



# Inspection of secure training centres

## **Inspection of Hassockfield Secure Training Centre: September 2013**

Inspection dates: 10 – 20 September 2013  
Lead inspector: Sheena Doyle HMI

**Age group:** 12-18

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**HMIP Summary of Questionnaires and Interviews:  
Hassockfield STC 2013 September 2013**

**HMIP Survey responses from children and young people:  
Hassockfield STC 2013 September**

**Secure Training Centre Survey**

## Inspection of secure training centres

### The inspection judgements and what they mean

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

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

### Overall effectiveness

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

### Areas for improvement

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

#### Immediately:

- ensure that the centre's child protection records are kept up to date and a clear outcome is recorded on closed enquires
- provide written responses to young people's complaints in plain English and accessible language that summarise the investigation, what was found and, where applicable, the action taken to remedy any shortfall

- ensure that records of complaints show that young people have been provided with information about the appeals process and offered the opportunity to use this if they so wish.

**Within three months:**

- develop a system for tracking progress and monitoring young people's achievement. This should take account of both the new and existing schemes of work to ensure teaching staff can routinely identify and analyse how well individuals and group of learners are progressing in order to achieve their learning goals
- improve the level of challenge and expectation for all learners to produce work of the highest standard. To accelerate this, ensure learners receive regular and constructive feedback about their work for each subject area
- improve and develop the range and use of creative activities and resources, including access to information and computer technology (ICT), to extend learning and increase motivation and knowledge for all young people
- ensure that the records of post restraint debriefs with young people are sufficiently comprehensive to inform behaviour plans. The learning from debriefs should also inform the centre's restraint minimisation arrangements
- ensure the quality assurance of restraint documentation is consistent so that full and accurate records are provided by all staff involved in restraints. This includes ensuring that the reason for using restraint is recorded accurately.

**Within six months:**

- develop the arrangements to identify the knowledge and skills of nurses and address any shortfalls to ensure that healthcare staff are competent to provide safe and effective interventions for young people
- develop the arrangements for health outcome monitoring to ensure that the needs of all young people are considered, monitored and met through appropriate service delivery.

## About this inspection

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

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

## **Service information**

11. Hassockfield Secure Training Centre is one of four purpose built secure training centres and is situated in County Durham. It offers secure provision for young people aged from 12 to 18 who meet the criteria for a custodial sentence, or who are remanded to a secure setting. At the time of the inspection 33 young men and 9 young women were in residence. Education is provided by Serco. Health services are provided by Serco Health within Hassockfield with appropriate access to community based provision.

## **Overall effectiveness is good**

12. The overall effectiveness of the centre is good. The Director and his senior management team have ensured that all the recommendations from the previous inspection have been met. Systems have been put in place to ensure that any new practice or arrangements are embedded. Young people continue to be safe within the centre and there is a strong emphasis on managing and minimising harm that young people may wish to cause themselves and/or others. This is achieved through a good level of staff training which ensures staff are attuned to individual and group dynamics within the centre, taking pre-emptive action to reduce the likelihood of poor behaviour occurring.
13. Quality assurance and performance management arrangements have continued to improve since the last inspection. The centre is able to track the impact of a number of initiatives where it lacked data previously. This includes improvement of diversity monitoring which helps to ensure that no individual or distinct group of young people are inadvertently being

discriminated against. This is strengthened by a senior manager within the centre having lead responsibility for diversity monitoring as well as detailed consideration of the data by the senior management team. The centre's achievement of the Investors in Diversity Level 2 award confirms its commitment to equality and fairness.

14. The centre continues to explore creative ways of improving behaviour of individual young people and increasing harmonious group living. A recent example of this is placing all new admissions on units which are populated by the best behaved young people who have achieved the highest level on the incentive scheme. This is intended to show young people from the outset what they can lose through poor behaviour rather than being told what they can gain if they behave well. This may be particularly beneficial for young people with poor impulse control and tenuous grasp of the link between consequences and actions. While it is too early to measure the impact of this initiative, inspectors are encouraged by this creativity and centre managers' report early signs are positive.
15. There are robust arrangements between the centre and local child protection services including the police and the local authority's children's social workers. The centre's intention to be as transparent as possible is commendable. All allegations of potential harm to a young person are referred to these agencies for decision-making on next steps. Joint visits to the centre by police and social workers to review and gather evidence about any allegations is routine. This ensures that all such matters are subject to full and independent enquiries and the centre acts promptly and robustly where any concerns about staff behaviour are identified. Transparency is further enhanced by monthly meetings to which external partners including child protection specialists are invited, which critically considers issues such as restraints and single separations. The centre keeps its own records of child protection enquiries but some of these are incomplete and do not always tell the full story of an investigation including its outcome.
16. Although the centre reports relatively high levels of restraint, a detailed analysis and reporting arrangements confirms that many incidents are staff guiding young people away from incidents to assist with safety and de-escalation. Restraints are dealt with promptly and appropriately and there is good governance and oversight of all incidents. Staff involved in incidents are required to make a written record of what happened. However, records are still too brief for the reader to understand fully what happened and this requires improvement.



17. The centre has continued to implement an effective individualised approach to risk and harm management. This has resulted in the continuing decrease in the level of intrusive searching of young people, without any consequential rise in findings of contraband or other prohibited items. Similarly, the harm young people may wish to cause themselves continues to be minimised. This is due to robust harm reduction arrangements which are individualised, well informed, regularly reviewed and subject to good governance arrangements.
18. Very good relationships were seen between all grades of staff and the young people at the centre during the inspection. This was confirmed by the young people who responded in our survey. A strength of the centre is the extent of the detail which is known by all sectors – health, education and care - about individual young people. In particular, events of importance to young people which occur outside the centre, such as something happening within their family, are promptly shared appropriately. This means that all staff who have contact with the young person understand the impact it may be having on them. They can also access recorded advice on individualised behaviour management techniques.
19. Young people's physical and mental health needs are met well. The centre benefits from having an on-call general practitioner (GP) who sees all young people within 24 hours of their admission in addition to the immediate health screening every young person receives. However, the lack of an electronic system to track health interventions means that sometimes proposed assessments or treatment plans do not always occur. The healthcare team's developmental and training needs is not sufficiently detailed or individualised.
20. Young people benefit from good education and improved vocational training opportunities. Improved accreditation has been secured through utilising Prince's Trust programmes which encompass life skills and enrichment activities. However, while less able learners make good progress at the centre, young people with higher ability levels are not sufficiently stretched to achieve their full potential. The tracking system for monitoring progress and educational achievement does not yet include the new work programmes. This hampers the ability of teachers to assess the progress being made by learners. Similarly, the feedback teachers provide to learners needs to be more detailed to help them understand how to improve their work. There is currently a dearth of access to creative activities such as music and art in the centre. ICT access is limited to specific sessions, and more needs to be done to widen access across the curriculum.

21. There are good links between education and care staff on those units where young people experience a more structured environment such as on the cadet's unit and the male enhanced unit. This ensures that these young people are purposefully engaged on Wednesday afternoons, are engaged in positive activities and do not experience boredom when there is no formal education provided. Links between education and care staff are less developed and embedded on the other units.
22. Outside of education time young people have excellent opportunities to engage in a wide range of enrichment activities. These are responsive to the needs and requests of young people and take into account gender differences. As the population of the centre is ever changing, so does the programme of activities on offer. Enrichment opportunities are well linked to the incentive scheme with young people being able to use earned tokens to participate in desirable activities. However, every young person is able to participate in some of the activities for which tokens are not required, maximising participation by all.
23. Young people's access to information about the centre, how to complain, the use of 'grumbles' books for dealing with low level concerns, and direct contact with staff from the independent advocacy service are all good. Management oversight of complaints routinely occurs. However, greater attention to quality control is required to ensure that the written response sent to a young person is in a suitable language which they can understand.
24. The resettlement of young people continues to be outstanding. Centre staff are extremely proactive in ensuring those people who will be involved with the young person when they return to the community – professional staff and family members - are kept as informed and involved as is possible. Communication, both verbal and written, is frequent, detailed and analytical. Young people's progress, wishes and needs are fully considered throughout their stay in the centre. Staff are tenacious in liaising with community-based staff to ensure young people have suitable accommodation, services and activities when they leave. Progress after discharge is tracked and staff actively consider why young people do not make as much progress as was planned for. The centre is considering ways of utilising this intelligence to further refine intervention and offending behaviour programmes and increase the effectiveness.

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

25. The safety of young people is good. Young people are transported to and from the centre in vehicles that are discreet and secure. A survey undertaken in August 2013 of young people found that they all said that escort staff looked after them well. The paperwork which accompanies young people to the centre confirms that sufficient attention is given to their welfare needs during the journey. Late arrivals are monitored and most are due to the twin influences of late court hearings and lengthy journeys because of the location of the centre. Where lateness is attributed to sub-standard performance of the escort teams the centre appropriately informs the Youth Justice Board (YJB) as contractors of the escort service. Young people who require transportation out of the centre to another secure facility or to a hospital appointment, for example, are subject to individualised risk assessments. This is authorised by appropriately senior managers.
26. All young people who responded in the inspection survey, 39 out of a population of 42, said they felt safe on their first night in the centre. Recent improvements to the health and admissions area provides a quiet, comfortable and more child-centred environment, better enabling the completion of initial health, welfare and risk assessments. This provides reassurance to young people, particularly those who are entering custody for the first time. There is a good balance between care and health staff's input into admission strengthened by the 24/7 on-call rota for the resettlement team, oversight by the duty manager, and the on-call GP. All young people are seen by the GP within 24 hours of admission. Healthcare staff ensure new admissions have sufficient clothing and toiletries, and hot meals are available if needed. The settling in process is supported well by use of peer mentors who accompany the young person to their unit, and also by enabling them to contact a family member by phone. These arrangements work well. Where young people are felt to be a risk to either themselves or others, immediate and robust arrangements for their welfare, safety and security are put in place and communicated promptly to all staff across the centre and relevant external parties.
27. Inspectors observed two admissions to the centre and saw the young people being greeted in a friendly manner and reassured. All new admissions are now placed on the enhanced units for a period of induction and on the highest level of the behavioural reward scheme with consequent benefits. These units typically have young people on them who are the best behaved and experience the highest level of rewards as a consequence. This change means that young people now know what they stand to lose through poor

behaviour, whereas previously they were simply told what they could gain. The centre has only recently introduced these arrangements and managers believe the early signs are encouraging, but it is too early to measure their impact. At all times young people have access to Childline as well as the independent advocacy service provided by Barnardo's.

28. Improvements have been made to the girls' unit in terms of the physical environment and the successful encouragement of more positive peer interactions. There is excellent engagement between staff and young people, with relationships seen, and described by young people as, mutually respectful.
29. Young people are fully and actively involved throughout their assessment, planning and review processes. A range of plans including Young Person's Observation Plans (YPOPS), High Risk Assessment Team plans (HRATs) and Individual Crisis Management Plans (ICMPs) are utilised effectively to monitor behaviours, keep children safe or to modify unwelcome behaviours. The majority of plans seen were of reasonable quality. But some were not always sufficiently detailed and specific about the changes the young person needed to make and what support they would be given to achieve these. In contrast, staff were able to articulate this information in detail. This discrepancy means that the quality of the recording of plans does not reflect the higher quality of the practice.
30. All young people who completed the inspection survey report feeling safe at the centre on a day to day basis with 7/39 (18%) reporting having experienced intimidation or bullying by other young people which is similar to the numbers reported at the previous inspection. One young person reported this from staff and inspectors are satisfied this was fully looked into and appropriate action taken. The centre has a 'zero tolerance' approach to bullying. Incidents are addressed in keyworker sessions, learning from exit interviews and awareness-raising events heightened during anti-bullying week. A number of initiatives have led to improved safety such as The 'Safe Zones' survey and the 'window warriors' project. This has resulted in the installation of a further three cameras and a significant reduction in the behaviour of shouting from windows. However the latter was observed by inspectors while on site and remains an issue that centre managers continue to address.
31. HRAT plans are appropriately opened when there are serious concerns about young person's vulnerability or there is insufficient information to be assured of their emotional robustness. These plans ensure very frequent supervision and support from staff including checks at intervals ranging from 2- 15

minutes. Plans seen by inspectors are detailed and analytical, enabling staff to manage high levels of risk and complex behaviours. HRAT oversight arrangements are robust, underpinned by clear policy and procedural arrangements that links frequency of reviews to the intensity of support required. This helps to ensure that young people's vulnerability is identified at the earliest stage. Frequent reviews ensures the intensity of the plan is proportionate as it is responsive to the young person's changing needs.

32. There is prompt and very good communication with all staff within the centre when a young person is subject to a HRAT. This is also undertaken with external relevant parties including their Youth Offending Team (YOT) worker, parent/carer, and others. Professional staff and parents/carers spoken to by inspectors understood the HRAT system and felt this helps keep young people safe. All self-harming incidents are closely analysed and scrutinised by senior managers. Additional assurance is provided with HRATs only being closed with the agreement of the duty director. Good arrangements are in place to enable young people to be actively involved in HRAT arrangement with their regular attendance at the HRAT working group. Awareness of self-harm issues is supported by mandatory training for all staff which is annually refreshed.
33. Although HRAT planning is intended to inform highly individualised plans for young people, inspectors found that it was not uncommon for the issuing of pillow cases, duvet covers and sheets to be withheld when young people are subject to two minute observations. Similarly, underwear was also prohibited for them during night times. Senior managers have advised that the current practice of permissible items will be reviewed as it appears inconsistent with, for example, the television cable within the bedroom a potential for self-harm. Senior staff acknowledge that current practice may be unduly risk averse particularly as the young people subject to two minute watches are, in reality, almost subject to constant oversight. Inspectors were advised that, as a result of this issue being raised, immediate changes are being implemented. Information about the restriction of items identified in HRATs will be considered in the safeguarding, senior management and critical incident review meetings henceforth.
34. All decisions about searching, including searching upon admission, are risk- and intelligence-led. Searching has become significantly less intrusive since these assessments were introduced. Since the last inspection there has been only one full and one dignified search, both of which were risk assessed and appropriate. The searches require authorisation by the duty manager and director and a review of records confirms sound governance. The overwhelming majority of the 224 searches conducted since the last

inspection are following admissions, return from court, or return from release on temporary licence (ROTL) and consisted solely of the less intrusive 'pat down' searches. The success of this approach has not resulted in contraband or other prohibited items. No searches are undertaken under restraint.

35. The centre is appropriately engaged with the Durham Safeguarding Children Board (DSCB) and there is good liaison with local safeguarding services. The centre is proactive in engaging the Local Authority Designated Officer (LADO) who attends quarterly meetings to provide external scrutiny of centre practice. The centre's child protection policy has been updated to ensure compliance with Working Together 2013 and has been endorsed by the DSCB. Young people's concerns and allegations of harm are taken seriously and responded to promptly. Most allegations are about restraints, and all are referred to the local authority for consideration and decision-making. This ensures transparency and external scrutiny of practice which is good. Strategy meetings are generally timely with appropriate actions and decision making being recorded. Joint visits to the centre by child protection police officers and social workers are undertaken to review closed-circuit television camera (CCTV) footage and interview staff and young people as required. All relevant parties are kept informed of the progress of such enquiries. However some of the centre's files of child protection enquiries are incomplete. This included missing medical records and the outcome of enquiries.
36. All escort plans are counter-signed by the duty director, providing additional levels of scrutiny. Some trips, for example to hospital and other external visits are made utilising handcuffs, but each is supported by detailed risk assessments and the centre continues to monitor usage.
37. The physical environment is secure. Key security is regularly checked and fingerprint swiping ensures only authorised staff access keys. No significant breaches of security have been reported since the last inspection. The vehicle log has been revised to always fully record significant information such as the number of people in vehicles at entrance and exit points. All staff and managers have a good knowledge and understanding of young people and frequent information-sharing takes place in a wide range of forums. Staff are trained to be aware of security and intelligence reports are generated to assist the security manager establish levels of risk. The vast majority of security incident reports relate to threats of potential escape or contraband rather than actual security incidents which are rare. Contingency planning occurs regularly, and fire drills annually.

38. Although there is a quality assurance policy in place, its current impact is variable. Further improvements are required in the quality of some record keeping with, for example, statements relating to restraint failing to give sufficient detail on all occasions. Other quality assurance arrangements are better embedded and therefore more effective. This includes random daily CCTV viewing, evening walks around the centre by the duty director, and duty director night time visits to the centre. Performance information is regularly scrutinised by the senior management team meetings and staff performance is assisted by robust supervision arrangements. External scrutiny of practice is further enhanced by monthly critical incident review panels (CIRP). These are attended by the police, children's social care staff and the LADO. The meeting considers an increasingly sophisticated suite of information including: sanctions, searching, child protection and 'time away' from the peer group spent by young people. A random sample of restraints is reviewed, discussed in detail, and generate learning points which are noted and followed up.

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

39. The behaviour of young people is good. The centre has comprehensive strategies in place to address poor behaviour. These are appropriately focussed on helping young people to change their behaviour with support from staff. The centre was calm during the inspection and the general atmosphere harmonious, with young people mostly actively involved in education and other purposeful activities. In the inspection survey, 95% of young people said most staff treated them with respect. Mutually respectful and positive relationships between young people and staff were observed. All staff wear name badges and first names are consistently used. Staff at all levels have good, detailed knowledge of the young people in their care. Despite the generally relaxed atmosphere, staff have high expectations of how young people should behave. Most inappropriate behaviour was challenged by staff although inspectors did witness some bad language not being addressed by staff.
40. Staff are clear about behaviour management strategies and how to use them, and there is good oversight of their use. Diversity monitoring of the strategies, while still in its early days, is more developed than at the previous inspection. There is also an awareness of the need to consider the impact of strategies on young people's protected characteristics.
41. Young people are clear about the rules of the centre and how they are expected to behave. The centre's annual behavioural management survey carried out in June found that 93% of young people understood what kind of

behaviour was expected of them. Peer supporters are used to help young people understand how the centre works. At the previous inspection the management of the girls' behaviour was less effective than that of the male population. There is no longer routine splitting of the young woman's groups by use of a collapsible dividing wall which previously split the living space into two smaller living units. The girls are now expected to mix with each other. Negative inter-personal issues are promptly addressed by staff, encouraging the young people to resolve differences without verbal or physical misbehaviour. Mediation and peer support input has been used well on the girls' unit to address conflict and promote respectful relationships.

42. The daily multi-disciplinary meeting is an effective forum which scrutinises all incidents from the previous day including physical restraints. The meeting has good attendance from all areas of the centre and allows information about young people to be shared, consistent approaches to managing their behaviour agreed, and required actions initiated promptly. The meetings inspectors attended varied in the quality of discussion that took place and this was also reflected in the written record of the reviews completed by the duty director. Some were more detailed than others, but all indicated that a sufficiently detailed review of the incident had taken place and follow up actions were identified. Progress on these actions is monitored via a database and followed up at subsequent meetings ensuring that actions are progressed.
43. The centre's approach to managing young people is appropriately individualised. The risk assessment and management tool produces an individual plan for each young person which takes account of their previous behaviour and how this can be managed in the future. These are reviewed regularly and any interventions or support required following an incident are incorporated following discussion at the incident review meeting. Individual crisis management plans are used with those young people who are involved in incidents more frequently and who are failing to respond to other behaviour management approaches. These provide a structured, closely monitored approach to helping young people address their behaviour and avoid further incidents. Plans reviewed showed that they were only opened when necessary and were successful in helping young people reduce their frequency of getting into further trouble. Staff make appropriate use of security information reports for behavioural issues; these are analysed and relevant intelligence shared quickly with all staff.
44. Conflict between young people is managed well with good efforts to 'nip things in the bud'. The number of fights and assaults between young people fluctuates, for example, there were 43 incidents in March but 28 in June.



Incidents are usually spontaneous and good efforts are made to identify triggers and patterns, but these are often hard to discern. The most frequent triggers are identified as insults about family or 'messaging around' behaviour that starts without malice but escalates quickly. Increases in incidents are usually attributable to a relatively small number of young people who have very challenging behaviour. CCTV footage seen confirms that staff intervene quickly to separate young people and keep other young people away from the incident. Young people who take part in fights are subject to 'zero tolerance', relegating them to the lowest incentive level for 24 hours. Mediation is encouraged as part of ensuring a safe return to mixing with their peers.

45. The centre operates a well thought through and effective incentives and sanctions scheme; it remains central to the management of behaviour. In our survey 93% of young people said that they knew what the incentives and sanctions scheme is and 81% said that they thought it is fair. Young people we spoke to appreciate the advantages of progressing within the scheme and knew how they could earn points each day, for example, by completing tasks around the centre. They can discuss their points awarded each day with a unit manager and raise any perceived unfairness for further investigation. The weekly points total determines which level the young person will be on for the next seven days. The incentive scheme is sufficiently flexible. Young people who struggle to earn points and make progress are placed on a daily points system which focusses on their behaviour over shorter periods of time. Those who cannot manage to progress even within these arrangements are told their scores after each activity so that they understand they are on track for an end of day reward. The daily point's scheme is successful in ensuring most young people on it manage to earn promotion to a higher incentive level.
46. When sanctions are necessary, these are properly explained to young people. In our survey 90% said most staff explain what they have done wrong when they get in trouble. The type of sanction is appropriately determined by the duty manager. Young people have a chance to discuss their alleged behaviour with the duty manager and can put forward mitigating circumstances. They can also appeal to the Director if they feel their sanction is unfair. It is clear that young peoples' attitude towards their behaviour is taken into account when sanctions are determined and young people can undertake restorative reparation to reduce the severity of the sanction. One young person formally apologised to an inspector for his behaviour during the inspection as part of his restorative activity. Oversight of sanctions is robust. The monthly CIRP meeting reviews the numbers, type and reasons, by the

ethnicity of young people receiving them, to ensure there is no unfair discrimination.

47. Scrutiny of use of restraint is well developed, starting with the internal morning review of uses of restraint the previous day. Aggregate data on the use of restraint is presented and considered at the monthly CIRP meeting. This meeting also views and discusses CCTV footage of three randomly selected incidents which involved restraint and provides extra assurance. Any concerns about staff not acting within the permitted procedures are addressed promptly and thoroughly. The YJB Monitor considers at least a quarter of all restraints by reviewing the full CCTV coverage of each one including preceding and antecedent footage available. The CCTV footage of restraints seen by inspectors showed restraint techniques being properly applied and proportionate to the severity of the incident. Pain inducing holds have not been used.
48. The primary reason for restraint continues to be a response to an assault or fight. At the previous inspection the recording of restraint being used to prevent damage to property was investigated and inspectors concluded that in all the cases reviewed the reason for using restraint was to prevent a young person hurting themselves or others, not to prevent damage to property. The same issue persisted at this inspection with the reason for using restraint being wrongly described as to prevent damage, and should be addressed by the centre.
49. There had been an average of 67 restrictive physical interventions (RPIs) per month in the six months prior to the inspection. The average at this inspection was increased by high levels of RPIs in March and April; this decreased by half in July and August. Over a third of the recorded RPIs did not involve use of physical control measures, and instead use of force was employed by staff to separate young people. Analysis of the data shows that a few young people account for multiple physical restraints each month. They were usually placed on an individual crisis management plan help them address the underlying issues that led to multiple restraints.
50. Nurses see all young people who have been subject to restraint and usually attend when a first response team is called for. A review of the records of one young woman who was subject to a lengthy restraint makes it clear that the nurse present was regularly checking on her during the restraint. Nurses know which young people have medical conditions that need to be taken into account during restraint. Their reports on the health and well-being of young people after restraint is now more detailed than was found at the previous inspection.

51. In general, handcuffs are used sparingly but their use within the centre has increased since the previous inspection. They have been used 20 times in the six months prior to this inspection on three young people. However inspectors are satisfied that on these occasions they have worked as an effective de-escalation tool for a small number of highly troubled and aggressive young people. Authorisation of handcuff use is at an appropriately senior level, and all risk assessments are informed by an up to date security database. While it is clear that the use of handcuffs did quickly de-escalate young people's behaviour and likely reduce the length of the restraint, it is important that managers continue to monitor their use closely and ensure they do not become part of a cultural norm when dealing with problematic behaviour. There was no evidence of this being the case during the inspection.
52. Young people are properly supported after a restraint and the initial debrief is now usually conducted by a member of staff not involved in the incident. Where a young person is debriefed by someone involved in the restraint this is picked up at the morning incident review meeting and another debrief carried out. The debrief records often lack detail and the opportunity to fully record the young person's view on what occurred is being missed. This in turn reduces the value of the debrief in informing future behaviour management of that young person or, at a more strategic level feeding into the centre's restraint minimisation work. Young people are given the opportunity to speak with an independent advocate after a restraint although few take up this opportunity. However, advocates routinely contact young people who have been subject to restraint and offer to be present at the debrief if they so wish.
53. 'Time away' continues to be used effectively for young people who temporarily need to be kept apart from other young people or to help them calm down. Time away is usually to a young person's own room and any decision to remove items from the room is recorded, as is the time when items are returned. Most time away was less than an hour although there were times when young people spent up to three hours in their room before staff judged they were calm enough to come out and mix with other young people. This is subject to appropriate governance by senior managers. Young people are kept under regular review by staff while on time away and duty managers regularly check to ensure a continuing need for separation. The use of, and reasons for, time away is monitored by the CIRP to add to governance arrangements.

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

54. The health and well-being of young people is good. Healthcare staff engage effectively with young people on an individual and group basis, to promote their health and wellbeing. Young people report that healthcare staff are readily accessible, treat them with respect, and are sensitive to their individual needs.
55. The physical, emotional and mental health of young people is assessed and reviewed in a timely way. Staff promptly review information from accompanying written records, the young person, and phone information from community-based professionals if written records are lacking at the point of admission. This is used to assess young people's individual needs to support clinical decision making and the delivery of timely care and treatment. The process for initial health, well-being and risk assessment has been reviewed and improved. This enables staff of all disciplines to contribute appropriately to assessment. However, healthcare staff are aware that further adjustments are required to ensure that timely assessments are completed.
56. A range of appropriate healthcare interventions is delivered that supports health maintenance and improvement. Young people have timely access to flexible primary care services and onward referrals to specialist healthcare services are effective. Visiting health professionals provide effective GP, dental, optical and mental health interventions and reviews, as determined by the needs of individual young people.
57. Young people receive their medicines safely and as prescribed. Nurses are authorised to supply and administer some medicines to treat minor ailments in a timely way. However, there are no arrangements to enable young people to manage their own medicines, such as creams and inhalers.
58. Some improvements to healthcare provision are at the planning stage, or have been recently implemented. Therefore the impact of these developments on young people's health cannot be assessed. An example of this is that the arrangements for the effective promotion of healthy lifestyles are being developed and associated activities are being planned.
59. Healthcare staff are not fully supported in their role to ensure that they are competent to provide safe and effective interventions to young people. For example, some nurses do not have the knowledge and experience to effectively meet the needs of young people with mental health and substance misuse problems. Healthcare team members provide each other with good

mutual support and share clinical knowledge. However, formal clinical supervision and staff meetings have lapsed and no analysis of the team's learning and development needs has been completed.

60. Partnership working between staff teams effectively meets the diverse needs of young people and provides a child-centred approach to risk management and the delivery of healthcare. Healthcare staff routinely attend key meetings that support integrated working and promote the health and well-being of young people. Good quality health records demonstrate effective partnership working between staff disciplines. The rationale for multi-disciplinary clinical decision making is clear and referrals to specialist services are completed in a timely manner. Although care planning is being used inconsistently by nurses, positive health outcomes for individual young people are evident.
61. Young people receive a balanced diet and are encouraged to make healthy choices. A joint review undertaken by healthcare, catering and education staff, in conjunction with a NHS community dietician, has resulted in the recent introduction of the 'eat well plate' that promotes healthy eating habits. Young people consistently spoke positively about the food choices they are offered and how they can influence menu planning.
62. The health and well-being of individual young people is promoted and improved by health interventions, such as immunisations and routine health screening. However, the monitoring of health outcomes for young people remains under-developed and this is hampered by the absence of electronic data systems. Data collected does not demonstrate how the health and well-being of all young people is improved during their time at the centre. Inspectors found examples of negative health outcomes that had not been identified, or were not in accordance with planned care/treatment. One young person had not been referred to the community psychiatric nurse following their return from court although this was recommended in his assessment. Another young person had not received necessary dental treatment prior to leaving the centre.
63. The centre is satisfactorily furnished and decorated throughout. The environment is conducive to the positive care of young people. Some areas are well decorated and furnished; however some living areas reflect the age of the building and look worn. Young people are appropriately expected to look after their living areas with daily chores. Young people are able to cook some meals for themselves with staff support and can make snacks and drinks. This supports them to develop responsibility and skills for adult life.

64. On admission, every young person meets with a peer mentor who is trained to talk to new young people about the routines and what to expect, which assists to settle them into centre life. Good information is provided to young people on wall displays and in information packs on the units which tells them about all aspects of life at the centre. This information is in a suitable format and is converted into different languages for young people whose first language is not English. Key information, such as how to make a complaint, the incentive scheme and how to contact the independent advocacy service, is clearly displayed.
65. Each young person has a written sentence training plan that reflects their assessed needs and how these will be met. Young people contribute to these plans and they are regularly and thoroughly reviewed and kept up to date. One ex-resident's social worker stated 'they (the centre) were very good at tailoring their approach to (young person)'. Formal reviews of plans take place within timescales and are well attended by necessary professionals including external staff. Young people are central to the review process with their views, wishes and opinions being valued throughout and acted upon. Where their wishes cannot be acted upon, this is explained to them.
66. The cultural and religious needs of each young person are identified on admission and these needs are well met during their stay at the centre. Formal reviews revisit these matters to ensure any changes of need are acted upon. Religious artefacts are provided to young people to assist with following their chosen religion. The centre has a chaplain who visits the centre every week providing young people good pastoral care and independent advice and support. The centre also has a staff member who leads on diversity and ensures this is given a high profile. The diversity lead and chaplain have links with a range of faith leaders in the community so young people can see a representative from their own faith if they wish. The centre has recently been awarded Investors in Diversity level two. As part of the accreditation process, young people were spoken to by an independent external consultant. This award demonstrates the centre's commitment to ensuring young people's diverse needs are identified and met.
67. A range of events and celebrations are recognised and promoted through a dedicated festivals committee which includes young people who contribute their ideas. The committee plans and delivers events that recognise and reflect diversity. The centre continues to provide a confidential counselling service for young people. This is a voluntary service that young people can opt into. It provides them with support and assistance to develop coping strategies.

68. Young people spend very regular time with their keyworker or another member of their support team. A young person who recently left the centre stated 'the staff are mint; they don't treat you like idiots. They are always there if you need to talk or have an issue'.
69. Consultation with young people is a strength. A range of opportunities are provided for young people to have their say about life at the centre. For example, there are weekly house block meetings and fortnightly centre consultation meetings. Young people are routinely involved in working parties and their views inform practice and changes at the centre. For example, additional CCTVs have been installed in places where young people said they felt vulnerable. Another example of impact is changes to the incentive scheme so young people start on the highest band on admission. Young people are involved in other matters such as interviews with potential employees.
70. Young people are very well supported to maintain contact with people important to them. In the survey 97% of young people said it is easy to keep in touch with family outside the centre. Young people can make and receive calls on a daily basis in private. Family members can visit for two hours each week and there is provision for those travelling long distances to stay overnight at accommodation provided by the centre. One parent stated 'we were sent a lovely pamphlet when he moved in that said how they would look after the young people and what facilities there are for parents, including the flat to stay overnight'. Visits are managed flexibly to meet young people's and families' needs, and longer visiting is enabled through the enhanced family visits scheme. These are facilitated on an individualised basis to provide extra support for young people and their families where required.
71. There have been some incidents of discrimination between young people but these are challenged quickly by staff. Support is always offered to the victim and the matter fully addressed with the perpetrator through, for example, discussion, education, a sanction or for more serious incidents, considering police action. The diversity lead and other senior managers monitor such matters closely and ensure that incidents are fully and appropriately dealt with.
72. The centre maintains a range of information that is regularly interrogated to ensure that individuals or groups are not over- or under-represented unfairly. For example, information about single separation and restraints is examined to ensure that particular groups or individuals are not being unfairly treated because of protected characteristics such as their gender, ethnicity or

disability. On a policy level, equality impact assessments are carried out to avoid indirect discrimination. One was recently undertaken regarding the centre's safeguarding policy and has helped to secure improved outcomes for young people.

73. Young people are given information about the complaints system and in the survey all young people stated they knew how to make a complaint. All young people have complaints forms in their rooms and keyworkers check weekly to see that each young person has forms available to them. In addition to being able to contact the independent advocacy service, they can contact the centre's Director on a confidential dedicated help line.
74. 'Grumbles' books are kept on each house unit to enable young people to record their low level concerns that do not warrant a formal complaint. Nevertheless, these are all responded to promptly by the unit managers with their response or actions also being recorded in the grumbles book.
75. Young people said their formal complaints are taken seriously and addressed. Complaints can be made verbally or in writing, with written forms posted confidentially to senior managers. On receipt, senior managers respond to the young person to confirm receipt and tell them who will be looking into the matter. When a complaint investigation has concluded, usually within three days, a senior staff member meets with the young person to discuss their concern, how it has been handled, and the outcome. The young person also receives a letter with the outcome. Young people are also supported to take their concern to appeal if they wish. However, letters to young people are not always in plain English so some may not fully understand them. There is an escalation process that has been used by young people, which includes referral to the centre Director, the Youth Justice Board and also the Prison and Probation Ombudsman. However, records do not always show that young people have been offered this opportunity if they are unhappy with the outcome of their complaint.

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

76. The achievements of young people are good. On arrival at the centre young people receive prompt assessment of their literacy and numeracy skills. This system is well established and ensures young people are introduced swiftly to the education programme. An appropriate range of methods are used to accurately assess levels of ability and to identify any additional learning needs. Diagnostic testing to identify any special learning needs, such as dyslexia and dyspraxia, is undertaken by the education psychologist who provides effective and tailored support for the department. All assessments



are used well to inform individual learning plans and help shape specific learning support. In addition the Special educational needs co-ordinator (SENCO) carefully monitors and reviews the additional learning needs of individual young people and provides good and frequent one-to-one support to help them make sustained progress.

77. Young people have access to an appropriate curriculum and a range of vocational subjects suited to the space available. At the time of inspection however, young people did not access education on Wednesday afternoons and creative subjects such as drama and music were not timetabled. This gap in provision denies young people a more varied and balanced programme of learning.
78. The curriculum has been extended since the last inspection to include more opportunities for young people to follow vocational subjects, such as hair and beauty, barbering and construction. The range of accredited learning has also been extended to ensure a better match between young people's length of stay, ability and interests. The curriculum changes which incorporate the Prince's Trust Certificate for Employment and a new progression model are important initiatives. They are embedding functional literacy and numeracy skills across all subject areas, and helping prepare young people for progression to further education, training or employment. As both are very new initiatives it is too soon to evaluate whether this will improve outcomes but the enthusiasm with which staff and young people have received these developments is encouraging.
79. Attendance in education continues to be outstanding. Punctuality is good and movements are very well managed by care staff. Behaviour is good overall. A joint approach to addressing issues between education and care staff has been highly effective in reducing incidents. Some disruptive behaviour was observed in a minority of lessons. As a consequence young people's learning was impeded by teaching staff failing to confidently address poor behaviour within the class. In most lessons young people settle down to work quickly and purposefully. For many young people it is the first time in many years that they have attended education and been encouraged to achieve positive outcomes.
80. The quality of teaching and learning is good overall. Nearly all lessons observed were good or better. There is no inadequate teaching. Outstanding lessons were observed in cookery, mathematics, physical education and construction. Teachers plan their lessons thoroughly and work hard to engage young people in activities. However, some lessons are insufficiently challenging for the more able learners and the lack of extension activities

means that several more able young people are working at levels below their ability. In English, for example, young people of lower ability were working harder and producing proportionately better work than those capable of achieving higher levels and standards in a parallel lesson next door. During the inspection young people complained about the length of sessions during core curriculum time. Inspectors observed a lack of sufficient stimulus and interesting activities to better engage and motivate young people for the duration of the lesson. In these instances too much work is directed by the teacher and there is generally an over-reliance on the completion of worksheets.

81. Nearly all young people achieve their personal goals while at the centre and leave with better literacy and numeracy skills than they arrive with. They enjoy and develop a range of skills in vocational subjects, such as plastering, hair and beauty, cookery. They learn about good practice with regard to health and safety and work in a mature and responsible way. All young people participate regularly and enthusiastically in sports and physical education and achieve a good range of accreditation. Better emphasis is now placed on ensuring that more able and talented learners achieve higher qualifications. The centre recognises there is more work to be done in this area. Good progress has been made since the last inspection by increasing the number of young people achieving level 2 qualifications in vocational learning and in literacy. The new focus on employability skills ensures that all learners are working towards higher level units in literacy and numeracy commensurate with their starting points. Again, it is too early to evaluate the impact of these changes and whether success rates will be sustained or continue to improve.
82. Expectations to produce and achieve consistently good written work are low in many subject areas and there is usually insufficient time given for this aspect of learning. Completed work is regularly marked but the quality of individual workbooks is generally poor and comments too generic. Teachers do not generally place enough emphasis on improving handwriting and spelling, nor are young people sufficiently encouraged to take pride in their work.
83. Young people's progress is reviewed in weekly tutorial sessions and their targets are revised after a short focused discussion with the teacher. This works well and individual young people are motivated to make progress and achieve their goals. Whole systems pupil tracking and monitoring progress in relation to the new schemes of work are underdeveloped. Accreditation achieved prior to the new scheme of work is well recorded and shows good progression and gains in accreditation. However, there is no equivalent

tracking system in place to show the impact of provision since changes have been made to the curriculum. This also is the case how all individuals by age, gender, ethnicity or length of stay, are progressing since the start of this academic year.

84. Teaching and support staff are appropriately qualified and receive regular staff development and training opportunities. They work well as a team, are motivated to provide good education to the young people and give effective support to each other. Relationships between care and education staff are very good. In some lessons care staff are providing good support in the classroom which is helping young people achieve and behave well. Observation of teaching practice has been regular in the past, though less frequent recently, and undertaken by the education manager. There is limited opportunity for staff to receive relevant external curriculum training or peer observation from local education providers and schools in the community.
85. Young people's access to specialist and independent careers information, advice and guidance is good. Joint working between the resettlement team and education staff is helping ensure young people understand their options and progress to further education, training or employment. Tracking progress and destinations post-sentence is well established and good outcomes have been recorded for approximately 85% of the more recent leavers. Young people have opportunities, as part of well-planned mobility arrangements, to visit schools, colleges and places of work to help them make more informed choices about the future.
86. The range of resources for learning is adequate although access to information and computer technology is insufficient to support teaching and to help develop young people's research and general information, communication and technology (ICT) skills. Vocational areas and classrooms are well maintained and utilised. In some education areas rooms are attractive and display is used effectively to illustrate the specialist schemes of work; for example, ICT, construction, cookery and physical education. However, this is less common in classrooms and some displays are out of date and do not reflect work of the young people who currently attend education. The library is used for some group work activities and as a multi-faith space but rarely to review and borrow the books available.
87. Young people benefit from a broad range of enrichment activities in the evening and at weekends. There is very good collaboration between enrichment officers and education staff to ensure young people can increase their learning and skills. Much of this activity is accredited through award schemes that link directly to curriculum areas. Excellent enrichment activities

have been introduced to encourage young people to engage in purposeful activities in their free time and during education. These include the young leader's scheme and young cadets both of which are well managed and monitored. Young people who become involved enjoy the experiences and achieve well. Work to support learning on residential units is underdeveloped and there are few learning resources available to develop this area of work. This is not the case on the cadet unit where expectations to log the work young people achieve are high and care staff provide helpful support and encouragement.

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

88. The arrangements for the resettlement of young people are outstanding. Planning for the release of young people starts at the point of their admission to the centre, and continues for the duration of their stay and beyond. Very good quality assessments are completed by allocated caseworkers from the resettlement team. These are based on a detailed analysis of information relating to known risk and offending behaviour and used to inform bespoke interventions and offending reduction work.
89. Initial reviews are held within statutory timescales and discuss the full range of aspects of the young person's life. Contributions from parents, social workers and youth offending team staff add to information gained during the young people's time at the centre. During the inspection four reviews were observed. These were well managed and provided a thorough and relaxed environment for sharing information about the progress of the young person. These meetings ensured young people's plans were updated and maintained a strong focus on what will happen once they leave the centre.
90. The standard of communication between centre staff and external professional staff and family members is excellent. One social worker stated that 'the staff are excellent at keeping you up to date with any issues'. Another worker reported that 'the liaison was really brilliant – there were weekly email updates on behaviours and progress and also regular telephone calls regarding any new issue'. Young people's progress and reviews are well documented and highlight areas of concern or action steps that are necessary. Training plans are of a high quality and clearly set out the future expectations of the young people. This frequent and detailed communication with responsible professional staff in the community increases their ability to place the young person in accommodation and work/training placements that best meets their needs upon release.

91. The centre has a specialist team to support young people with substance misuse issues including alcohol and drugs. Young people report that staff have helped them while at the centre and that they have been given good advice for when they leave. On release young people are given information regarding how to access support services relating to substance abuse.
92. All young people have detailed and well thought through offending behaviour programmes delivered by practitioners who have positive relationships with the young people that they support. Initially programmes are designed primarily in line with information which accompanies the young person when they arrive at the centre, supplemented by information from social workers and youth offending workers. As young people progress within the centre, better understanding of their cognitive abilities and motivations inform these programmes and allows them to become increasingly individualised. Although the analysis of reoffending rates of young people after they leave the centre shows a relatively positive picture of re-offending, there is a lack of analysis of the offending programmes completed in relation to their subsequent effectiveness.
93. Offending behaviour programmes are generally welcomed by the young people. They engage with these, partly by creative methods including the use of external services such as Centrepoint delivering weekly sessions. Other work is delivered through a mixture of individual and group sessions. All young people have weekly individual key work sessions to discuss their progress at the centre and plans for their future.
94. A wide range of community engagement initiatives are in place and the centre continues to strive to increase this. Initiatives already in place help to develop individual young people's interests and skills, encourage them to engage positively in the outside environment, and contribute towards their reparation. The centre has recently experienced significant success and received an award for their contribution to the 'Northumberland in Bloom' event. Other young people are involved with a local school, supporting students with disabilities. This innovative arrangement has been further enhanced by the centre opening up its sports facilities for these pupils to use, again supported by the centre's own young people. Another young person is currently benefiting from a work placement within the centre's kitchen and this is contributing to his qualification portfolio. Mobility and release on temporary licence (ROTL) arrangements are robust and take good account of both the security risks and the potential benefits of external trips for each eligible young person. Decisions about a young person's suitability for mobility are made by a multi-disciplinary team to ensure an holistic view is taken.

95. The centre is highly sensitive and responsive to supporting young people who have difficult events to deal with while in custody, such as bereavements and other traumas. In these cases, sufficient leeway is granted in respect of the centre's criteria for contact and/or mobility. This helps to strengthen sometimes fragile family links and further supports their resettlement.
96. At the time of the inspection 14 young people, approximately one third of the total population, were looked after children (LAC). LAC reviews are held promptly at the centre, chaired by the young person's independent reviewing officer, and significantly informed by the centre's staff knowledge and analysis of the young person. This enables their care plans to be significantly enriched with greater detail on key aspects such as their health, behaviour, educational progress and enrichment opportunities.
97. Five young people were being considered for multi-agency public protection arrangements (MAPPA) upon their release at the time of the inspection. The detailed knowledge of each young person developed during their time at the centre is properly shared with community crime prevention services to minimise any risk to the public. Risk assessments are robust and take into consideration behaviour at the centre, responses to interventions and programmes, and attitudes to victims. Centre staff are diligent in attending post-release MAPPA meetings to ensure no key information is overlooked.
98. Arrangements for family contact are strong and are a feature of young people's lives for the duration of their stay. Initiatives such as the hospitality suite and the assisted visits scheme are not used to their full extent but are available to support family ties. One parent told inspectors that the centre had 'bent over backwards to organise contact' and 'couldn't have done anything more' to support their family relationships. Other practices have further supported young people's contact with their families, such as male staff showing a young person how to care for an infant, in response to his anxiety about his new baby brother. The enhanced visits scheme not only allows for higher quality contact between young people and their families, it is also used for family intervention work to be undertaken by trained staff where the need for this has been identified. The centre has amended its eligibility criteria for enhanced visits in line with a recommendation at the last inspection but this has not yet led to an increase on the numbers accessing these, although it is early days. Nevertheless, all parents spoken to were clear about the offer of enhanced visits and were positive about their promotion.

99. Independent living skills are promoted throughout young people's time at the centre. Existing opportunities for young people to develop self-care independence skills have been strengthened by adopting the Princes Trust holistic life skills training package. This has provided a structure for both the educational and care unit staff to improve the way they support young people to achieve these skills and achievements now contribute towards a recognised award. While this scheme has only recently been introduced, it is viewed positively by staff and young people, but it is too early to measure its impact.
100. Pre-release meetings ensure that all aspects of young people's lives are considered and supported before they leave the centre. These meetings are routinely attended by all parties who have a responsibility to support the young person, both in the centre, and back in their home community, smoothing their transition. These include training courses or education being in place as well as suitable accommodation. Centre staff are tenacious in liaising with community based staff to ensure these arrangements are in place for young people despite considerable difficulties in securing firm agreements on some occasions. This is particularly true for young people who have had multiple changes of address and placement breakdowns previously. It is clear that centre staff pursue these matters and encourage the use of independent advocacy to the advantage of young people. Centre staff attend post-release meetings in respect of young people where they are able to. This is however affected by the time and cost of attending those placed at a considerable geographical distances from the centre. All of this activity encourages greater stability in the lives of young people once they have left the centre.
101. For those young people transferring to other secure facilities, the centre proactively makes arrangements to ease the transition and allay young people's fears. This includes arranging advance visits, introductions to staff in the receiving facility, and the provision of information about the facility. The centre ensures that the release reports which accompany the young person at the point of transfer contain full information about their progress and needs. Specific attention is drawn to known vulnerabilities and other risk factors, to maximise the facility's ability to support the young person and keep them and other prisoners safe.
102. The resettlement management team regularly review the outcomes of young people after they have left the centre. This data analysis is used to inform the development of practices within the centre and the promotion of effective interventions and activities that have been completed although there is more to do to demonstrate impact from this. There is a consistent and widespread

expectation of young people's positive development and improvement while at the centre and beyond. This is supported by young people being involved with activities and interests that allow them to improve their behaviour and skill levels. Parental and professional feedback about young people's development confirms that successful outcomes have been achieved through a supportive engagement and resettlement strategy.

### **Record of main judgements**

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





# HASSOCKFIELD STC

## SUMMARY OF QUESTIONNAIRES AND INTERVIEWS

10 SEPTEMBER 2013

# Introduction

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

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

# Survey Methodology

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

## Selecting the sample

At the time of the survey on 10 September 2013, the population of young people at Hassockfield STC was 42. All young people at the time of the survey were aged between 12 and 17 years. Questionnaires were offered to all young people.

Completion of the questionnaire was voluntary and refusals were noted.

Interviews were routinely offered to all young people. In total, 18 young people were interviewed.

## Methodology

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

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

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

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

## Response rates

In total, 39 young people completed and returned their questionnaires. This represented 93% of children and young people in the establishment at the time. The response rate from the sample was 93%.

One young person refused to complete a questionnaire and two were returned blank.

Unit	Number of completed survey returns
Apollo 1	6
Apollo 2	3
Zeus 1	4
Zeus 2	6
Pegasus 1	6
Pegasus 2 /Cadets unit	5
Minerva	9

## Comparisons

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

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

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

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

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

The following comparative analyses are presented:

- The current survey responses from Hassockfield in September 2013 compared with responses from young people surveyed in all other secure training centres. This comparator is based on all responses from young people surveys carried out in three secure training centres since November 2012.
- The current survey responses from Hassockfield in September 2013 compared with the responses of young people surveyed at Hassockfield in February 2013

## Summary

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

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

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

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



## Survey responses from children and young people: Hassockfield STC 2013 September

**Survey responses** (missing data have been excluded for each question). Please note: where there are apparently large differences, which are not indicated as statistically significant, this is likely to be due to chance. NB: This document shows a comparison between the responses from all young people surveyed in this establishment with all young people surveyed for the comparator.

### Key to tables

	Any percentage highlighted in green is significantly better	2013 September Hassockfield	STC comparator	2013 September Hassockfield	2013 February Hassockfield
	Any percentage highlighted in blue is significantly worse				
	Any percentage highlighted in orange shows a significant difference in young people's background details				
	Percentages which are not highlighted show there is no significant difference				
Number of completed questionnaires returned		39	137	39	23
<b>SECTION 1: ABOUT YOU</b>					
1.2	Are you aged under 16?	27%	42%	27%	23%
1.3	Are you from a minority ethnic group? (including all those who did not tick White British, White Irish or White Other category)	12%	46%	12%	18%
1.4	Are you Muslim?	3%	25%	3%	3%
1.5	Do you consider yourself to be Gypsy/Romany/Traveller?	8%	10%	8%	3%
1.6	Are you a foreign national?	0%	3%	0%	0%
1.7	Do you think that you have a disability?	24%	17%	24%	19%
<b>SECTION 2: YOUR TRIP HERE AND FIRST 24 HOURS</b>					
2.1	On your most recent journey to this centre, did you feel that staff were looking after you?	100%	94%	100%	88%
2.2	When you arrived at the centre were you searched?	95%	94%	95%	
2.3	Did staff explain why this was happening?	86%	82%	86%	
2.4	When you were searched, did staff treat you decently?	95%	88%	95%	88%
On your first night here:					

2.5	Were you seen by a doctor or nurse before you went to bed?	100%	95%	100%	97%
2.6	Did a member of staff come and talk to you about how you were feeling?	76%	62%	76%	73%
2.7	Did you feel safe?	100%	89%	100%	91%
<b>SECTION 3: DAILY LIFE</b>					
3.1	Have you been on an induction programme here?	81%	81%	81%	
For those who have been in an induction programme:					
3.2	Did the induction programme cover everything you needed to know about the centre?	85%	87%	85%	
3.3	Is the food here good/ very good?	50%	23%	50%	58%
If you had a problem, who you would turn to?					
3.4a	No-one	10%	17%	10%	10%
3.4b	Teacher/Education staff	19%	10%	19%	3%
3.4c	Key worker	29%	34%	29%	13%
3.4d	Case worker	55%	26%	55%	37%
3.4e	Staff on the unit	64%	49%	64%	57%
3.4f	Another young person here	7%	12%	7%	13%
3.4g	Family	57%	45%	57%	43%
3.4h	Advocate	10%	9%	10%	
3.5	Do you have a key worker?	90%	96%	90%	87%
For those who said they had a key worker:					
3.5	Are you able to see your key worker when you want to?	83%	85%	83%	89%
3.6	Does your key worker try to help you?	100%	93%	100%	96%
3.7	Do most staff treat you with respect?	95%	94%	95%	88%
3.8	Can you follow your religion if you want to?	41%	79%	41%	
3.9	Is it easy to keep in touch with family?	98%	83%	98%	97%
<b>SECTION 4: BEHAVIOUR</b>					
4.1	Do you know what the rewards and sanctions scheme is?	93%	96%	93%	91%

4.2	Do you think the rewards and sanctions scheme is fair?	81%	71%	81%	81%
4.3	If you get in trouble, do staff explain what you have done wrong?	90%	89%	90%	77%
4.4	Do most staff let you know when your behaviour is good?	78%	88%	78%	
4.5	Have you been physically restrained since you have been here?	42%	24%	42%	59%
For those who had been restrained:					
4.6	Were you given a chance to talk to somebody about the restraint afterwards?	82%	75%	82%	
<b>SECTION 5: HEALTH SERVICES</b>					
5.1	If you feel ill, are you able to see a doctor or nurse?	93%	95%	93%	91%
5.2	Do you think that the health services are good here?	90%	67%	90%	82%
<b>SECTION 6: COMPLAINTS</b>					
6.1	Do you know how to make a complaint?	100%	95%	100%	97%
For those who have made a complaint:					
6.2	Are complaints dealt with fairly?	80%	58%	80%	59%
6.3	Have you ever wanted to make a complaint but didn't because you were worried what would happen to you?	5%	9%	5%	0%
<b>SECTION 7: EDUCATION AND ACTIVITIES</b>					
7.1	Do you have a training plan, sentence plan or remand plan?	67%	60%	67%	70%
7.2	Are you encouraged to take part in activities outside education hours?	100%	93%	100%	82%
7.3	Have you been given advice about training or jobs that you might like to do in the future?	76%	65%	76%	77%
7.4	Have you been able to learn skills for jobs that you might like to do in the future?	81%	67%	81%	66%
7.5	Do you think your education here will help you once you leave?	74%	76%	74%	65%
7.6	Have you been able to learn any 'life skills' here?	95%	88%	95%	
7.8	Do you know where you will be living when you leave the centre?	71%	77%	71%	
For those who are sentenced:					

<b>7.9</b>	Have you done anything here to make you less likely to offend in the future?	<b>64%</b>	<b>71%</b>	<b>64%</b>	
<b>SECTION 8: SAFETY</b>					
<b>8.1</b>	Have you ever felt unsafe here?	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>12%</b>
<b>8.2</b>	Do you feel unsafe at the moment?	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>9%</b>
<b>8.3</b>	Have you ever been bullied or 'picked on' by another young person or group of young people here?	<b>19%</b>	<b>16%</b>	<b>19%</b>	<b>18%</b>
If you have felt bullied or 'picked on' by another young person/group of young people, did the incident involve:					
<b>8.5a</b>	Insulting remarks?	<b>10%</b>	<b>6%</b>	<b>10%</b>	<b>3%</b>
<b>8.5b</b>	Physical abuse?	<b>2%</b>	<b>5%</b>	<b>2%</b>	<b>9%</b>
<b>8.5c</b>	Sexual abuse?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>3%</b>
<b>8.5d</b>	Feeling threatened or intimidated?	<b>5%</b>	<b>3%</b>	<b>5%</b>	<b>9%</b>
<b>8.5e</b>	Shout outs/yelling through windows?	<b>5%</b>	<b>2%</b>	<b>5%</b>	
<b>8.5f</b>	Having your canteen/property taken?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>3%</b>
<b>8.5g</b>	Medication?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.5h</b>	Drugs?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>3%</b>
<b>8.5i</b>	Your race or ethnic origin?	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>9%</b>
<b>8.5j</b>	Your religion or religious beliefs?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>9%</b>
<b>8.5k</b>	Your nationality?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>9%</b>
<b>8.5l</b>	Your being from a different part of the country than others?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>9%</b>
<b>8.5m</b>	Your being from a Traveller community?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.5n</b>	Your sexual orientation?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.5o</b>	Your age?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.5p</b>	You having a disability?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>3%</b>
<b>8.5q</b>	You being new here?	<b>2%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>
<b>8.5r</b>	Your offence/crime?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.5s</b>	Gang related issues?	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>3%</b>
<b>8.7</b>	Have you ever been bullied or 'picked on' by a member of staff or group of staff members here?	<b>2%</b>	<b>8%</b>	<b>2%</b>	<b>13%</b>



If you have felt bullied or 'picked' by a member of staff/group of staff members, did the incident involve:					
<b>8.8a</b>	Insulting remarks?	<b>2%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>
<b>8.8b</b>	Physical abuse?	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>
<b>8.8c</b>	Sexual abuse?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8.8d</b>	Feeling threatened or intimidated?	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>
<b>8.8e</b>	Shout outs/yelling through windows?	<b>0%</b>	<b>0%</b>	<b>0%</b>	
<b>8.8f</b>	Having your canteen/property taken?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>
<b>8.8g</b>	Medication?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8.8h</b>	Drugs?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8.8i</b>	Your race or ethnic origin?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>3%</b>
<b>8.8j</b>	Your religion or religious beliefs?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.8k</b>	Your nationality?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.8l</b>	Your being from a different part of the country than others?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.8m</b>	Your being from a Traveller community?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>
<b>8.8n</b>	Your sexual orientation?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8.8o</b>	Your age?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8.8p</b>	You having a disability?	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>8.8q</b>	You being new here?	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>
<b>8.8r</b>	Your offence/crime?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>
<b>8.8s</b>	Gang related issues?	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>
<b>8.8t</b>	Because you made a complaint?	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>0%</b>
<b>8.10</b>	If you were being bullied or 'picked on', would you tell a member of staff?	<b>63%</b>	<b>51%</b>	<b>63%</b>	<b>65%</b>

## Secure Training Centre Survey

### Section 1: Questions about you

		Male				Female		
		30 (77%)				9 (23%)		
Q1.1	Are you?							
		12	13	14	15	16	17	18
		1 (3%)	0 (0%)	1 (3%)	8 (21%)	13 (34%)	15 (39%)	0 (0%)
Q1.2	How old are you?							
Q1.3	What is your ethnic origin?							
		<i>White - British (English/Welsh/Scottish/Northern Irish)</i> .....						34 (87%)
		<i>White - Irish</i> .....						0 (0%)
		<i>White - Other</i> .....						0 (0%)
		<i>Black or Black British - Caribbean</i> .....						0 (0%)
		<i>Black or Black British - African</i> .....						0 (0%)
		<i>Black or Black British - other</i> .....						0 (0%)
		<i>Asian or Asian British - Indian</i> .....						0 (0%)
		<i>Asian or Asian British - Pakistani</i> .....						2 (5%)
		<i>Asian or Asian British - Bangladeshi</i> .....						2 (5%)
		<i>Asian or Asian British - Chinese</i> .....						0 (0%)
		<i>Asian or Asian British - other</i> .....						1 (3%)
		<i>Mixed heritage - White and Black Caribbean</i> .....						0 (0%)
		<i>Mixed heritage - White and Black African</i> .....						0 (0%)
		<i>Mixed heritage - White and Asian</i> .....						0 (0%)
		<i>Mixed heritage - other</i> .....						0 (0%)
		<i>Arab</i> .....						0 (0%)
		<i>Other ethnic group</i> .....						0 (0%)
Q1.4	What is your religion?							
		<i>None</i> .....						23 (64%)
		<i>Church of England</i> .....						5 (14%)
		<i>Catholic</i> .....						4 (11%)
		<i>Protestant</i> .....						1 (3%)
		<i>Other Christian denomination</i> .....						0 (0%)
		<i>Buddhist</i> .....						0 (0%)
		<i>Hindu</i> .....						0 (0%)
		<i>Jewish</i> .....						1 (3%)
		<i>Muslim</i> .....						1 (3%)
		<i>Sikh</i> .....						1 (3%)

<b>Q1.7</b>	Do you think that you have a disability? <i>(i.e. do you need help with any long-term physical, mental or learning needs)</i>	Yes 9 (23%)	No 30 (77%)
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## Section 2: Questions about your trip here and first 24 hours in this centre

<b>Q2.1</b>	On your most recent journey to this centre, did you feel that staff were looking after you?	Yes 39 (100%)	No 0 (0%)
<b>Q2.2</b>	When you arrived at the centre were you searched?	Yes 37 (95%)	No 0 (0%) Don't remember/ Not applicable 2 (5%)
<b>Q2.3</b>	Did staff explain to you why this was happening?	Yes 33 (85%)	No 3 (8%) Don't remember/ Not applicable 3 (8%)
<b>Q2.4</b>	When you were searched, did staff treat you decently?	Yes 37 (95%)	No 0 (0%) Don't remember/ Not Applicable 2 (5%)
<b>Q2.5</b>	Did you see a doctor or nurse before you went to bed on your first night here?	Yes 39 (100%)	No 0 (0%)
<b>Q2.6</b>	On your first night here, did a member of staff come and talk to you about how you were feeling?	Yes 30 (77%)	No 5 (13%) <b>I didn't want to talk to anyone</b> 4 (10%)
<b>Q2.7</b>	Did you feel safe on your first night here?	Yes 39 (100%)	No 0 (0%)

### Section 3: Daily life

<b>Q3.1</b>	Have you been on an induction programme here? (This tells you how everything works at the centre e.g. rewards & sanctions).	Yes 32 (82%)	No 2 (5%)	I don't know 5 (13%)
<b>Q3.2</b>	Did the induction programme cover everything you needed to know about the centre?	Yes 27 (84%)	No 3 (9%)	I don't know 2 (6%)
<b>Q3.3</b>	What is the food like here? <i>Very good</i> ..... <i>Good</i> ..... <i>Neither</i> ..... <i>Bad</i> ..... <i>Very bad</i> .....			2 (5%) 17 (45%) 15 (39%) 2 (5%) 2 (5%)
<b>Q3.4</b>	If you had a problem, who would you turn to? (Please tick all that apply)  <i>No-one</i> ..... <i>Teacher/ Education staff</i> ..... <i>Key worker</i> ..... <i>Case worker</i> ..... <i>Staff on your unit</i> ..... <i>Another young person here</i> ..... <i>Family</i> ..... <i>Advocate</i> ..... <i>Other</i> .....			4 (10%) 7 (18%) 11 (28%) 21 (54%) 25 (64%) 3 (8%) 22 (56%) 4 (10%) 2 (5%)
		<b>I don't have a key worker</b>	<b>Yes</b>	<b>No</b>
<b>Q3.5</b>	Are you able to see your key worker when you want to?	4 (11%)	28 (74%)	6 (16%)
		<b>I don't have a key worker</b>	<b>Yes</b>	<b>No</b>
<b>Q3.6</b>	Does your key worker try to help you?	4 (10%)	35 (90%)	0 (0%)
<b>Q3.7</b>	Do <b>most</b> staff treat you with respect?	Yes 37 (95%)		No 2 (5%)
<b>Q3.8</b>	Can you follow your religion if you want to?	Yes 16 (41%)	No 3 (8%)	<b>I don't want to</b> 20 (51%)

<b>Q3.9</b>	Is it easy to keep in touch with your family outside the centre?	Yes 38 (97%)	No 1 (3%)
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#### Section 4: Behaviour

<b>Q4.1</b>	Do you know what the rewards and sanctions scheme is?	Yes 36 (92%)	No 3 (8%)
<b>Q4.2</b>	Do you think the rewards and sanctions scheme is fair?	Yes 32 (82%)	No 4 (10%)
<b>Q4.3</b>	If you get in trouble, do staff explain what you have done wrong?	Yes 32 (89%)	No 4 (11%)
<b>Q4.4</b>	Do most staff let you know when your behaviour is good?	Yes 29 (78%)	No 8 (22%)
<b>Q4.5</b>	Have you been physically restrained since you have been here?	Yes 16 (42%)	No 22 (58%)
<b>Q4.6</b>	Where you given a chance to talk to somebody about the restraint afterwards?	<b>Not been restrained</b> 22 (58%)	Yes 13 (34%)
			No 3 (8%)

#### Section 5: Health Services

<b>Q5.1</b>	If you feel ill are you able to see a doctor or nurse?	Yes 36 (92%)	No 1 (3%)	I don't know 2 (5%)
<b>Q5.2</b>	What are the health services like here?	Good 34 (89%)	Bad 1 (3%)	I don't know 3 (8%)

#### Section 6: Complaints

<b>Q6.1</b>	Do you know how to make a complaint?	Yes 39 (100%)	No 0 (0%)
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		<b>I have not made one</b>	Yes	No
<b>Q6.2</b>	Are complaints dealt with fairly?	18 (49%)	15 (41%)	4 (11%)
<b>Q6.3</b>	Have you ever wanted to make a complaint but didn't because you were worried what would happen to you?	Yes 2 (5%)		No 36 (95%)

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

		Yes	No	I don't know
<b>Q7.1</b>	Do you have a plan (sentence, training or remand) that sets out your targets for you to achieve while in custody?	26 (67%)	6 (15%)	7 (18%)
<b>Q7.2</b>	Are you encouraged and given time to take part in activities outside education/ training hours (i.e. hobbies, sports or gym)?	Yes 39 (100%)		No 0 (0%)
<b>Q7.3</b>	Since you have been here, have you been given any advice about training or jobs that you might like to in the future?	Yes 29 (76%)		No 9 (24%)
<b>Q7.4</b>	Have you been able to learn skills for jobs that you might like to do in the future (e.g. bricklaying/ hairdressing)?	Yes 31 (82%)		No 7 (18%)
<b>Q7.5</b>	Do you think your education/ training here will help you once you leave the centre?	Yes 29 (74%)		No 10 (26%)
<b>Q7.6</b>	Have you been able to learn any 'life skills' here (e.g. cooking/ cleaning)?	Yes 37 (95%)		No 2 (5%)

Q7.8	Do you know where you are going to be living when you leave the centre?	Yes	No
		28 (72%)	11 (28%)
Q7.9	Have you done anything here to make you less likely to offend in the future?	<b>Not sentenced</b>	
		5 (13%)	21 (55%)
			No 12 (32%)

### Section 8: Questions about safety

Q8.1	Have you ever felt unsafe here?	Yes	No
		4 (10%)	35 (90%)
Q8.2	Do you feel unsafe at the moment?	Yes	No
		0 (0%)	39 (100%)
Q8.3	In which areas have you ever felt unsafe? (Please tick all that apply)		
	<b>Never felt unsafe</b> .....		35 (92%)
	<i>Everywhere</i> .....		0 (0%)
	<i>Reception area</i> .....		0 (0%)
	<i>In single separation</i> .....		0 (0%)
	<i>At the gym</i> .....		0 (0%)
	<i>Outside areas/ grounds</i> .....		1 (3%)
	<i>Corridors and dining room</i> .....		0 (0%)
	<i>At education/ training</i> .....		0 (0%)
	<i>At religious services</i> .....		0 (0%)
	<i>At health services</i> .....		0 (0%)
	<i>In the visits area</i> .....		0 (0%)
	<i>On your unit</i> .....		2 (5%)
	<i>In your room</i> .....		0 (0%)
	<i>Other</i> .....		0 (0%)
Q8.4	Have you ever been bullied or 'picked on' by another young person or group of young people here?	Yes	No
		7 (18%)	32 (82%)
Q8.5	If yes, what was it about? (Please tick all that apply)		
	<i>Insulting remarks (about you or your family or friends)</i> .....		4 (10%)
	<i>Physical abuse (being hit, kicked or assaulted)</i> .....		1 (3%)
	<i>Sexual abuse</i> .....		0 (0%)
	<i>Shout outs/ yelling through windows</i> .....		2 (5%)
	<i>Feeling threatened or intimidated</i> .....		2 (5%)
	<i>Having your property taken</i> .....		0 (0%)
	<i>Medication</i> .....		0 (0%)

<i>Drugs.....</i>	0 (0%)
<i>Your race or ethnic origin .....</i>	1 (3%)
<i>Your religion/religious beliefs.....</i>	0 (0%)
<i>Your nationality .....</i>	0 (0%)
<i>Being from a different part of the country than others .....</i>	0 (0%)
<i>Being from a traveller community .....</i>	0 (0%)
<i>Your sexual orientation .....</i>	0 (0%)
<i>Your age.....</i>	0 (0%)
<i>Having a disability.....</i>	0 (0%)
<i>You being new here.....</i>	1 (3%)
<i>Your offence/ crime.....</i>	0 (0%)
<i>Gang related issues.....</i>	1 (3%)
<i>Other .....</i>	0 (0%)

	Yes	No
<b>Q8.7</b> Have you ever been bullied or 'picked on' by a member of staff or group of staff members here?	1 (3%)	37 (97%)

<b>Q8.8</b>	If yes, what did the incident(s) involve/ what was it about? (Please tick all that apply)	
	<i>Insulting remarks (about you or your family or friends) .....</i>	1 (3%)
	<i>Physical abuse (being hit, kicked or assaulted) .....</i>	1 (3%)
	<i>Sexual abuse .....</i>	0 (0%)
	<i>Feeling threatened or intimidated.....</i>	1 (3%)
	<i>Shout outs/ yelling through windows .....</i>	0 (0%)
	<i>Having your property taken .....</i>	0 (0%)
	<i>Medication .....</i>	0 (0%)
	<i>Drugs.....</i>	0 (0%)
	<i>Your race or ethnic origin .....</i>	0 (0%)
	<i>Your religion/religious beliefs.....</i>	0 (0%)
	<i>Your nationality .....</i>	0 (0%)
	<i>Being from a different part of the country than others .....</i>	0 (0%)
	<i>Being from a traveller community .....</i>	0 (0%)
	<i>Your sexual orientation .....</i>	0 (0%)
	<i>Your age.....</i>	0 (0%)
	<i>Having a disability.....</i>	0 (0%)
	<i>You being new here.....</i>	0 (0%)
	<i>Your offence/ crime.....</i>	0 (0%)
	<i>Gang related issues.....</i>	0 (0%)
	<i>Because you made a complaint.....</i>	1 (3%)
	<i>Other .....</i>	0 (0%)

	Yes	No
<b>Q8.10</b> If you were being bullied or 'picked on', would you tell a member of staff?	22 (63%)	13 (37%)