

# Rainsbrook Secure Training Centre

## Inspection report for Secure Training Centre

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| <b>Inspection date</b>         | 6 <sup>th</sup> December 2007  |
| <b>Lead inspector</b>          | Ian Dickson  |
| <b>Additional inspector(s)</b> | Linda Christie<br>Malcolm Stannard<br>Gwen Buckley<br>Stella Buckley (HMI)<br>Vivien Shipley (HMI) |
| <b>Type of inspection</b>      | Key - announced  |
| <b>Type of registration</b>    | Secure Training Centre   |

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## About this inspection

Accordance with Statutory Rules for STC inspections 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.

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

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

### The 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. Rainsbrook secure training centre (STC) is managed by Rebound ECD which is part of the corporate Global Solutions Limited (GSL) Group.
2. It is one of four STCs and can provide up to 87 places for young people. During the period of this inspection up to 85 people were in residence.
3. The STC is situated near Rugby. It offers secure provision to young people aged from 12 years to 17 years who meet the criteria for a custodial sentence. Young people may be sentenced or remanded to the centre.
4. It is one of four purpose built secure training centres that between them offer secure provision to young people across the country.
5. The centre was originally designed to house 40 young people, but this maximum number was increased to 76 following completion of a major extension in June 2002, and to 87 following the opening of the new female enhanced unit and the mother and baby unit (MBU) in 2006.
6. This new unit includes a resource for three mothers and babies on the ground floor, an enhanced unit for young women on the first floor, and crèche facilities for up to four babies.

### Summary

The overall quality rating is outstanding.

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

7. This was a key announced inspection carried out in accordance with the service level agreement between the Youth Justice Board (YJB) and Ofsted in 2006. The standards used during the inspection were those agreed between the YJB and Ofsted, and included as 'Annex B' of that service level agreement.
8. The last full inspection was carried out in November 2006, with an unannounced inspection carried out in August 2007.
9. Rainsbrook STC continues to be a child centred organisation where reflective practice is routine. It presents as a stable, settled and well managed organisation. The management roles and expectations are clearly defined and the director sets a very high standard which is reflected by each of his management team, and monitored by the external manager.

10. The centre has a clear vision of what it wants to achieve for young people, and explicit values that are common to managers and staff. There is a 'corporate pride' evident at all levels of the centre about what they have achieved and what they intend to achieve.
11. The centre has continued to improve and develop its service at all levels and offers a very high quality of care to the young people placed.
12. The centre has continued to develop its practice since the last inspection in August. Several new initiatives are now in place. For example, the centre ensures that all newly trained staff are mentored and supported by more experienced colleagues and members of the duty operation managers' team. There is an ongoing formal assessment of their competency to ensure that they reach the required standard. Formal supervision and appraisal for staff occurs routinely and is valued by the staff team.
13. An 'Employee Recognition Scheme' has been introduced which recognises and rewards individual staff efforts. Commendably, the views of young people advise managers which staff should receive these awards.
14. Consultation with young people is developing positively, and the introduction of detailed 'exit interviews' for young people being discharged based on the principles of 'Every Child Matters' is an excellent initiative. Analysis of the interviews suggests that young people find their stay at Rainsbrook to be a positive experience.
15. The centre continues to attach great importance to health and safety and has obtained the British Safety Council's 'Sword of Honour' for the second year running.
16. The centre offers an outstanding provision for the education and training of young people.
17. It also has a highly developed and successful behaviour management strategy that seeks to reinforce and reward positive behaviour and reduce the need for sanction. Staff seek to address challenging behaviour through interpersonal relationships, persuasion and negotiation where possible before recourse to sanction, single separation or restraint. In common with the other STCs, Rainsbrook has cared for some extremely challenging young people since the last announced inspection. The use of PCC at Rainsbrook STC has fallen consistently each year since 2002, even though the number of young people cared for has increased. This is a commendable achievement.
18. Child protection and complaints procedures have continued to develop, and there are robust and up to date strategies and procedures in place that keep young people safe and safeguard them from abuse, bullying and self harm.

19. There are well developed activities and enrichment programmes that enhance self esteem and confidence, and encourage positive engagement with the wider community.
20. A high level of effective multi disciplinary cooperation across the centre for the benefit of young people is routine and supported by very effective and sophisticated management information systems.

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

The unannounced inspection in August 2007 made seven recommendations to the director. These were:

- to ensure that all staff understand and share the same definition of elective separation. Clear progress has been made to clarify the use and recording of single separation, and further guidance on this issue has been issued by the director following changes in legislation in July 2007.
- to ensure that a detailed statement of purpose is accessible to all staff at the centre. A detailed statement of purpose has been introduced to the centre since the last inspection. Each member of staff has been issued with a copy.
- to review the way the centre assesses and approves care programmes for young mothers with babies placed at the centre. The care afforded to young mothers and their children has continued to develop and they are well supported by professional staff from within the centre and the community.
- to consider the provision of appropriate facilities to enable delivery of the vocational programme identified following the educational review. Plans have been submitted to the Youth Justice Board (JYB) to develop further facilities within the secure perimeter to offer greater vocational opportunities for young people.
- to consider developing a check list for individual files to include work done towards independent living skills. This good practice recommendation has not as yet been adopted.
- to develop further vocational options. The centre has a developing range of vocational opportunities for young people which has improved since the last inspection, and which is appreciated by the young people. Further development of vocational activities outside school should take place if young people are to achieve their full potential.
- to consider introducing 'exit interviews' for young people being discharged with nominated staff as part of the quality assurance system. The centre has produced excellent and informative exit interviews which are providing

valuable information about services and practice which is being fed into the management information system to assist in the development of services.

## The effectiveness of the service

### Helping children to be healthy

The provision is good.

21. Young people enjoy healthy, nutritious meals that meet their dietary needs. There is a choice of at least two main courses as part of their main meal each day, which includes a vegetarian option with a basic salad as an alternative. To meet young people's needs a special medical or religious diet is available when required, for example, suitable for a diabetic or young people with nut allergies. The views of young people regarding the food vary, the majority state it is 'satisfactory' or better although a few consider the food may be improved.
22. The chef works with individual staff and young people, to ensure he is well aware of dietary requirements, such as for pregnant young woman and ensures arrangements are in place meet them. Sensitive and thorough multi-disciplinary procedures are also in place to assess and meet the dietary needs of young mothers and their babies ensuring individual mothers' preferences regarding the food provided for their baby is available.
23. There are opportunities for young people to plan and learn how to prepare meals. School provides basic food hygiene and basic cooking skills education. Meals are prepared on each unit over the weekend by young people, with staff supervision if needed. Over the weekend some young people take this opportunity to get actively involved in the meal preparation with other young people taking a less active role. Two young people speak with pride about their ability to cook a three course Sunday lunch on their own, while others are less confident at present. Preparation for independence is promoted.
24. The menu follows a four week schedule. Young people have various ways they can air their views regarding the food provided. Themed days take place monthly in which young people are encouraged to try a variety of food that is new to them for example, Indian and Mexican. Enchiladas were introduced to the menu at the request of the young people after a themed day. A newsletter is provided by the catering company giving information about themed events and advertising meetings for representatives, raising young people's awareness and enabling them to contribute ideas.
25. The advice of a nutritionist is sought to confirm the content of the menu is suitable for young people.
26. The chef visits the unit kitchens on a regular basis ensuring appropriate hygiene is in place in relation to food preparation on the units. Systems are in place to ensure hygiene standards are maintained in the main kitchen and dining hall. The movement to and from the dining hall is well managed and



the meals in the dining hall are friendly social occasions with staff and young people sitting together, promoting good social interaction.

27. Visitors are made to feel welcome as systems are in place to ensure they are catered for. Catering staff prepare refreshments and ensure orders are ready by the time of the visit. Consultation with young people is ongoing over the stock held in the tuck shop to ensure their preferences are taken into account.
28. The health needs of young people are effectively met. A service level agreement is in place for the provision of medical cover in the centre. Medical staff have a wide range of skills, experience and knowledge to undertake the care of the young people and have external links to other professionals, for example, a midwife or health visitor is used when this specialist input is needed. Initial health assessments undertaken on arrival form part of the admission process and are child focused. Health needs are identified in a health care plan when needed. Assessments take account of known factors regarding health, self harm and substance misuse.
29. Each young person receives health education appropriate to their age, gender and lifestyles by a variety of means to meet their individual needs. For example, external and internal specialist input, in education or via their key worker or nurse.
30. Risks identified are made known to unit staff to ensure young people are cared for accordingly. Young people register with a GP on admission and good links with the local General Practitioner's (GP) practice have been established. Young people can see a GP of either gender should they wish. There is a medical and dental surgery for use by relevant professionals. Access to the ophthalmic and dental services is good. Young people's welfare needs are safeguarded.
31. There is a comprehensive approach to the welfare and support of young people that continues work carried out prior to placement and includes liaison with external professionals to arrange for ongoing and follow up work when a young person leaves the centre. Following initial assessments, all young people see a substance misuse team worker who undertakes a core assessment. Individual interventions and direct work programmes are in place to meet the needs of young people and undertaken either in groups or with individuals. The effectiveness of intervention programmes is monitored.
32. As with other areas of practice at the centre, an inclusive approach is used to best meet the needs of the young person. This includes effective support for adults working with young people such as residential staff, key workers, education and nursing staff ensuring the maximum benefit for each individual. Child friendly leaflets regarding substance misuse which cover relevant topics such as, volatile substances, cannabis, smoking and alcohol are available to ensure young people are fully informed.

33. Therapist support from a psychiatrist and psychologist is available to young people where this is assessed to be needed an assistant psychologist and the psychologist also provide consultation and advice to assist staff. Ongoing therapy is provided to young people when needed and undertaken in a variety of ways to ensure individual needs are met. Staff talk to young people, in key work sessions and informally on the units to assist them in engaging with and accessing appropriate services.
34. A positive working relationship between the GP, therapists and nursing staff ensure the health needs of the young people are considered and reflected in the decision making processes. Therapists and nursing staff attend various meetings ensuring a robust multi-disciplinary system supports the assessment of health care needs for young people on admission and throughout their stay.
35. Minor accidents are managed appropriately as first aid trained staff are on duty each shift. The storage of medication is satisfactory, with secure cabinets available for non-prescribed and prescribed medication in each unit. Controlled drugs are appropriately stored in the medical centre. Plans are in place for a local pharmacist to attend and review arrangements for medication.
36. There is not any robust audit system or quality monitoring system in place to monitor medication practices in the home. Running totals of medication held are recorded for each of the units in the Control Drugs Register (CDR) but not for prescribed medication. Although stock checks are undertaken periodically, there is no audit trail or reconciliation of medication held.
- The medication administration record (MAR) sheets and CDR are on the whole appropriately maintained. However, there are gaps in both set of records. For example, the CDR was single signed by staff rather than double signed on at least five occasions this year. Potentially errors such as this impact on the well-being of young people.
37. A letter requesting consent for medical treatment is sent out to parents and others as appropriate when a young person first arrives. A data base of those who have provided consent is maintained. Young people do not have the opportunity to self administer medication as the centre's policy does not permit this.
38. Young people are routinely seen after a restraint and appropriate records are maintained. If an injury is reported or the young person requests it, the GP is asked to see the young person to ensure their well-being is promoted.
39. Care of pregnant young women and the neo-natal care of new born babies and their mothers is consistent and effective. A midwife visits the centre every other week and carries out medical checks. The midwife is well supported by staff at the centre, but has not been provided with any 'breakaway' training in

case of assault by a young person. The Director has indicated that centre staff will offer training to a midwife in 'breakaway' techniques provided the same midwife attends on each occasion, and is willing to undertake the training

40. Access to health care provision is good and their welfare is safeguarded by the centre's policies and procedures for assessing health care needs and providing medication and treatment. A relaxed relationship between nurses and young people exists. However, two areas have not yet been developed.
41. Although the centre seeks information on immunisations young people may have had, there is no system in place to provide immunisations that may be needed by young people whilst they are at the centre.
42. Thorough procedures are in place to identify, assess and manage those young people at risk of suicide and self harm (SASH). All young people are assessed for risk of self-harm and suicide on arrival. Throughout young peoples stay, SASH assessments are undertaken if needed. There are explicit multi-disciplinary strategies in place to assess, monitor, supervise and ensure appropriate support is in place to those young people identified as being at risk of suicide or self-harm.

## Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

43. The care and control practices and procedures at Rainsbrook routinely respect the dignity and privacy of young people. Staff and young people enjoy positive professional relationships, and care staff skilfully use their own personalities and relationships to gain cooperation and compliance from young people.
44. The centre has robust and highly effective policies and procedures related to health and safety. It holds a five star award from the British Safety Council and has been awarded the British Safety Council's 'Sword of Honour' for the high standard of health and safety practice for the second year running. All staff are trained in security and to British Safety Council level one certificate in health and safety during their initial training course. A safe and secure environment is maintained for young people.
45. Thorough emergency and contingency plans are in place to address any significant incidents. Managers complete desk top exercises routinely each month to ensure that appropriate staff are familiar with procedures to be followed in the event of a serious incident.
46. The centre has well rehearsed procedures in the event of a fire, agreed with the local fire brigade. Drills are held at regular intervals to ensure that staff and young people know what to do in the event of a fire.
47. The centre has well established and thorough security procedures. Experienced duty operational managers are on duty at all times to ensure that procedures to move and secure young people around the centre safely are followed and applied routinely. Security checks are carried out frequently to ensure the premises remain secure.
48. Security upon entering the centre is thorough and all visitors are politely but carefully searched before entry. Any articles brought into the centre are carefully checked to ensure that contraband does not routinely breach the secure perimeter. Young people are advised about searches upon admission. It is established routine for staff to 'pat' search young people before they are allowed to move around the centre.
49. There is an effective 'real time' CCTV system installed in communal areas across the centre that is used to ensure that young people and staff remain safe. CCTV footage is routinely inspected and made available to the local safeguarding children team when appropriate as evidence to resolve child protection issues.

50. The centre has a very positive and effective working relationship with the advocacy and local child protection services. Child protection procedures are clear, transparent and effective, with up to date safeguarding procedures agreed with the Local Safeguarding Children Board in place.
51. There are also clear and up to date strategies and procedures in place that keep young people safe from abuse, bullying and self harm, and well developed and transparent complaints procedures which are known to staff and young people.
52. The centre has trained some of its team to manage 'restorative justice' meetings with young people, to help them resolve any differences they may have with other young people or staff members. There are plans in place for more staff to be trained. This is intended to reduce friction between those participating, and help them to feel safe. The process is voluntary, and not all young people have as yet chosen to use it.
53. Recent exit interviews found that all of those interviewed felt staff kept them safe.
54. Each residential unit is visited weekly by an advocate from the advocacy agency 'Voice'. 'Voice' enjoy a good working relationship with managers and staff at Rainsbrook, and cooperate with them routinely to resolve complaints and ensure that young people's legal rights are met when they are discharged.
55. The centre has excellent behaviour management strategies and procedures. The behaviour management strategies seek to reinforce and reward positive behaviour and reduce the need for sanction. They recognise the needs of the child and seek to address challenging behaviour through interpersonal relationships, persuasion and negotiation where possible before recourse to sanction, single separation or restraint.
56. Central to this strategy is the use of an incentive bonus scheme, which rewards young people for positive behaviour. Young people are advised of the scheme during their admission induction process, and by their key worker. There is also written guidance information provided to them.
57. The incentive scheme is regularly and routinely reviewed and revised as appropriate to ensure it remains effective. Staff and young people are aware of the scheme, and understand it. There is ongoing consultation with the young people about the effectiveness of behaviour management strategies during their stay and via thorough exit interviews. Although viewed positively by most young people, the incentive bonus scheme offers a limited range of reward on each band. A large majority of young people asked during exit interviews identified the bonus scheme as good or very good.

58. The form of restraint approved by the Youth Justice Board (YJB) for use in secure training centres (STC) is 'physical control in care' (PCC). All staff are trained in the appropriate use of PCC during their initial induction training prior to being allowed to work with the young people. The use of PCC at Rainsbrook is low compared to other STCs over the last year, and the average monthly number of PCC episodes has fallen steadily each year since 2002, even though the number of young people cared for has increased. This is a commendable achievement.
59. The use of sanctions, single separation and PCC is carefully recorded in logs maintained for the purpose on each of the residential units. These records are routinely monitored by line managers. Highly detailed behaviour management data is collected, collated and analysed as part of the centre's management information process. This is reviewed during regular multi disciplinary meetings, and used to advise planning. Any concerns arising about the use of any form of behaviour management are addressed at once by senior management.
60. The use of PCC at Rainsbrook is transparent and well managed. Individual behavioural management plans specifically consider medical conditions, for example asthma or pregnancy, to ensure any use of PCC is safe. Most young people taking part in exit interviews said that PCC was used correctly at Rainsbrook. This is reflected in the records and by the external professionals involved.
61. Details of all single separation, PCC, sanctions and restrictive physical intervention of young people are also reported to the monitor from the Youth Justice Board (YJB).
62. Young people are not inappropriately locked in their rooms. All episodes of enforced and directed separation are carefully recorded, and a separate record is also kept when young people elect to go to their bedrooms. Time spent in bedrooms is carefully monitored to ensure that young people are not in their rooms for inappropriately long periods.
63. Following changes in the legislation related to behaviour management in STCs earlier this year, the director has issued guidance to staff for the use of single separation for the maintenance of good order and discipline. The use of single separation for this purpose is carefully identified and recorded. This record is monitored and evaluated to ensure transparency and fair practice.
64. There is highly effective multi disciplinary cooperation across the centre for the benefit of young people. This is focused through routine and regular meetings at which each discipline is invited to contribute. For example, the Strategic Management Information Monitoring Meetings (SMIMM) review and discuss management information, and the observations of each of the disciplines represented enables the centre to manage risk for young people, and to plan and deliver services effectively.

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65. Commendably, the centre has very stringent recruitment and vetting procedures. References are carefully checked by the vetting department and human resources staff, but senior operational managers involved in the appointment of staff do not routinely see them. Young people are involved with the appointment of some staff who work at the centre and who are selected for promotional opportunities.
66. Escorts for young people travelling from the centre are most frequently provided by the company itself or one of the bigger escort agencies approved by the YJB. However, some local authorities are using escorts who have not necessarily been approved by the YJB or had references checked by the centre. The centre is addressing this issue with the escorts to ensure appropriate safeguards are in place.

## Helping children achieve well and enjoy what they do

### Education

The provision is outstanding.

Overall effectiveness

67. This is an outstanding establishment which sets and achieves very high standards. Accreditation rates are high. The quality of teaching is very good: 50% of the sessions observed by inspectors were judged to be outstanding. Students are provided with a broad and wide-ranging programme of courses and activities. Behaviour and attendance is consistently good. The monitoring and analysis of student progress, including the gathering of destination information, is of a high quality and contributes to the consistently high standards of attainment. Strategic leadership of education is very effective and places young people at the heart of decision making. Operational management is strong and communications across the unit are effective in improving the provision. Staff promote a strong ethos of care and support for the young people. Partnership working both internally and with external organisations is excellent. The capacity to improve further is outstanding.

### 68. Strengths

High levels of accreditation for all young people

Excellent progress made by young people during their stay

Outstanding strategic leadership that places the needs of young people at the centre of decision making

Very good teaching and learning

A broad and balanced curriculum offer with a strong focus on basic skills and preparing young people to progress

Outstanding support and guidance arrangements

Strong team working and operational management

69. Outstanding partnership and collaboration with a range of specialist services, external agencies and the local community.

### Key aspect

### Grade

Overall effectiveness

1



|                                       |   |
|---------------------------------------|---|
| Capacity to improve                   | 1 |
| Achievements and standards            | 1 |
| The quality of education and training | 1 |
| Leadership and management             | 1 |

## **Part B: The contribution by education, training and PE to Every Child Matters outcomes**

70. Education at Rainsbrook makes a very good contribution to the five Every Child Matters (ECM) outcomes. Curriculum planning is used effectively to promote ECM outcomes in lessons and other activities. Young people report that they feel safe and are well supported by staff. Staff ensure that new programmes and activities are carefully and sensitively risk assessed to ensure safe practices are adopted.

71. Young people take part in daily physical education to develop their fitness and promote their emotional health. They are encouraged to express their views and opinions through discussion and other creative activities such as drama, music, art and poetry. Effective cross-curricula and enrichment activities cover a range of topics and issues including healthy life-styles, diet, sexual health, drugs and alcohol misuse, homelessness, and cultural diversity. These make a significant contribution to the development of young people's personal, social and emotional well-being and help them to understand the choices they make about their own life-styles.

72. The mother and baby unit provides excellent support for new mothers and their babies, and has raised awareness amongst other young people of the demands and skills needed to be a young parent. Connexions personal advisers provide good guidance and support to help young people prepare to progress to the community

## **Part C: Commentary on the key questions**

### **Key Question 1: how well do learners achieve?**

73. Achievement and standards are outstanding. Over the last 12 months, the average number of awards, at 16 per learner per month, is very high. Accreditation is well matched to meet the diverse needs of young people and most achieve high standards, often from a very low starting point. Young people's progress is systematically monitored and recorded. All achieve appropriate accreditation and develop many new skills, particularly in literacy and numeracy. Monitoring systems are well established and effective; young people are aware of their targets and understand how they can improve. Young people with special educational needs (SEN) receive good additional support and make significant progress during their stay.

74. The range of accreditation available has increased and includes AQA awards, NVQ Level 1 courses, CLAIT and GCSEs. Collaboration with schools is effective in ensuring that young people with higher entry qualifications are able to follow level 3 courses. The standard of young people's work is consistently good. Their portfolios of work are well organised. In-house certificates and displays of work around the unit celebrate and promote the achievement of high standards. Young people learn to participate in class discussions, to work independently with their peers. Those with specific learning needs are provided with focused support from the team of Learning Support Assistants (LSAs) and Training Assistants (TAs) from the residential unit. Rigorous monitoring of absence from lessons is carried out daily. Attendance is high.
75. Young people's behaviour is good. It is managed consistently across the education team and by TAs. The atmosphere in education is generally calm and purposeful. Relationships between young people and adults are very positive. Young people are increasingly encouraged to monitor their own behaviour and to use the 'time out' facility to de-escalate situations before they become more serious or disruptive. The incentives scheme is highly valued by young people. The weekly points system used consistently across the unit rewards good behaviour and attitudes for both individuals, such as the High Flyer award and Student of the Week award, and for residential units through the Unit of the Week award.
76. The unit pays very good attention to supporting young people in transition either to another secure establishment or to the community phase of their sentence. Strong links with providers including schools and colleges are maintained after release where this is possible and progress is monitored to ensure that placement arrangements are maintained for the length of the license.

### **Key Question 2 : how effective are teaching, training and learning?**

77. The quality of provision is outstanding, which agrees with the unit's self-evaluation. Teaching and learning are outstanding. The vast majority of lessons observed by inspectors were judged to be good or better and half were outstanding. The excellent teaching in the core subjects of English, Maths and ICT makes a significant contribution to the overall high standards. Teaching was also outstanding in performing arts, food technology and French.
78. The majority of teachers make good use of information from initial assessment of learners' levels of literacy and numeracy to inform lesson planning. They use a wide range of separate activities and learning materials to meet individual needs and ensure that trainees are engaged and motivated to learn. Effective support from teachers and TAs helps young people stay on task and to improve their levels of literacy and numeracy.

79. Young people respond well to the culture of high expectations promoted by teachers and other staff. Almost all make very good progress during their time in the unit and produce high standards of work. They develop good practical skills in food technology which helps them to prepare for progression into the community. In hairdressing and beauty therapy, learners' portfolios are very well-organised and clearly reflect the good standard of teaching and the breadth of knowledge and skills achieved. In the less effective lessons teachers rely too much on whole class activities, there is too little variety in learning activities and the pace is slow. In these lessons there is insufficient challenge for more able trainees. The unit's arrangements for observing teaching and learning are rigorously implemented and support improvements in quality.
80. Throughout the department, displays of learners' work are used to celebrate their progress and achievements. There is a strong culture for celebrating young people's achievements and a high rate of success when young people are entered for external competitions, such as the Koestler awards. Learners' work is marked regularly and useful feedback helps them to understand what they need to do to improve.
81. Arrangements for initial assessment of learners' levels of literacy and numeracy are very effective in identifying those in need of additional support. A good range of strategies including one-to-one teaching, in-class support and mentoring from pupils from local schools are used effectively to help those in most need. Most young people make very good progress in improving their levels of literacy and numeracy while they are at Rainsbrook.
82. Strong team working between teachers, LSAs and TAs helps to maintain a calm and purposeful atmosphere within the education department which is conducive to learning. Inappropriate behaviour is challenged quickly and effectively. Learners' behaviour and attitudes to education improve significantly while they are in the unit and they enjoy attending school.

**Key Question 3: how well do programmes and activities meet the national targets and needs and interests of learners?**

83. The education department provides a very broad and balanced curriculum which is well-matched to the diverse needs of the young people. It covers the national curriculum and meets the external requirements of the Youth Justice Board (YJB). There is a strong focus on the development of basic skills across all subjects. Science provision is relevant and interesting; an introductory French course focuses effectively on developing speaking and listening skills and there are good opportunities for performing arts.
84. Since the last inspection, the range of vocational options for learners aged over 16 has increased. The education department now offers courses in hairdressing and beauty therapy, leisure and tourism and retail. The five ECM

outcomes are integrated well into most subjects. Young people are able to have regular drinks and daily PE ensures that they are active.

85. Teachers work hard to prepare young people to be tolerant of others and to prepare them for the diverse communities outside. Most classrooms and specialist areas, learning materials and equipment, are well-organised and maintained. In food technology lessons, young people adopt safe practices. However, not all young people wear appropriate clothing for physical education. Overall the department provides a safe learning environment. Strong links with the local authority and mainstream schools are used to help to ensure that the provision is up-to date. However, the design technology facility does not provide learners with the opportunity to use appropriate equipment and materials needed for progression onto courses and employment in areas such as manufacturing or construction.
86. Good opportunities for enrichment enhance the provision. After-school clubs are provided in pottery, cooking, IT, fitness and the Duke of Edinburgh's award. Links with a local school provide mobility for those young people who are ready in activities such as sailing and swimming. Some progress has been made in improving the integration of these activities with those delivered after-school by residential staff.

#### **Key Question 4: how well are learners guided and supported?**

87. Support and guidance for young people are outstanding. A very thorough induction is carried out swiftly and sensitively and helps young people quickly settle into school. The education handbook has been recently updated and provides clear information on what is expected of the young people and the provision offered for them. Thorough initial assessment and clear targets to help young people to make progress are set and effectively communicated to all teachers before the young people go into lessons. Arrangements for monitoring and reviewing progress are extremely thorough. The weekly tutorial is used effectively to provide young people with information on how they are progressing and to review their targets.
88. Teachers provide very comprehensive reports for review meetings. Very good internal and external multi-agency working with the forensic psychology service, health services, Connexions and the local authority help to ensure that barriers to learning are addressed effectively. For example, for one young person having her eyesight problems addressed had been significant in helping her to make progress in lessons. The excellent mother and baby unit provides exceptional support and care for young mothers, developing their parenting skills and supporting them in education.

**Key Question 5: how effective are leadership and management in raising achievement and supporting all learners?**

89. Leadership and management are outstanding. Very good progress has been made in addressing issues from the last inspection and in driving forward improvements in curriculum planning and the quality of provision. Leadership is highly focused on raising standards and in ensuring that young people are fully involved and consulted in planning their progress and future pathways. Staff across the establishment display a strong shared commitment to maintaining and developing high quality inclusive provision.
90. Strategic planning is of a high quality and clearly demonstrates specific, achievable and measurable targets within manageable time frames. The views of teaching staff, residential support staff and young people are highly valued by senior managers and staff contribute effectively to development planning. However opportunities for them to share ideas and review developments on an informal basis are too infrequent.
91. Partnership arrangements and collaboration with external agencies and the local community are outstanding. Links between Rainsbrook and the Connexions service, the Rugby School and Warwickshire County Council have been particularly effective in improving provision. Many other initiatives developed with smaller organisations and local schools add considerable value to the curriculum.
92. Operational management is highly effective and movement to and from lessons well managed. Daily handover meetings between education and residential staff are efficiently managed to ensure that education staff are aware of any specific needs or information about individual young people that might affect the learning environment. The recently strengthened education senior management structure and the role of duty director held by the education manager and assistant manager have enhanced team working arrangements and significantly improved communications across the whole establishment.
93. Management information is used effectively to monitor and review young people's learning and progress. This work has been successfully extended to follow young people's learning journeys beyond their time at Rainsbrook and has helped to support and maintain placements and programmes of study.
94. Quality assurance procedures are robust. Regular observation of classroom practice is undertaken by senior managers and through a supportive arrangement with the specialist education advisory services of Warwickshire County Council. Sound advice and guidance to support staff development and human resource issues are provided by City College Manchester. However there is no formal staff appraisal system. Plans have been made to implement new arrangements in early 2008.

95. Staff receive regular supervision and the training and staff development programme offered internally and by external providers is highly valued by teachers. Induction arrangements for new staff are comprehensive. Staff are well qualified and many have long standing and relevant experience of working in similar settings. There is good specialist SEN expertise and access to appropriate specialist support within the unit and externally through Warwickshire's specialist advisory support services.
96. Accommodation has improved since the last inspection and is now very good. A new and larger staff room provides a good meeting space. The extended library provides a very good resource for learning which is well managed and used productively by staff and young people. It houses a good range of literature to support the diverse language and literacy needs, as well as an impressive collection of reference books and recent internet access. Classrooms and workshops are maintained to a high standard and equipped well to meet the needs of the developing curriculum.

The hair and beauty room is resourced to a high standard and equipment for music, art, drama, ICT, food technology and science contribute significantly to the high standards achieved. White boards are used effectively and comprehensive literature and teaching resources ensure teachers can plan appropriately to meet the diverse needs of the learners. The recent availability of internet access in the classroom is an important and well managed development that is used by the learners to very good effect, particularly in ICT.

## Helping children achieve well and enjoy what they do

### Welfare

The provision is outstanding.

97. The procedure for admitting a young person into the centre includes a thorough check on the legality of the order which allows them to be detained in a secure environment. The immediate health and care needs of a young person are assessed at the time of admission and all relevant information is made known to the staff members who will be initially involved with the young person.
98. Following completion of the admission process young people are able to make contact with a person who may be concerned in relation to their welfare.
99. An appropriate induction programme is in place and young people are routinely made aware of their rights and responsibilities. A postcard style tool is available to supplement the young people's guide. The guide offers broad initial information and explains areas in more detail. It includes a young person friendly section on the main points of the statement of purpose of the centre.
100. A visual information programme is shown to young people upon admission; this contains a further picture of what the centre is like to live in for the young people. Young people living in the centre say that the video does not fully depict life at the centre as it contains images of activities such as go-karts and remote control cars which they say are not available to them. The director acknowledges this, and has suggested that the DVD will be revised at four yearly intervals to ensure it remains as representative as possible.
101. An equal opportunities policy is available. It is provided in an appropriate format for young people and widely displayed throughout the centre.
102. There are good arrangements available for young people to access contact with their families, friends, and where appropriate, external professionals including advocates who are dealing with young people. A telephone is available in the individual units and assistance is provided by staff members to ensure young people can write letters which are then posted on their behalf. Contact is only restricted where this has been identified by the youth offending team as not being appropriate. External helpline telephone numbers and addresses are readily made available to young people.
103. The centre's administrative office arranges visits for family and friends. This system works well and ensures that positive links are encouraged and enabled, it also reduces congestion that may result in cancellation.

104. A youth worker is employed at the centre and has responsibility for the planning and delivery of activities and enrichment opportunities for young people. He is allocated a budget which enables him to purchase required equipment for clubs to take place, support the availability of staff to run activities or fund certificated courses for young people. A positive structure is in place which enables a range of activities to be available to young people by utilising as many staff members as possible.
105. The centre takes an active role in the running of the Duke of Edinburgh's Award scheme and ten staff members have received training enabling them to act as leaders for the award. Funding for young people who express an interest to be involved in the award is sourced from their youth offending team with the intention that they can carry on the award if they so wish when they leave the centre.
106. Young people are also able to take part in the junior sports leaders' award.
107. Throughout the week there is a formalised plan for clubs which run each lunchtime and evening, many of these clubs are restricted to young people who have attained a higher level on the incentive scheme. Further activities are provided by staff members in individual units. This provision can be erratic at times due to demands on resources. Sessions may occasionally be dependent on individual staff members on duty, and may not always occur. This restricts the opportunity for some of the young people on a lower level of the incentive scheme to experience an organised activity.
108. A record is held of those young people who have attended a structured club type activity which enables members of the care staff to monitor and evaluate the young person's recreational progress for planning and review.
109. Young people have access to pool tables, video and board games and television/DVD players. There are some instances of appropriate reading material being available on the individual residential units and young people are able to use the library to borrow books, including audio books, to read on the units. Overall the amount of appropriate reading material available on the units is limited; if young people do not motivate themselves to visit the library there is restricted opportunity for them to access a book or magazine more casually.
110. Young people may bring their own property into the centre. This is checked for safety and security reasons prior to it being passed on to the young person. Some young people report that the delay whilst waiting for their property to be checked and cleared can be as long as three days. This is a long time to wait for personal property, and it is not clear why the process takes so long.
111. Arrangements can also be made for key workers to purchase appropriate items for young people upon request.



112. Some of the staff members involved in the delivery of formalised activities have received training in relation to trampoline instruction and 'boxercise'. An oversized outdoor chess set has also proved popular with the young people. Formal clubs which take place at the centre include opportunities to learn about printing onto items, information technology, sports activities and art and crafts.
113. Some goats are kept at the centre and this allows a nominated young person to learn about the need to ensure their welfare and upkeep. The centre has also arranged for people from the local community to visit to share their interests and experiences with the young people. Some young people have also been able to take part in activities outside to the centre following mobility risk assessments.
114. Physical recreation facilities available at the centre include an all weather surface sports facility, sports hall, gym and a climbing wall.
115. A skills audit has been carried out throughout the staff group identifying any hobbies or interests they may have, this is also carried out with new staff members during their initial training course. The centre has plans to use the information obtained to match up interests to provide a wider range of subjects for young people to be involved with during leisure time.
116. Meetings are held in relation to the planning and evaluation of formal activities. There is currently no representative from the young people to contribute to these meetings and this means that their opportunity to participate in the development and delivery of activities is restricted. This is being addressed by the youth worker.
117. Opportunities for young people to experience vocational type activities and those which teach life skills is limited during the period of time that they are not in a formal education setting. There is a need for vocational activities to be available during the evenings and weekends to enable young people to take part in practical pursuits and enhance their opportunities for preparation for independence and life skills experience.
118. There are a number of annual activity and leisure days carried out at the centre, including barbecues, activity days, talent shows and a Christmas celebration.
119. All young people are able to access fresh air during the day with each unit having its own specified time to use part of one of the green areas.

## Helping children make a positive contribution

The provision is good.

120. Young people's needs are assessed at the time of admission. A comprehensive initial assessment sheet and training plan is completed which identifies any issues which may need further assessment of risk. There are separate relevant sheets depending on the legal status of the young person. The assessment carried out includes a check on a young person's vulnerability. Should any concerns be apparent, this would trigger a suicide and self harm procedure.
121. An assessment checklist is completed during the first 24 hours of a young person's stay at the centre. This identifies any work to be carried out, including physical and mental health needs, educational requirements and family contact arrangements.
122. A case manager and key worker are allocated to each young person at the point of admission. Each case manager is a member of the internal Youth Offending Services team, which is managed by a team head. Four members of the team are qualified social workers and other members of the team have a relevant professional qualification related to their area of expertise. Case workers ensure that all aspects of a young person's plan and needs are addressed and liaise with internal staff and external agencies to achieve this aim.
123. Following the release of a young person from the centre, caseworkers will also have some input into the first community review which enables them to ensure that agreed plans for the young person are in fact been addressed.
124. The key worker is responsible for seeing that the planned work is undertaken on a daily basis, ensuring that young people receive the input they require.
125. Initial assessment meetings are held for each young person who is admitted to the centre. These meetings are usually held within the required timescales shortly after the admission. Slippage is only usually experienced when the attendance of a youth offending team worker is difficult to confirm. Where this is the case the centre holds its own review of assessment and a staff member would inform the external Youth Offending Team manager via letter that this had been done. This ensures that young people's needs are not compromised by extended timescales being in place.
126. Individual plans are available for each young person, the plans clearly identify needs and how they may be met. The information contained in the plans is available to all staff working with a particular young person and the plans are updated on a regular basis.
127. Young people and their families are actively involved in planning sessions and reviews. A booklet is available for young people to complete prior to a review

which enables them to put forward their thoughts and feelings to the meeting. The responsible case manager ensures that parents and guardians are kept fully informed of any significant events affecting the young person whilst at the centre.

128. Individual case files are held for each young person. These are of a good standard, well presented and sectioned. Reference to all contact in relation to the young person is recorded in these.
129. There is an established procedure for making sure that the documentation relating to young people who are at the centre on a remand basis is available. Information in relation to these young people is not always available on individual files, however. Members of the internal Youth Offending Services missing looked after children information. This is a verbal request initially followed by a written request. Evidence of this occurring is not always recorded and the steps taken by the team are not therefore always able to be clarified. Holding this information is important to ensure that the planning and assessment requirements of these young people are known.
130. Trainee Management Meetings are held on a weekly basis and include representatives from all disciplines across the centre. The meetings are used to review the progress of each young person in the centre and enable planning to be focused. All areas of a young persons individual needs are considered at this meeting and where any action is seen to be necessary, the task is allocated to an identified staff member. Any concerns arising as a result of this forum are taken to the relevant arena for attention, this would include where a review of the risk assessment identified any concerns.
131. The offending behaviour work undertaken at the centre is led by a programmes officer. She is able to provide a comprehensive set of programme initiatives to be used with the young people, whilst assisting in the delivery and evaluation of the work carried out.
132. All staff members are expected to take a lead in the delivery of the programmes to young people and 10 staff members are now qualified as trainers with a further 65 having undertaken basic group work training. New staff members receive training during their initial course.
133. The delivery of offending behaviour programmes is carried out in a structured environment away from the residential units, and sessions held are of a good standard with appropriate content. Although the content and delivery of the programmes are good, sessions are not always long enough to allow for full discussion of the topic.
134. Some subjects are undertaken in the sports hall where interactive activities such as collage making and movement groups can be held. The young people complete a 'what do I expect to learn?' sheet prior to the discussion to enable

the effectiveness of the session to be evaluated for the purposes of future planning.

135. The time allocated for sessions at the end of the formal school day can on occasions be rushed and this can lead to frustration amongst the young people should they wish to discuss a particular subject further. An evaluation of what the young people have learnt during the session and their views on the subject matter is carried out at the end of the session.
136. Young people expressed their concern that if they offered a negative evaluation for the session, this might result in their getting awarded lower scores from the staff presenting the session on the incentive scheme. The centre make efforts to ensure an appropriate level of monitoring and evaluation of these sessions, but some young people are frustrated with the discussions and abrupt ending of the sessions and do not feel able to make their views known.
137. Direct individual work with young people is also carried out, mainly during their first four weeks at the centre. This work is undertaken by trained key workers using a method called 'Jigsaw'. Further separate groups are held to deal with specific issues relating to gender.
138. The work carried out is tailored to individuals as required and for those who are at the centre for a longer period includes consideration of current affairs.
139. The allocated staffing and premises available for this provision are insufficient to allow for much further development in this area of work. Additional resources are necessary if this structured approach is to be continued.
140. A monthly meeting is held between the programmes officer, a representative of the education department at the centre and residential service managers. This allows for any issues concerning the delivery of the programmes to be addressed and prevents any repetition of work which has been carried out in the formal education setting.
141. A chaplain and assistant chaplain are both available for young people to access. They play an active role in all areas of life within the centre and are able to share their views regarding the needs of individual trainees during trainee management meetings and daily briefings. Young people are able to follow the religion of their choice and the chaplains can access promptly the services of other faith leaders should these be requested. Access to religious support for the young people is enabled by all staff at the centre.
142. Diversity is reflected routinely in the daily life of the centre, is clearly respected and seen as everyone's responsibility by all staff at the centre. All meetings held in the centre include the opportunity for anyone to bring to the attention of all present any issues of diversity they may feel need addressing.

143. A young people's council is held which allows representatives to bring forward any concerns, suggestions or comments to the centre's management team. The opportunity to take part in the council is restricted to those who have attained a higher level on the incentive scheme. Some young people state that they do not feel their views are always taken seriously by the representatives and feel that, dependent upon appropriate risk assessments, they would like a representative on the council who is on a lower incentive level.

## Helping children achieve economic wellbeing

The provision is good.

144. Managers and staff at the centre actively promote the need for appropriate discharge arrangements for young people. Sometimes this requires that they assertively represent young people by contacting responsible authorities to ensure that young people receive appropriate support. The centre routinely engages and confronts community agencies and responsible authorities to try to ensure that young people are resettled appropriately when they are discharged.
145. Work experience is offered to appropriate young people within the centre's secure perimeter. Young people are able to work in the dining room and kitchen and gain experience of the catering and hospitality industry. This has provided a very positive experience for some young people. This work experience is dependent upon status on the incentive bonus scheme, and is currently unpaid.
146. Rainsbrook also supports young people to prepare for life in the community by offering NVO training opportunities in some vocational subjects through its educational provision. This is a commendable initiative, and there are plans for it to be developed further. This provision is currently limited to school, and does not include leisure activities organised by residential staff outside of school. Residential staff with appropriate skills might introduce young people to skills from the building trades, motor vehicle care, and other useful working skills as activities.
147. There is a well developed activities programme that enhances self esteem and confidence, and encourages positive engagement with the wider community. This includes activities outside of the secure environment, for example, the Duke of Edinburgh's Award. The young people are able to take the British Safety Council entry level award in workplace safety.
148. The centre also tries to ensure that young people have education, training or employment opportunities when they leave, and have been successful in finding college courses or training for a significant proportion of young people being discharged. There are close links with the local 'Connexions' service
149. Consistent with the expressed values of the centre, there are examples of good individual resettlement and life skills work going on with young people on the residential units in order to prepare and support them to cope independently when they are discharged. Resettlement issues are recognised by all of the disciplines working within the centre as a critical part of a young person's stay at Rainsbrook. This emphasis is not fully reflected on young people's file records, as the work is included in the general notes on file and not identified under its own heading.

150. Similarly, although young people are required to do some domestic tasks and where appropriate some laundry for themselves to earn their incentive bonus, life skills and independence work for young people are not specifically included in the units' routines or as part of the incentive bonus scheme.
151. Each young person is allocated a case worker from the Youth Offending Service who works alongside the key worker and young person to implement care plans. The caseworkers liaise closely and with some success with social workers and external Youth Offending Team workers to ensure young people's needs are met. Both they and residential staff gain skills and experience through practice and supervision, but neither group has received specialist training in resettlement issues such as work done with outside agencies, and life skills preparation done on the residential units with young people. The director recognises the need for key staff to be trained in resettlement issues and will discuss with the Youth Justice Board.
152. Reviewing officers from the centre continue to support young people at their first community review following discharge. This offers some continuity as they make the transition into life in the community. The workers are unable to offer support beyond the first community review.
153. The centre has its own facilities team of maintenance engineers who ensure that servicing schedules are met promptly, and who carry out minor repairs and redecoration across the centre. The facilities team ensure that maintenance is carried out quickly and efficiently, and support the residential teams to make the residential units look as homely and cheerful as possible.
154. Young people who are assessed as safe and who have achieved appropriate levels on the incentive scheme are encouraged to personalise their rooms with posters, photographs and personal items. They may also have additional electrical items such as TV, stereo or computer games.

## Management

The provision is outstanding.

155. The director and his management team have a clear strategic approach to the management and development of the centre.
156. With the exception of the acting head of the Youth Offending Service, the management team at Rainsbrook were in place at the time of the last announced inspection. They are a well established team who have worked together for a long time. Accordingly, Rainsbrook is a stable, settled and well managed organisation. The management roles and expectations are clearly defined and the director sets a very high standard which is reflected by each of his management team, and monitored by the external manager.
157. The centre has a new vision statement, 'Enabling people to achieve through positive experiences'. This phrase is now used to demonstrate the goals of the centre and is included along with the statement that 'Every Child Matters' on all documentation, including headings for meeting minutes. This clearly and rightly places young people at the centre of every discussion and every development.
158. Staff working with young people at the centre are clearly committed to their role and understand the importance of the care they provide and the focus of their interventions. All staff spoken with, no matter what their role at the centre, described their duties and responsibilities as 'very important'. It is commendable that the management and leadership strategies at the centre result in staff from all departments feeling they all play an equally important role in ensuring the quality of care and service to young people is the best it can possibly be.
159. Communication systems within the centre are excellent. A well integrated multi disciplinary approach is taken to the care and control of the young people, which is supported through a range of strategic meetings. These ensure that each of the disciplines is able to contribute fully to ensure consistent attention is given to ensuring young people's needs are met and their welfare safeguarded.
160. A range of highly structured meetings take place at the centre that provide opportunities for information sharing, consultation and creative problem solving. All meeting minutes are made available to the staff teams, and also routinely feed into a very efficient and sensitive management information system. This management information system is routinely provided with data on a daily basis which is collated, analysed and evaluated to address issues arising, inform future planning and guide service delivery. Quality assurance and performance management systems are well established and commendably inform service development and delivery.



161. Records are well monitored by all managers and issues arising are fed back immediately to staff and their supervisors.
162. A well established procedure is in place for monitoring Rainsbrook by the external manager. The manager, who is the director of children's services for Rebound, has regular contact with Rainsbrook, visiting frequently. He produces a report each month after his visits. He meets with young people and their parents if they are visiting. He meets with staff and monitors records. His visits and subsequent report provide an additional quality checking process that ensures a high standard of service for young people.
163. Staff have opportunities to attend sessions organised by senior managers, to learn about developments and raise issues or concerns. The 'director's forum' is an effective and well established mechanism for staff to meet with the director. This is chaired by the chaplain, who produces the minutes and ensures they are widely circulated.
164. Careful attention is given to the way staff are inducted and trained, and the initial induction course is routinely reviewed and regularly updated to include emerging best practice. The Initial Training Course is a mandatory course for all new care staff. This lasts for a minimum of seven weeks.
165. Newly trained staff are mentored and supported by more experienced colleagues and members of the duty operation managers' team. There is an ongoing formal assessment of their competency to ensure that they reach the required standard. The introduction of the 'development and competency' document is a recent development and one that has been well received by staff. The aim is for new staff to complete the document with support from their supervisors to ensure they fully understand the expectations of their role in working with young people. This provides an excellent tool for staff to evidence progress, build a portfolio of knowledge and evaluate their development.
166. There is an ongoing turnover of staff at the centre. Of the 44 people who started work at the centre during 2007, 39 are care staff. This is significantly less than other Secure Training Centres during a twelve month period. The centre's recruitment procedures are firmly established and ensure that staffing levels are maintained at all times.
167. The retention of staff remains a high priority for the senior management team, and opportunities are available for staff to attend relevant professional training and achieve further qualifications. A number of staff have been supported in obtaining a social work qualification whilst working at the centre and currently four staff are undertaking such training, with one of them shortly to complete their final placement. Other opportunities available for staff to improve their professional skills and qualifications include management skills and counselling.

168. Training and development of staff is given a high priority. This is informed by a recent detailed analysis of training needs for individual staff.
169. A detailed training strategy is in place and a significant amount of training has taken place during 2007. This includes training in 'Jigsaw' which provides staff with skills and resources in working directly with young people on the issues that brought them into a secure setting. A number of staff have been trained as 'trainers', and some of those are qualified to cascade training to other staff, such as PCC, group work methods and 'Jigsaw'. All the refresher training as required by the Youth Justice Board has also been done.
170. Rainsbrook has for the past two years had assessment centre status and is able to provide National Vocational Qualification (NVQ) training for staff. However, the training for care staff working directly with young people has not yet commenced. The aim is for care staff to work towards the NVQ level three award in 'Youth Justice'. This course had not yet been established and the YJB are continuing to review the training needs of staff involved with the judicial system.
171. There is a clear expectation from senior managers that all staff should receive formal supervision on a monthly basis. The policy guidance sets out the expectations for supervision, including the expectations of a contract between the supervisor and supervisee. Records show that staff receive supervision to the desired frequency. Although there may be occasional slippage due to operational considerations, arrangements are made to re-schedule sessions as soon as possible. The quality of supervision is good and is valued by the staff team.
172. The supervision of staff is linked to a review of progress which is carried out every six months. Annual appraisals are carried out with a six monthly review of targets set. These are consistently recorded and available in staff files examined.
173. GSL has introduced an Employee Development Review for senior staff that provides an even more detailed performance management approach to staff appraisal.
174. An 'Employee Recognition Scheme' has been introduced which recognises and rewards individual staff efforts. Commendably, the views of young people and their parents advise managers which staff should receive these awards.
175. These initiatives ensure that staff performance is monitored and good performance rewarded, and ensures that the work taking place with young people is of good quality.
176. As required by the Youth Justice Board a single page statement of purpose is prominently displayed throughout the centre. This provides a clear and concise account of the overall objectives of the centre and is written in a

format that young people can easily understand. A more detailed statement of purpose is available which provides a detailed description of the services provided at the centre. This is an excellent document for people unfamiliar with the work of Rainsbrook. This is now shared with all staff at the centre and is routinely provided to new staff during their initial training.

177. Parents or carers of young people placed at the centre receive a detailed information pack, which provides them with details about what they and their child can expect from the centre. This is sent to them within 24 hours of the admission of the young person.

## Recommendations

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

- consider introducing a quality monitoring system to review health care practices and procedures (Being healthy - standard 4 )
- consider the introduction of a system that keeps a complete record of all medicines - what comes in, what is used, what goes out. This is often described as an 'audit trail' (Being healthy - standard 4 )
- consider the introduction of an immunisation programme for young people placed at the centre (Being healthy - standard 3)
- consider providing training in breakaway techniques for health professionals who visit and work with young people in the centre on a regular basis (Staying safe - standard 1)
- review the incentive bonus scheme to allow greater benefits and rewards to be accessible on each incentive level (Staying safe - standard 8)
- consider giving senior operational managers prior sight of references for staff working directly with young people as part of the recruitment and selection of staff (Staying safe - standard 5)
- consider offering an organised activity to all young people regardless of their incentive level (Enjoying and achieving - standard 4)
- consider auditing the time taken for young person's property to be screened to ascertain whether timescales are excessive (Enjoying and achieving - standard 2)
- review the amount of generically available reading material available on the residential units (Enjoying and achieving - standard 4)
- review the range of vocational activities to incorporate life skills and preparation for independent living during non formal education time (Enjoying and achieving - standard 4)
- review, update and invest in the design and technology curriculum (Enjoying and achieving - standard 3)
- implement plans currently being developed for staff appraisal (Enjoying and achieving - standard 3)

- consider the method by which the effectiveness of the offending behaviour programmes is evaluated (Positive contribution - standard 10)
- review the provision of further resources to enhance further development of the offending behaviour programme (Positive contribution - standard 11)
- consider means of improving the participation of young people in the trainee council enabling it to become more representative (Positive contribution - standard 9)
- ensure that a written record is available of requests made for relevant planning and assessment information for young people who are resident at the centre on a remand basis (Positive contribution - standard 7)
- review the training opportunities for residential and YOS staff to ensure that it includes input on resettlement and preparation of young people for independent living (Economic wellbeing - standards 1 and 4)
- consider introducing payment for internal work experience for young people as part of life skills and preparation for independent living (Economic wellbeing - standard 1)
- review the organisation of young people's files, to ensure 'resettlement' is identified as a critical area for young people (Economic wellbeing - standards 1 and 4)
- review the daily routines of the centre to ascertain if life skills work might be included as a routine for young people, and linked to the incentive bonus scheme (Economic wellbeing - standard 1).