

# Medway Secure Training Centre

## Inspection report for Secure Training Centre

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<b>Inspection date</b>	8 November 2007
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<b>Type of inspection</b>	Key - announced
<b>Type of registration</b>	Secure Training Centre

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## About this inspection

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

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

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

### The key inspection judgements and what they mean

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

*Good:* this aspect of the provision is strong

*Satisfactory:* this aspect of the provision is sound

*Inadequate:* this aspect of the provision is not good enough

*Not judged:* this aspect of the provision was not judged

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## Service Information

### Brief description of the service

1. Medway secure training centre (STC) is managed by Rebound ECD which is part of the corporate Global Solutions Limited (GSL) group.
2. Medway is situated in Rochester, Kent. It offers secure provision to young people aged from 12 to 17 years who meet the criteria for custodial sentence. Young people may be sentenced or remanded to the centre.
3. Medway is one of four purpose built secure training centres that between them offer secure provision for young people across the country.
4. The centre was originally designed to house 40 young offenders, but this was increased to 76 following a major extension in November 2002. During the period of the inspection up to 75 young people were in residence. The young people live in house units, of which there are four in each of the three house blocks.

### Summary

The overall quality rating is good.

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

5. The last full inspection was carried out in April 2006, with an unannounced inspection in December 2006. The unannounced inspection report is attached as an appendix to this report.
6. This full announced inspection was conducted by Ofsted on behalf of the Youth Justice Board (YJB). Four Ofsted social care inspectors spent four days on site and two HMI education inspectors spent three days reviewing standards agreed with the YJB.
7. There have been some recent significant changes to the senior management team at Medway. The director left in August 2007. The head of the youth offending services, who has worked at the centre for five years, has taken on the role of director in an acting capacity for an initial period of six months.
8. The head of education and head of care have also moved on since the inspection in December 2006. There continues to be a vacant head of residential services post at the centre.
9. All members of the senior management team have worked at the centre for some considerable time, except for the head of education, who was an external

appointment. She took up her post in April 2007, three months after the previous post holder left.

10. Managers report difficulties, once again, in the recruitment of staff for the STC. There has been a high turnover of care officers in particular, with some newly appointed staff leaving within a short space of time after completing their initial training. The monitoring of 'spikes' in resignations shows that August is a month when they increase. Managers have deduced that this is in part due to the fact that a high percentage of care staff are women, many of whom have child care commitments and the summer months can prove difficult for them. Support systems have not been consistently implemented, such as regular formal supervision, training days or staff meetings.
11. Although the centre has been contract compliant in relation to minimum staffing levels and often provides additional staff on site, this has proven very difficult at times. Care staff in particular find themselves working with very challenging young people, with what they feel are inadequate numbers of adults to deal with their needs and demands.
12. The centre has faced some considerable challenges in the range of young people they have worked with in the past year. There is an increasing number of young people who have committed serious, often violent offences. The level of violence exhibited by the young people whilst at the centre has increased, with indiscriminate incidents of aggression toward staff, including nurses and other young people. The centre has continued to work with some young people with serious mental health issues, who if resources were available, would be in secure psychiatric settings.
13. Young people only stay at the centre on average for a period of 2.3 months. This is a very short period of time for staff to assess and address their needs, including tackling offending behaviours and attitudes that bring them to a secure setting.
14. Efforts to manage the behaviour of the range of young people placed has continued, with consideration being given to new initiatives in understanding disaffected young people and helping them make changes in patterns of behaviour and attitudes. The 'Youth at Risk' training has been geared to help staff understand the reasons young people hold the values, attitudes and beliefs that bring them in to conflict with others. Although this has clearly been useful for those staff who have been involved with the training, the impact has been difficult to measure. Managers are in the process of considering how best to take this forward.
15. Areas for development identified during this inspection include:
  - the establishment of a shared set of common and targets to underpin the next phase of the centre's development;

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- consideration of the most appropriate processes to achieve the desired culture change with staff working directly with young people;
  - consistent adherence to health care policies and procedures;
  - further development of practices in relation to the 'resettlement' of young people upon discharge from the centre;
  - improvement of the recruitment and retention of care officers;
  - linkage between the deployment of staff and assessed risk;
  - consistency in establishing routines and meeting the primary care needs of young people;
  - enabling care staff to attend ongoing training;
  - undertaking a systematic evaluation of services;
  - improvement to the CCTV system to provide appropriate evidence for a thorough investigation into child protection allegations.
16. Managers are aware that there is work to be done in several aspects of the centre's work and they have a number of ideas for future developments. They are also aware of the importance of ensuring consolidation of practices and embedding them in the daily routines of the centre.

## What has been improved since the last inspection

17. There have been very positive developments that the STC should be quite rightly proud of. The development of the 'enrichment team' is beginning to have a significant impact on the young people, who are being provided with opportunities to develop skills and expertise in a number of areas. The production of a DVD by a young female trainee about 'Knife Crime' has been a particularly commendable achievement.
18. The centre has made a number of successful bids for funding, which, apart from the Knife Crime DVD, have enabled a community printing project and the development of a newspaper for the secure estate entitled 'Lockdown'
19. The centre continues to make good progress towards offering the highest possible quality of care to the young people placed there. Senior managers have made every effort to implement the recommendations from the last two inspections and to ensure the 'outcomes' for young people are at the centre of thinking when planning and delivering services.
20. During this inspection the inspection team found:
  - a committed senior management team;
  - heads of departments who are clear about their development targets;
  - good interpersonal relationships between staff and young people;
  - a positive atmosphere across the site;
  - good multi disciplinary work;
  - thorough assessment of individual health and mental health needs;
  - excellent practice and procedures for dealing with suicide and self harm;
  - a willingness to supplement the behaviour management strategies currently available to staff;
  - excellent management of the dining room, with staff setting an example of meals as a social occasion;
  - significantly improved arrangements in place to provide positive leisure and enrichment activities;
  - excellent practice in relation to assessment, planning and review;

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- a well established youth offending service that works closely with care officers;
  - robust health, safety and security procedures and a well managed site;
  - young people who are receiving a high quality education and who are achieving well individually.
  - young people benefit from a creative and flexible approach from managers and staff at a forward thinking secure training centre.



## The effectiveness of the service

### Helping children to be healthy

The provision is satisfactory.

21. Catering in the centre is contracted to a company called Aramark. The menu is planned on a four week cycle. Arrangements are in place to cater for special medical diets and vegetarians. All meat, other than pork, is Halal. Young people can air their views regarding the food provided in a number of ways, for example, through the complaints system, quality surveys or via trainee council meetings. A young person from each unit attends the council meeting to express the views from others in his or her unit. The system in place enables the catering manager to see the young people, either at the meetings or in person if a complaint about the catering service is to be resolved.
22. Young people's views varied with regards to meals provided; the majority state they are 'OK' although a few consider them not to their liking and not spicy enough. Meal times are orderly social occasions with staff and young people sitting together.
23. Meals are well cooked, varied and nutritious. The centre is trying to ensure that young people are offered healthy options, as much as possible, which is not always welcomed by the young people. Special medical diets are known and catered for which meets the needs of individual young people.
24. There is limited opportunity for young people to try a variety of new foods, particularly those of different cultures. At meal times if a young person does not like the option chosen there is no alternative provided. This does not encourage young people to try foods they are not familiar with, as they are concerned that if they don't like them they will go hungry as nothing else is offered for that meal time.
25. The catering department organise a themed day each month to celebrate differences. The dining hall is decorated according to the theme and the food provided reflects the theme, for example, black history, Spanish and American days. The centre incorporates birthdays, religious and cultural events into everyday life.
26. There are opportunities for young people to plan and learn how to prepare meals. Staff work with young people to plan a menu and prepare a meal each weekend. The learning each individual young person derives from this activity is not assessed on a formal basis, therefore the effectiveness towards independent living skills development for each individual is not maximised. However, a number of independent living skills taught do have ASDAN

- accreditation. Consultation with young people is ongoing over the stock held in the tuck shop, enabling them to have snacks and treats important to them.
27. A service level agreement is in place with Primecare to provide medical cover in the centre. Primecare medical staff have a wide range of skills and knowledge to undertake the care of the young people and have external links to other professionals. For example, a midwife is used when this specialist input is needed.
  28. The admission process is child focused and sensitive. Initial health assessments undertaken on arrival take account of known factors regarding health, self harm and substance misuse. Risks identified are made known to unit staff to ensure young people are cared for accordingly. Young people register with a GP on admission and are seen within 24 hours of arrival.
  29. The local medical practice provides good, consistent support to the centre. A nominated GP provides a weekly surgery. Young people can request to attend this surgery; their situation is prioritised and they are added to the consultation list to be seen that week. Male GPs presently visit the centre, however a female medical practitioner can be made available if required.
  30. All young people have a routine dental appointment offered to them shortly after admission and have follow up treatment as required. An ophthalmic appointment is made for all the young people, providing a standard eye test shortly after admission. Glasses are provided to all those who require them within commendable timescales. A considerable number of young people were seen wearing their glasses, which indicates they are content with the style and design. Access to the ophthalmic and dental services is very good and meets the needs of young people.
  31. There is a systematic approach to ensuring that young people's immunisations are brought up to date.
  32. Within five days of arrival, all young people receive an in depth screening regarding substance misuse and mental health needs which informs the centre of the appropriate level and interventions needed.
  33. A specialist intervention service (SIS) provides a structure to oversee the interventions needed and plan for their provision. The SIS is a multi disciplinary team with input, for example, from psychiatric, psychological, substance misuse, health, mental health and educational professionals. Young people's needs are recognised, planned for and prioritised through a fortnightly specialist intervention meeting. Joint working and individual programmes are put in place, to best meet the needs of the individual, taking account of their very different circumstances.
  34. The referral system in place to the SIS is robust and permits referrals from young people themselves, members of staff or external professionals. This

- enables the needs of individual young people to be reviewed and updated at any time during their stay. This ensures the promotion of young people's welfare and that the most appropriate professionals are involved with them.
35. All young people are discussed at the SIS meeting, then if required are seen by a psychiatrist and individual sessions arranged for any follow up interventions. A clinical psychologist supports and advises staff in their work with individual young people, providing clinical supervision where appropriate. A positive working relationship between the visiting consultants and staff at the centre exists and consultants report staff work well with young people.
  36. There is a first aid trained member of staff on duty in each living unit every shift, as all care staff are qualified in first aid, allowing for the suitable treatment of young people if needed. The storage of medication is satisfactory, with secure cabinets available for non-prescribed and prescribed medication in each unit. Controlled drugs are securely stored in the medical centre. Refrigerated storage is also available.
  37. Medication administration recording is not satisfactory. The manager is aware of the gaps in medication administration record sheets and reminds staff of the need to be more robust in recording medication given and if not taken, to record why. There are monthly internal and external audit and monitoring systems in place that review the medical centre's practice. Visiting pharmacists undertake these visits. Recommendations made as a result of the monitoring visits are addressed by the head of the medical team working with the director of the centre when needed, which ensures the development of safe policies and practices to benefit young people.
  38. As recommended by a visiting pharmacist, a protocol was recently introduced which allows only one young person to be seen by the nurse at any one time. This is not working in practice. At times more than one young person is allowed on to the corridor and staff do not always remain present. The protocol also requires that the young person be accompanied to see the nurse by a staff member. However, the present system does not consider the confidential nature of issues a young person may want to discuss with the nurse.
  39. Young people attend the medical centre for the administration of controlled drugs. A controlled drugs register is satisfactorily maintained. A photograph of each young person is not available on all medical files. Lack of identity makes it difficult for medical staff to be sure the correct medication is being administered to the right person. Managers confirmed that a system for photocopying every young person on admission is in place and this is included in the medical file. In response to the lack of photographs on medical files examined, managers confirmed they are in the process of being caught up.
  40. Parental consent to medical treatment is not in place for all young people. Records show consent for the administration of prescribed and non-prescribed medication is not consistently given. Of the 75 young people in Medway,

records show the centre does not have verbal or written consent for 16 young people, which may hinder the delivery of appropriate services should they be needed.

41. Young people do not have the opportunity to self administer medication as the centre does not permit this, but by not considering this, preparation for independent living is limited.
42. Nursing staff work with the school and take part in the education of trainees to ensure each young person receives health education appropriate to their age and need. Every effort is made to balance the gender mix of care staff on each unit, enabling young people a choice of staff to approach for advice and assistance.
43. A nurse sees all young people after a restraint within 30 minutes. Nurses also see young people following episodes of self harm or incidents. Records of any injury sustained are kept. The medical centre provides monthly statistics to the centre's management team relating to healthcare activity, as part of the quality monitoring processes. Patient satisfaction surveys are carried out the day prior to release and the GP sees all young people within 24 hours of discharge. These systems ensure that timely medical attention is given and they provide a means of quality assurance.
44. External medical professionals are complimentary about staff healthcare and other staff at the centre.

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

The provision is good.

45. There are well established and thorough security procedures in place at the centre. Security measures at the centre are robust and appropriate, and reviewed regularly by the directors.
46. Experienced duty operational managers are on duty at all times to ensure that procedures to move and secure young people around the centre safely are followed and applied routinely. Security checks are carried out frequently to ensure the premises remain secure.
47. Security upon entering the centre is thorough and all visitors are politely but carefully searched before entry. Any articles brought into the centre are carefully checked to ensure that contraband does not routinely breach the secure perimeter. Young people are advised about searches upon admission. It is established routine for staff to 'pat' search young people routinely before they are allowed to move around the centre.
48. The centre has a CCTV system that covers the grounds and perimeter, and areas inside the residential units. The CCTV coverage is not 'real time', and records frames every few seconds. This is not adequate to ensure that all interactions involving young people and staff are on camera in sufficient detail to offer conclusive evidence in the event of an incident. It is also inadequate to be used with confidence to resolve potential child protection issues. This issue has been raised in previous inspections and this concern is shared by the local authority designated officer for child protection.
49. Staff radios are not always reliable in certain parts of the building. This has been investigated and the director reported that they have recently sourced an appropriate replacement and finances have been identified to replace the current system.
50. The centre has a new central store which stores equipment for the units, for example televisions and kitchen equipment. Equipment for young people is now more readily available for them to use than previously.
51. There are very clear and explicit policies and procedures related to health and safety in place at the centre. All staff are trained in security and to British Safety Council level one certificate in health and safety during their initial training course. The centre holds a five star award from the British Safety Council and have been awarded the 'sword of honour' for the second year running. A safe and secure environment is routinely maintained for young people.

52. Thorough emergency and contingency plans are in place to address any significant incidents. Managers complete desk top exercises routinely to ensure that appropriate staff are familiar with emergency procedures to be followed. There are also established procedures in the event of a fire, agreed with the local fire brigade. Drills are held at regular intervals to ensure that staff and young people know what to do in the event of a fire.
53. The centre has its own maintenance team who ensure that most minor repairs and maintenance tasks are completed quickly and efficiently. Young people generally do not have to wait very long for minor repair work to be done.
54. Staff routinely promote and respect the privacy and dignity of the young people. Relationships between the staff and the young people present as generally good.
55. Young people receive information about the centre at the time of admission which includes details about rewards and sanctions. Information about the expectations of the centre and the incentive bonus scheme is displayed on the walls in the units for young people to see. This provides easily accessible and meaningful information to help them understand what is expected of them.
56. The centre has an incentive bonus scheme linked to behaviour on the units and in education. The scheme is known to staff and young people. It was recently revised and improved following consultation with young people at the centre. The scheme is intended to provide greater incentive to young people to engage with the staff positively and work with them to meet care plans. They can earn greater privileges as they progress through the incentive scheme. Young people largely engage with the scheme and have been involved with its formulation.
57. The form of restraint approved by the Youth Justice Board (YJB) for use in secure training centres (STC) is 'physical control in care' (PCC). All staff are trained in the appropriate use of PCC during their initial induction training before they are allowed to work with young people. There is some evidence that the use of PCC at the centre has been gradually falling over the last three years, and more incidents of challenging behaviour are now being managed without recourse to restraint.
58. Although there is no clear trend in the use of PCC within Medway across the twelve month period since September 2006, evidence suggests an ongoing fall in its use as a response during serious incidents. There has been increased staff training and greater emphasis within the centre on the use of de-escalation wherever possible before the use of PCC is considered.
59. The centre is currently training its staff in a joint initiative with the 'Youth at Risk' charity. This training is intended to enable staff to understand their own behaviours more fully and appreciate the way young people will behave in certain stressful situations. The purpose of the scheme is to reduce the use of restraint involving young people.

60. The first response strategy within the centre when an alarm call is sounded has recently changed. It now allows for a lower key response initially to requests from staff for help. Unless the situation is considered to be one of immediate risk, a duty operational manager (DOM) or the late residential services manager will attend first and support the staff where possible to de-escalate the situation.
61. Where this is not working or deemed to be inappropriate, a response team will be called, and will use PCC if necessary. Initial emphasis is on de-escalating potentially dangerous situations so that young people are only restrained when there is no alternative.
62. Recording of PCC is carefully monitored and presented as statistical data for the multi disciplinary monthly 'strategic management information monitoring meeting' (SMIMM) and the directors' meetings. All serious incidents, including the use of PCC and single separation are carefully recorded, analysed and evaluated, and discussed in detail at the SMIMM each month. These meetings review the use of PCC to ensure it is not used inappropriately and to identify and address any trends in its use.
63. The director acknowledges that restraint may legitimately be used for the maintenance of good order and discipline when assessed to be necessary, even if a young person is not offering violence. Failure to do so might result in increased indiscipline and the threat of a wider loss of control. However, evidence during the inspection indicated that when PCC is used for this purpose such incidents are not always recorded in a way that makes the reason for restraint clear. Occasions when young people are restrained in order to maintain good order and discipline are not always explicitly recorded
64. Young people are not routinely inappropriately locked in their rooms and time spent in bedrooms is carefully monitored, although this is not consistently categorised in terms of single separation. Details of single separation of young people are regularly reported to the monitor from the Youth Justice Board (YJB). However, there remains a lack of clarity around the definitions and recording of single separation. Several staff incorrectly defined a young person being told to go their bedroom following an incident as elective separation.
65. A young person being directed to go to their room is not elective separation, as they have not chosen to be separated, and risk sanction if they do not comply. This is directed separation and as such should be recorded as a single separation. Young people risk assessed as not safe or able to stay in a classroom during the school day may be locked in their bedrooms. This is not recorded as a single separation in the single separation book. Failure to record accurately may result in an inaccurate record being kept.

This has implications in terms of the accuracy of the data being forwarded to the SMIMM and directors' meeting for consideration.

66. The single separation record book on the units does not include a comprehensive record of all directed single separations. Young people risk assessed as not safe or able to stay in a classroom during the school day may be locked in their bedrooms. This would not be recorded as a single separation in the single separation book.
67. The number of recorded single separations had fallen steadily each month since a peak in July 2007, when the centre was accommodating some young people recognised to be exceptionally challenging.
68. The sanctions recorded are appropriate and fair. The use of sanctions imposed upon young people is closely monitored and the data obtained similarly used to guide planning and evaluation of behavioural strategies. The nature and frequency of sanctions used are recorded, together with any alternative sanctions imposed which are outside those normally used.
69. The centre has a comprehensive and transparent complaints procedure which is explained to the young people as part of the admission procedures. Complaints procedures have been revised to enable young people to make a complaint without the need to involve members of staff. The system is monitored monthly and works effectively in practice.
70. Any complaint which includes any allegations against staff or others or is clearly a child protection issue is passed to the director. He has retained responsibility for child protection and safeguarding within the centre. A statistical analysis is carried out each month to identify the categories of complaint from young people, which staff were involved and whether the young person has indicated satisfaction with the outcome.
71. The centre has clear child protection procedures drawn up in consultation with the area child protection committee. The director sits on the local safeguarding children board, and case managers from the centre's youth offending service (YOS) team are members of the safeguarding children board working groups. There are well established links between the centre and the local social services team and police child protection unit. All staff are trained in basic child protection during their initial induction course.
72. The relationship between the centre and the local safeguarding team is considered to be positive, transparent and professional. The local safeguarding children board in Medway has recently revised its child protection policies and has produced a training package for child protection. These are being introduced into the centre.
73. Following an initial telephone contact, child protection referrals from the STC can take several days to arrive at the local authority. These delays may be avoidable. There is currently no initial referral form which includes basic details of any allegation to be forwarded to the local authority quickly. This would allow



the local authority child protection team to make an early decision on how to respond to the allegation.

74. Whilst all allegations are passed through to the local authority children's services team, not all allegations are recorded as dealt with thoroughly. This results in some investigations being incomplete.
75. Child protection files reviewed do not all include written information recorded to clarify the early steps taken that lead to the decision to make a referral to local authority children's services, or how the referral is made. The decision making process and the conclusion of investigations are also not always recorded.
76. Multi disciplinary meetings called to review safeguarding issues take place at monthly intervals. These involve managers from within the centre and the director. The meetings review complaints, child protection issues, bullying, suicide and self harm and behaviour management issues in detail. The local child protection team and the advocacy agency 'Voice' are not involved. There is no routine involvement of these agencies with the centre to assess and review critical incidents.
77. The centre has clear and robust procedures to address bullying. Bullying issues are reviewed through the weekly multidisciplinary meetings and monthly safeguarding meetings.
78. The anti bullying procedures include the use of 'restorative justice' where appropriate. The centre has trained staff in restorative justice (RJ) techniques to enable them to address issues of bullying or disagreement between young people, or even staff and young people. Young people are invited to take part in a 'debriefing' if they have been restrained. Records are kept of debriefings of staff and young people following episodes of PCC use. Some young people's files include reference to RJ being used with them to resolve conflict. Evidence suggests that the use of RJ is proving successful in resolving bullying issues between young people.
79. Procedures to address suicide and self harm (SASH) are comprehensive and robust. Commendably, the centre has extended its definition of self harm to include incidents of 'punching in anger' as self harm. These are incidents when a young person punches a wall in a moment of anger and frustration. Whilst this might inflate the SASH statistics, it ensures that all self harm is addressed fully and thoroughly by staff at the centre.
80. All staff receive training in managing the risks of suicide and self harm amongst young people during their initial training course.
81. Young people are carefully risk assessed from the moment of referral. Information is obtained from those who know the young person, and from reports that accompany them. The young person is seen by a nurse and member of the YOS team upon admission. They make an initial custodial

reception assessment and medical assessment. This includes an assessment of vulnerability.

82. All young people are treated as vulnerable for at least the first 72 hours of their stay and placed on five minute observations, with basic incentive conditions for the first 24 hours. A detailed vulnerability assessment is completed within the first few days of a young person's stay.
83. Young people considered to present a threat of suicide and self harm may be made the subject of a 'focus' plan or a SASH plan. Any member of staff working with them can raise a concern, which is then followed immediately by a multi-disciplinary SASH scoring process and a meeting. A 'focus' plan is a strategy to address a less immediate threat or risk than a full SASH plan. Both forms of intervention are routinely reviewed at the multi disciplinary meetings each week.
84. Young people who present a significant threat have a SASH book opened for them. This book will form the basis of a multi disciplinary plan to ensure that they are appropriately and consistently observed, treated and cared for. They will remain on SASH until they are considered to no longer present any significant risk. Management monitoring of SASH takes place routinely. Detailed records of the number and nature of self harm incidents involving individual young people are kept, together with the category of incidents they are involved in.
85. A newsletter is produced by the centre to advise staff on safeguarding issues, including SASH. This is intended to ensure that they remain aware and up to date in their learning about self harm issues.
86. Each residential unit is visited at least once every two weeks by an advocate from the advocacy agency 'Voice'. Information provided suggests that 'Voice' has an improving relationship with the centre and its managers. The centre is developing its relationship with the advocates, and staff are usually helpful and cooperative towards them. This enables the advocates to represent the young people more easily.
87. The centre has very stringent recruitment and vetting procedures. The thorough vetting procedures include an initial interview with a manager who tests attitudes and values and decides if the candidate should proceed to the next stage. This then involves further testing at an assessment centre and includes psychological testing, verbal reasoning and numeracy reasoning. Applicants are asked to participate in role-play with young actors. This is intended to give young people some involvement in the recruitment process. The rigour applied to the vetting of staff is to be commended.

## Helping children achieve well and enjoy what they do

### Education

The provision is good.

88. Medway secure training centre in Rochester, Kent is managed by Rebound of Global Solutions Limited. The education service is subcontracted to Manchester City College. Full-time education is provided for up to 76 young people between the ages of 12 and 17 and the average length of stay is 2.5 months. At the time of the inspection, there were 75 young people, of whom 31 were young women: 14 young people were on secure remand; 47 were completing Detention and Training Orders (DTO) and 14 were serving longer sentences. Just under one third of young people were of black and minority ethnic heritage. Almost all the young people were vulnerable with histories of behavioural problems and few had good experiences of education. On entry, approximately one third of learners is assessed as below Level 1 for literacy and numeracy and one in four has specified learning and/or behaviour difficulties.

### Part A: Summary of the report

#### Main findings

##### Overall effectiveness:

89. Medway provides high quality education which meets the needs of young people. Most young people achieve well and make good progress in relation to their starting points. Every young person gains some form of accreditation and participates in a wide range of enjoyable enrichment activities. Teaching and learning are satisfactory with some good features. Not all teaching is sufficiently demanding of the most able learners. The quality of support and guidance is good and young people's progress is monitored carefully. Training Assistants (TAs) make a positive contribution to most lessons. Access to appropriate training for them is, however, insufficient. Leadership and management are good. Medway is emerging from a period of significant change and the new head of education has made a very positive start which builds on existing good practice. Collaboration between education and the care staff is good. Useful links with external agencies are being developed. Progress on some of the recommendations made at the last inspection has been slow. For example, there is still more to do to develop vocational programmes and the use of information learning technology across the curriculum. The self assessment provides a good overview of performance. The capacity for further improvement is good.
90. Strengths:
- good progress made by young people in a broad range of courses

- good classroom and effective behaviour management in most lessons
- a wide variety of interesting and enjoyable enrichment activities
- high quality support and guidance
- good use of data and monitoring of young people's progress
- strong team work throughout education supported by effective leadership and management

91. Areas for development:

- ensure that all lessons provide sufficient challenge and variety
- provide appropriate training to enable all training assistants to play a full part in lessons
- increase vocational and work related learning opportunities across the curriculum
- strengthen links with partners and external organisations further to build capacity.

Inspection grades:

Overall effectiveness	2
Capacity to improve	2
Achievements and standards	2
The quality of education and training	2
Leadership and management	2

**Part B: The contribution by education to Every Child Matters outcomes**

92. Education at Medway makes a good contribution to the Every Child Matters (ECM) outcomes. A good understanding of ECM underpins the work of the centre. All enrichment activities are mapped against the ECM themes and seek to provide exciting opportunities which build self-confidence and practical skills. Young people have good access to sport and fitness programmes which promote their physical and emotional health. Healthy and safe practices are encouraged and monitored. Useful knowledge gained, for example about diet, smoking and relationships, helps young people make informed life-style choices.

Young people have a strong voice in education and are supported to express themselves creatively, for example, through poetry, art, drama and film making. Young people are mostly well prepared as they approach transition and every effort is made to secure an education or training placement to meet their needs. Opportunities to gain work related and vocational skills are limited.

## Part C: Commentary on the key questions

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

93. Achievement and standards are good with some very good features. Most young people make good progress in relation to their individual starting points and prior attainment. Every young person gains some form of accreditation and, on average, each young person gains six units of appropriate accreditation per month. Young people's progress and success in a wide range of subjects, as well as enrichment activities, are helping to raise their self-esteem and re-engage them in learning. Young people with statements of special educational need (SEN) make discernible progress in literacy and numeracy during their stay.
94. Accreditation is mainly through the AQA scheme, but also through more substantial programmes such as CLAIT and GCSEs. Success rates for GCSEs are good. Young people extend and develop their interests in extra-curricular activities, for example, through the popular Duke of Edinburgh's Award. Over 500 ASDAN unit awards were achieved in 2006/7 by successfully linking accreditation to enrichment.
95. The standard of young people's work is good overall. Examples of work, certificates and records of achievement are displayed prominently throughout the centre. However, at the time of the inspection, one display was almost two years old. Young people are well motivated and enthusiastic about learning. Attendance is very good. Targeted and flexible support is in place for the small numbers of young people who are removed from lessons, or are reluctant to attend, from time to time.
96. Although behaviour in lessons is generally good, the actions of a few young people occasionally disrupt learning. Punctuality to education is inconsistent due, mostly, to slow movement between residential units and the education centre, and between classrooms. This reduces significantly the length of some lessons. Progress in individual lessons observed by inspectors was satisfactory overall and sometimes good.
97. Young people are well prepared to progress to the community phase of their detention and training order and many want to continue in learning. However, despite the good efforts of education and care staff at Medway, a significant minority of young people do not have an agreed education or training placement before they leave.

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

98. Teaching and learning are satisfactory with some good features. Good relationships and mutual respect between teachers and young people create a strong foundation for learning. Teachers have high expectations of young people and give praise and constructive feedback regularly.
99. Lessons are well planned overall with clearly stated learning objectives. Teachers demonstrate good classroom management and maintain the interest of young people, often responding quickly to challenging situations, such as late arrivals and other disruptions. Training assistants (TAs) make a positive contribution to most lessons. In the best examples, teachers and TAs work as a team with clear and agreed roles and responsibilities.
100. The most effective lessons are well paced and stimulating. Teachers employ a good range of methods and young people participate actively and enjoy the activities. Young people use specialist equipment and tools safely in practical subjects, such as art and food technology. In a very good craft, design and technology lesson, young people learned how to assemble and disassemble an electric plug. High standards in written and practical work were encouraged by the teacher and the TA. Learning was reinforced effectively in a lively discussion which drew on young people's life experiences and challenged, with good humour, their assumptions about traditionally male-dominated trades. In English, in a well-judged departure from the lesson plan, the teacher allowed a small group to compose poetry in the time that had originally been set aside for reading. This flexible approach placed trust in the young people and helped them to take responsibility for their own learning.
101. In a few lessons, work was pitched too low to stimulate and inspire, particularly the more able learners. Young people sometimes complained that they were bored in these lessons. On the few occasions when young people lost interest or concentration, teachers did not always have the strategies to challenge and re-engage them. Opportunities for group and paired work to enhance young people's speaking and listening skills are underdeveloped in some parts of the curriculum. Learning was not always reviewed at the end of every lesson.

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

102. Provision to meet the needs and interests of young people is good. The range of the curriculum is good and closely aligned to the national curriculum. The centre has responded well to the changing profile and higher turnover of young people and continues to update the portfolio of courses and accreditation available. All young people attend education for 25 hours per week. Recently, a coordinator has been established to develop Key Skills and the use of information learning technology across the curriculum.

103. An interesting and varied programme of enrichment activities is provided by a dedicated team. Teachers and care staff are actively involved in the delivery of activities and clubs in the evening and at weekends. An appropriate and informative programme of personal, social and health education, citizenship and careers, raises young people's awareness of relevant youth and social policy issues. Young people value and enjoy these activities.
104. Good incentives are used to motivate young people. Success is celebrated and certificates are awarded, for example, to the tutor group of the week and the most improved student of the week. The behaviour management framework is prominently displayed in classrooms. The young people generally are polite and courteous. Risk management plans are completed for those presenting a risk to themselves or others whilst in education.
105. The number of vocational courses is small, but further programmes are planned. Useful links with external agencies are made by the educational welfare officer, but as yet, very few work related opportunities are available for the older age group.  
Health and safety inspections of educational areas are completed regularly by the health and safety manager with reports produced and appropriate action taken.

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

106. The quality of guidance and support is good. Induction and assessment of young people by the special educational needs (SEN) team takes place within 24 hours of arrival. Information is compiled prior to a young person's first day in education and the results of initial assessment are appropriately recorded and individual targets set. TAs are allocated promptly to young people who require support in lessons. Support is also available for young people from the educational welfare officer on a daily basis. Literacy, numeracy and language support are offered to those identified with additional needs through initial assessment. Staff negotiate subject specific targets with young people.
107. Monitoring of young people's progress in education is good. Comprehensive and detailed records are routinely shared with teachers and other staff. Close links are maintained between the SEN team and teaching staff. Targets are revisited regularly and updated. Education staff make a good contribution to detention and training order meetings and other reviews
108. Young people have access to a good range of support. This includes opportunities for individual interviews with Connexions personal advisers, weekly group tutorials and individual learning support. All young people receive an introduction to the Connexions service and have regular access to the information and resources held in the library.
109. A rewards and sanction scheme is well established across the centre and fully understood by young people. Expectations of behaviour are clearly displayed in

classrooms and subject specific requirements are made explicit. Teachers, who are also responsible for tutor groups, visit young people on the residential units daily to deal promptly with any issues and concerns that arise.

110. The staff who work with the young people in the classrooms are custody officers (Training Assistants) and therefore they have little knowledge or understanding of the specific learning needs of young people and some have insufficient knowledge of educational practice or the subjects they support.
111. Transition arrangements are carefully planned and thorough. Good efforts are made to enable young people to complete their courses once they leave the centre. Young people receive a copy of their final tutor report and work is sent within a 48 hour period to the next placement or the local youth offending team.

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

112. Leadership and management are good. The education centre is emerging from a period of significant change within the senior management team. The open and democratic management style of the new head of education, appointed in April 2007, is welcomed by staff. Plans are in place for her to assume wider responsibilities across the centre once her work and that of the senior education team is fully embedded. Staffing vacancies, which created some uncertainty and instability in the teaching team earlier in the year, have now been filled. Teachers are well qualified and bring a diverse range of skills and expertise. Team work is a strong feature of education at Medway. Teaching staff receive good support and have access to a wide range of professional development and training opportunities.
113. Day-to-day management is good. Data and management information are used well to inform decision making and to monitor progress against key performance targets. However, the centre's effectiveness is hindered by significant and on-going ICT problems which sometimes mean that education staff cannot readily access e-mail and young people's records.
114. Collaboration and communication between education and care staff are good. The expansion of accreditation and enrichment programmes are a good example of the whole centre's commitment and approach to improvement. There is a strong focus on providing an inclusive, attractive and high quality education experience for all young people. Relationships with outside agencies are productive, but limited in range.
115. The quality of accommodation is good. However, the building design and fixed furniture continue to hinder the development of vocational programmes and the more creative and flexible use of space. Most classrooms provide a bright, welcoming and attractive learning environment. The library is well stocked and well used.



116. Progress since the last inspection is satisfactory overall. The pace of improvement in some areas, such as the appointment of vocational staff and the development of specialist learning support, has been slow. Managers confirmed that development in this area requires a contract change and additional resources from the YJB.
117. The self assessment provides a detailed overview of performance and key areas for development are identified clearly. There is a well established programme of lesson observation and teachers receive constructive feedback on their practice. The centre recognises the need to extend quality assurance with regular reviews of individual curriculum areas. The capacity for further improvement is good.

## Helping children achieve well and enjoy what they do

### Welfare

The provision is good.

118. The admission process is handled sensitively and ensures young people's safety. Young people are able to make contact very shortly after admission with their parents, or others who might be concerned about their welfare.
119. Contact arrangements for young people are good, enabling appropriate communications, including that with external advocates to take place. Young people can make telephone calls from their bedrooms in private. Young people have concerns about the length of time it takes for the list of people they may have contact with to be approved by their Youth Offending Team (YOT) worker and the STC. Young people are also able to access external advocates and receive visits from family members and legal representatives.
120. Staff members involved in the admission of young people have received training in this area. The primary care needs of young people are assessed upon admission and all important initial information is passed to staff who will be working with them.
121. Young people are given information relating to their responsibilities, rights and privileges whilst at the centre. The information is available in a postcard style booklet and a DVD which is shown upon admission. Some of the information, for example, about the rewards and sanctions scheme and the details about managers are out of date. This is misleading to young people.
122. The centre has a comprehensive written equal opportunities policy. A summary of this is displayed widely throughout the centre. However, this is not available to young people in a format that is accessible to them.
123. The provision of activity and enrichment opportunities available to young people has improved. A dedicated team responsible for enrichment has been developed. Members of staff facilitate an activity steering group, enabling young people to contribute to plans for the expansion of activities available to them.
124. A young person at the centre was assisted by the enrichment team to make a DVD about knife crime. This DVD has been circulated to all secondary schools in England and earned the enrichment team manager second place at the recent Youth Justice Awards.
125. Many of the planned activities that are undertaken have a strong link with the Duke of Edinburgh award scheme. In addition, some young people from the centre have been able to take part in activities involving outdoor pursuits and

camping outside the centre. This allows young people to experience challenges and work together as a team.

126. The enrichment team have also assisted young people to successfully organise concerts and dance shows. Members of the local community have been invited to attend these and musical backing has been obtained from professional musicians. These events enable young people to experience the production of a community style events.
127. A set plan of clubs is available for each evening and these sessions are led by members of teaching staff from the centre. Presently participation in some of the formal club type activities provided is restricted to those young people who are on a higher level of the incentive scheme, as the number of clubs operated does not allow all young people to attend. The continuing development of the activity programme will enable more young people to participate in these sessions. A record is held of the clubs and activities which young people attend. Young people are also able to undertake accredited courses which include subject matters such as first aid and the community sports leader award.
128. All structured activities are evaluated by young people and staff members. These evaluations are used to decide if the activity was beneficial to young people and if any changes to the way it operates are required. Comment cards are sent to young people via their Youth Offending Team when they have left the centre, asking about any interests they took up and whether they have been able to continue these.
129. Further activities are carried out each evening on a unit basis; these include pastimes such as playing board games, cookery, personal care evenings and use of games machines. Activity boxes have recently been put together to enable each unit to have its own stock of equipment. These include activities suitable for both genders and young people were consulted in relation to the contents. A DVD library is available and there are plans for a computer games library to be set up.
130. Each residential unit has an allocated time during which they are able to spend periods on the green area of the centre. This enables young people to take some fresh air or spend time with other young people. Additional sessions are available for those who have achieved a higher level of the incentive scheme.
131. Equipment such as pool tables and board games is available in the units along with newspapers. Young people can and do ask staff to purchase items, such as comics and magazines, on their behalf. Young people participate in general life skills work with staff.
132. A community printing project has been set up at the centre with all main decisions as to the work carried out being taken by the young people. The funding for the project was sourced by young people and any profit resulting from its operation is directed back into the project along with a percentage

being made available for charities. This allows the project to be sustainable for young people in the future.

133. Links with the local community are encouraged and detached community workers have recently attended the centre to carry out specific activities.
134. A newsletter 'Lockdown' is in production by young people at the centre and the first edition was circulated throughout the secure estate, with contributions from young people based at other establishments. A computer lab is available for the production of printed items and music and film DVDs.
135. A skills audit has been carried out with all staff members enabling a list of staff members' interests and abilities to be compiled. It is intended that this list will be used to enhance the range of activity experiences available for the young people.
136. In general the opportunity for young people to experience vocational type enrichment and activities is limited. Some chickens have been purchased and the husbandry required for their upkeep has proved popular with young people. The limited amount of vocational activities does not allow young people to experience practical pursuits and enhance their opportunities for preparation for independence and life skills work.
137. An indoor sports facility with the addition of a weights room and traversing climbing wall is available, along with a larger mobile climbing wall. Outdoor areas include a hard surface basketball/netball court and an artificial surface multi-sport facility. The enrichment team also have access to their own storeroom which contains items such as a surfing simulator and sumo wrestling suits.

## Helping children make a positive contribution

The provision is good.

138. Each young person's needs are assessed at the time of admission. This includes the completion of an initial admission assessment sheet to review vulnerability as well as health and substance misuse issues. Information accompanying the young person is reviewed and collated and informs the initial assessment. This information is quickly and efficiently shared with all relevant staff across the centre.
139. All young people are allocated a case holder upon admission. The case manager is a member of the Youth Offending Service (YOS) team. They take responsibility for co-ordinating all aspects of the planning for the young person and monitoring progress. They ensure all aspects of the young person's identified needs are being addressed by the relevant professionals at the centre, including care staff. The case holder routinely liaises with families, Youth Offending Team (YOT) workers and other agencies involved with the young person.
140. All young people are also allocated a key worker to work individually with them to meet their assessed needs. They work closely with the allocated case manager from the YOS team. Staff from the YOS team are allocated to specific house units.
141. An Initial assessment meeting (IAM) is promptly arranged for each young person shortly after admission. This meeting reviews the relevant documentation, highlights any concerns about the young person, and protective factors to be considered in respect of the individual or others. Missing information is proactively pursued by staff from the Youth Offending Service (YOS).
142. A detailed assessment of need continues during the first 24 hours of a young person's stay at the centre by a YOS worker and other specialists. The areas include a young person's mental health and health needs, substance use and their social care needs, including physical and emotional needs. Information gathered from the assessment process informs the young person's individual care planning. During the first week the young person completes an 'about me' pack which informs the assessment. The caseworker and key worker complete a full comprehensive assessment matrix which is then taken to the next multi-disciplinary (MDM) meeting for evaluation and information.
143. Initial reviews for young people who are sentenced or placed at the centre on a remand basis are generally carried out within the required timescales. If it is envisaged that a meeting date would be outside of the required schedule, then an internal review is held. At times YOT workers are not available to attend a review within the prescribed timescales.

144. Initial planning meetings and reviews are managed professionally and are child focused. This includes awareness of the need to address any cultural and language issues.
145. There are a number of initiatives to involve young people and their families in planning and reviews. Young people are assisted to complete 'What do you think' booklets which can be used to aid their contribution to reviews. Staff regularly contact parents and keep them updated on progress in relation to their child. Staff also encourage parents to attend the review meetings, receiving support from case managers and care staff as appropriate.
146. Young people's case files reflect the level of importance staff at the centre place upon keeping parents informed about and involved with day to day issues with their child and this is commendable.
147. Multi disciplinary meetings (MDMs) are held for each unit on a weekly basis. These enable the review and monitoring of each young person's individual needs. Health care and education staff attend these meetings. The written risk assessment is reviewed for each young person at these meetings and any necessary amendments are made with the input of all present. These meetings continue to provide a forum for a thorough review and monitoring of young people's needs.
148. The allocated case holder contacts the YOT worker on the day of admission, or the following day if necessary, to verify the appropriateness of telephone contact numbers provided by the young people. Young people say they are unhappy with the length of time it takes to have their list of contacts approved by their supervising officer in the YOT team and the case manager at the centre. Managers report that some YOT teams refuse to authorise contacts for young people, as this is time consuming and they do not see this as their role. This may result in young people feeling isolated.
149. Young people have clear individual plans to address their needs. These are known and understood by young people and staff. Copies held in the living units are clearly well used and frequently updated documents, indicating any changes to aspects of planning for the young person, which are quickly shared with all concerned. Young people's care plans are reviewed every week at the MDM and during formal reviews meetings.
150. The procedure for ensuring that young people who are remanded to the STC all have 'Looked After Children' (LAC) relevant planning and assessment documentation in place is not consistently effective. YOS workers send letters out to Children's Service Authorities to remind them of the regulatory duties placed upon them for young people remanded to a secure setting. However, information is not always provided and LAC review meetings do not always take place, resulting in inadequate planning for those children and young people.

151. It is a requirement of the contract with the YJB that the centre works with young people for at least seven hours a week, providing formal offending behaviour interventions. This aspect of the centre's work is carried out with a combination of group work and individual work with young people.
152. The group sessions are carried out at weekends, with care staff running 'active citizenship' groups with young people on Saturdays and Sundays for approximately one and a half hours each day. Staff have access to a wide range of packages to use with young people and the foci of the weekend sessions are decided by the programmes officer who is a member of the YOS team.
153. Care staff also have access to a range of resources to use as one to one interventions with young people to help tackle offending attitudes and behaviours. However, a number of care staff have not received any recent training to improve their skills in planned interventions with young people. Some staff have only received training during their initial training course and feel this is clearly insufficient to improve their skills in direct intervention work with young people.
154. Some young people find the group 'active citizenship' sessions useful, but they prefer to spend time with their case manager or key workers individually. Some young people do not find the group sessions helpful at all and refer to them as 'boring'.
155. There has been some commendable work done to encourage young people to tackle issues of significance to them.
156. The centre has continued to develop the role of the community reviewing officer. This officer attends as many of the initial reviews held in the community after the young person is discharged as it is possible to attend. Attendance at the initial community reviews provides managers with an opportunity to feedback to staff on the impact of their work with young people.
157. Where English is not the first language of a young person, staff work with interpreters. Due to the type of telephones used in reviews, conference communication with interpreters is inadequate. The telephones available in the conference rooms do not have a speaker facility and the phone has to be passed around with only one person at a time being able to hear what is being said.
158. The centre respects and enables young people to follow the religion of their choice. A Chaplain is available four days a week and an Imam visits once a week. Contact names and links to other religious provisions are available in the centre. This ensures young people's needs are met in a timely manner, after their arrival.

159. Diversity is reflected in the daily routines of the centre, including the use of positive images and provision of cultural meals during themed weeks. The centre also regularly celebrates 'Black history month' in October.



## Helping children achieve economic wellbeing

The provision is satisfactory.

160. The centre encourages young people to establish positive links with the local community through education, training and behaviour programmes.
161. Initiatives such as the Prince's Trust projects, Duke of Edinburgh's awards scheme and 'community printing project' enable young people to have a positive experience of community projects. These schemes enable young people to gain in confidence, self esteem and acquire some practical life skills.
162. The centre has a 'Connexions' advisor to assist appropriate young people to forge positive relationships with community education and employment initiatives. Some National Vocational Qualification (NVO) work is managed from the centre for young people of working age.
163. There is limited opportunity for young people to engage in vocational training as an activity within the centre, and the range of vocational activities within school are limited. Kitchen, computer skills and hair and beauty skills are the main vocational activities routinely available. Although some young people have assisted members of the facilities team to carry out painting jobs occasionally, they do not take part in other building or craft tasks because of the security risks involved. There is little scope for appropriate young people to learn skills from the building trades, motor care or other useful working skills.
164. Some training is offered to support young people to learn domestic, practical and social skills work on the residential units as part of daily routines or individual plans for young people. This assists young people to cope upon discharge in the community. Some staff are involved with individual work with young people as part of life skills training. One young person prepared a meal for his unit during the inspection, and has been involved in some budgeting and shopping. However, these are frequently individual initiatives which are not part of the residential routine. Staff are not trained to prepare young people for independence, and use their own experience and life skills to prepare young persons for discharge.
165. Some young people do not receive appropriate support from placing authorities to enable them to resettlement successfully in the community. Accommodation is identified as the most common cause for concern raised by young people with the 'Voice' advocates.
166. Managers are concerned about this, and there is clear evidence to show that staff will pursue placing authorities to request that young people receive appropriate support.
167. A review of some files shows that some young people identified as 'eligible' for support under the Children (Leaving Care) Act 2000 are not receiving it. It is not

- uncommon for children eligible under the Children (Leaving Care) Act 2000 not to receive the services to which they are entitled. Also, some young people entitled to be assessed as children in need by their placing authority are not receiving support from their placing authority unless the centre asks for it.
168. The centre has formed positive links with other professional agencies to support young people who were not getting appropriate support from their placing authorities to implement resettlement plans. This is a commendable initiative.
169. There are plans to introduce a resettlement training programme for young people, which has been developed within the prison service to aid younger offenders resettle into the community. This will include training for members of the Youth Offending Service (YOS) team and residential service managers. Although the training pack is for the young people, it does not include the requirements, duties and entitlements introduced under the Children (Leaving Care) Act 2000 or specific practical life skills training.
170. Although an area for development, there is clear evidence of some good work being carried out with some individual young people. Work is taking place in school and through 'Connexions' to introduce young people to life skills and community experience where possible. Young people are able to gain NVQ qualifications in school. There are also opportunities for some young people to work alongside staff at meal times in the dining room.
171. Mobility is routinely considered for young people prior to discharge who have achieved the appropriate level of trust. They are risk assessed to ensure that they are safe to go into the community.
172. The centre also tries to ensure that young people have education, training or employment opportunities when they leave, and have been successful in finding college courses or training for a significant proportion of young people being discharged.
173. Although the manager of the YOS team has overall responsibility for resettlement of young people, there is no nominated person at the centre who leads on this work. No one person has the knowledge base, experience and contacts to advise staff, or to ensure that all young people placed at the centre are resettled appropriately.
174. Reviewing officers from the centre support young people at their first community review following discharge, but are unable to offer support beyond that. This is particularly the case if the young people live a long distance from the centre.
175. The facilities team and care staff at the centre try to ensure as far as is practicable that the residential units are as homely and cheerful as possible. Young people who are assessed as safe to be allowed to do so and have reached appropriate levels on the incentive scheme, are encouraged to have

additional electrical items such as a TV, stereo or computer games. They may personalise their bedrooms and put up posters and personal photographs.

176. Some young people complain about the poor quality of the mattresses on their beds. They would like them to be replaced with a more comfortable mattress. Inspectors also found the mattresses to be rather hard.
177. There are also complaints from young people that bedrooms are cold, and although they request that the heating is turned up, the rooms remain cold. The facilities manager reports that the heating and air flow systems are working efficiently. However, inspection of some bedrooms shows a high flow of cold air during evening periods when young people are preparing for bed.
178. The system does not allow for alteration to individual room temperatures, although the settings for each house can be altered. It is difficult to address local temperature changes to ensure rooms remain at ambient temperatures.

## Management

The provision is good.

179. The director has only been in post since August. He and the recently formed senior management team have not yet agreed a clear vision for the next phase of the centre's development, although planning days have been identified to take this forward. Each of the senior managers as heads of departments are clear regarding issues and required developments which concern that part of the service for which they are responsible. However, as a team they have yet to agree the priority of objectives and the principles underpinning their decisions. As a result the corporate objectives are not yet fully clear to staff.
180. The external manager is supportive of the STC and is actively involved with its development. There are well established procedures in place for the monitoring of the STC by the external manager. He visits the centre several times each month and undertakes a number of checks, reviewing logs and reports. He checks planning and interventions for young people and identifies when there are concerns, for example in relation to resettlement planning. He meets with young people and their parents if they are visiting. His visits and subsequent reports provide an additional quality checking process that ensures a high standard of service for young people.
181. The recruitment of sufficient staff with appropriate experience and skills has been problematic for the centre. The turnover of care staff has been high. During the previous twelve months 101 staff left the centre. Of those, 94 were staff who worked directly with young people as training assistants, training supervisors, or night care officers. This includes staff who have not been successful through the vetting process and subsequently could not be certificated as custody officers. However, this is a comparatively high figure, given that the contract with the YJB requires the centre to have 152 care staff, supervisors and night staff. Rebound has set targets for staff turnover and sickness and carefully monitors this. Managers describe a number of factors that impact on the ability of the centre to recruit staff, including demographic influences and employment opportunities in the area. However, the turnover of staff has a negative impact on the continuity of service to young people and places the centre under pressure and affects staff in their role.
182. An ongoing recruitment programme is in place. During the past year a total of 160 staff commenced employment at the centre; of those 123 were custody staff.
183. All new care staff complete a six week training course before working with young people. This provides a comprehensive introduction to the work roles and responsibilities involved. The Initial Training Course (ITC) has recently been revised and includes outdoor pursuits and challenges to test resilience, both physically and psychologically. Arrangements are now in place to ensure some aspects of the training are accredited. This is a positive development and staff

- who have obtained the accreditation are pleased with this opportunity. When they receive a City and Guilds accreditation it makes the training more meaningful and enhances their view of their new role as professionals.
184. The recent changes to the ITC also include a different approach to raising awareness about the diverse needs of young people. Staff now visit an estate in one of the London boroughs with a high ethnic minority population. The efforts made to help new staff understand the diverse needs of young people are commendable.
185. Rebound policy is to support staff to obtain professional qualifications, particularly senior staff and those working in specialist roles with young people. The aim is to ensure staff have a wide range of skills and competencies when working with young people. However, due to staffing changes and shortages care staff teams have not had opportunities for ongoing training since July. The usual process is that each care team has a training day each month. Managers recognise the importance of providing staff with regular training opportunities, but they admit the staffing issues in recent months have made this impossible to achieve. Similarly care staff have not had opportunities to attend team meetings in recent months.
186. New staff are allocated a 'mentor' and that the policy is that they are not expected to work as a support member on shift for the first two weeks after their initial training. However, in practice this is not happening as some staff describe having to work as the second on shift within the first couple of days of finishing their training. This could at times result in inexperienced staff having to deal with situations that they do not yet feel able to cope with confidentially.
187. When carried out, the quality of supervision, support to staff and the focus on the role of key workers with young people are delivered to an excellent standard. However, care staff are not consistently being provided with opportunities for regular supervision. The policy and procedural guidance relating to supervision recommends that all staff receive formal supervision at least once a month. New staff, or those who require additional support are expected to be supervised more often. This may result in unsatisfactory practice with young people not being properly addressed.
188. Of the supervision files examined, it is evident that not all supervisors are achieving the desired frequency. Some staff go for several months between formal supervision sessions.
189. Staff now have opportunities to attend 'forums' organised by senior managers, to learn about developments and raise issues or concerns. A representative is nominated from each care team and they share views and concerns and feedback any news to colleagues.
190. An employee recognition scheme has recently been established. Staff are nominated for employee of the month and ultimately for employee of the year.

This is a positive development, particularly as young people are invited to comment about staff they feel have helped them.

191. Managers regularly monitor records and raise any discrepancies or concerns with staff and their supervisors.
192. The deployment of care officers is a consistent concern for staff working directly with young people. A formal process of shift risk assessment is not in place. Duty operation managers are responsible for the deployment of staff across the site. Although they generally discuss the issues with the relevant residential managers, they make the final decision about where staff are placed. Care staff are not aware of the reasons for decisions regarding deployment of staff across the units and at times they feel insufficient numbers are available to work with the challenging group of young people for whom they are responsible.
193. A significant amount of information is collected and analysed by managers at the centre. The aim is to monitor all aspects of service delivery, staffing issues, incidents, population data, and interventions with young people, to ensure a consistent quality is achieved. Targets are set in a number of areas, including staff sickness, retention, assaults and use of restrictive physical intervention. These are reviewed each month by the senior managers and also regularly within Rebound by the director for Children's Services.
194. Evaluation regarding the effectiveness of strategies and interventions such as active citizenship, substance misuse and views from service users, is underdeveloped. The centre has produced a strategy and business plan for the treatment of substance misuse and to address mental health issues. The specialist intervention service oversees the delivery of this work. Various programmes are in place to meet the needs of each individual young people, which deliver either one to one sessions or small group work, to best meet the learning style of the individual and resources available.
195. Managers canvass the views of young people regarding the range of issues relevant to them at the centre. These include how effective their induction was, the efforts made to prepare them for discharge and how they feel the interventions by staff have had an impact on their offending behaviours and attitudes. The views of parents are also sought. These are collated and analysed on a six monthly basis by a member of the administration team. However, managers do not evaluate the views of YOT staff involved with young people placed at the centre. The evaluative aspect of gathering these views is underdeveloped at the centre and does not systematically inform service development for young people.
196. A detailed statement of purpose is available that supplements the displayed objectives. This is an excellent document for people unfamiliar with the work of the STC, including new staff.

197. Detailed information is also available for parents and carers in a booklet form. It sets out what they can expect the centre to provide for their child, including contact arrangements and visits. It explains the assisted visitors scheme and the process for the reimbursement of costs.

## Recommendations

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

- ensure adequate arrangements are in place for the recording and administration of medication (Being healthy - Standard 4)
- ensure medical consent forms are available for all young people, as appropriate (Being healthy - Standard 3)
- consistently apply the procedure of providing photographs of young people on their medical files (Being healthy - Standard 3)
- ensure that the CCTV system is adequate to provide appropriate coverage of incidents across the centre for child protection purposes (Staying safe - Standards 1 and 19)
- ensure that the recording of child protection referrals and investigations includes adequate and appropriate detail (Staying safe - Standard 15)
- consider drafting and introducing a child protection referral form, devised in consultation with the local safeguarding team (Staying safe - Standard 15)
- consider the inclusion of members of the local safeguarding team and representatives from 'Voice' in the monthly safeguarding meetings (Staying safe - Standard 15)
- ensure that all recording of restraints clearly identifies the reason and justification for the use of restraint (Staying safe - Standard 19)
- ensure that all directed single separations are clearly recorded (Staying safe - Standard 19)
- ensure written information available to young people is correct and up to date (Enjoying and achieving - Standard 8)
- ensure young people have access to the centre's equal opportunities policy written in a user friendly format (Enjoying and achieving - Standard 2)
- ensure that all lessons provide sufficient challenge and variety (Enjoying and achieving - Standard 3)
- provide appropriate training to enable all training assistants supporting in classrooms to play a full part in lessons (Enjoying and achieving - Standard (Management) 19)
- increase vocational and work related learning opportunities across the curriculum (Enjoying and achieving - Standard 4)
- strengthen links with partners and external organisations further to build capacity (Enjoying and achieving - Standards 3 and 4)
- review procedures to ensure Children's Services Authorities provide the centre with relevant documentation for Looked After Children, including young people remanded (Positive contribution - Standard 7)
- introduce clear policies and procedures relating to resettlement to ensure young people are consistently and appropriately prepared when they are discharged from the centre (Economic wellbeing - Standard 2)



- ensure that all young people at the centre have opportunities to obtain the practical and vocational skills to cope in the community (Economic wellbeing - Standards 1 and 2)
- ensure that staff involved in planning for and delivery of resettlement strategies are appropriately trained in this complex area of work with young people (Economic wellbeing - Standards 1 and 2)
- review and consider the provision of new mattresses across the residential units (Economic wellbeing - Standard 3)
- consider means to ensure that young people's bedrooms are retained at an ambient temperature (Economic wellbeing - Standard 3)
- devise a coherent strategy to improve the retention of care staff (Management - Standard 8)
- provide staff with regular formal supervision (Management - Standard 16)
- ensure staff have regular opportunities for training and development (Management - Standard 11)
- review the procedures for the deployment of care officers on living units, ensuring appropriate risk assessments are undertaken of each group of young people (Management - Standards 8 and 9)