



# Inspection of secure training centres

## **Inspection of Rainsbrook Secure Training Centre: November/December 2013**

Inspection dates: 25 November - 6 December 2013  
Lead inspector: Sean Tarpey, Her Majesty's Inspector

**Age group:** 12-18

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## Inspection of secure training centres

### The inspection judgements and what they mean

1. All inspection judgements are made using the following four point scale.

Outstanding	There is substantial evidence that the cumulative requirements set out in the good and adequate grade descriptors are met or exceeded and also of highly effective or innovative practice that make a significant contribution to achieving the highest standards of care and outcomes for young people
Good	There is evidence that the cumulative requirements set out in both the good and adequate grade descriptors are met or exceeded and as a result outcomes for young people are good
Adequate	There is evidence that the cumulative requirements set out in the adequate grade descriptors are met and as a result outcomes for young people are adequate
Inadequate	There is evidence of a failure to meet the requirements of an adequate judgement and as a result outcomes for young people are inadequate.

### Overall effectiveness

2. The overall effectiveness of Rainsbrook secure training centre (STC) to meet the needs of young people is judged to be **good**.

### Areas for improvement

3. In order to improve the quality of practice at Rainsbrook STC, the Director should take the following action:

#### Within three months:

- complete work with the local authority to produce a written child protection policy commensurate with current practice and compliant with Working Together 2013
- broaden the range and use of data collection to include all protected characteristics in order to identify any patterns or trends
- ensure that healthcare staff receive appropriate training supervision and appraisal to optimise the delivery of care and support to young people.

**Within six months:**

- complete the revision of the young people's guide to the centre, in order that it is accessible to more young people
- develop the use of data regarding the education outcomes of young people to plan better for individual needs. Use such data to promote analysis of the reasons why some young people do not achieve accreditations or qualification
- provide flexibility in the curriculum to allow more sessions for young people who are studying higher level courses and who request more learning sessions
- ensure performance management records reflect outcomes from observations of teaching learning and assessment
- revise the recording of the safeguarding and effective practice and xchange meetings minutes to demonstrate the action to be taken, timescale and by whom
- further develop monitoring of post-release information relating to offending, education and training to allow greater analysis and understanding of the impact of the centre
- further develop sexual offending behaviour programmes for young people who require or would benefit from this work.

## About this inspection

4. This is a report following the unannounced inspection of Rainsbrook secure training centre (STC) to the criteria within the revised inspection framework that was published following consultation in October 2012. The report will be made public. The findings and recommendations should be used by the secure training centre to improve practice and outcomes for young people and progress against these will be considered during the next inspection.
5. The inspection considered key aspects of young people's experiences of living in this secure training centre and the effectiveness of the support available to them. Inspectors scrutinised randomly selected case files, observed practice and met with young people. In addition, the inspection was informed by a survey of young people's views undertaken by researchers from Her Majesty's Inspectorate of Prisons. Inspectors also spoke with former residents of the secure training centre, frontline staff, managers, the Youth Justice Board monitor and representatives from local child protection services, including the Director of Children's Services and the Local Authority Designated Officer (LADO). In addition inspectors analysed performance data, reports and management information that the secure training centre holds to inform its work with young people.
6. This inspection judged how well young people are supported to be safe during their time in the secure training centre. Inspectors also evaluated how well staff promote appropriate behaviour and manage challenging behaviour in a safe and child-centred manner. Progress in education and skills development, improvements in health and well-being, and the effectiveness of case planning for young people to move on from the centre, either to other establishments, or resettlement into the community were also scrutinised.
7. The inspection team consisted of three Ofsted social care inspectors, two inspectors from Her Majesty's Inspectorate of Prisons, one specialist HMI for further education and skills and one inspector from the Care Quality Commission.
8. This inspection was carried out in accordance with Rule 43 of the Secure Training Centres Rules (produced in compliance with Section 47 of the Prison Act 1952, as amended by Section 6(2) of the Criminal Justice and Public Order Act 1994), Section 80 of Children Act 1989. Her Majesty's Chief Inspector's power to inspect secure training centres is provided by section 146 of the Education and Inspection Act 2006.

9. Joint inspections involving Ofsted, Her Majesty's Inspectorate of Prisons (HMIP) and the Care Quality Commission (CQC) are permitted under paragraph 7 of Schedule 13 to the Education and Inspection Act 2006. This enables Ofsted's Chief Inspector to act jointly with other public authorities for the efficient and effective exercise of his functions.
10. All inspections carried out by Ofsted and Her Majesty's Inspectorate of Prisons contribute to the UK's response to its international obligations under the UN Optional Protocol to the Convention against Torture (OPCAT) and other Cruel, Inhuman or Degrading Treatment or Punishment. OPCAT requires that all places of detention are visited regularly by independent bodies – known as the National Preventive Mechanism (NPM) which monitor the treatment of and conditions for detainees. Her Majesty's Inspectorate of Prisons is one of several bodies making up the NPM in the UK.

## **Service information**

11. Rainsbrook Secure Training Centre (STC) is one of four purpose built secure training centres. The centre is one of three secure training centres managed by G4S Care and Justice Services Limited. The centre is situated near Rugby. It offers secure provision for young people aged between 12 to 18 years who meet the criteria for custodial sentence, or who are remanded to a secure setting. At the time of the inspection there were 69 young men and 12 young women in residence. Education is provided by G4S. Health services are provided by G4S Integrated Services under a service level agreement with the centre. There is also appropriate access to community based health provision.

## **Overall effectiveness is good**

12. The overall effectiveness of the centre is good. This finding is highly commendable in a demanding year for the centre that has been working to almost full capacity with young people who are generally older and frequently demonstrate more challenging and complex needs. Since the last inspection the centre has successfully adopted the practice of Minimising and Managing Physical Restraint (MMPR). The introduction of MMPR is a statutory requirement. It is of note that the centre was the first early adopter for this practice and has willingly shared learning to assist its adoption across the wider secure estate. In July 2013, the Youth Justice Board (YJB) announced the closure of the three remaining young offender institution units for female's under 18 years of age. This has led to an increased presence of young women within the centre. This development, aligned to appropriately child-centred practice to care for some young people beyond 18 years of age has presented

further challenge to the centre. Inspection evidence indicates these challenges have been well met.

13. The Director and Senior Management Team have taken the learning from the last inspection seriously and generally prioritised work to address previous recommendations. This has resulted in notable improvements to the quality of care afforded to young people. This is demonstrable in practice that has led to the diminishing use of full searches, handcuffing and single separations. These practice developments have led to better outcomes for young people without compromising their safety, that of other young people, staff or the public.
14. The centre was calm and generally relaxed during the period of inspection. Most young people were purposefully engaged in educational activities through the day and involved in a number of leisure and enrichment activities in the evening. A small number of young people demonstrating highly complex needs required individualised approaches to their care. These were well managed by staff with evidence of iterative and innovative planning. It would however be a cause of concern if these young people were subject to lengthy sentences or remands as this would clearly impact on the fortitude and resilience of staff. The impact on other young people would also need to be carefully considered.
15. Inspectors observed appropriately warm and positive relationships between staff and young people within all areas of the centre. The relationships were characterised by staff knowing the young people well and generally holding them to account for good standards of behaviour. Minor misdemeanours, such as swearing, are addressed. Young people report they are spoken to in order to understand and modify poor behaviours. Young people also report they are praised when this is appropriate. The living units are clean, warm and furnished appropriately. Inspectors saw bedrooms that had been highly personalised and it was evident that generally young people take pride in their living environment.
16. The behaviour of young people is managed and supported through the highly effective rewards and sanctions system that young people understand and feel to be fair. Although the centre reports higher levels of restraint than at the previous inspection analysis confirms that many involve staff guiding young people away to prevent more serious incidents. Restraints are dealt with promptly and appropriately as a last resort. There is very robust governance and oversight of all incidents, including by external professionals. Written records of what happened during incidents have improved to include pre and antecedents. As a more general theme however written records do not reflect the good practice within the centre. Minutes and plans are not sufficiently measurable, specific and time bound.

17. Young people are well supported to improve and maintain their health and welfare. Healthcare staff liaise appropriately with care and education colleagues within the centre and external professionals to complete timely assessments of young people's physical, psychological and substance misuse needs. Support plans are developed to ensure that all relevant staff know and understand how to meet the individual's needs of young people. Young people are referred appropriately to healthcare specialists according to their needs. For example, pregnant young women receive good support from midwives.
18. Young people know how to complain and feel most outcomes are fair. The complaints system is administered efficiently, replies are prompt and young people routinely receive written feedback. The grumbles book continues to be an effective means of resolving low level concerns, although they need to be made more accessible on some of living units. Outside of education young people have good opportunities to engage in a wide range of enrichment activities. These are responsive to the needs and requests of young people and take into account gender differences. The formation of knitting club for young men and women as an enrichment activity is innovative and noteworthy as it is being used to support national charities. The use of peer mentors within the centre is effective and successful. Mentors are justifiably proud of the positive effect that they have.
19. The quality of teaching and learning is adequate overall. Thorough assessments of the abilities and skills of young people are undertaken on arrival at the centre and used well to inform individual education plans that form a good foundation for supporting learning. Since the last inspection, practice has been developed to ensure the whole education team alongside residential staff regularly review the progress made by individual young people. This is very effective in ensuring improvement targets are meaningful and achievable linking behaviour management and educational outcomes. Data on progress and achievements are now analysed thoroughly by gender, ethnicity and length of stay. This information is used well to promote equality of outcomes and ensure that no young person is educationally disadvantaged.
20. Resettlement arrangements are afforded high priority from the young person's admission, through to the time of their leaving the centre. The resettlement team are proactive in ensuring those people who will be involved with the young person when they return to the community both professional staff and family members, are kept as informed and involved as is possible. This is supported by the development of Engagement visits with the next placement. Inspectors spoke with a number of parents of young people who had recently left who spoke highly of the centre, its work and the positive impact on their

child. This view was endorsed by external professionals including social workers and youth offending workers who were contacted or spoken to on site. Monitoring systems to track individual's placement stability and recidivism post-release are in place. However, these could be further developed to allow for a clearer analysis of the success of the centre's work.

21. Performance monitoring arrangements are increasingly being developed to provide a wide range of data for managers to inform service development and ensure equality of approach in all areas of activity within the centre. Development of this work beyond race and religion will further ensure that no individual or distinct group of young people are inadvertently being discriminated against. Equality impact assessments have been carried out to assess the likely or actual effects of policies, procedures or services on young people in respect of their diverse needs.

## **The safety of young people**

22. The safety of young people is good. In the survey, 94% of young people report that escort staff looked after them well, and they are transported to and from the centre in suitable vehicles. Young people are routinely asked about their journey on arrival to the centre and if any concerns arise have the opportunity to make representations to staff, who will look into these matters. When the arrival time of young people to the centre is late in the day or after a long journey, managers contact the Youth Justice Board (YJB) and formally raise the issue with them. This is not routinely followed up to maintain an evidence base demonstrating the action that has been taken by the YJB.
23. On arrival, young people are brought into the centre via the carport. This area is stark and unwelcoming and consideration should be given as to how this could be made less austere. Young people move to the admissions rooms which are located close to the health care department and are suitable for purpose. Young people's emotional needs and dignity are promoted through risk-led searching practice. It is now rare that full searches are carried out, with only five full searches taking place since the last inspection. These types of searches show a recorded rationale and the perceived presenting risk. Full searches are only undertaken with the approval of a duty director.
24. On their first night at the centre 85% of young people in the survey reported feeling safe. Young people are able to make a telephone call to someone important to them and they are always offered a hot meal regardless of arrival time. The 'Best endeavours' policy has been introduced to ensure that where information is missing to identify the telephone number of an appropriate person, every effort is made to enable young people make a telephone call.

The induction process is further supported by young people being offered the opportunity to meet with peer mentors. The mentors help describe what the centre is like and what young people might expect. This helps alleviate the anxiety of young people and settle them more quickly into centre routines.

25. Young people's health needs are assessed in a timely manner by a qualified nurse. Vulnerability is robustly assessed on admission and closely monitored throughout a young person's stay, ensuring that risks from suicide or self-harm are identified, planned for and fully addressed on a multi-disciplinary basis. This ensures that young people are supported to feel safe and are helped to stay safe. Anti-ligature clothing is now only used through a risk-led and individualised approach and only when deemed necessary to help keep a young person safe. There is robust governance of this practice and regular review of use with a duty director oversight.
26. The risk assessment process means that young people can have personal belongings and things to occupy them, subject to risk assessment in their rooms on the first night. Magazines, books, colouring pencils, writing paper and envelopes were generally made available and in some cases electrical items are allowed. This helps support and promotes young people's emotional wellbeing. Records seen by inspectors demonstrated the range of items young people can have in their rooms determined by assessment and individualised approaches.
27. Child protection practice has been reviewed in conjunction with the local authority and an external child protection consultant to ensure decision making and accountability is appropriately independent of the centre. The written policy does not yet reflect this better practice. This remains a recommendation from the previous inspection.
28. Child protection concerns are appropriately referred to the local authority. Managers continue to work closely with the LADO to ensure young people are safeguarded and that there is appropriate oversight and transparency of practice. The LADO confirms that all concerns are referred in a timely manner and brought to a satisfactory conclusion. In addition, the LADO independently quality assures the centre's child protection referrals, complaints and associated records. The centre continues to have good links with the Local Safeguarding Children Board (LSCB). The Director is a member of the Board and attends quarterly meetings. These links help to improve safeguarding practices.
29. The centre has introduced a risk-led approach to consider the practice and necessity of handcuffing young people while they are escorted to

appointments outside of the centre. Previous practice was that all young people were routinely handcuffed for such appointments. This figure has been halved since managers have been asked to consider a range of information to inform decision making on the use of handcuffs, to ensure it is individualised and proportionate. The Director reviews all records and the relevant documentation before authorisation for handcuff use is permitted. This approach is considered in balancing young people's needs and sensitivities with wider risk factors.

30. Bullying incidents are effectively challenged and addressed well. This finding is confirmed by young people with whom inspectors spoke. The centre has an effective anti-bullying team that ensures a robust approach and oversight of all bullying incidents. Nineteen bullying tracking logs have been opened since July 2013 with three further full logs being opened where concerns required more intensive intervention. Individual work and mediation with young people forms part of the process of addressing any bullying as well as ensuring young people are supported to develop social skills and positive interactions with peers.
31. The centre provides a safe environment. There are clear and regularly reviewed contingency plans in place with local emergency services. These are tested through periodic joint live exercises as well as through regular desktop exercises to ensure plans are effective in helping to keep young people safe and the centre secure.
32. 'Safe Zones' has been introduced, which incorporates consultation with young people and staff about any areas of the centre where young people might feel unsafe. Subsequent action has been taken on the outcome of the consultation to make young people feel and be safer. A follow up survey by the centre shows the number of areas young people feel unsafe has reduced from 17 to four as a result of actions taken. The anti-bullying team carry out quality assurance and monitoring of all bullying matters. For example, they randomly access closed circuit television records to ensure that recommendations from the 'Safe Zones' survey are being implemented. They also audit any bullying logs to ensure plans agreed to address any issues are being implemented and progressed to minimise or eliminate bullying behaviour. This work is highly effective and exemplifies best practice.
33. Security intelligence is used well to improve safety and security. There is a clear reporting system that all staff are very familiar with. Reports are shared as a matter of routine with all staff at the centre. This ensures all are well-briefed and understand any actions needed to ensure the centre is a safe and secure place. However, recorded analysis of Security Information Reports

(SIRs) is not used effectively to identify trends, themes or patterns that would help to improve practices.

34. Quality assurance of all safeguarding is well-embedded into centre practice with external and independent oversight. For example, safeguarding and effective practice meetings examine a range of matters about the safety and wellbeing of young people, and are attended by the LADO, an independent advocacy service and a multi-disciplinary team from the centre. A range of other meetings take place regularly at the centre facilitating effective communication and oversight of records, processes and procedures in all areas. This enables managers to evaluate and improve practice. Although the centre can evidence and demonstrate a reflective and learning culture, the safeguarding and effective practice meeting minutes do not always demonstrate the action to be taken and actions completed about identified trends, themes and patterns.

## **The behaviour of young people is good**

35. The behaviour of young people is good. The centre has strategies in place to help young people address and improve poor behaviours with both support and challenge from staff. This underpins effectively the overarching the MMPR strategy. Staff are clear about the approaches to managing behaviour and there is good oversight of their use. Increased data about protected characteristics is being collected since the previous inspection. This is being considered to detect patterns or trends, although there is scope to broaden the collection of this data further. An impressive behaviour management database is being developed that helps to track the progress of each young person in the centre.

36. The principle that respectful relationships are central to effective management of young people's behaviour remains strong at the centre. Inspectors observed mainly positive relationships with staff and young people, although at times some staff took a passive approach to young people's bad language. In our survey 89% of young people felt that most staff treated them with respect, similarly, young people felt their key worker tried to help them. Staff with whom inspectors spoke demonstrated a good understanding of the young people and give support to them to get the most out of their time at the centre. There is an appropriate degree of tolerance of normal childlike behaviour.

37. Inspectors observed managers maintain an appropriate level of supervision and staff have generally high expectations of how young people should behave. All staff wear name badges and first names are consistently used.

Young people are clear about the rules of the centre and how they are expected to behave. The code of conduct is clearly set out and explained during induction. Good use is made of peer mentors to help young people understand how the centre works and the behaviour expected of them. Peer mentors also described to inspectors the role they had taken in helping to defuse tension between young people on occasion.

38. All young people are reviewed at weekly unit trainee management meetings (TMM) where behaviour across the centre is considered. Behaviour management plans are used for those whose behaviour is of particular concern and cannot be successfully addressed using the incentives and sanctions scheme. Plans are developed with the young person, their residential manager and their caseworker. They are individual to the young person and identify factors that will motivate the young person to engage with their daily routine whilst also being clear about the behaviour that must be avoided. Importance is given in the plans to making sure the young person has time for reflection and discussion with a member of staff to review their behaviour. Short term rewards are used appropriately to encourage young people to maintain their behaviour while on a plan.
39. There was one young person at the centre during the inspection whose behaviour remained of concern despite the best efforts of the staff group. This young person, whose release was imminent, spent most of their time on a residential unit and did not interact with other young people during the day. It is not clear what options the centre would have for managing extremes of behaviour as displayed by this young person had the detention been for a longer period. Nevertheless effective work is being undertaken that has helped to stabilise and improve his challenging behaviour. Good work is on-going to build this young person's relationship with a key family member prior to his release.
40. The weekly safeguarding meeting looks in more detail at young people who are identified at TMMs as having concerning behaviour. These meetings are multi-disciplinary and well attended. Inspectors identified some weaknesses in the minutes of the meetings, particularly around recording of action points and discussion of time young people spent in their rooms after refusing to engage in centre routines. Generally though these meetings provide a good forum for discussion of young people who require more support either because of their behaviour or their vulnerability. Strategy meetings are used well to discuss and plan for any young person who causes particular concern and where necessary complex case meetings are held. Caseworkers are involved in meetings where individual young people are discussed, this ensures that behaviour

management is incorporated into training planning and forms part of the discussion with young people during their review meetings.

41. At the previous inspection we reported an average of six assaults between young people per month over a seven month period. Currently assaults between young people stand at an average of 11 per month over the six months prior to the inspection. The highest number in any one month was 14. Fifteen young people have required medical attention for a minor injury following an assault and one required hospital treatment for a more serious injury. Assaults recorded on staff are higher than previously at an average of nine each month. Inspectors were told that most of these occurred when staff attempted to intervene in altercations between young people. A review of CCTV, records and interviews supported this finding. Two members of staff required hospital treatment following these incidents.
42. The average number of incidents and altercations between young people measured over six months remains the same as at the previous inspection, at four per month. Five young people needed medical attention for minor injuries and none required hospital treatment. Young people who take part in violent incidents receive a loss of privileges for at least 24 hours, in keeping with the centre's robust response to such behaviour. Young people can also take part in mediation. There was evidence of this being used effectively so that young people who had been in physical conflict could safely resume their normal daily interaction with one another.
43. The centre's incentives and sanctions scheme is a key part of behaviour management. In our survey 95% of young people said that they knew what the incentives and sanctions scheme is and overall three quarters said that they thought it is fair. Although only half of the young women surveyed thought the scheme was fair. Young people we spoke to described how they could progress within the scheme and the advantages of reaching higher levels. Young people had been involved in reviews of the scheme since the previous inspection and helped to determine the rewards that were available. Inspectors saw evidence during the inspection of managers identifying potential new rewards to discuss with young people.
44. Young people earn points each day for the activities they take part in around the centre. Their weekly total of points decides which level the young person will be on for the next seven days. Young people are able to appeal weekly decisions if they think they have been unfairly assessed. Appropriate support is in place for young people who struggle to earn points consistently and progress in the scheme. This can include being taken off the scheme and instead working to a short term rewards plan. Those considered by inspectors

clearly linked an immediate reward to good behaviour over two to three hour periods during the day. Feedback on behaviour was routinely available. Over three quarters of young people who completed the survey said that staff told them when their behaviour was good and 91% said most staff explain to them when they have done something wrong.

45. When sanctions are necessary, a range is available and the necessity is explained to young people. The poorest behaviours can result in a loss of all earned privileges for 24 to 72 hours. Managers are properly involved in the imposition of such sanctions. Governance of the use of all sanctions is in place. Young people who had been subject to loss of all earned privileges re-enter the incentives scheme at bronze level when they complete their sanction. Young people told inspectors they had been treated fairly and there had been no barriers to progressing through the incentives scheme when they completed their sanction.
46. Reparation is used appropriately when young people have been involved in bad behaviour. This can involve apologising to staff or other young people. After an incident on a unit one young person wrote a note to a member of the inspection team accepting responsibility for their behaviour and apologising. Staff strive to make reparation fit the behaviour and examples included making good damage done to decoration on the units. If young people are willing to undertake reparation, the severity of the sanction is reduced.
47. In April 2013 the centre became the first adopter of the Minimising and Managing Physical Restraint (MMPR) system in place of physical care and control (PCC). All staff completed training provided by the national team. Data on the use of MMPR and use of force is considered at the quarterly safeguarding and effective practice (SEP) meeting and monthly at a strategic management meeting. The data includes information on age, gender, religion, disability and ethnicity for each young person involved but it was not clear from the minutes of the meetings that any patterns or trends were identified. A representative from the local authority is invited to attend SEP meetings.
48. Between May and October 2013 the centre's records showed 145 uses of physical restraint (PR) and 82 uses of force. This is a higher average per month than reported at the previous inspection. Young women accounted for 51 of the uses of restraint, proportionately slightly higher than their representation in the population. The highest use of PR was in May 2013, 34 uses, and the lowest in October 2013, 15 uses. This is significant given the date of MMPR going 'live' and it is felt by centre managers that the use of restraint is returning to previous levels as MMPR becomes embedded and staff become more confident with its use. This is being carefully monitored. Records

confirm that pain inducing holds and handcuffs had not been used. The primary reason for the use of restraint continues to be as a response to an assault or fight. Records showed that a few young people were subject to multiple physical restraints each month and were therefore subject to a multi-disciplinary strategy meeting to manage support and promote improvements in behaviour. De-escalation is being used as an alternative to restraint. The random selection of incidents reviewed as part of the inspection, including CCTV, restraint was used as a last resort and was proportionate to the incident.

49. The recording of incidents of restraint is detailed and gives a picture of the incident. Following an incident, the Duty Operational Manager (DOM) reviews the CCTV before carrying out a debrief with the staff involved. This, and the subsequent quality assurance of paperwork, identifies any weaknesses in practice that need to be addressed with individual members of staff. Restraint incidents are now led by DOMs who, whenever possible, play no part in the restraint but oversee and instruct staff during incidents. This leads to better management of restraints and informs learning. Staff who are involved in use of force are required to attend practice supervision with a MMPR coordinator.
50. Internal scrutiny of use of restraint remains good. A further review of CCTV is conducted by a senior manager within 24 hours to identify any safeguarding issues that need to be taken forward, and all incidents are scrutinised at the weekly restraint review meeting. This meeting is attended by the YJB monitor as well as centre managers. There is evidence of practice issues being appropriately picked up and addressed by these levels of scrutiny. Some practice needed further work. For example, CCTV footage scrutinised by inspectors showed staff standing too close to one young person while trying to manage an incident which then escalated into a restraint. Also staff taking a young person into his bedroom in arm holds rather than releasing their holds at the door to his room and letting him go in alone. Both of these issues had already been identified by the centre via their quality assurance processes and were being appropriately addressed.
51. Individual restraint management plans highlight any medical or disability issues that need to be borne in mind when restraining that young person. One alerted staff to the fact that a young person had a previously fractured wrist, so wrist holds were not to be used. Nurses see all young people who have been subject to restraint. Between May and October 12 young people were recorded as requiring medical attention for a minor injury following a restraint and a further 32 were recorded as sustaining an injury that did not require any medical treatment. None required hospital treatment.

52. Young people are properly supported after a restraint and the initial debrief is usually conducted by a manager not involved in the incident. The debrief documentation is under regular review and new areas for discussion with young people are added as the need is identified. There is variability in the records of debriefs considered by inspectors. The better ones are more detailed. However, there is an appropriate link back to the young person's restraint management plan. Emphasis is placed on discussing with the young person why they think the incident escalated to a restraint. This helps young people understand their actions and to try to prevent a repetition. Young people are also given the opportunity to speak with an independent advocate after a restraint. Advocates report that young people do not take up this opportunity. Therefore when the advocates make their regular visits to units they pro-actively speak to all young people who have been subject to restraint.
53. Time away is used effectively and appropriately sparingly for young people who temporarily need to be kept apart. Time away is usually to a young person's own room. Decisions to remove items from a young person's room during their single separation are properly recorded. There had been 23 uses of single separation between May to October. Most were for less than an hour and regular checks were made during the time the young person was in their room. Two had lasted between two and three hours before staff judged that the young person was ready to leave their room and safely mix with other young people. There were regular checks to ensure that the separation needed to continue. The use of time away is monitored well by the Safeguarding and Effective Practice meeting (SEP).

## **The well-being of young people is good**

54. Young people are well supported to improve and maintain their health and welfare. Healthcare, centre and external staff work effectively in partnership to complete timely assessments of young people's physical, psychological and substance misuse needs. Clear support plans are developed to ensure that all relevant staff understand how to meet individuals' needs effectively. The care of young people with complex health needs are considered and reviewed by the healthy lifestyles group to ensure the collaborative delivery of support. Young people are referred on to healthcare specialists according to need.
55. Young people access primary healthcare services, comparable to those available in the local community. GPs provide 24 hour support to the centre, and weekend clinics have been introduced to ensure that young people receive timely appointments to see the GP or nurse. A dentist and optician visit weekly and the dental room is currently being re-equipped and refurbished to ensure it meets national standards. However, the feedback from young people about

healthcare services is mixed. Some young people feel that nurses do not always listen to them and over one third (36%) who completed the survey describe health services as 'bad'. A common complaint was that health staff are reluctant to give out medicines and when they do this is 'only paracetamol.' Inspectors addressed these findings with health care managers. They concur it is policy to only administer medication when necessary rather than at every request and most frequently this is paracetamol.

56. Young people are supported to maintain their emotional health and specialist mental health interventions are accessible to those who require it. Relaxation sessions are popular and an auricular acupuncture service is being developed. However, a vacancy for a mental health nurse presents a risk that some young people may not always receive a timely mental health assessment.
57. Recent improvement in service delivery ensures that young people receive appropriate immunisations in a timely manner and in accordance with best practice guidance. Lead nurses have been identified for some common conditions, such as asthma. With the introduction of patient group directions, nurses are able to promptly supply and administer some medicines to young people without the need for a doctor's authorisation. A monthly pharmacy staff clinic enables young people to discuss and better understand their prescribed medicines. However, there is scope to further develop healthcare services, such as nurse practitioner clinics for young people who have long term medical conditions.
58. Nursing staff do not receive appropriate support to ensure that they are competent to provide care and treatment to young people. Records show that nurses do not receive appraisal or supervision in keeping with G4S policies. While they complete mandatory training, most nurses have not developed skills to better meet the needs of young people. For example, nurses had not received training in mental health or self-injurious behaviour to enable them to effectively deliver low level mental health interventions.
59. The health of young people is promoted by staff through proactive engagement. This includes competitions to design substance misuse and healthcare publications. Newsletters have been improved to ensure that they are accessible to all young people. Young people are offered opportunities to express their views about how health and welfare services could better meet their needs through informal contact with staff and focus groups. Staff communicate their response to this feedback through posters. Improvements made in response to feedback from young people include the introduction of a card to ensure that young people leaving the centre know how to contact healthcare services in the community.

60. Young people receive a balanced diet that meets their needs. Menus are varied and presented in a way that guides young people to make informed choices. Information is readily available that promotes healthy eating, supported by themed events. Dietary support plans are in place for those young people with particular needs and specialist foods are provided. Education and healthcare staff work effectively together to monitor young people's nutritional status and to promote healthy lifestyles. Young people are offered opportunities to learn about nutrition and to cook their own food.
61. Young people are given relevant information when they arrive at the secure training centre about the daily routines, the residential units and the rules at the centre. Young people are also given an opportunity to view a DVD about the centre. There is a written guide given to young people that was updated since the last inspection following input from young people. It is noted that the guidance is professionally produced and contains a significant amount of information at the request of young people. Inspectors remain concerned the guide contains too much jargon and remains difficult for some of the younger people at the centre and also those with a lower reading ability to understand. Unlike many of the documents that are given to young people at the centre the young person's guide has not been equality impact assessed to ensure that it is accessible to all the young people. Interpretation services are available for young people whose first language is not English.
62. The centre offers a clean and comfortable environment for young people. Most of the residential units are well decorated, some of which was completed by the young people, for example the wall papering of the seating areas. Young people are encouraged to take responsibility for their living areas and sharing in the upkeep of the units develops life skills. At the time of the inspection there was an inter-unit competition for the best decorated unit for Christmas with appropriate attention given to other faiths. Young people are able to personalise their rooms. Some had made their rooms very comfortable and it was evident that they took pride in their living environment. One unit where there was some challenging young people located was more austere and less comfortable.
63. Young people's contact with family and friends is regarded as an integral part of a young person's time at the centre and there are good arrangements to support this. In our survey 86% of young people felt it was easy to keep in touch with family. Inspectors contacted families whose children had previously resided at the centre. Feedback was good and they were particularly positive about the centre's focus on young people keeping in contact with families and the opportunities they had to maintain contact with their children. There are

sufficient telephones on each of the residential units and young people are able to make and receive telephone calls on a daily basis, privately in their rooms.

64. Young people are able to have visits from family on a weekly basis. There is a good focus on young people who have difficult family or personal relationships that require more personalised contact outside of the normal visiting arrangements. The centre facilitates engagement visits for such young people. These take place outside in a more comfortable room at the centre and are arranged to suit young people's individual circumstances. During the inspection there were some very good examples of how this was used to good effect.
65. There are excellent systems that give young people the opportunity to share their views about life at the centre and to influence change. There are a range of meetings to promote this including, daily unit meetings, regular Xchange meetings, food forums and meetings concerning enrichment activities. There are also more specific meetings where young people are represented, including the diversity meeting and community forum. The Xchange meeting is well established, has good representation of young people from the units and there are clear examples where views have resulted in changes. For example there are now more activities for girls at the centre and peer mentors have become involved in mediation, supervised by staff and more inter unit activities.
66. The Xchange meeting is well managed with an agenda setting meeting a few weeks beforehand to ensure that the right departments attend to answer all the questions that the young people have, but as at the last inspection, some of the minutes of the meetings do not clearly show that all actions points are brought to conclusion. The centre also has inter secure training centre meetings so that young people and staff could share ideas and practice from other G4S centres which is a good initiative.
67. The daily unit meetings on most units are used effectively to discuss more informally whether young people have any problems with activities, education or generally around the centre. These are then dealt with outside of the formal processes. It is of concern that due to staffing issues within the enrichment team there are fewer meetings with young people and insufficient recording of what was discussed. In particular the young people's feedback about the quantity and quality of enrichment activities at the centre. It is acknowledged however that recruitment to cover vacancies is well advanced.
68. All the young people are allocated a key worker and the key workers we spoke to have a good understanding of what the role entails. They contribute to

young people's training plans, their daily routines and provide written and verbal updates at a range of meetings. Key workers are responsible for undertaking specific tasks with the young people based on their assessed need and as outlined in their sentence and training plan. Reviews are managed well and there is good contribution from all relevant professionals. Young people contribute to their reviews and plan for their future. Most young people usually attend the meetings.

69. Young people's needs are identified on admission including their, age, race, gender and whether they have a disability. This information was used to good effect in a range of meetings to ensure that young people had equitable access to activities, services and life in general at the centre. At the time of the inspection there were 12 young women at the centre and they ensured that there were sufficient services and activities specific for this group as well as ensuring opportunities to engage with activities available to all. At the monthly healthy lifestyles meeting, all young people with a disability were discussed. This is not just in relation to their health needs but every aspect of their time at the centre, for example resettlement, offending behaviour, engagement with education and activities. This could be developed further to link with the diversity meetings.

70. Across the centre there is a good depiction of a range of cultures. The cultural needs of most young people, such as dietary provision, self-care items and hairdressing are provided for well. When discussing the individual needs of young people particularly at training plan meetings, equality and diversity is always addressed. The diversity meetings are held monthly but are too limited in their focus. The main focus was on race, religion, gender and disability. Although some of the protected characteristics are discussed at a range of meetings including enrichment, healthy lifestyles, health and safety there is insufficient attention paid to how difference, other than race and religion, can be promoted, explored and shared amongst staff and young people at the diversity meetings. The centre gathers data relating to diversity but this did not cover all of the protected characteristics. It was unclear from the records of the diversity meetings and the senior team meeting what type of analysis was conducted or trends identified from this data.

71. There have been 11 reported incidents of discrimination since the last inspection; 10 incidents concern the use of racist language. There is a clear recording system to show the details of the incident and how this has been managed. The centre's approach to these matters is appropriately varied and based on individual circumstances. There is a diversity and inclusivity package for young people to complete with their key worker to improve their understanding of discrimination and its effects. This package is always

considered following an incident, but depending on the young person other interventions including mediation or sanctions may be used. There is no system for reporting other incidents of discrimination, for example, homophobic language or sexism. The expectation is that these would be recorded on a racist incident report or complaint form which should be addressed.

72. There is excellent promotion of the chaplaincy team and religious festivals across the centre. The chaplaincy team are a central part of the life at centre, meeting with all young people upon arrival to the centre to explain their role, the religious support they provide, pastoral care and their diversity work. Members of the team are visible on the units and at key meetings to discuss what contribution the chaplaincy team can make to the needs of the young people at the centre. Good pastoral care is provided, such as counselling. Young people are able to attend weekly services. In special circumstances they are able to conduct a service individually with young people, particularly for a special anniversary. The chaplaincy team has good links with a range of community faith leaders so young people who have specific religious needs can meet with a faith leader. The part-time Imam visits the centre twice a week and provides classes and leads Friday prayers for group of Muslim young people at the centre. There is a good supply of religious artefacts and texts to support young people to follow their beliefs.
73. In our survey, 94% of young people felt they knew how to make a complaint. The centre provides young people with good information about complaints, on arrival at the unit, during all review meetings and staff proactively ask young people if they have any concerns during daily unit meetings. Young people told us that if they had any problems they would approach staff and had a good awareness of the complaints system. It is concerning that 16%, compared to a 5% national comparator, of respondents said that they did not make a complaint because they were worried about what might happen to them. Not all units have complaints forms in the folders and unit staff need to take responsibility for ensuring that this is done.
74. The number of complaints submitted since the last inspection has reduced with 121 since the last inspection. The investigations are generally well conducted. Case managers meet with young people to discuss whether they are satisfied with the investigation and to support them should they wish to take the complaint further. Responses to complaints are timely and the audit process is good. Young people receive a letter outlining the outcome of the investigation confirming that the complaint has been concluded and the young person is happy with the resolution which is good practice. There is however no written information within the formal outcome letter as to how decisions can be

appealed, although this is explicit in the young person's guide. This issue should be reviewed by the centre and the advocacy service.

75. The Grumbles book is a system whereby young people are able to raise low-level concern. Young people are aware of the grumble books systems but on some units the books are kept in the office and are not directly accessible to young people. The monitoring of the grumbles book has resulted in improvements. There is a clear response from managers that shows that the concern has been brought to a satisfactory conclusion. However, on occasions this is after the weekly audit process has highlighted concerns about the residential manager's initial response. This on occasion results in a delay in responding to the young person.

## **The achievement of young people is good**

76. The achievement of young people is good. The pace of progress and the improvement in the reading age of young people is excellent and young people make significant advancement in their reading age over a short period of time, often within weeks of their arrival at the centre. The personal development and social interaction of the young people is very good. The relationship between the staff and the young people are respectful. Regular staff meetings keep teachers very well informed of the individual development needs of the young people, particularly behaviour, and the young people's records are consistently updated to support staff during classes. Young people understand and work within a culture of discipline and a staff team understanding of the individual complex needs that the young people present during that stay at the centre.

77. The range of accreditations for young people who complete their learning programme is generally good but the data indicates that too many young people are not successfully completing their learning objectives. The data does not provide sufficient analysis of the reasons why some young people do not achieve accreditations or qualifications. Data on the outcomes for young people is not used sufficiently to respond quickly to the individual needs of the young people. Teachers do not use data to plan activities to match individual needs. Senior staff do not track data to see whether achievements are as good as they could be. It is not used to inform senior managers about the strengths and weaknesses of students' accreditations or achievement, or the quality of teaching and the curriculum.

78. Some young people are released or transferred to other secure units before completing their learning programme. Education works well with different internal and external colleagues and agencies to confirm further learning or

work placement opportunities when the young people leave the centre. Education effectively tracks the young people's destination and activities for up to six months where possible to promote learning of what works well.

79. The curriculum is well planned and meets the individual needs of most of the young people. The inclusion of an hour of a discrete functional skills lesson each week in English and mathematics is imminent. Education is not however sufficiently flexible to meet the extra learning needs of some groups of young people. For example, when young people are studying GCSEs the two allocated education slots are not always sufficient time for them to absorb and understand all the necessary information.
80. Education offers an appropriate range of vocational qualifications comprising painting and decorating, hairdressing and beauty therapy and sports studies. Some young people can access the centre kitchen where they can gain units of National Vocational Qualifications (NVQ) accreditation. Young people also gain relevant work experience by working in practical areas, such as design technology and cookery, which give them further opportunities to explore future work and further education choices. Young people enjoy this work and they develop good practical and transferable skills. The centre is making good progress to further develop this area of work to include, for example, textiles. Plastering is not currently offered due to a lack of appropriate extraction arrangements, but the centre is working to resolve this.
81. Young people have access to a good range of physical education activities. Young people are allowed to use weights that are limited in load. Links to promote general health and healthy living are made through the attendance of a teacher at the monthly health lifestyle meeting as well as through the teaching of physical education, food technology and personal health and social education.
82. Initial assessment and the individual learning support arrangements for those with specific individual learning needs are very good. Young people receive appropriate initial assessment as soon as possible after their arrival. Their individual learning needs are identified and a particular note is made of their reading age. This information is recorded in the young person's learning file. An action plan is agreed between education and the young person to improve the standard of reading and mathematics. The staff work patiently and constructively with the most reluctant learners to good effect and the progress in the reading age of these young people is impressive.
83. The welfare officer works very well with the learning support team to ensure that documents relating to the young people's education and is collected and

used to confirm an appropriate learning plan. It is not clear how the progress and outcomes from the individual learning support provided outside of the classroom activities is transferred to learning in the classroom.

84. Overall teaching and learning are adequate. In the better sessions behaviour management is excellent. Significant gains are made in learning and lessons are vibrant and energetic with an appropriate level of pace and challenge. Teachers introduce topics reported in the recent press and also introduce topics that relate well to young people's previous experiences. Teachers check the young people's learning throughout the session and the young people have fun and enjoy the lessons. Young people participate fully at the end of the session with the teacher to summarise their learning before they move to another class. The standard of young people's work in vocational subjects is good and some very good. In the vocational classes young people develop good craft skills and also good skills in working independently, problem-solving, decision-making and prioritising tasks when making their product.
85. In some lessons, however, learners do not make sufficient progress. Behaviour is not always well managed which detracts from learning. Some young people with specific learning needs are following the same work and level of task. There is insufficient evidence of using assessment to change the direction of the lesson to meet individual needs. In-class work is not marked or checked sufficiently and when it does happen it is not related to the next session or other lessons. Some staff have insufficient knowledge and understanding of functional skills. Teachers place too much emphasis on work sheets and teacher directed display, with little reference to learners displayed work. Punctuality is sometimes affected due to movement or disruptions. Lessons often end prior to the finishing time. On occasions this time is used well to check learning, but in other examples students just wait for the care staff and valuable learning time is lost. Language and inappropriate comments are addressed by most teaching staff.
86. Literacy and numeracy is not threaded through education classes sufficiently. Opportunities are missed during education classes and the practical sessions to help young people practice their literacy and numeracy skills, particularly where topics are explored that relate well to their own personal experiences. Verbal and written mistakes are not always corrected. Although the staff know the young people well and they are informed about their individual learning needs there is insufficient differentiated learning linked to the individual learning plans. Young people whose first language is not English receive good support outside of class time but there is insufficient dedicated specialist support in class to ensure appropriate progress during their stay. Learners'

files are generally well documented but too many contain the printed sheets of course instruction rather than evidence of learner's written work

87. Resources are adequate. Where information learning technology (ILT) is available it is generally used to display lesson objectives or factual information. Where it is used to promote learning the young people are rarely invited to use ILT to help develop and confirm their individual learning. Books and text do not feature in lessons sufficiently which reduces young people's ability to research and learn how to use written information. Although a range of books and resources are kept on each unit there are no links during classes to these resources or to a library resource. Resources in vocational areas are adequate but in some areas they are dated and need replacing. The centre recognises the need to improve this aspect of the provision.
88. Observations of teaching, learning and assessment do not focus sufficiently on the complex needs of the young people. They contain little about the craft of teaching complex needs. Too many observation records are incomplete and do not clearly identify development needs that will improve teaching and learning. There is insufficient detail relating the learning that is evidenced, and a lack of attention to the use of assessment. The grades do not always match the text.
89. There is a good range of enrichment activities during the lunchtime, evenings and weekend for young people to participate in. The enrichment work is appropriately delivered in conjunction with health, education, chaplaincy and unit staff. Attendance is good for many activities and for the more popular activities there is a waiting list, for example, relaxation and knitting. All staff view enrichment activities as central to young person's health, well-being and social development and we observed this in a range of meetings concerned with the care planning for young people.
90. Young people are aware of the activities available, it is well publicised across the centre and helpfully, attached to tuck shop order forms each week. The activities are appropriately tailored to meet the needs of the population at the centre. There are sporting activities, non-physical, mixed groups and girl only groups. The knitting group is a particularly good initiative. Young people we spoke to in this group said it is a safe and quiet space to engage with their peers and staff, and they were particularly pleased with being able to produce items for themselves, friends and family as well as specific charities. Young people talked positively about the music and girl's fitness sessions and the range of sporting activities generally across the centre. Good account is taken of limitations such as the 'do not mix' list of young people who should not be in the same environment together.

91. Community reparations schemes are well established and new projects are discussed at the community forum meeting. Involvement with the local food bank continues as well as links with a local football team and youth justice centre to paint murals. The young people's achievements were well publicised in the informative quarterly Rainsbrook magazine.

## **The resettlement of young people is good**

92. The arrangements for the resettlement of young people are good. Planning for the release of young people starts from their admission to the centre. Resettlement officers meet with all young people within a day of their admission, promoting the positive aspects of being at the centre. Assessments of young people's needs are completed by allocated caseworkers in a timely manner and consideration of these findings provides the basis of the first review. Information relating to risk and specific offences that could affect young people's time at the centre is considered well, to support young people's safety, and that of staff.

93. Initial reviews are completed in a timely manner with a wide range of information collated to develop initial planning. Contributions from parents, social workers and youth offending teams add to information gained during the young people's time at the centre. Reviews observed by inspectors during the inspection showed that they are well managed and provide a good forum for sharing of information within the centre. Such reviews ensure plans are developed to afford the most appropriate level of care to meet each young person's differing and individual needs.

94. Communication between parents, external professionals and case managers is good. This communication allows for increased knowledge of the skills and interests of the young people, contributing to appropriately targeted college or work placements at the point of return to the community.

95. Arrangements for family contact are strong and considered from the point of admission, and throughout each young person's stay at the centre. Initiatives such as the engagement and assisted visits schemes are used to support and develop family links that are essential to support young people when they leave the centre. There has been a shift of focus to engage families experiencing difficulties rather than an enhanced level of visit that young people achieve through positive behaviour. This is a positive development. Over a hundred engagement visits have been completed over the past year supporting new families, families where young people have received long sentences as well as dysfunctional families. This work ensures that appropriate

contacts for young people are consistently promoted throughout and following their period at Rainsbrook.

96. Specialist workers work within the resettlement team to support young people with substance abuse issues. Young people are positive about the involvement that this team have had with them. One young person told an inspector that 'they really helped me to think about my health and what drugs do to me, so I need to learn how to stop on the outside.'
97. Most young people have appropriate range of programmes that they complete in relation to their offending behaviour. This entails young people attending group work sessions relating to areas of self-development including how to better manage their involvement in situations that may lead to further offending. These are delivered effectively by a team of practitioners supported by the work of care staff. Programmes are targeted primarily in line with admissions information and through discussions with social workers and Youth Offending Team (YOT) workers. As young people progress within the centre additional information allows programmes to be increasingly targeted towards the specific needs of the young people. YOT workers have a strong input into the planning of such programmes to ensure that programmes offered post release are linked to those completed within the centre. Quality assurance audits of the programmes are completed relating to the staff and young people's responses to differing presentations. Although these have helped to identify the levels of engagement and understanding of each programme in general terms, inspectors found the quality of recording did not reflect or sufficiently demonstrate the complexity of the work undertaken.
98. Offences relating to sexual offences are not specifically catered for within offending behaviour programmes, despite some YOT workers believing that this was the case. Instead, sexual offending assessments are completed with the response sent to YOT to organise additional input or funding for specialist intervention work. The ability of the centre to assist young convicted of serious sexual offences is an area for further consideration and development.
99. Information is collated relating to after young people have left the centre to consider rates of re-offending, on-going placement stability and educational achievement. This is not however systematically completed and does not allow for a robust examination of the effectiveness of offending behaviour programmes or the effectiveness of the centre in challenging recidivism. A limited level of aftercare support is responded to through resettlement staff attending meetings following their leaving the centre with attendance somewhat dependent on distance and need of young people.

100. The centre promotes the use of a range of restorative justice initiatives to support both the young people and those that they have offended against. Although take up of such initiatives has been limited, when they occur they are reported to be beneficial to both the offender and those offended against. Young people are also involved with victim support schemes to develop an awareness of their actions and to support aspects of reparation.
101. Parental and professional feedback relating to young people's development highlights a range of successful outcomes that have been achieved through a supportive engagement and resettlement strategy. Notable examples of this include young people becoming involved with the centres catering provider undertaking 'hands on' training within the kitchen and dining area. As a result of such experiences and gained qualifications, a number of young people have gone on to become employed in large national companies. One young person has been involved with the decoration of a local sports club changing facility. Plans are in place for other young people to develop disabled spectator provisions at a nearby lower league football club. However, placements for such involvement in external placements are limited and a third of young people interviewed stated that they did not think that the education or training that they received at the centre would help them once they left. This area requires further development and expansion to support more young people.
102. The centre promotes a number of initiatives to enhance young people's development. These include the successful completion of the Duke of Edinburgh bronze award and young people achieving Construction Skills Certificate Skills (CSCS) Cards. The use of peer mentors within the centre is well managed and young people are proud of the positive effect that they have been able to have on others.
103. Young people with looked after status (LAC) are supported through regular reviews and these are led by independent reviewing officers to ensure their needs are being appropriately responded to in addition to the centres own review procedures. Young people are routinely involved in all reviews at Rainsbrook and they are supported to ensure their views are made known and acted upon, if appropriate. The centre is appropriately involved with supporting multi-agency public protection arrangements (MAPPA).
104. Mobility and temporary release on licence arrangements are robust. The risk relating to security is balanced against the benefits that such experiences bring to the young person. Mobility arrangements are considered at weekly meetings with proposals put forward to support arrangements, such as future college placements and visits to future accommodation. For those young

people moving to other secure accommodation, arrangements are in place to support visits to the new placements as part of Engagement visits.

105. Prior to leaving the centre discharge meetings ensure that all aspects of young people's lives are considered in order that they can be supported. These include the provision of training courses, arrangements for education as well as accommodation. This planning provides for a greater stability in young people's lives back in the community. The meetings are well attended by all relevant parties involved in offering a continuity of care to the young people.

## Record of main judgements

<b>Rainsbrook secure training centre</b>	
Overall effectiveness	Good
The safety of young people	Good
The behaviour of young people	Good
The well-being of young people	Good
The achievement of young people	Good
The resettlement of young people	Good



## RAINSBROOK STC

### SUMMARY OF QUESTIONNAIRES AND INTERVIEWS

25 NOVEMBER 2013

## Introduction

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The objective of the STC survey is to give young people the chance to comment on their treatment and conditions in custody, as part of the evidence base during HM Inspectorate of Prisons and Ofsted inspections.

The data collected are used in inspections, where they are triangulated with inspectors' observations, discussions with young people and staff and documentation held in the establishment. More detail can be found in the inspection report.

## Survey Methodology

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A voluntary, confidential and anonymous survey of a representative proportion of the population of children and young people (12–18 years) was carried out by HM Inspectorate of Prisons.

### Selecting the sample

At the time of the survey on 25 November 2013, the population of young people at Rainsbrook STC was 80. All young people at the time of the survey were aged between 14 and 18 years. Questionnaires were offered to all young people.

Completion of the questionnaire was voluntary and refusals were noted.

Interviews were routinely offered to all young people. In total, 11 young people were interviewed.

### Methodology

Every attempt was made to distribute the questionnaires to each young person on an individual basis. This gave researchers an opportunity to explain the independence of the Inspectorate and the purpose of the questionnaire, as well as to answer questions.

All completed questionnaires were confidential – only members of the Inspectorate saw them. In order to ensure confidentiality, young people were asked to do one of the following:

- have their questionnaire ready to hand back to a member of the research team at a specified time
- seal the questionnaire in the envelope provided and hand it to a member of staff, if they were agreeable, or
- seal the questionnaire in the envelope provided and leave it in their room for collection.

Young people were not asked to put their names on their questionnaire, although their responses could be identified back to them in line with child protection requirements.

### Response rates

In total, 68 young people completed and returned their questionnaires. This represented 85% of children and young people in the establishment at the time. The response rate from the sample was 85%.

Eleven young people refused to complete a questionnaire and one questionnaire was not returned.

Unit	Number of completed survey returns
Leicestershire	25
Oxfordshire	8
Northamptonshire	18
Warwickshire	17

## **Comparisons**

Over the following pages we present the survey results for Rainsbrook STC.

First a full breakdown of responses is provided for each question. In this full breakdown all percentages, including those for filtered questions, refer to the full sample. Percentages have been rounded and therefore may not add up to 100%.

We also present a number of comparative analyses. In all the comparative analyses that follow, statistically significant<sup>1</sup> differences are indicated by shading. Results that are significantly better are indicated by green shading, results that are significantly worse are indicated by blue shading. If the difference is not statistically significant there is no shading. Orange shading has been used to show a statistically significant difference in young peoples' background details.

Filtered questions are clearly indented and preceded by an explanation of how the filter has been applied. Percentages for filtered questions refer to the number of young people filtered to that question. For all other questions, percentages refer to the entire sample. All missing responses have been excluded from analyses.

Percentages shown in the full breakdown may differ slightly from those shown in the comparative analyses. This is because the data has been weighted to enable valid statistical comparison between secure training centres.

The following comparative analyses are presented:

- The current survey responses from Rainsbrook in 2013 compared with responses from young people surveyed in all other secure training centres. This comparator is based on all responses from young people surveys carried out in three secure training centres since April 2012.
- The current survey responses from Rainsbrook in 2013 compared with the responses of young peoples surveyed at Rainsbrook in 2012.
- A comparison within the 2013 survey between the responses of young women and young men.
- A comparison within the 2013 survey between the responses of white young people and those from a black and minority ethnic group.
- A comparison within the 2013 survey between the responses of young people who consider themselves to have a disability and those who do not consider themselves to have a disability.

## **Summary**

In addition, a summary of the survey results has been included, which shows a breakdown of responses for each question. Percentages have been rounded and therefore may not add up to 100%.

No questions have been filtered within the summary so all percentages refer to responses from the entire sample. The percentages to certain responses within the summary, for example 'I don't have a key worker' options across questions, may differ slightly. This is due to different response rates across questions, meaning that the percentages have been calculated out of different totals (all missing data is excluded). The actual numbers will match up as the data is cleaned to be consistent.

Percentages shown in the summary may differ by 1% or 2% from that shown in the comparison data as the comparator data has been weighted for comparison purposes.

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<sup>1</sup> A statistically significant difference between the two samples is one that is unlikely to have arisen by chance alone, and can therefore be assumed to represent a real difference between the two populations. Our significance level is set at 0.05 which means that there is only a 5% likelihood that the difference is due to chance.



## Survey responses from children and young people: Rainsbrook STC 2013

**Survey responses** (missing data have been excluded for each question). Please note: where there are apparently large differences, which are not indicated as statistically significant, this is likely to be due to chance.

NB: This document shows a comparison between the responses from all young people surveyed in this establishment with all young people surveyed for the comparator.

### Key to tables

		2013 Rainsbrook STC	STC comparator	2013 Rainsbrook STC	2012 Rainsbrook STC
	Any percentage highlighted in green is significantly better				
	Any percentage highlighted in blue is significantly worse				
	Any percentage highlighted in orange shows a significant difference in young people's background details				
	Percentages which are not highlighted show there is no significant difference				
<b>Number of completed questionnaires returned</b>		<b>68</b>	<b>136</b>	<b>68</b>	<b>40</b>
<b>SECTION 1: ABOUT YOU</b>					
1.2	Are you aged under 16?	31%	37%	31%	47%
1.3	Are you from a minority ethnic group? (including all those who did not tick White British, White Irish or White Other category)	44%	45%	44%	29%
1.4	Are you Muslim?	14%	24%	14%	11%
1.5	Do you consider yourself to be Gypsy/Romany/Traveller?	14%	10%	14%	8%
1.6	Are you a foreign national?	6%	3%	6%	3%
1.7	Do you think that you have a disability?	23%	20%	23%	16%
<b>SECTION 2: YOUR TRIP HERE AND FIRST 24 HOURS</b>					
2.1	On your most recent journey to this centre, did you feel that staff were looking after you?	94%	98%	94%	88%
2.2	When you arrived at the centre were you searched?	98%	95%	98%	
2.3	Did staff explain why this was happening?	83%	84%	83%	

**Inspection of secure training centres  
Rainsbrook Training Centre**

<b>2.4</b>	When you were searched, did staff treat you decently?	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>83%</b>
On your first night here:					
<b>2.5</b>	Were you seen by a doctor or nurse before you went to bed?	<b>95%</b>	<b>94%</b>	<b>95%</b>	<b>100%</b>
<b>2.6</b>	Did a member of staff come and talk to you about how you were feeling?	<b>78%</b>	<b>65%</b>	<b>78%</b>	<b>63%</b>
<b>2.7</b>	Did you feel safe?	<b>85%</b>	<b>93%</b>	<b>85%</b>	<b>84%</b>
<b>SECTION 3: DAILY LIFE</b>					
<b>3.1</b>	Have you been on an induction programme here?	<b>74%</b>	<b>82%</b>	<b>74%</b>	
<b>3.2</b>	Did the induction programme cover everything you needed to know about the centre?	<b>85%</b>	<b>86%</b>	<b>85%</b>	
<b>3.3</b>	Is the food here good/ very good?	<b>36%</b>	<b>29%</b>	<b>36%</b>	<b>22%</b>
If you had a problem, who you would turn to?					
<b>3.4a</b>	No-one	<b>9%</b>	<b>16%</b>	<b>9%</b>	<b>13%</b>
<b>3.4b</b>	Teacher/Education staff	<b>5%</b>	<b>13%</b>	<b>5%</b>	<b>8%</b>
<b>3.4c</b>	Key worker	<b>33%</b>	<b>32%</b>	<b>33%</b>	<b>33%</b>
<b>3.4d</b>	Case worker	<b>22%</b>	<b>32%</b>	<b>22%</b>	<b>29%</b>
<b>3.4e</b>	Staff on the unit	<b>42%</b>	<b>52%</b>	<b>42%</b>	<b>52%</b>
<b>3.4f</b>	Another young person here	<b>17%</b>	<b>12%</b>	<b>17%</b>	<b>8%</b>
<b>3.4g</b>	Family	<b>65%</b>	<b>46%</b>	<b>65%</b>	<b>48%</b>
<b>3.4h</b>	Advocate	<b>8%</b>	<b>9%</b>	<b>8%</b>	
<b>3.5</b>	Do you have a key worker?	<b>88%</b>	<b>95%</b>	<b>88%</b>	<b>95%</b>
For those who said they had a key worker:					
<b>3.5</b>	Are you able to see your key worker when you want to?	<b>79%</b>	<b>86%</b>	<b>79%</b>	<b>79%</b>
<b>3.6</b>	Does your key worker try to help you?	<b>89%</b>	<b>97%</b>	<b>89%</b>	<b>86%</b>
<b>3.7</b>	Do most staff treat you with respect?	<b>89%</b>	<b>97%</b>	<b>89%</b>	<b>87%</b>
<b>3.8</b>	Can you follow your religion if you want to?	<b>75%</b>	<b>65%</b>	<b>75%</b>	
<b>3.9</b>	Is it easy to keep in touch with family?	<b>86%</b>	<b>85%</b>	<b>86%</b>	<b>87%</b>

<b>SECTION 4: BEHAVIOUR</b>					
4.1	Do you know what the rewards and sanctions scheme is?	95%	94%	95%	100%
4.2	Do you think the rewards and sanctions scheme is fair?	66%	75%	66%	67%
4.3	If you get in trouble, do staff explain what you have done wrong?	91%	91%	91%	83%
4.4	Do most staff let you know when your behaviour is good?	82%	84%	82%	
4.5	Have you been physically restrained since you have been here?	34%	28%	34%	26%
For those who had been restrained:					
4.6	Were you given a chance to talk to somebody about the restraint afterwards?	69%	79%	69%	
<b>SECTION 5: HEALTH SERVICES</b>					
5.1	If you feel ill, are you able to see a doctor or nurse?	83%	93%	83%	97%
5.2	Do you think that the health services are good here?	55%	72%	55%	71%
<b>SECTION 6: COMPLAINTS</b>					
6.1	Do you know how to make a complaint?	94%	96%	94%	95%
For those who have made a complaint:					
6.2	Are complaints dealt with fairly?	70%	70%	70%	44%
6.3	Have you ever wanted to make a complaint but didn't because you were worried what would happen to you?	16%	5%	16%	16%
<b>SECTION 7: EDUCATION AND ACTIVITIES</b>					
7.1	Do you have a training plan, sentence plan or remand plan?	54%	66%	54%	49%
7.2	Are you encouraged to take part in activities outside education hours?	86%	97%	86%	86%
7.3	Have you been given advice about training or jobs that you might like to do in the future?	66%	69%	66%	61%
7.4	Have you been able to learn skills for jobs that you might like to do in the future?	73%	72%	73%	63%
7.5	Do you think your education here will help you once you leave?	67%	76%	67%	76%
7.6	Have you been able to learn any 'life skills' here?	84%	91%	84%	

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7.8	Do you know where you will be living when you leave the centre?	69%	75%	69%	
For those who are sentenced:					
7.9	Have you done anything here to make you less likely to offend in the future?	64%	68%	64%	
<b>SECTION 8: SAFETY</b>					
8.1	Have you ever felt unsafe here?	31%	11%	31%	26%
8.2	Do you feel unsafe at the moment?	9%	4%	9%	5%
8.3	Have you ever been bullied or 'picked on' by another young person or group of young people here?	22%	15%	22%	22%
If you have felt bullied or 'picked on' by another young person/group of young people, did the incident involve:					
8.5a	Insulting remarks?	9%	6%	9%	10%
8.5b	Physical abuse?	12%	2%	12%	10%
8.5c	Sexual abuse?	3%	0%	3%	3%
8.5d	Feeling threatened or intimidated?	10%	2%	10%	9%
8.5e	Shout outs/yelling through windows?	9%	3%	9%	
8.5f	Having your canteen/property taken?	6%	1%	6%	0%
8.5g	Medication?	3%	0%	3%	0%
8.5h	Drugs?	5%	1%	5%	0%
8.5i	Your race or ethnic origin?	3%	1%	3%	3%
8.5j	Your religion or religious beliefs?	1%	0%	1%	0%
8.5k	Your nationality?	3%	0%	3%	0%
8.5l	Your being from a different part of the country than others?	3%	0%	3%	0%
8.5m	Your being from a Traveller community?	5%	0%	5%	0%
8.5n	Your sexual orientation?	1%	0%	1%	0%
8.5o	Your age?	3%	0%	3%	0%
8.5p	You having a disability?	3%	1%	3%	0%
8.5q	You being new here?	5%	1%	5%	9%
8.5r	Your offence/crime?	8%	0%	8%	0%

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<b>8.5s</b>	Gang related issues?	<b>5%</b>	1%	5%	3%
<b>8.7</b>	Have you ever been bullied or 'picked on' by a member of staff or group of staff members here?	<b>16%</b>	4%	16%	17%
If you have felt bullied or 'picked' by a member of staff/group of staff members, did the incident involve:					
<b>8.8a</b>	Insulting remarks?	<b>8%</b>	1%	8%	9%
<b>8.8b</b>	Physical abuse?	5%	2%	5%	3%
<b>8.8c</b>	Sexual abuse?	3%	0%	3%	0%
<b>8.8d</b>	Feeling threatened or intimidated?	<b>7%</b>	1%	7%	5%
<b>8.8e</b>	Shout outs/yelling through windows?	3%	0%	3%	
<b>8.8f</b>	Having your canteen/property taken?	1%	0%	1%	3%
<b>8.8g</b>	Medication?	3%	0%	3%	0%
<b>8.8h</b>	Drugs?	<b>5%</b>	0%	5%	0%
<b>8.8i</b>	Your race or ethnic origin?	<b>5%</b>	0%	5%	3%
<b>8.8j</b>	Your religion or religious beliefs?	1%	0%	1%	0%
<b>8.8k</b>	Your nationality?	1%	0%	1%	0%
<b>8.8l</b>	Your being from a different part of the country than others?	1%	0%	1%	0%
<b>8.8m</b>	Your being from a Traveller community?	0%	0%	0%	0%
<b>8.8n</b>	Your sexual orientation?	1%	0%	1%	0%
<b>8.8o</b>	Your age?	1%	0%	1%	0%
<b>8.8p</b>	You having a disability?	1%	0%	1%	0%
<b>8.8q</b>	You being new here?	<b>7%</b>	0%	7%	5%
<b>8.8r</b>	Your offence/crime?	3%	0%	3%	3%
<b>8.8s</b>	Gang related issues?	3%	0%	3%	3%
<b>8.8t</b>	Because you made a complaint?	0%	1%	0%	3%
<b>8.10</b>	If you were being bullied or 'picked on', would you tell a member of staff?	<b>52%</b>	<b>52%</b>	<b>52%</b>	<b>59%</b>

**Secure Training Centre Survey**

**Section 1: Questions about you**

		Male				Female		
Q1.1	Are you?	56 (82%)				12 (18%)		
Q1.2	How old are you?	12 0 (0%)	13 0 (0%)	14 4 (6%)	15 17 (25%)	16 26 (38%)	17 19 (28%)	18 2 (3%)
Q1.3	What is your ethnic origin?							
	<i>White - British (English/Welsh/Scottish/Northern Irish)</i> .....	36 (53%)						
	<i>White - Irish</i> .....	2 (3%)						
	<i>White - Other</i> .....	0 (0%)						
	<i>Black or Black British - Caribbean</i> .....	7 (10%)						
	<i>Black or Black British - African</i> .....	2 (3%)						
	<i>Black or Black British - other</i> .....	0 (0%)						
	<i>Asian or Asian British - Indian</i> .....	1 (1%)						
	<i>Asian or Asian British - Pakistani</i> .....	3 (4%)						
	<i>Asian or Asian British - Bangladeshi</i> .....	0 (0%)						
	<i>Asian or Asian British - Chinese</i> .....	0 (0%)						
	<i>Asian or Asian British - other</i> .....	1 (1%)						
	<i>Mixed heritage - White and Black Caribbean</i> .....	9 (13%)						
	<i>Mixed heritage - White and Black African</i> .....	0 (0%)						
	<i>Mixed heritage - White and Asian</i> .....	0 (0%)						
	<i>Mixed heritage - other</i> .....	2 (3%)						
	<i>Arab</i> .....	2 (3%)						
	<i>Other ethnic group</i> .....	3 (4%)						
Q1.4	What is your religion?							
	<i>None</i> .....	31 (47%)						
	<i>Church of England</i> .....	6 (9%)						
	<i>Catholic</i> .....	13 (20%)						
	<i>Protestant</i> .....	0 (0%)						
	<i>Other Christian denomination</i> .....	6 (9%)						
	<i>Buddhist</i> .....	0 (0%)						
	<i>Hindu</i> .....	0 (0%)						
	<i>Jewish</i> .....	0 (0%)						
	<i>Muslim</i> .....	9 (14%)						
	<i>Sikh</i> .....	1 (2%)						

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Q1.5	Do you consider yourself to be Gypsy/Romany/Traveller?	Yes 9 (14%)	No 56 (86%)
Q1.6	Are you a British citizen?	Yes 64 (94%)	No 4 (6%)
Q1.7	Do you think that you have a disability? ( <i>i.e. do you need help with any long-term physical, mental or learning needs</i> )	Yes 14 (22%)	No 49 (78%)

**Section 2: Questions about your trip here and first 24 hours in this centre**

Q2.1	On your most recent journey to this centre, did you feel that staff were looking after you?	Yes 64 (94%)	No 4 (6%)
Q2.2	When you arrived at the centre were you searched?	Yes 66 (97%)	No 1 (1%) Don't remember/ Not applicable 1 (1%)
Q2.3	Did staff explain to you why this was happening?	Yes 56 (82%)	No 6 (9%) Don't remember/ Not applicable 6 (9%)
Q2.4	When you were searched, did staff treat you decently?	Yes 62 (93%)	No 3 (4%) Don't remember/ Not Applicable 2 (3%)
Q2.5	Did you see a doctor or nurse before you went to bed on your first night here?	Yes 65 (96%)	No 3 (4%)
Q2.6	On your first night here, did a member of staff come and talk to you about how you were feeling?	Yes 51 (78%)	No 14 (22%)
		Yes	No

Q2.7	Did you feel safe on your first night here?	58 (85%)	10 (15%)
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### Section 3: Daily life

Q3.1	Have you been on an induction programme here? (This tells you how everything works at the centre e.g. rewards & sanctions)	Yes 50 (74%)	No 10 (15%)	I don't know 8 (12%)
Q3.2	Did the induction programme cover everything you needed to know about the centre?	Yes 42 (84%)	No 7 (14%)	I don't know 1 (2%)
Q3.3	What is the food like here?			
	<i>Very good</i> .....			3 (5%)
	<i>Good</i> .....			21 (32%)
	<i>Neither</i> .....			18 (27%)
	<i>Bad</i> .....			12 (18%)
	<i>Very bad</i> .....			12 (18%)
Q3.4	If you had a problem, who would you turn to? (Please tick all that apply)			
	<i>No-one</i> .....			6 (9%)
	<i>Teacher/Education staff</i> .....			3 (5%)
	<i>Key worker</i> .....			22 (33%)
	<i>Case worker</i> .....			14 (21%)
	<i>Staff on your unit</i> .....			28 (42%)
	<i>Another young person here</i> .....			11 (17%)
	<i>Family</i> .....			43 (65%)
	<i>Advocate</i> .....			5 (8%)
	<i>Other</i> .....			5 (8%)
Q3.5	Are you able to see your key worker when you want to?	I don't have a key worker 8 (12%)	Yes 45 (69%)	No 12 (18%)

		<b>I don't have a key worker</b>	Yes	No
Q3.6	Does your key worker try to help you?	8 (13%)	48 (77%)	6 (10%)
		Yes		No
Q3.7	Do <b>most</b> staff treat you with respect?	57 (89%)		7 (11%)
		Yes	No	<b>I don't want to</b>
Q3.8	Can you follow your religion if you want to?	51 (75%)	3 (4%)	14 (21%)
		Yes		No
Q3.9	Is it easy to keep in touch with your family outside the centre?	57 (86%)		9 (14%)

#### Section 4: Behaviour

		Yes		No
Q4.1	Do you know what the rewards and sanctions scheme is?	65 (96%)		3 (4%)
		Yes	No	<b>I don't know what the scheme is</b>
Q4.2	Do you think the rewards and sanctions scheme is fair?	43 (66%)	19 (29%)	3 (5%)
		Yes		No
Q4.3	If you get in trouble, do staff explain what you have done wrong?	58 (91%)		6 (9%)
		Yes		No
Q4.4	Do most staff let you know when your behaviour is good?	55 (82%)		12 (18%)
		Yes		No
Q4.5	Have you been physically restrained since you have been here?	23 (34%)		45 (66%)
		<b>Not been restrained</b>	Yes	No
		45		

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<b>Q4.6</b>	Were you given a chance to talk to somebody about the restraint afterwards?	45 (67%)	15 (22%)	7 (10%)
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**Section 5: Health Services**

<b>Q5.1</b>	If you feel ill are you able to see a doctor or nurse?	Yes 54 (83%)	No 10 (15%)	I don't know 1 (2%)
<b>Q5.2</b>	What are the health services like here?	Good 35 (55%)	Bad 23 (36%)	I don't know 6 (9%)

**Section 6: Complaints**

<b>Q6.1</b>	Do you know how to make a complaint?	Yes 64 (94%)		No 4 (6%)
<b>Q6.2</b>	Are complaints dealt with fairly?	<b>I have not made one</b> 26 (39%)	Yes 28 (42%)	No 12 (18%)
<b>Q6.3</b>	Have you ever wanted to make a complaint but didn't because you were worried what would happen to you?	Yes 11 (16%)		No 57 (84%)

**Section 7: Questions about education, training and activities**

<b>Q7.1</b>	Do you have a plan (sentence, training or remand) that sets out your targets for you to achieve while in custody?	Yes 37 (54%)	No 17 (25%)	I don't know 14 (21%)
<b>Q7.2</b>	Are you encouraged and given time to take part in activities outside education/training hours (i.e. hobbies, sports or gym)?	Yes 58 (87%)		No 9 (13%)
		Yes		No

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Q7.3	Since you have been here, have you been given any advice about training or jobs that you might like to do in the future?	44 (66%)	23 (34%)
		Yes	No
Q7.4	Have you been able to learn skills for jobs that you might like to do in the future (e.g. bricklaying/hairdressing)?	49 (72%)	19 (28%)
		Yes	No
Q7.5	Do you think your education/training here will help you once you leave the centre?	44 (67%)	22 (33%)
		Yes	No
Q7.6	Have you been able to learn any 'life skills' here (e.g. cooking/cleaning)?	56 (84%)	11 (16%)
		Yes	No
Q7.8	Do you know where you are going to be living when you leave the centre?	46 (70%)	20 (30%)
		Yes	No
Q7.9	Have you done anything here to make you less likely to offend in the future?	<b>Not sentenced</b> 5 (8%)	Yes 37 (59%)
			No 21 (33%)

**Section 8: Questions about safety**

Q8.1	Have you ever felt unsafe here?	Yes 21 (31%)	No 47 (69%)
Q8.2	Do you feel unsafe at the moment?	Yes 6 (9%)	No 62 (91%)
Q8.3	In which areas have you ever felt unsafe? (Please tick all that apply)		
	<b>Never felt unsafe</b> .....		47 (73%)
	<i>Everywhere</i> .....		5 (8%)

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<i>Reception area</i> .....	0
	(0%)
<i>In single separation</i> .....	1
	(2%)
<i>At the gym</i> .....	3
	(5%)
<i>Outside areas/ grounds</i> .....	2
	(3%)
<i>Corridors and dining room</i> .....	2
	(3%)
<i>At education/ training</i> .....	5
	(8%)
<i>At religious services</i> .....	0
	(0%)
<i>At health services</i> .....	1
	(2%)
<i>In the visits area</i> .....	0
	(0%)
<i>On your unit</i> .....	6
	(9%)
<i>In your room</i> .....	2
	(3%)
<i>Other</i> .....	1
	(2%)
<i>If other please write in here:</i>	34 (100%)

	<b>Yes</b>	<b>No</b>
<b>Q8.4</b>	14 (21%)	52 (79%)
	Have you ever been bullied or 'picked on' by another young person or group of young people here?	

<b>Q8.5</b>	If yes, what was it about? (Please tick all that apply)	
	<i>Insulting remarks (about you or your family or friends)</i> .....	6 (9%)
	<i>Physical abuse (being hit, kicked or assaulted)</i> .....	8 (12%)
	<i>Sexual abuse</i> .....	2 (3%)
	<i>Feeling threatened or intimidated</i> .....	7 (11%)
	<i>Shout outs/yelling through windows</i> .....	6 (9%)
	<i>Having your property taken</i> .....	4 (6%)
	<i>Medication</i> .....	2 (3%)
	<i>Drugs</i> .....	3 (5%)
	<i>Your race or ethnic origin</i> .....	2 (3%)
	<i>Your religion/religious beliefs</i> .....	1 (2%)
	<i>Your nationality</i> .....	2 (3%)
	<i>Being from a different part of the country than others</i> .....	2 (3%)
	<i>Being from a traveller community</i> .....	3 (5%)
	<i>Your sexual orientation</i> .....	1 (2%)
	<i>Your age</i> .....	2 (3%)
	<i>Having a disability</i> .....	2 (3%)
	<i>You being new here</i> .....	3 (5%)
	<i>Your offence/ crime</i> .....	5 (8%)
	<i>Gang related issues</i> .....	3 (5%)
	<i>Other</i> .....	3 (5%)

		Yes	No
<b>Q8.7</b>	Have you ever been bullied or 'picked on' by a member of staff or group of staff members here?	10 (16%)	53 (84%)
<b>Q8.8</b>	If yes, what did the incident(s) involve/what was it about? (Please tick all that apply)		
	<i>Insulting remarks (about you or your family or friends)</i> .....		5 (8%)
	<i>Physical abuse (being hit, kicked or assaulted)</i> .....		3 (5%)
	<i>Sexual abuse</i> .....		2 (3%)
	<i>Feeling threatened or intimidated</i> .....		4 (6%)
	<i>Shout outs/yelling through windows</i> .....		2 (3%)
	<i>Having your property taken</i> .....		1 (2%)
	<i>Medication</i> .....		2 (3%)
	<i>Drugs</i> .....		3 (5%)
	<i>Your race or ethnic origin</i> .....		3 (5%)
	<i>Your religion/religious beliefs</i> .....		1 (2%)
	<i>Your nationality</i> .....		1 (2%)
	<i>Being from a different part of the country than others</i> .....		1 (2%)
	<i>Being from a traveller community</i> .....		0 (0%)
	<i>Your sexual orientation</i> .....		1 (2%)
	<i>Your age</i> .....		1 (2%)
	<i>Having a disability</i> .....		1 (2%)
	<i>You being new here</i> .....		4 (6%)
	<i>Your offence/ crime</i> .....		2 (3%)
	<i>Gang related issues</i> .....		2 (3%)
	<i>Because you made a complaint</i> .....		0 (0%)
	<i>Other</i> .....		2 (3%)
<b>Q8.10</b>	If you were being bullied or 'picked on', would you tell a member of staff?	30 (53%)	27 (47%)