

Rainsbrook Secure Training Centre

Inspection report for Secure Training Centre

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About this inspection

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

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

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

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

The last full inspection was carried out in October 2009 with an interim inspection in June 2010.

A team of social care inspectors spent four days on site and two HMI education inspectors spent three days reviewing standards and the impact of the service on young people.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Not judged: this aspect of the provision was not judged

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Service Information

Brief description of the service

1. The secure training centre is one of four purpose-built secure training centres that between them offer secure provision to young people across the country. Rainsbrook is managed by Rebound ECD which is part of the G4S Care and Justice Services Limited. The centre is one of three secure training centres managed by this group.
2. The centre is situated near Rugby. It offers secure provision to young people aged from 12 to 17 years who meet the criteria for a custodial sentence. Young people may be sentenced or remanded to the centre. The centre has allocated one living unit for young women who are cooperating fully with the centre's regime and are making significant progress. This is referred to as the enhanced unit. There is also provision for up to three young women and their babies. This unit, which includes a registered crèche, had one young mother in placement with her baby. Another young woman was due to give birth imminently.
3. There have been further changes to the population profile of the centre since the last inspection. Five bedrooms which were previously for young females have been converted to provide additional rooms for male occupancy. The age range of the young people placed at the centre has continued to rise, with the majority in residence being older adolescents.
4. The secure training centre is able to provide up to 87 places for young people. During the period of the inspection 81 young people were in residence. Of those 30 were young women and 51 were young males.

Summary

The overall quality rating is outstanding.

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

5. Rebound is actively promoting consistency and sharing good practice across all three centres for which it is responsible. The appointment of a Director of Children's Services has improved practice in this respect. The strategy of reviewing what works best and in sharing good and innovative practice is enabling further development across all three centres.
6. There have been some changes in the senior and operational management teams in the past year, with the head of care taking up a secondment opportunity in a community provision. The head of the youth offending service has taken over the head of care role temporarily. A new head of

education has also been appointed and there have been changes in the residential service managers' team. There has also been a period within healthcare when there was no manager. This is now resolved.

7. The organisational arrangements and structures are extremely well embedded so that even during significant changes at senior and middle management levels, leadership and management continue to be outstanding.
8. Young people are very well supported by dedicated centre staff, including the healthcare team, who have good relationships with them, understand their needs and work closely with them throughout their stay. The practices in relation to the management of behaviour continue to develop with the use of restorative justice practices to help young people take responsibility for their actions and correct them.
9. All staff are very well supported in their role through regular supervision and formal employee appraisal. Through the staff recognition scheme the centre continues to acknowledge those who work hard and excel in their role. A recent 10 year 'long service' award ceremony saw 34 staff being recognised for their commitment to the work of the secure training centre in its role with young people. The commitment of these staff has contributed to the overall stability of the centre and its outstanding practice with young people.
10. Young people's views and opinions are sought and actively inform development. However, there is room for improvement in the procedures for informing young people of the impact of their suggestions. Young people are very well supported by an effective independent advocate service, which proactively contributes to their safety and well-being and ensures planning for their future is adequately addressed.
11. There are outstanding arrangements in place to ensure young people are safe. The close working relationship with the local safeguarding team remains effective. The procedures for reviewing any potential safeguarding matters are transparent, efficient and effective.
12. Management of the education provision at Rainsbrook and the other three Rebound secure training centres is now with G4S. There has been a successful transfer of responsibilities for education from Manchester City College, which took place in February 2010.
13. The education provision at the centre is outstanding. Very good progress has been made since the last inspection. Strengths seen at the last inspection have been built upon and very good progress has been made in resolving the few isolated areas for improvement. Leadership and management are outstanding. Teachers, training and learning support assistants work together exceptionally well to provide an integrated and inclusive learning environment. Young people make very good progress

during their time in the centre and this is highly effective in raising their self-esteem and preparing them very well for transition. Achievement and standards are outstanding.

14. Ensuring equality and identifying diverse needs is fundamental to the centre's work. All staff respect the ability, diversity and the cultural background of the young people. Every effort is made to meet individual diverse needs, including employing the skills of a wide range of community and religious groups to support the centre in its work with young people. The centre has recently achieved Investors in Diversity Standard. They are rightly proud of their achievements in this respect, which have offered even further opportunities for development in this area of practice.

What has been improved since the last inspection

15. Improvements have continued to be made in relation to the recommendations made during the previous inspection. Significant progress has been made in relation to the recommendation about the opportunities available to young people to engage in activities outside the centre and the requirement for their release on temporary licence.
16. A recommendation only partly met last time related to the management and recording of episodes of young people being in their bedroom outside normal bedtime periods. This is still not consistently embedded in practice. The guidance for staff which clarifies expectations for dealing with young people who are not allowed to participate in activities or use the communal dining room has been revised, but remains in draft form. As the revised guidance has not been fully ratified, further training and familiarisation with the changes have not yet taken place.

The effectiveness of the service

Helping children to be healthy

The provision is outstanding.

17. There are a number of strong aspects related to the catering provision. Regular meetings take place between catering staff and young people. The catering company Aramark also undertake satisfaction surveys and have a comment book young people can complete. This is regularly reviewed. As a result consultation with young people influences menu planning.
18. Advice is sought from a dietician who confirms that the menu provided is appropriate for the age of young people at the centre, and concludes whether or not there is a healthy range of meals available. Pictures are used in the menu presentation to help young people make informed healthy choices at mealtimes. For example, '5' is used to indicate one of their five a day fruit or vegetable options, 'h' for Halal dishes and pictures of animals to show the type of meat on offer. Although there is a four week menu cycle, the menu is repetitive at times and a significant number of young people report they are not satisfied with the quality of choice provided.
19. A young person's health needs, including mental health needs, substance misuse and vulnerability are assessed on admission. Young people see a General Practitioner within 24 hours of admission. Staff consider a young person's cultural, religious and medical needs within the assessment processes.
20. Individual staff skills are considered when allocating a member of the healthcare service to undertake work with a young person. For example, young people may be seen by a registered mental health nurse, psychologist or nurse with specialist skills such as bereavement and loss training.
21. Excellent multi-disciplinary working between the various staff groups ensure good communication and help keep young people safe. Young people are provided with a good level of support with some outstanding elements of care and guidance in relation to their current and long-term health. This support includes education about drug and alcohol misuse, sexual health and healthy eating. Young people leaving the centre are offered a C-card which enables them to access sexual health services in the community.
22. Young people needing health care information written in languages other than English receive the help of translators or information in other formats.

Young people are referred to a specialist intervention fitness club where they receive individualised guidance and support when needed.

23. Young people see health professionals for routine check-ups or treatment; these include a General Practitioner, dental and optician services. A nurse from the local primary care trust visits the centre monthly. They see all new admissions, and offer young people another chance to have a Chlamydia screening test, if they previously declined this when they first arrived.
24. Although efforts have been made to enable nurses to update young people's immunisations, an immunisation programme is not yet in place at the centre. However, senior managers continue to liaise with local primary care trust managers to ensure all relevant immunisations are provided for young people. The delay is related to funding prioritisation by the primary care trust. Appropriate training for nurses has been provided and suitable storage for the medication is already in place. This means that the centre is ready to provide immunisations when agreed. In the interim period any young people requiring immunisations will be referred to the GP.
25. There is an excellent medication administration and dispensing system. Medication is meticulously booked in and out of the centre. Regular medication audits of drug stocks take place. Administration records for controlled and non-controlled drugs are well maintained.
26. Nurses are child focused and respectful when dealing with young people. There is a named nurse for each unit and young people report very good relationships with nurses, whether they are their named nurse or not. Nurses spend time on the units getting to know the young people on an informal basis and their professional skills are utilised to support individual young people. For example they work with them through bereavement and loss issues. When young people are unwell, they appreciate the fact that nurses visit them in their rooms to discuss their condition and dispense medication.
27. Excellent arrangements are in place to support young mothers and pregnant young women and there is specially designed accommodation. There is a dedicated living unit and a registered crèche for the babies with qualified nursery nurses in attendance. The babies are registered with a local GP. Arrangements are in place to provide the neo-natal care of new born babies and their mothers, and health visitors from the community visit the young women when needed.
28. Parental consent regarding medication administration and treatment is routinely sought. However, when assessed as safe and appropriate, young people are able to consent to their own treatment and look after their own medication. This is now embedded into practice and enables young people to take responsibility for administering some of their own medication. This

acknowledges a young person's rights and develops their self-esteem and self-worth.

29. There is an excellent joint working approach between the different mental health professionals to support young people with complex mental health needs. The psychologist and psychiatrist see the young person together. The work of the psychologist is integral to the care provided to young people. For example, she chairs the weekly suicide and self-harm meetings and attends other care-related meetings.
30. The management of substance misuse intervention planning and delivery are excellent and staff recognise individual needs and goals. The substance misuse service is child focused and has a flexible approach in working with young people to ensure they receive information, support and education on substances. Targeted and general sessions on substance use and abuse are delivered in one-to-one sessions or in group sessions depending on the identified needs of each young person. Individual bespoke pieces of work are also arranged when needed, such as information on foetal alcohol syndrome and risk to babies from passive smoking. Detailed key worker packages are available to support staff in their direct work with young people.
31. Staff ensure they are well informed and up-to-date on research in new trends relating to substance use. This knowledge helps them develop practice to meet the needs of young people. There is an excellent range of information sheets on substance use and misuse available for young people and their families.
32. The substance misuse service's staff also liaise with external agencies to ensure young people receive ongoing support relating to any substance misuse issues they have when they leave the centre.
33. Staff at the centre encourage young people to adopt a healthy lifestyle through promoting regular exercise and healthy eating. Information posters on health and exercise are displayed throughout the centre. Young people are encouraged to participate in exercise programmes through the daily provision of physical education in school, and various activities provided at the centre.
34. A wide range of information is readily available for young people to use when they leave the centre. For example, there are leaflets on domestic violence, lesbian, gay and bisexual support groups and how to access various community resources such as sexual health services.
35. All young people new to the centre are assessed for vulnerability on arrival. Thereafter weekly suicide and self-harm meetings provide an excellent multidisciplinary forum to review their vulnerability and agree strategies needed to protect them. The strategies agreed relate closely to the

individual's needs and help staff reduce the risk young people present to themselves or others. Sharing of health and other information at this time maintains appropriate levels of confidentiality while helping to keep young people safe.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

36. There are robust and efficient security systems in use which keep young people, staff and visitors safe. Procedure and practice ensure that any possible breach of security is addressed. All staff receive appropriate training in security issues. Regular security training updates are undertaken and security bulletins issued to inform staff of any potential threats to the integrity of the centre.
37. Good contingency plans are in place to deal with any fire-related or emergency incidents and disruption. Recent practical hostage-taking training has been undertaken by some staff. Procedures are tested monthly. These desk-top exercises enable the identification of any revisions required to practice and guidance. A joint contingency plan has been devised with other G4S operated secure training centres, and practical exercises, involving external emergency services, are planned and take place throughout the year.
38. Health and safety issues are robustly managed. An identified member of staff is designated as the lead on health and safety matters at the centre. Awards are held relating to health and safety practice including the British Safety Council International Safety Award and the British Safety Council Five Star Award.
39. Staff receive regular training in health, safety and security procedures. Young people as well as staff are able to undertake the British Safety Council level 1 award in Health and Safety. Risk awareness is discussed in all meetings held at the centre. Robust procedures are in place to ensure restricted items are not brought into the centre. Searches of young people and visitors are carried out appropriately by trained staff. Privacy and dignity are respected during all searches.
40. Young people are appropriately locked in their rooms. Comprehensive monitoring records are completed for all separations which detail the observations undertaken by staff. A separate monitoring sheet is completed when a young person asks voluntarily to spend time alone in their room. This enables staff to check that the time spent on their own is not excessive or part of an avoidance strategy.
41. The centre has not yet fully clarified its practice relating to young people who are not allowed to participate in activities or use the communal dining room, as an approved sanction. Internal interim guidance has previously been issued to staff which states that young people do not have to be classed as separated if they are not able to attend communal activities.

There has been further progress in this area with agreement on practice now ratified by the Youth Justice Board and an amended procedure in the process of being written.

42. Outstanding appropriate professional relationships between staff and young people encourage the display of positive behaviour. Expectations of behaviour are made known to young people and there is a structured regime in place where boundaries are clearly defined. Behavioural management guidance is in place for all staff to assist in their work. Physical intervention is used only as a last resort. All staff receive mandatory six-monthly training in the approved techniques. Staff are adept at implementing diversion and diffusion techniques to occupy a young person who may be unsettled over a period of time. There are good and well-structured physical control plans in place for individual young people. These use health information to identify any young person who may suffer from a physical condition requiring consideration in the event of any physical intervention. Comprehensive records are held of any occurrence and there is a robust auditing system of all events to ensure practice has been appropriately undertaken.
43. Sanctions are used sparingly when any inappropriate behaviour is displayed and there is no overreliance on any one sanction. Staff will attempt to discuss behaviour with a young person and to mediate an appropriate outcome using restorative justice principles. Records of any sanctions are held and there is good monitoring of these by managers and senior staff. The number of sanctions used and the relevance to the misdemeanour are audited as part of the monthly management information figures.
44. An incentive scheme is in place which encourages appropriate positive behaviour by young people. Information on how the scheme works is widely publicised, it is included in the young people's guide to the centre and further literature is available on the living units. This assists them to understand the scoring and appeal system. The rewards which can be gained are valued by young people and include whole unit incentives. The scheme is continually reviewed to ensure effectiveness.
45. Managers regularly check records to ensure there is detailed monitoring of the records to ensure all entries and use of strategies are appropriate. There is good use of statistical data and this is shared with external agencies to ensure transparency of behaviour management practice. The data collected enables monitoring of the ethnicity and gender of all young people involved.
46. Checks continue to be undertaken to ensure that the documentation which accompanies young people upon admission to the centre is correct. Any missing or incomplete paperwork is requested immediately. This rigorous checking helps to ensure that young people are not held inappropriately and that their welfare is protected.

47. There is a zero-tolerance approach to bullying across the centre. A multidisciplinary approach is undertaken in response to any suspected incident. The expectations in relation to bullying are made clear to young people and are reinforced by staff discussions. Young people are effectively protected from bullying by the procedures in place and the vigilance of all staff at the centre.
48. Very good strategies are in place help to keep young people safe. Comprehensive individual risk assessments are carried out which protect young people's safety and that of others in the centre. The assessments are reviewed regularly by a multidisciplinary meeting to ensure they are appropriate and working. There is excellent communication and sharing of information relating to those young people who may be at risk or vulnerable. Close observation is undertaken of all new admissions to the centre and excellent support is given to those who are assessed as being at risk.
49. Young people can access the complaints procedures without interaction with staff if they wish. Acknowledgement of a receipt of a complaint is given to each young person and they receive an outcome following investigation within short timescales. Each complaint is discussed with the young person by a case manager and the reasons for the decided outcome are explained. Young people are also told how they may take the issue further if they are not satisfied with the decision. On occasion, it is not always easy to see evidence of this discussion on the complaint records. However, recording of the actual investigation, the monitoring carried out by a manager and the young people's response are comprehensive and indicate the transparency of the system.
50. A 'grumbles' type book has recently been introduced to enable young people to make representation or comment on daily life at the centre without having to resort to the formal complaint system. This structure has not been in operation long enough to evaluate its effectiveness.
51. Excellent and effective arrangements are in place for advocacy representation for young people. Independent advocates visit the centre regularly and information about how they can be contacted between visits is displayed in the centre. There are good communication links between the director of the centre and the advocacy manager which enable any reoccurring issues to be addressed. Young people are also able to access external help-lines by the use of telephones in the living units.
52. Child protection procedures are robust and highly effective. There are good relationships in place with the Local Safeguarding Children Board and the local authority designated officer. Policies and procedures are in place to guide all staff on their practice. These have been drawn up with input from the safeguarding board. Regular meetings are held with local child protection services to ensure practice undertaken at the centre remains appropriate. Advice from the local authority designated officer is sought on

all referrals and where an investigation is required to be undertaken this is carried out transparently with the inclusion of an external social worker. Comprehensive recording and auditing is carried out in relation to all referrals and allegations. Safeguarding training is completed by all staff that have contact with young people and this is updated on a yearly basis. Practice undertaken ensures that young people's welfare is safeguarded and protected.

Helping children achieve well and enjoy what they do

Education

The provision is outstanding.

53. Achievements and standards are outstanding. Managers have built on the strengths seen at the last inspection and have ensured that all young people are able to take courses that are appropriate to their length of stay and varying levels of ability. Short courses are offered to young people in the centre for short periods of time and levels of accreditation on these are high. More able young people and those spending longer periods of time at the centre are successful in gaining GCSEs and more substantial qualifications. Teachers take care to ensure that courses prepare young people for transition to the community. For example, in food technology young people develop independent living skills including budgeting and cooking for themselves and become accredited with appropriate qualifications. Managers work very well with other establishments to ensure that large numbers of GCSE students can complete their work and take examinations at the centre.
54. The overall numbers of qualifications achieved are high. All young people leave having gained qualifications that are useful in helping them prepare for application to further education or return to mainstream schools. Very good progress has been made in providing more opportunities for young people to develop vocational skills such as in business administration and to increase their understanding of employment in areas such as basic safety and construction. Young people make significant progress in improving their levels of literacy and numeracy during their time at the unit. Many make rapid progress in improving their reading age and numeracy skills.
55. Young people make very good progress during their time in the centre. For many their achievements are their first experiences of educational success and this raises their self-esteem significantly. Managers and teachers have established a culture of rewarding and celebrating young people's achievements through success in national competitions and through the use of high quality displays around the centre. Standards of work are good overall and in a number of subjects are outstanding. For example, in beauty therapy young people develop vocational skills at an appropriate level for their age and in drama they learn the technical skills of using lighting boards and sound equipment. In history their thinking skills develop very well. Through such activities, young people learn to deal with each other and with staff in a spirit of co-operation. The young people's behaviour is very good and attendance is high.
56. The quality of provision is outstanding. Teaching and learning are good with some outstanding features. All lessons observed by inspectors were good or

better. Teachers have high aspirations and expectations for young people. Training assistants make an excellent contribution to teaching and learning and are good role models for young people. The consistent management of young people's behaviour ensures that there is mutual respect between teachers, young people and training assistants. Young people settle quickly and in the majority of lessons they work hard and engage throughout in purposeful learning.

57. Teachers provide good verbal feedback and praise that helps young people understand what they need to do to improve. In outstanding lessons, teachers make excellent use of information on young people's levels of literacy and numeracy to plan lessons that meet their individual needs. In a very well-planned history lesson the teacher had prepared learning resources that were personalised to individual young people. Teachers prepare relevant and high quality learning materials that encourage participation and learning. For example, in drama young people work on relevant tasks and use technical equipment. In a very few lessons, teachers do not make sufficient use of young people's individual targets in the planning and delivery of lessons. Teachers in these lessons rely too much on whole class activities and, occasionally, the pace of the lesson is too slow.
58. Residential care staff manage movement between lessons well, which ensures that most lessons start promptly. However, the movement of some specialist groups, such as beauty therapy, can sometimes be slow. The majority of young people enjoy lessons and are proud of the progress they make.
59. The curriculum provides young people with an outstanding experience. The range of subjects meets national requirements exceptionally well. In addition to the core curriculum of English, mathematics, science, information technology and PE, all young people study history, geography, religious education, French, drama, design technology and catering. Vocational and work-related programmes have increased since the last inspection with the introduction of options in leisure and tourism, business administration, a basic safety course and sports leadership.
60. Guidance and support are outstanding. Well-organised induction ensures that young people attend education very quickly as from their second day in the centre. Initial assessment of young people's levels of literacy and numeracy is carried out using appropriate standardised tests. However, they are not routinely screened for dyslexia or other additional learning needs. Very good support is provided on residential units for the small minority who are unable to attend education. More able and talented young people are identified and supported well.
61. Well-qualified learning support assistants provide high quality literacy and numeracy tuition in lessons and to individual young people. Very good arrangements are in place to support young people for whom English is not

their first language. Young people also benefit from a handwriting course available during the day and evening activities. Students from Rugby School provide mentoring support for reading and a local school provides mathematics' mentors.

62. Staff monitor young people's progress rigorously. Daily hand-over meetings between residential care staff and teachers ensure that information about young people's performance is communicated regularly. Individual education plans (IEP) are thorough and reviewed regularly. A weekly staff meeting is used very effectively to review the progress of young people against both long and short-term education and behaviour targets. In addition, a weekly tutorial provides time for young people to review their progress and agree new targets. Detention and Training Order and other review meetings are well managed, with young people actively encouraged to participate. Education staff attend all review meetings and produce high quality, detailed reports that enable appropriate decisions to be made and targets to be set.
63. Careers education and guidance are provided through a personal, social and careers education course. However, there is a dearth of quality computer-based and other resources to support this lesson. A Connexions personal adviser (PA) has provided very good support for young people and this has helped them to plan and prepare for the future. However, during the week of the inspection, circumstances beyond the centre's control meant that the existing personal advisor from Northamptonshire Connexions would no longer be attending the centre and there was uncertainty about when a replacement would start.
64. The strong partnerships and collaboration with other providers, reported on at previous inspections, have been built upon. Links with local schools are effective in providing mutually beneficial arrangements for curriculum development.
65. Accommodation and learning resources available through the educational provision are very good. Investment for improving equipment and resources has been prioritised appropriately to improve the quality of teaching and learning. For example, teachers are able to use new interactive whiteboards to enrich lessons and the improved facilities for drama ensure that the experience for young people better reflects that provided in mainstream settings. Teachers take care to ensure that equality and diversity permeate all aspects of their work with young people. Within the curriculum activities are planned to celebrate different faiths and cultures. Staff make every effort to provide an inclusive learning environment within which all young people can achieve.

Helping children achieve well and enjoy what they do

Welfare

The provision is outstanding.

66. A comprehensive weekly plan is in place which enables young people to experience a wide range of varied enrichment and activity periods. A large number of these are tailored to increase the interest of young people in a pursuit and enable them to try out activities which may be new to them. The variety of clubs and sessions available creates opportunities to develop previously untried interests which may then be continued when young people leave the centre. The range of activities on offer promotes physical and emotional enjoyment and young people are able to improve their knowledge and skills.
67. The centre's youth worker is extremely enthusiastic about developing the leisure opportunities available. Young people are able to contribute to the development and planning of leisure and enrichment activities through formal meetings. In addition evaluation sheets are completed following the completion of an activity. Staff members also evaluate sessions and a monitoring system is in place to ensure that the effectiveness and value of clubs can be identified. Due to the extremely full programme of activities available, there are occasions when sessions requested by young people are not able to be accommodated.
68. The Duke of Edinburgh scheme continues to develop and grow. An outcome area of the award can be attached to weekly activities and young people are able to gain sport and leisure-related qualifications.
69. Staff members give excellent support and motivation to young people to encourage their participation in structured and unstructured activities. Outstanding links with external community groups are in place which enhance and support young people's experiences and learning.
70. Some opportunities are available within the centre for young people to gain vocational work experience and related qualifications. Support for young people's formal learning by care staff is exceptional.
71. There are ample opportunities throughout the day for young people to undertake activities in the fresh air, assisting in the promotion of a healthy and active lifestyle. All activities at the centre are accessible to all the young people subject to a risk assessment.

72. Young people are extremely well supported to celebrate their religious faiths. Religious festivals are recognised and celebrated. Individual religious and cultural identities are actively promoted.

Helping children make a positive contribution

The provision is outstanding.

73. Young people are very well supported throughout their time at the centre. Positive relationships exist between staff and young people. Staff understand young people's needs well and work closely with them throughout their stay.
74. Admission and induction processes are excellent. These are thorough and help young people to settle in and to understand the centre's routines. Staff have a sensitive approach, ensuring young people's dignity and rights are preserved.
75. The peer mentoring process is excellent. Two young people are currently trained as mentors to provide assistance and support to young people newly admitted. Young people can also request ongoing support from mentors if required.
76. Young people are provided with clear and comprehensive information about the centre and what to expect. This is available in different formats, where a young person may have a learning disability, and other languages where young people's first language is not English.
77. A detailed and comprehensive assessment of every young person is carried out on admission. This is undertaken by a qualified and competent staff team. This process ensures that a clearly defined plan is developed for each young person that sets out their needs and how these needs will be met.
78. The allocated case manager retains responsibility for the development, coordination and delivery of the plan. Key workers are allocated at the point of admission and undertake regular planned work with the young person throughout their stay. A multidisciplinary team also carries out planned intervention work that is determined through the initial assessment and planning meeting.
79. A range of multidisciplinary meetings take place on a regular basis. These ensure that each element of a young person's plan is closely monitored and updated. They also ensure that all matters are being progressed and positive outcomes for young people are being achieved.
80. Parenting skills' programmes are provided to help young people improve their child care skills. Individual and group work sessions are available to young mothers or fathers as well as those expecting babies and fathers-to-be.

81. Formal reviews take place as required. These are competently chaired by case managers who ensure young people and their needs remain the focus of each meeting. They ensure young people understand what the plan is for them and recognise their achievements and progress. They ensure young people are able to give their views and have their say about all the decisions affecting them.
82. Families are encouraged to take part in reviews and to contribute fully to the process. Where family members cannot attend, centre staff ensure they are informed about the outcome and any decisions. Professionals are encouraged to actively participate and contribute to the review process and in the development of plans for young people.
83. Contact arrangements for young people and their families are made explicit to parents and young people. Information provided to them makes it clear what these arrangements are. Contact between young people and people important to them is actively encouraged and supported.
84. Young people have many ways in which they can share their views about life at the centre and contribute to the centre's development. Allocated key workers have regular individual time with young people and various forums for sharing views exist, such as daily unit meetings, trainee council meetings, the food forum and exit interviews. However, daily unit meetings' records are not always reflective of young people's views; trainee council meeting minutes do not always record action points and whether these have been addressed. The mechanism for the feedback of the outcome of the trainee council meetings to all young people centre-wide, is not sufficiently robust.
85. Significant changes have been made at the centre following consultation with young people, such as the introduction of the peer mentoring scheme and an increase in specialist interventions. They have also contributed to revisions to the incentive scheme.
86. There have been further improvements in respect of the range and number of specialist intervention groups available to young people. These ensure a defined and specific focus on a wide range of offending behaviours.
87. The very positive impact of the government-funded 'preventing violent extremism' project continues to inform and improve the interventions with young people. They have learned a great deal about the impact of their offending on others, including their own families and communities. The impact of violent crime, particularly those involving knives and guns is a theme throughout many of the sessions. The involvement of a varying range of external groups has been excellent and very beneficial to the work of the centre. Although funding is shortly to cease for the 'preventing violent

extremism' project, a number of the sessions will continue as they have been built in to the overall offending behaviour programme.

88. Considerable time and effort has gone in to reviewing and revising the offending behaviour programme (OBP). Regular detailed analysis takes place of every session or intervention undertaken with young people. They have regular opportunities to evaluate and make their views known about the effectiveness of the interventions available to them. Young people consistently confirm that there are certain groups and sessions which they enjoy and feel they benefit from and others they do not. The majority of young people complained about the format of the weekly OBP sessions at the end of the school day, from 4.00pm to 4.45pm. They are tired and do not respond well to these sessions. The quality of the delivery of the sessions is variable. As a result of feedback from young people, and ongoing review of the effectiveness of the programmes, a major revision has been carried out of the OBP. The revised offending behaviour programmes, when implemented, will offer a more individualised range of interventions for young people, delivered at a time that is more appropriate for them and staff.
89. Young people are very positive about the role of their key workers, who they recognise as making a considerable contribution to assisting them deal with their negative behaviours and attitudes. Care staff have access to a wide range of resources and professional advice from managers and the psychology department to assist them in their direct work with young people.

Helping children achieve economic wellbeing

The provision is outstanding.

90. Arrangements to prepare young people for reintegration back into the community are excellent. Planning takes place at an early stage and ensures young people are effectively prepared for any transition. All plans are regularly reviewed and there is thorough overview and monitoring of young people's preparation and the arrangements for their release. Formal reviews ensure all relevant professionals contribute to the development and delivery of resettlement planning.
91. A number of initiatives support the potential for successful reintegration such as the 16+ college and the enhanced unit for girls. The centre has identified that there is no such provision for boys at the centre and is in the process of considering how this can be addressed.
92. There are very good work experience opportunities available to young people within the centre and in the local community. Staff continue to explore avenues of potential and make good links in the local community. This helps to develop an increasing range of vocational and employment possibilities for young people. Mobility trips outside the centre are effectively and regularly used to support young people's reintegration. Centre staff are very good advocates for young people and this helps to ensure they have opportunities that help in their resettlement.
93. The centre has a dedicated worker who focuses on and coordinates resettlement issues. This individual attends the national development group which aims to cultivate and share practice in this area for the benefit of young people.
94. The centre has developed a 'Moving On' guide for young people. This guide is a very useful resource and provides young people with an explanation and understanding of resettlement as well as assisting them with planning for their future.
95. The centre has clear and embedded procedures for reminding local authorities of their responsibilities and legal obligations to young people. The procedures are robustly followed by case management staff. They are tenacious in ensuring that young people have appropriate accommodation on release, as well as education or employment and appropriate support. Young people are assisted by staff where needed or required to access external child advocacy organisations such as the Howard League for Penal Reform.
96. There is thorough assessment of young people's life skills on admission that determines tailored plans to meet their needs. Plans developed and delivered ensure all young people are assisted to gain the skills they need

for the transition to adulthood and independent living. Young people take responsibility for keeping their living areas clean as part of life skills. Some inconsistency exists regarding the opportunity for young people to prepare and cook meals on residential units.

Management

The provision is outstanding.

97. Rainsbrook secure training centre consistently presents as a stable, settled and very well-managed establishment. Leadership and management across all departments are outstanding and have been maintained even during recent departures and secondment arrangements.
98. The director and his senior management team responded very quickly to a staff survey earlier this year, when some staff indicated that they did not feel as well informed as they would like. Additional staff communication forums have been introduced and senior managers ensure they have a higher level of visibility around the centre, particularly on the living units. There have been a number of visits carried out during late evening and early mornings to ensure night staff have opportunities to talk with duty directors.
99. The leadership and management of the educational provision are outstanding. During a period of significant change resulting from education being brought in-house from the previous sub-contractor, the head of education and deputy head of education staff have successfully maintained and built upon the high quality provision seen at the previous inspection. The new contractual arrangements have enhanced the capacity for strategic management and are providing opportunities for teachers to share good practice across three secure training centres. Education managers can now benchmark the quality of services they provide for the young people.
100. The day-to-day management of the education department is highly effective in providing a timetable of inclusive activities that run smoothly throughout the full year. Managers are reflective and work very hard to maintain high standards. They have high expectations and are self-critical and ambitious. Arrangements for quality assurance are effective in improving the quality of the provision. Teachers valued the opportunity to be involved in producing the self-evaluation report produced for the inspection. Self-evaluation is underpinned by the analysis and evaluation of excellent management information on young people's attainment and progress. Inspectors found the centre's observation of teaching and learning to be accurate. Managers are aware that more work needs to be done to ensure that the outcomes from the process provide all teachers with a clear action plan for improvement. The centre has a very good capacity to maintain improvements.
101. Teachers and other staff work together exceptionally well. They are mutually supportive and have high expectations and aspirations for the young people in their lessons. Teachers are well qualified and most have very good experience of working in secure establishments. Staff development has focused on organisational issues relating to the transfer to the new

education provider. As a result education staff are meeting whole centre requirements such as those for safeguarding.

102. All staff continue to be provided with good opportunities for training and development and their individual needs are identified through a thorough annual performance review process. The organisation provides a wide range of opportunities for managers and staff to obtain professional qualifications. These include social work, counselling, psychology, coaching and various management qualifications. A significant number of staff are currently participating in training which will ultimately provide them with a professional qualification, including the National Vocational Qualification at level 3 award in Youth Justice.
103. Senior managers within the organisation are aware of the importance of planning for the future. There is a framework for succession planning which provides career development opportunities for staff in all departments, including promotion, secondment and job shadowing. The G4S 'Back to the floor' initiative is also providing very good opportunities for staff to understand the role of other services within the organisation.
104. All staff at the centre are clearly committed to the philosophy that 'every child matters' and they all actively work to promote and integrate the associated principles. Managers are clear with staff about the expectations of their role and conduct. Staff are held to account and any areas for improvement required are identified and immediately addressed.
105. All staff receive regular formal supervision and are well supported in their role by their managers. The quality of supervision is good, with some variation in the level of detail in the session records.
106. Staff performance and development are formally and consistently evaluated through an effective annual appraisal procedure.
107. The recruitment and vetting processes remain thorough and robust, which serves to ensure young people are safeguarded. Efforts are made to ensure a balance of skills, gender and ethnicity with the staff group. Young people continue to be involved in the selection of staff applying for internal promotional positions.
108. Staff new to the centre are very well prepared and supported in their role. They are carefully monitored during their probation period. The introduction of the staff mentoring scheme has enhanced this process even further.
109. The centre has also had to deal with a larger number of care staff leaving than anticipated. The previous year had seen a very low level turnover, at just 13%, but this rose to 18% in the past year. The number of assessment centre days and recruitment campaigns for the early part of the year were insufficient to replace those staff leaving. Action was quickly taken and the

majority of the vacancies have been filled, with 14 staff currently attending an initial training course and a further eight to commence in the next few weeks. This will address the current vacancies for care staff.

110. The higher level of vacancies has meant that care staff have had to cover shifts and often work long days. Managers have worked hard to ensure minimum staffing levels are maintained, and acknowledge that there has been a significant pressure upon the residential teams to cope with vacancies over the summer months. The result has been that managers and staff have worked under more pressure than would normally be the case and confirmed this has had an impact on energy levels. However, the outcomes for young people continue to be positive in a number of ways, including the assessment of their needs and the individual interventions to deal with them.
111. Quality assurance and performance management systems continue to provide information which informs service development and delivery. Although already robust, quality assurance mechanisms are being improved even further across the three Rebound secure training centres. The importance of reflective practice is well understood in all aspects of operations at the centre. There are excellent collaborative working practices across all disciplines within the centre and these are well embedded.
112. The promotion of equality and diversity is outstanding. Consideration is given to the impact of equality and diversity in all aspects of service provision and staff management. The centre believes in valuing and promoting inclusivity, respecting the differences between people. This ensures that the diversity of young people and staff is valued and accommodated.
113. Detailed information is available for young people and this is produced in a DVD and other formats. Young people's information booklets, which have just been reviewed and updated, are available in at least 11 different languages.
114. Parents or carers receive a detailed information pack, which provides them with information about what they and their child can expect from the centre. This has also recently been revised and includes further details about such matters such as the complaints procedure. This is sent to them within 24 hours of the admission of the young person. Staff also ensure that parents understand the information sent to them.
115. There is a clear strategy in place to continue to improve the accommodation for young people creating a more homely and less institutional environment. The removal of notices from the residential living units and replacement with framed pictures contribute to the 'softening' process. There is an ongoing programme of redecoration and replacement of furniture and fittings.

Recommendations

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

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| <ul style="list-style-type: none">• continue to review menu planning to avoid repetition and ensure a healthy and nutritionally balanced diet for young people (Being healthy – Standard 8) |
| <ul style="list-style-type: none">• ensure that procedures related to the management and recording of episodes of young people being invited to remain in their room with the door unlocked are appropriately clear and implemented (Staying safe – Standard 8) |
| <ul style="list-style-type: none">• continue to improve the quality of teaching and learning so that an even higher proportion is judged outstanding in the centre's observations (Enjoying and achieving – Standard 3) |
| <ul style="list-style-type: none">• implement the revised offending behaviour programme as a matter of priority (Positive contribution – Standard 12/13). |