for the other two STCs. On his frequent visits he meets with young people, parents, staff and visiting professionals. His monitoring of records and subsequent reports provide additional quality checking processes that ensure a high standard of service for young people.
129. The range of meetings across the centre have been reviewed to ensure an effective and efficient use of time. There are now effective and efficient

systems in place to ensure good communication across all departments. Copies of all significant meetings are made available to the staff teams, and also routinely feed into a rapidly improving management information system. Equality and diversity is a standing agenda item at all meetings. There is evidence to suggest that meaningful discussions take place relating to diversity and efforts made to ensure equality in all aspects of service delivery and interactions at the centre.

130. Young people are looked after by staff who are themselves well supported in their role. Staff at all levels receive good support and training to assist them in carrying out their duties, including coaching and modelling of practice by middle and senior managers. Staff are more confident in a senior management team that will listen to their concerns and provide strong consistent leadership and direction.
131. The detailed policies and procedures available at the centre were written before the centre became operational in accordance with contractual requirements and were formally approved by the YJB. However, these have not been formally revised and then ratified by the YJB since 2004. The majority of policies and procedures are out of date and do not reflect current practice at the centre. The director and his team have focused on improving the care of and services to young people as the priority and confirm the revision of the policy and procedures manual has been lower on the list of priorities. A quick reference 'practice guidance manual' has been produced and all staff have received a copy of this, and provided with training, but this in parts contradicts the more detailed policy and procedure manual.
132. The supervision of staff has improved considerably in recent months. Although not yet achieving 100% for all care staff, there is continuing progress. A consistent and effective audit process for monitoring the frequency of supervision is in place.
133. Staff have had their progress appraised and this process is due to improve even further in the next few months with the introduction of the Employee Development Review, already in effective use in the other two STCs.
134. Training and development have significantly improved for all staff, with care staff in particular receiving priority of time and resources. The focus of training has been carefully considered to ensure staff fully understand the developmental needs of young people and the importance of providing structure and order in their daily routines. A programme of equality and diversity training was in the process of being delivered. All training has been effectively delivered by competent staff, including, as appropriate, external facilitators.
135. Although staff have received more training in recent months than has been the case at this STC in the past, an individual training needs analysis has not yet been undertaken to ensure individual training plans are in place for all

staff.

136. The effectiveness of the Initial Training Course for all new staff and other training is continually evaluated and improved to ensure effective delivery and impact.
137. Care staff teams now have regular opportunities for team development days, which occur one day every three weeks. Although the main focus has been on planned training, the teams also have an opportunity to meet with their RSMs and team leaders.
138. A concentrated recruitment drive has resulted in the appointment of a considerable number of new staff across all departments within the centre during the last six months. For the first time the centre has an over establishment of staff. The centre has historically experienced a high attrition rate, with large numbers of staff leaving each year. The efforts to address staff turnover have been successful as this has now reduced from almost 60% to 20% in the past year. This is a significant achievement.
139. Rebound has stringent recruitment and selection procedures in place. Every effort is made to attract suitably experienced and qualified staff, including ensuring a balance of skills, gender and ethnicity within the staff group. A number of staff display a confidence and competence in their role that has not always been the case in this STC. The staff team is culturally diverse, with 26% of staff from black and minority ethnic backgrounds, reflecting the cultural mix of young people.
140. Staff sickness absence is now carefully monitored and addressed as appropriate. Staff lateness is also now consistently and swiftly challenged.
141. As required by the Youth Justice Board, a single page statement of purpose is prominently displayed throughout the centre. This provides a clear and concise account of the overall objectives of the centre and is translated into a number of key languages. The centre also has a detailed statement of purpose available, which supplements the displayed objectives. This is an excellent document for people unfamiliar with the work of the STC, including new staff and Youth Offending Teams.
142. Information for young people has recently been reviewed and revised and is now available in different languages.
143. Parents or carers of young people placed at the centre receive a detailed information pack, which provides them with details about what they and their child can expect from the centre. This has also recently been revised and provides a good range of relevant information.
144. The promotion of equality and diversity is good. The centre takes a holistic approach to issues of equality and diversity and has a zero tolerance policy

towards discrimination of any kind. There is an identified manager who takes the lead on diversity across all services within the centre. Diversity meetings are held monthly. These meetings discuss issues such as; training for staff, mixing of gender groups of young people, 'show racism the red card' project and the arrangements for religious festival celebrations. Two young people are also invited to attend the meeting to give their views and raise any concerns. They are nominated by their peers to attend.

145. Equality and diversity is a standing agenda item for all meetings. This enables identification of any concerns across all disciplines of the centre. Any issues raised are recorded and monitored by the responsible manager, who is then able to identify any trends in outcomes for young people, including outcomes for young people from black and ethnic minority groups.

Recommendations

The following recommendations are made to the Director of the secure training centre unless otherwise stated.

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| <ul style="list-style-type: none"> • promote healthy eating and healthy lifestyles with young people at the centre (Being healthy - Standard 1) |
| <ul style="list-style-type: none"> • ensure the quality, quantity and availability of meals provided to young people are satisfactory (Being healthy - Standard 1) |
| <ul style="list-style-type: none"> • develop policy and procedural guidance that considers who is best placed to support young people when receiving external medical treatment (Being healthy - Standards 3/7) |
| <ul style="list-style-type: none"> • review the effectiveness of the centre's CCTV system to ensure that it is appropriate for child protection purposes (Staying safe - Standard 15) |
| <ul style="list-style-type: none"> • include the 'time out' episodes occurring during school periods in the overall removal from association data submitted to the Youth Justice Board (Staying safe - Standard 6) |
| <ul style="list-style-type: none"> • review information available for young people, particularly that relating to the complaints procedure, to ensure it is accessible to young people who may have a learning disability (Staying safe - Standard 12) |
| <ul style="list-style-type: none"> • ensure the range of structured activities are accessible to all young people regardless of their incentive level (Enjoying and achieving - Standard 4) |
| <ul style="list-style-type: none"> • broaden the range of vocational experiences available during non formal education time (Enjoying and achieving - Standard 4) |
| <ul style="list-style-type: none"> • ensure the implementation of the formal performance and appraisal systems, including the lesson observation scheme and formal supervision (Enjoying and achieving - Standards 3/4) |
| <ul style="list-style-type: none"> • recruit to the senior management and vacant teaching posts to ensure continuing curriculum development (Enjoying and achieving - Standards 3/4/5) |
| <ul style="list-style-type: none"> • continue to implement and embed new policies and procedures within education in line with the development plan (Enjoying and achieving - Standards 3/4) |
| <ul style="list-style-type: none"> • improve the food technology area to ensure sufficient adequate cooking stations (Enjoying and achieving - Standards 3/4) |
| <ul style="list-style-type: none"> • improve external partnerships to support the work of the learning centre (Enjoying and achieving - Standard 5) |
| <ul style="list-style-type: none"> • ensure training and sentence plans have clear targets that are focused and meaningful for individual young people (Positive contribution - Standards 1/6) |
| <ul style="list-style-type: none"> • ensure the developments in resettlement work with young people is embedded in practice across the centre (Economic wellbeing - Standards 1/5/6) |
| <ul style="list-style-type: none"> • evaluate at appropriate timescales the effectiveness of the independent living skills pack (Economic wellbeing - Standard 5) |
| <ul style="list-style-type: none"> • improve further the dining facilities to assist in providing an environment conducive to positive social interaction (Economic wellbeing - Standard 3) |
| <ul style="list-style-type: none"> • ensure individual training needs analysis is undertaken with care staff and integrate this in parallel with training to meet service delivery targets |

(Management - Standard 11)

- ensure the range of formal policies and procedures fully reflect current practices at the centre (Management - Standard 1)