

Hassockfield Secure Training Centre

Inspection report for Secure Training Centre

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About this inspection

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

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

The last full inspection was carried out in April 2008 with an interim inspection in October 2008.

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

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Not judged: this aspect of the provision was not judged

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Service Information

Brief description of the service

1. Hassockfield Secure Training Centre (STC) is managed by Serco, a private company responsible for other services, including adult prisons. Hassockfield STC contracts with the Youth Justice Board to provide accommodation for children and young people serving sentences or remanded to a secure setting.
2. Hassockfield is situated near the town of Consett in County Durham. It is a purpose-built secure establishment. It is one of four STCs and is the only one in the north of the country.
3. The STC currently offers provision for up to 58 young people (male and female) aged from 12 to 17 years. At the time of the inspection there were 34 young people in residence.

Summary

The overall quality rating is satisfactory.

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

4. Hassockfield reflects a strongly child-centred value base. The best interest of every individual young person placed at the centre is the driver for the director, his managers and staff to continually improve and adapt to changing priorities and demands. The individualised approach to addressing offending behaviours and interventions is a good example of this. However, some staff do not fully understand the expectations of maintaining professional boundaries between themselves and the young people.
5. There is insufficient clarity regarding roles and responsibilities in relation to the management and monitoring of residential care.
6. This STC continues to improve and develop in a range of practice areas. All targets set, including those identified during inspections, and improvements achieved are only signed off as completed when it is considered that they are fully embedded in practice. This is a centre that is continually reflective in its practice and striving to improve services to young people.
7. Performance management and quality assurance is continuing to improve, but there is more work to be done to ensure this is a fully integrated process that consistently informs practice and development.

8. In the last six months there was first an increase of available places from 58 to 64, then an equivalent reduction in places by the Youth Justice Board. This resulted in a reduction of the staffing establishment by 18 care officer posts and redundancy for a group of 10 staff. This process was having a direct impact upon young people and staff during the inspection, creating tension and uncertainty. However, managers did their best to minimise the negative impact on the centre.
9. There is good and transparent multidisciplinary review of behaviour management, complaints and safeguarding of young people through the critical incident review panels. These are well supported by the local authority children in need team, the advocacy service and the police.
10. After a recent judicial judgement, clarification has been given to staff about the use of physical restraint and removal from association in the maintenance of good order and discipline. However, there are repeated incidents of young people presenting disobedient and disruptive behaviour whilst not presenting an obvious and immediate threat. Some staff are uncertain how to manage this and how best to maintain good order.
11. The importance of equality and diversity is clearly reflected in planning and delivery of care and services to young people. The group of staff responsible for raising awareness and understanding of diversity across the centre has contributed to the development of a range of strategies to ensure this is kept firmly on the agenda.
12. Young people's individual health needs are appropriately identified and action is taken to promote their physical and mental well-being. Nursing staff play an important role in the assessment and delivery of services to young people. There are excellent safeguarding and suicide and self harm procedures, supported by excellent monitoring and evaluation.
13. There continues to be a concern about the level of privacy for young people when meeting medical practitioners such as the GP, as discussions can easily be overheard.
14. There is continuing effective partnership working with relevant stakeholders and community groups to improve the range and effectiveness of services to young people.

What has been improved since the last inspection

15. There have been further improvements in the healthcare service in line with the objectives outlined in a departmental plan. The procedure for the dispensing of medication has been ratified by a pharmacist independent of the centre.

16. Remodelling of some areas of the healthcare centre has continued and a relaxation room is now available for young people to 'chill out' and to meet with mental health professionals for therapeutic sessions.
17. The centre consistently makes improvements to its transparent behaviour management strategies that seek to rely on positive relationships between staff and young people.
18. The rewards and incentive scheme introduced in February 2009 has been thoroughly reviewed and revised after consultation, which included young people. The revised scheme is currently being piloted and will not be fully implemented until July. Progression through the scheme requires young people to make progress in school and in the residential setting in order to achieve sufficient points for the higher levels. The awarding of points to young people when in education is a new aspect of the scheme.
19. A central record is now maintained of all complaints made by young people and actions taken to address them. The complaints procedure has been reviewed and revised to ensure that complaints management is clearly overseen by a senior manager and young people are promptly advised of the outcomes of investigations.
20. There are very effective and supportive advocacy arrangements now in place.
21. Effective action has been taken to improve the quality of teaching and learning, which was satisfactory at the last inspection, and is now good. The quality of guidance and support to help young people settle into education, to plan for and meet their individual learning needs and prepare for progression to the next phase has improved and is now outstanding. Arrangements for quality assurance in the education department have been reviewed and improved.
22. Attendance of staff in all departments at multi disciplinary and review meetings, during which all young people's progress is discussed, has improved and this is now continually monitored.
23. The strategies developed to tackle offending behaviour and attitudes are now more individualised and focused on specific assessed needs. Young people are prepared prior to any direct work interventions to ensure they understand what they can expect from staff and what is expected of them. All targets are reflected in their training plans.
24. A life skills strategy, developed after consultation with young people and staff, is now in place. The focus is to provide young people with a range of self care skills. Despite this improvement there are not sufficient life skills packs to meet the wide range of identified needs of young people.

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25. Although there have been a number of developments in relation to dealing with the resettlement of young people, there is no person with a specific focus or responsibility for resettlement.
 26. There have been further positive changes in the management of the house blocks with managers dedicated for that sole purpose, which was not previously the case.
 27. The frequency of formal staff supervision has continued to improve. House block managers and team leaders are much closer to achieving the target of six-weekly formal supervision than has previously been the case. The percentage of supervision achieved is between 74% and 98% across the individual house blocks.

The effectiveness of the service

Helping children to be healthy

The provision is good.

28. The centre effectively supports and promotes the physical, emotional and mental health needs of the young people. A team of nursing staff is employed to provide 24 hour cover, seven days a week. The nursing team are well motivated and child centred in their approach and they are professional in their practice.
29. The centre has well established links to an appropriate range of health care professionals, including a local GP, dentist, opticians and mental health practitioners.
30. All young people have an effective initial health assessment and relevant screening upon admission. When their needs have been thoroughly assessed, young people's health care plans are formulated and these include clear objectives for a range of health issues, including substance misuse. Programmes are provided by professional advisors to raise young people's awareness of substance misuse, although attendance is voluntary. The health care plans are reviewed and revised as appropriate during the young people's stay at the centre. Care staff now have access to the health care plans and find the information contained in them useful in their care of and work with young people.
31. Young people are seen by a GP within 24 hours of admission. A female GP is also available for those young people who would prefer to see one. The GPs and other medical practitioners are supported in their work by nursing staff and the quality of the healthcare service at the centre is generally good. However, staff standing outside the medical room door can overhear conversations even with the door closed. Although staff make every effort to maintain a discreet distance from the door, nevertheless the facilities available for visiting professionals to carry out medical consultations with young people do not provide an appropriate level of privacy.
32. Medical and health information about young people at the point of admission continues to vary. Nursing staff actively follow up gaps in essential details. The information held by nursing staff is not fully included in the electronic case recording system recently implemented by the Youth Justice Board. The eAsset electronic system is limited in its ability to retrieve health care information. This makes it more difficult to coordinate and track medical and health information and maintain a clear overview of information relating to young people.

33. There is a quick and effective referral process in place for young people to have their mental health needs assessed and addressed. These services have been improved further since the last inspection with an increase in the community psychiatric nursing (CPN) time available. The increase in psychological services ensures young people's mental health needs are appropriately addressed. All young people are risk assessed on admission to identify any concerns about their safety or welfare.
34. Young people are reminded of the importance of healthy living, which includes them being provided with a wide range of information on understanding sexual health matters. Although there is a considerable amount of work done with young people relating to sexual health, there is some repetition between the work of the different departments within the centre, which results in a lack of coordinated support.
35. All medication, including home remedies, is prescribed by a GP. Administration of this is carried out well and only by nursing staff. Arrangements for the dispensing of medication at the centre have now been ratified by a pharmacist external to the healthcare centre. Storage arrangements for medication are appropriate and secure. There is a comprehensive recording system for medication, including stock control and safe disposal of unused medication. Good guidance is available in respect of the administration of controlled drugs. The arrangements in place appropriately ensure young people's health and safety are adequately promoted.
36. The policy and procedural guidance for the healthcare centre is effective, has been reviewed and revised and nursing staff have been made aware of any alterations.
37. The Serco Health manager who is the external line manager for the healthcare service is responsible for undertaking regular audits. He shares his findings verbally with the healthcare manager, but does not provide the centre with a copy of the reports of his visits. This limits the impact these audits may have on practice.
38. All nursing staff are now receiving regular clinical and personal supervision, and these are shortly to be included in the statistics for the centre's overall data related to staff supervision.
39. Improvements have continued to be made to the facilities in the healthcare centre. The time out rooms have been refurbished and a new relaxation room created, which can be used by centre staff and mental health practitioners when working with young people with particular needs.
40. Good arrangements are in place to ensure young people receive a varied diet. Young people are able to choose from a range of options at each mealtime, including healthy choices, and special dietary needs are catered

for, including those linked to culture or religion. Catering staff continue to strive to provide healthy and nutritious meals for young people and to make these appealing. The catering service has received the Healthy Hearts Award for three years in a row.

41. However, a significant number of young people were not satisfied with the meals provided. Many young people could not be specific about what they did not like, but some said the choice of meals were limited when they arrived at a later sitting in the dining room. Managers confirmed they had made arrangements to meet with the resident representatives at the next centre consultation meeting and menu planning is on the agenda.
42. Mealtimes are now well managed social occasions, with house blocks using the 'hungry hut' dining room on a rotational basis during lunchtime periods. Young people can at times choose to take food themselves in containers over to the living unit.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

43. There are excellent security and safety procedures in place to ensure the safety of young people, staff and visitors to the centre. Young people are not able to leave the centre without appropriate authority and supervision. Security is rigorously managed, routinely checked and audited. All staff working within the centre are appropriately trained in security. Any identified breach of security is thoroughly investigated and addressed.
44. Young people and staff at the centre are protected by excellent health and safety strategies which are applied strictly to ensure a safe environment. The centre has clear and detailed contingency plans agreed with the emergency services to ensure prompt and appropriate response in the event of fire, emergency incidents and disruptions. These are routinely tested and updated to ensure that staff are aware of their responsibilities.
45. The centre has introduced an imaginative new initiative to site a 'retired' fire engine on the premises and for the fire service to involve young people in fire awareness and fire prevention training. This is intended to increase awareness of fire and fire safety and to increase the confidence and self esteem of the participating young people.
46. Although thorough, the searching of young people is managed with courtesy and sensitivity. The centre has recently updated its written procedures to guide searching and other security activities and to improve their effectiveness. Young people are fully informed of these procedures on admission.
47. Young people are well protected from inappropriate and unfair separation and restraint from their peers through the strict application of clear behaviour management procedures. These are carefully and independently monitored to ensure they are followed.
48. There is an ongoing review of behaviour management at the centre which seeks to improve ways of engaging with young people and reduce the use of restraints and removals from association. This reflects very clear expectations based on the philosophy of the centre that good order and discipline are maintained and promoted by staff through appropriate and child-centred supervision. There has been a significant reduction in the use of restraint and removal from association of young people over the last two years. For example, removal from association had reduced by 38% in 2008 compared with the same period in 2007. However, the positive work of the centre is inhibited by reticence and reluctance amongst some staff to confront and engage with young people presenting unacceptable,

challenging but unthreatening behaviour.

49. The centre has a well-established and explicit policy and written guidance related to the use of restraint. This is based on best practice in child care and allows the use of restraint only as a last resort. This policy and associated procedures are well implemented and very effectively monitored. All staff who may be required to use restrictive physical intervention with young people receive thorough training in its use and refresher training at least annually.
50. Recording of the use of restraint and removal from association is very thorough and rigorously monitored. The records are used imaginatively by the centre to inform future developments in behaviour management through the multi disciplinary critical incident review panel meetings. This is an excellent and routine part of the centre's quality assurance.
51. However, some staff fear being accused of using restraint or removal from association inappropriately and young people are therefore not always challenged as promptly or confidently as has previously been the case. This has resulted in an increase in 'low level' poor behaviour from some young people.
52. A high proportion of young people reported through the Ofsted survey that they felt that they had been confined to their rooms unfairly. However, this is not supported by evidence. Young people separated to their rooms are observed and checked appropriately. The reasons for their removal, the checks made upon them and the duration of their separation are well recorded. Young people choosing to spend time in their rooms are able to do so, and this is routinely recorded, although not routinely monitored.
53. There are occasions when members of staff are working alone with groups of young people for short periods of time. This potentially places them at risk. Although no direct evidence was seen of staff being compromised by this, hostility from some young people towards the staff team was apparent at times.
54. Young people are well supported when they are admitted to help them cope and succeed at the centre and to know how to access help if they are unhappy.
55. A range of helpful mechanisms is in place to ensure that all young people are made aware of their responsibilities and what is expected of them when they are admitted. There is good written information, which is reinforced by interviews with staff and the advocacy service. These mechanisms also ensure that the young people are informed of their rights and privileges.
56. Young people are rewarded for their progress in a transparent and appropriate way through the centre's revised incentive bonus scheme. They

know what is expected of them, and external monitoring is in place to ensure that the system is applied fairly and without discrimination.

57. This revised incentive bonus scheme was introduced following an extensive review and consultation with staff and young people. The scheme seeks to offer a fairer reflection of the daily experiences of the young people. Details are easily accessible in written form, and are clearly understood by staff and young people.
58. Measures are in place to ensure that the incentive system is consistently and appropriately applied and reviewed. However, the inclusion in the system of the time young people may use the telephone to contact home is a cause for concern. Such contact is an important part of young people maintaining key links with family and home.
59. The staff team routinely promote and respect the privacy and dignity of the young people. However, some young people demonstrated inappropriate familiarity with private information related to some members of staff that could only have been overheard or shared with them by other staff.
60. Information is in place to support appropriate care and protection of young people. There are well-established and effective procedures in place at the centre to ensure that all newly admitted young people receive a systematic, comprehensive and multi-disciplinary risk assessment of their needs and the challenges they present following admission. Assessments are reviewed and updated throughout their stay at the centre. Care is routinely taken to ensure that any risk of self harm or potential risk to others is identified and plans put in place to address it. As a result, young people are effectively protected from the impact of their self-harming behaviour and from abuse by others.
61. An up-to-date and comprehensive child protection procedure is in place and has been agreed with the Local Safeguarding Children Board. This is rigorously followed to protect young people if any child protection or safeguarding concerns arise at the centre. These policies and practices are consistent with the guidance included in *Working together to safeguard children* (2006). The head of residential care has recently produced a quick reference guide for staff to ensure they have easy access to the most important and relevant procedures, including child protection. A robust and transparent quality assurance process ensures that the procedures are appropriately applied to protect young people.
62. Continuity of important relationships with families and significant others is safeguarded through good routine contact between families and centre staff. It is usual practice for staff at the centre to routinely ensure that families and carers are notified of significant events that affect their child.

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63. Young people are well protected from abusive or inappropriate treatment through an evolving yet effective and transparent complaints procedure. This procedure has been revised and strengthened following a detailed review, which included the views of young people. It allows young people the opportunity to complain without fear of recrimination from staff or others. It is well publicised, easily accessible to young people, transparent and free from discrimination. All complaints are acknowledged and the vast majority are dealt with within agreed timescales.
 64. Young people are protected through a robust advocacy service. They are advised on how to access this, and are made aware that they can discuss their concerns with an advocate in private. The centre actively supports the advocates to represent young people and engage with them to review and improve services provided to young people.
 65. Young people are effectively protected from bullying. The centre has up-to-date anti-bullying policies and procedures in place which effectively address bullying between young people. The management of bullying episodes is well recorded, and is regularly and carefully monitored and reviewed at a multi-disciplinary level.

Helping children achieve well and enjoy what they do

Education

The provision is good.

66. Hassockfield Secure Training Centre provides good quality education for young people. Achievement and standards are good. Young people achieve high levels of appropriate accreditation during their time at Hassockfield. Virtually all young people leave with some form of accreditation for their work. For many, this is their first experience of educational success. Approximately 85% of young people gain accreditation for the progress they have made in literacy and numeracy. Last year young people were successful in gaining a significant number of GCSEs in a range of subjects.
67. Young people make good progress in most subjects. They produce good and sometimes very good standards of work in cookery, English, mathematics, hairdressing and craft, design and technology (CDT). Young people's reading ages are assessed soon after their arrival at the centre and their progress is monitored monthly. Many make good progress with their reading and their successes are recorded in terms of national curriculum levels on pre-release documentation.
68. Young people behave well in most lessons. They are generally respectful and supportive of each other. When inappropriate language is used this is usually challenged appropriately and sensitively by teachers. Many young people speak articulately and enthusiastically about their achievements, of which they are justifiably proud.
69. The quality of provision is good. Teaching and learning are good. Since the last inspection effective action has been taken to improve the quality of teaching and learning. However, there is still variation across subjects. Teaching is very good in English, mathematics, hairdressing and business. Teachers in these subjects plan lessons very carefully to ensure that all young people, who have varying levels of ability, are challenged and that they develop new skills and make good progress. The role of care officers in supporting learners to stay on task is clear. Teachers have high aspirations and expectations for young people's achievement. They provide regular supportive feedback to young people on the progress they are making. For example, in a business lesson on product endorsement, young people carried out a range of interesting and increasingly complex activities to a high standard. Their learning was checked frequently and they received detailed feedback on the progress they were making which helped motivate them to do their best. Young people enjoy these lessons and their behaviour is very good.

70. In less effective lessons learning objectives are not clear. The tasks that young people have to complete are poorly planned and explained by the teacher. There is too little variety and activities are at an inappropriate level to challenge and motivate young people. In these lessons young people become bored quickly, their behaviour deteriorates and teachers have difficulty in re-engaging them.
71. Assessment of young people's written work is satisfactory overall. While their portfolios are mostly well-organised, assessment of written work is often limited to cursory ticks and there is insufficient guidance on the correct use of grammar and spelling to help young people to improve.
72. Most young people enjoy lessons and their behaviour is good. Attendance and punctuality are good. Well-managed movement between lessons ensures that most young people arrive on time. However, too many lessons are interrupted by the withdrawal of young people and staff coming into classrooms to have a conversation with an individual young person. When young people who have been withdrawn are returned to lessons, the work of others is adversely affected.
73. The curriculum at Hassockfield meets the needs of most young people well. It is planned effectively and the "pathways" offered enable young people to specialise in particular subjects within a broad and balanced curriculum. Successful emphasis is placed on improving young people's levels of literacy and numeracy. Although all of the subjects offered lead to accreditation, some opportunities to accredit the core curriculum at a higher level are missed. Most young people who have previously followed GCSE courses are able to continue their work.
74. The recently introduced BTEC introductory qualification provides young people with a good opportunity to gain highly regarded accreditation in a range of vocational areas such as catering, hairdressing and beauty therapy, sport and recreation, construction, business and ICT. This will support young people's progression well into further education or training upon their release.
75. At the time of inspection there was no core science subject available and the provision of humanities subjects was limited.
76. Guidance and support to help young people settle quickly into education, to learn and progress are outstanding. The guidance and support team are highly effective. Their respective roles and responsibilities are clear and they work together very effectively to plan and deliver integrated services which meet the needs of individual young people extremely well. New appointments to coordinator posts for special education needs and for more able and talented young people have been made and have made a significant impact on improving the quality of services. The latter makes contact with young people's previous schools so as to maintain continuity in

their GCSE work and ease their return to mainstream education.

77. Effective professional educational psychology support helps teachers to develop strategies to respond to young people's particular learning difficulties and behavioural problems. Very good action is taken to maintain the support provided for young people with a statement of special education needs (SEN). The educational psychologist makes contact with the home local authority to get copies of SEN statements which are used well to inform individual education plan (IEP) targets and to put in place the additional support needed. Progress against the IEP is reviewed regularly. Very good careers guidance from within the school and from Connexions personal advisers helps young people prepare for and progress to mainstream education when they leave, or to move to another establishment within the secure estate.
78. Young people attend education on their first day in the unit as part of an induction group. They receive useful information about the courses offered, and the expectations for their behaviour. Initial assessment of their levels of literacy and numeracy is carried out promptly to identify those who need additional support. Effective one-to-one support is provided for young people with learning difficulties, behavioural problems and for those working at higher levels aiming to take GCSE examinations. Young people are withdrawn from lessons for one-to-one learning support. Although teachers are aware of who will be leaving their lesson, young people are not informed in advance. Regular tutorials are used to monitor young people's progress against their targets. Education staff attend and produce detailed reports for all young people's DTO review meetings. Young people receiving additional support make good progress and they value the support they receive.
79. Leadership and management are good. Leaders have established an open and consultative culture that is focussed on improvement. Good progress has been made in addressing the recommendations from the last inspection and strengths have been built upon. The capacity to make further improvement is good. Guidance services have been reviewed and a strong team approach has been established that is improving the responsiveness of the provision. Arrangements for quality assurance have improved. The incentive and rewards system has been reviewed and strengthened in consultation with young people, staff from the across the unit and the educational psychologist. Although the implementation of the new scheme is in its early stages, positive benefits are already apparent. Care and education staff now discuss and agree the points awarded to young people, which has improved team working. Young people are more motivated as the system rewards positive behaviour in each lesson. Effective action had been taken to address delays in processing orders for consumable materials.
80. Curriculum management is good. The management structure is well-established, roles and responsibilities are clear. Communications are good. The school timetable runs smoothly. The school has good and developing

links with mainstream schools to improve quality.

81. Arrangements for quality assurance have improved and are good. The self-evaluation produced for this inspection is broadly accurate. All managers were involved in evaluating their areas; however, teachers are not sufficiently involved in the process. Managers make good use of management information to monitor and promote improvement. Systems for observation of teaching and learning have been streamlined. Observations are carried out very frequently and have supported staff to develop new approaches. However, more needs to be done to ensure that all observations are focussed on the impact of teaching on learning and the progress that young people make. Regular supervision of staff takes place, but there are variations in the quality of this and some plans are not sufficiently focused on monitoring and improving performance.
82. Staff are well-qualified and receive good support to continue to develop their skills. Good use is made of the accommodation. Most areas are well-decorated and the use of display to celebrate young people's achievements has increased. Learning resources have improved in a number of areas including the acquisition of software for learning support, furniture and protective clothing for hairdressing, and equipment for cookery and information technology. The design technology workshop does not have forced ventilation, which limits the activities that young people can undertake safely.
83. Good action is taken to promote equality and diversity through the curriculum. For example, in a particularly effective English lesson the teacher used high quality visual aids on the theme of poverty to promote a discussion on human rights. The young people found the carefully selected images of families struggling to feed their children to be thought provoking. A whole unit Christmas Ball successfully involved young people and staff from care and education in working together to produce an event which helped them to develop respect, tolerance and understanding of different people's needs.

Helping children achieve well and enjoy what they do

Welfare

The provision is good.

84. A good range and standard of activities and enrichment opportunities for young people are available. The majority of activities and clubs provided are accessible to all, with only a few opportunities restricted to those on higher incentive levels. Two staff members are specifically employed to coordinate the operation of the enrichment programme. They also offer support to clubs and lead some of the sessions.
85. A skills audit has been undertaken with all staff members and this contains details of individuals' interests and hobbies. This information is used to enhance the range of pursuits available to young people. The database of staff skills is continually increased with the addition of information for all new staff members.
86. Staff members are offered the opportunity to undertake training courses which increase their ability and knowledge to offer a certain pursuit. A number of staff are qualified to lead activities such as football coaching, weights and fitness suite activities. Where there is a shortfall in trained staff availability this is identified and requests made to the training officer for relevant courses to be made available.
87. A written weekly plan is available of the planned activities and clubs each week. Young people choose which sessions to attend and there is a good informal system available for negotiation with young people should their first choice be full or not available. This procedure occurs during the day prior to a club's operation. Clubs and activities are operated by staff from both the education and care disciplines at the centre, increasing the range of subjects to be offered. Centre wide activities tend to be undertaken on weekends utilising larger pieces of equipment such as inflatables.
88. The leisure and enrichment needs of young people are identified at an early stage and the information is included on individual plans. For those young people who struggle with group activities, targets are set for them to integrate with the leisure programme.
89. A record is held of individuals' participation in any activity. The information is used to identify those young people who may not be engaging in activities and consider along with a senior care staff member how their needs could be met. The database held is also used to inform review meetings as part of the holistic view of their needs and achievements. Staff members are also asked to record behaviour and achievement for all young people

participating.

90. A youth club operates throughout the week; three evenings are facilitated by a specialist worker with care staff supporting the provision on a further two evenings. The range of clubs available, including cooking, taekwando, crafts, trampoline and health and beauty ensures that learning experiences are integral to the club's operation.
91. Young people are able to contribute to the make up of the activity programme. This can be done informally via one of the enrichment team, who are accessible on a daily basis or in a formal weekly meeting setting.
92. There are some occasions when clubs do not operate as planned. This can be due to the low number of young people who have opted for the club, making it unviable to operate, or the need for staff resources to be utilised elsewhere within the centre at that time. Efforts are made to keep this to a minimum.
93. The provision and quality of activities undertaken during non-structured periods is variable. Some house unit staff are better at engaging with young people and motivating them than others. All house units have a stock of resources including games machines, craft materials and board games. Some larger pieces of equipment such as pool and table tennis tables are not available to all house units. Some have been removed for repair and others have been removed in an attempt to create a more domestic style living environment. Young people on units which do not have access to this equipment state that they miss the opportunity to use them.
94. The centre participates in the preventing violent extremism programme. This not only provides some positive learning experiences for young people but also helps some young people reflect on their individual identities and understand their backgrounds.
95. Further community links are established to enhance the enrichment provision. An artist visits the centre and works with young people on a variety of projects. Some of the work completed has been displayed in an external regional exhibition. The centre is also committed to the young fire-fighters scheme and has made investment so that this award based opportunity is available to young people who are interested. Recent visits from the holocaust centre and members of various faiths, including the Muslim Council of Great Britain, have also taken place.
96. There is good support available for young people in relation to their formal education. Care staff will assist them should they require guidance with school work. Assistance is also provided with the provision of equipment required to complete a task.

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97. All young people are able to access fresh air on a daily basis. Individual house units are able to use an external area of the centre during activity periods when structured clubs are not in operation.
 98. The faith and cultural needs of young people are identified and recorded shortly after they enter the centre. Efforts are made to ensure any religious or cultural needs are addressed and provided for. The centre has not been able to access local religious support recently but has taken steps to rectify this.
 99. Young people are provided with interdenominational faith information and are able to practice their religion if they wish to do so. Themed events take place, involving different departments across the centre. Residential staff and managers promote good awareness of and celebrate religious festivals and diverse cultural events throughout the year.

Helping children make a positive contribution

The provision is good.

100. Key workers and case managers relate well to young people in a way which takes into account their individual needs and promotes their welfare. Team meetings and training enable staff to develop a range of communication skills that will allow them to motivate and listen to young people, and to develop honest, respectful relationships.
101. Young people have staff they can talk to from within the centre, such as key workers and case managers. The key worker role is clearly defined and staff are provided with training in the delivery of direct work and group interventions with young people. As a result of this, young people have access to those staff who are responsible for assessing and planning their care needs and feel these staff help them.
102. Young people also have access to a range of people from external agencies such as a local minister, the advocacy service and the Youth Justice Board monitor. An excellent service provided for the young people is the mentoring scheme. Through this scheme, students from Durham University befriend individual young people, provide support and guidance and are positive role models for them.
103. Suitable arrangements are in place to ensure personal property, including any valuable items belonging to young people, are securely stored and recorded. Admission procedures ensure all young people have the opportunity to make a phone call to someone important to them when they first arrive.
104. Good and effective communication systems are in place to ensure all professionals working directly with a young person are clear about their individual responsibilities. Key workers, case managers, Youth Offending Team (YOT) staff and resettlement workers all know what they need to do to address an individual young person's sentence plan and individual care needs.
105. A good holistic assessment is undertaken within the first few days or weeks, depending on the young person's willingness to engage in the process. Assessment takes account of a range of information available at the time of admission and incorporates the use of the 'framework for the assessment of adolescents who display sexually harmful behaviour' if needed. A multi-disciplinary approach to assessment ensures each young person's individual needs are highlighted. Assessment practice looks at the offence and any contributing factors. An intervention referral form is then completed and referred to the relevant practitioner to undertake the appropriate work with the young person.

106. The centre looks at any welfare targets and interventions a young person may need alongside their targets for the offending behaviour programme (OBP) work. An initial training plan is put in place with targets agreed which are specific to the individual young person.
107. Initial planning and review meetings are well-managed, inclusive and child-focused. Young people are encouraged and supported to attend and there is a very good level of input from everyone in attendance. A high degree of professionalism during reviews is evident; staff are proactive in facilitating reviews and ensuring that the views of young people are heard. Staff work well with young people to motivate and obtain agreement from them on the targets they will work towards.
108. The initial planning meeting and subsequent reviews discuss and plan for the resettlement or transition of the young person. If needed the centre will take action to ensure local authorities and other agencies are reminded of and meet their duty to young people leaving the centre.
109. Regular reviews of the young person's training plans take place at the centre with the vast majority of reviews taking place within expected timescales. When reviews do take place outside the expected timeframes, this is often in order to ensure relevant YOT staff and parents can attend, enabling the review to be as meaningful as possible for the young person involved.
110. Offending Behaviour Programme delivery and key work sessions are tailored to meet the learning style of individual young people. A system is in place to monitor and compare the attitudes and behaviour of young people when they arrive and when they leave the centre. The analysis of this data influences the development of OBP and ensures it is meaningful in content and delivery in order to have maximum impact on young people.
111. A good range of methods and strategies is used to undertake an assessment of individuals' needs and to effectively engage young people in the assessment process and ongoing work. The level and intensity of interventions are tailored to the needs and risks identified in the assessment. Pre-programme discussions take place with a young person and their case manager to look at whether the young person is ready to start a programme and to establish if any extra support is required.
112. Interventions are child focused with the welfare needs of young people recognised and promoted. In working with young people and setting objectives and targets, staff recognise that there are important differences between individuals, such as their gender, race, culture or other life experiences and these are considered when determining both the content and methods of interventions. A welfare strategy has been written and is to be implemented with the agreement of individual young people and their parents, as appropriate.

113. The centre has obtained funding to deliver the Preventing Violent Extremism (PVE) programme for a twelve month period, commencing in April 2009. The PVE programme enables some young people and staff to better understand the multicultural society in which they live and the negative impact of discrimination.
114. Good systems are in place to ensure training plans are regularly monitored and reviewed. They clearly define the responsibility of different people to progress specific actions. This ensures professionals working with young people are clear about the support they need from them.
115. Subject to any restrictions due to medical conditions, a young person needing to be cared for in the health care centre will have education, offending behaviour work, key work sessions and activities provided.
116. A number of young people complained to inspectors that they did not have sufficient telephone contact time available, as use of the telephones is partly linked to the incentive scheme. Young people on the lower levels receive five minutes a day phone access time, which is over and above the contract requirements of 15 minutes a week. During the inspection residential staff sought and received permission for one young person, who was particularly anxious after a phone call home, to be given extra time which helped them settle. Although this was a positive response to an individual need, it does also demonstrate that the system of allocating telephone time is not adequate. As time on the telephone is linked to the incentive scheme, young people new to the centre and therefore on the lower levels, have less telephone time available when they may most need it.
117. Young people have various opportunities to share their views on how the centre is run and what they want for the future. Regular house block meetings, newly formed consultation meetings and exit interviews enable young people to influence development at the centre. One example of this has been their involvement in the revision of the reward and incentive scheme.

Helping children achieve economic wellbeing

The provision is good.

118. The centre has a team of staff who are responsible for the coordination of case management for young people. This team are also responsible for resettlement planning and to ensure young people receive adequate preparation and support prior to leaving the centre. Members of this team have recently received training in leaving care legislation. Individual resettlement issues are identified at an early stage and recorded in plans which are reviewed and monitored on an ongoing basis.
119. There are good working relationships in place with external professionals including Connexions workers and Barnados Rights Teams. The resettlement team is particularly good at ensuring young people's rights are protected and met. The avenues of communication with the Howard League are excellent should this input be required.
120. There is a procedure in place which assists members of the team to carry out positive work in ensuring that local authorities put in place appropriate preparation and support for young people prior to their discharge. Where there are legal obligations to looked after children, these are also reiterated to the authority. The recording of these communications with local authorities is comprehensive and ensures regular checks are undertaken to confirm arrangements remain in place.
121. Staff members ensure that any work which is required to be continued upon discharge is identified. Where specific work has been carried out at the centre, such as substance misuse or tailored education packages, this information is made available at pre-release meetings to workers in the community. This is good practice which assists in the continuity of the work required.
122. A useful information booklet is produced for each young person prior to them leaving the centre. This contains details of services in the local area and information regarding health and welfare contacts. The availability of the booklet helps young people to access services when they have left the centre.
123. There is no identified staff member within the resettlement team responsible for development and practice issues. Some research material is accessible via students who are at the centre on a mentoring scheme, but this does not ensure that all published information is available for use.
124. The life skills provision at the centre continues to develop and significant progress has been made since the last inspection, resulting in a formal programme being available for work with young people. An independent training facility is now available and is used to help young people to acquire

some basic living skills. A range of life skills subject modules are undertaken with young people and further expansion of subject areas has been identified.

125. Young people are individually assessed to ascertain their independence skills requirements and a plan is then put in place to enable life skills learning to occur on a weekly basis. Opportunities for young people to learn about food budgeting and preparation form part of the life skills modules and merge with clubs available as part of the enrichment provision.
126. A comprehensive evaluation is undertaken with each young person following the presentation of a module and this is supplemented by the staff member. The information gained is used to inform changes to the content of the modules and identification of any future subject area learning required by the young person. The use of the evaluation information is good and enables packages to be more individually tailored. The modules are delivered by an identified group of staff. All have undertaken relevant training to enable them to do so.
127. Young people are encouraged to maintain their own bedrooms and to take care of the communal areas of the house units. Whilst learning about domestic tasks forms part of the formal life skills packages, opportunities for them to undertake basic chores on the units are limited and inconsistent. For example, some young people are able to complete their own washing but others are not given this opportunity.
128. Imaginative use is made of mobility, to facilitate experience of differing work roles and preparation for integration into the community including visits to possible placements. The centre has positive links with the local community and placements at golf clubs, car repairers and forestry initiatives have all been undertaken recently. Following a risk assessment and relevant permissions being obtained, young people are individually assessed in regard to their interest and needs. From this a suitable project will be identified. Feedback is received from all placements and used to inform the overall evaluation. Information is then made available to the case manager who utilises it in planning meetings and to inform YOT teams as to how continuation of any experience would benefit the young person when they leave the centre. However, mobility is not used to consistently support access to college or school familiarisation.

Management

The provision is satisfactory.

129. The senior management team continue to promote the needs of the 'child' as paramount and the focus on them as individuals as crucial. Offending behaviours and attitudes are addressed within an establishment that also actively considers the 'welfare' aspects of young people's needs.
130. Leadership and management at the centre is satisfactory with some strong aspects, such as mechanisms to consult with staff about the development of the centre. Managers make every effort to consult staff and take on board their views. There is a well-established employee partnership forum in place, where the director meets regularly with staff representatives from each department.
131. There had also been some recent investment in providing time away from the centre for middle managers, to ensure they are actively involved in service development and the promotion of ethos and philosophy that underpins the objectives for the centre. Senior staff are continually seeking to provide staff with training and skills to ensure they can be innovative in their approach with young people.
132. Clear good departmental plans linked to overall centre improvement strategy are in place. All services contracted out by the centre to other providers have appropriate service level agreements in place, which are reviewed regularly to ensure quality of service to young people. The only exception is the one for the healthcare services. Action has been taken to address this matter.
133. There has been good progress in the efforts to restructure the management team within the residential care department, which has changed significantly in the past year. There are now two managers dedicated to the management of the four house blocks. They are supported by three team leaders and three deputy team leaders in each house block. The house block managers have a higher profile in the units, are available to support and advise and their presence is appreciated by young people and staff.
134. The positive impact of this change in management is that house block managers have been able to meet regularly with their three teams of staff. This has improved communication and ensures residential care staff are fully aware of all issues and developments at the centre. The aim has also been to improve consistency of practice and there has been some improvement in this respect. However, more work is required for all staff to represent the values, principles and objectives of the centre as agreed by the executive management team. For example, inspectors heard young people discussing private and confidential information related to some staff with other staff

and young people. This information had clearly been inappropriately shared with them.

135. The deputy director, head of residential care and security, and the deputy head of residential care all have a range of responsibilities in the management and monitoring of residential care. However, middle managers and care staff reflect differences of opinion about which senior manager they would seek clarification from in relation to particular practice matters, showing there is insufficient clarity regarding roles and responsibilities.
136. Good efforts have been made to reduce staff sickness absence and there has been some success in this respect, with a reduction of sickness absence to an annual low of 3%. Such absence is now systematically monitored and involves relevant managers in the process at an early stage.
137. Serco and senior managers at the centre understand the importance of supporting staff and make efforts to do so. For example staff from a local Citizen Advice Bureau visit the centre weekly to offer advice to staff, including debt and financial management.
138. There is a developing culture of ensuring lessons are learned from a wide range of aspects of the centre's work, although this is an evolving process. There have been some notable examples of learning in relation to behaviour management. Senior managers now arrange for three staff each evening to remain on duty for an additional three hours. The aim is for them to support night staff if some young people are involved in a passive indiscipline and refusing to go to their bedroom. This has ensured that sufficient staff are available to deal with any incidents, but also to make it possible for other staff to leave the building after a long shift.
139. Demands upon staffing occasionally result in staff being left to work alone on residential units for periods with groups of young people. Whilst this has not yet resulted in staff or young people being placed at immediate risk, it does not support good supervision of young people, appropriate opportunity for individual work, or there being enough staff immediately available to deal with challenging behaviour.
140. A significant development in relation to staffing resources and deployment was the increase of the six extra places earlier in the year. However, the subsequent loss of these beds will have a negative impact on staffing resources. As a result, senior managers are carefully considering how best to deploy staff and possibly young people around the centre.
141. Although there has been improvement in the quality assurance processes at the centre, these are not yet fully integrated to reflect a coherent system. Senior managers are aware of this and have commissioned a piece of work to review the quality assurance and performance management processes for the residential care service. Other aspects of quality assurance that have

improved are those related to education, resettlement and crime avoidance work.

142. Written policies and procedures are available for staff guidance in relation to resettlement work undertaken at the centre. There are strong and formal relationships with a number of external agencies, including Barnados young people's rights workers, Connexions staff and the Howard League. Communication networks with the Howard League are particularly robust, with the staff at the centre being proactive in signposting young people to advocacy services when required.
143. There is careful selection and vetting of all staff working with young people in the centre. A written record of the recruitment process is maintained for all staff. Young people are involved in the recruitment and selection of care staff applying to work at the centre. This has been a very positive initiative and one appreciated by the young people involved, who felt they have a very valuable role to play in the process. Although there are effective mechanisms in place for vetting staff, senior managers do not consistently view all references for staff appointed to work at the centre.
144. There has been a significant improvement in the frequency of formal supervision and appraisal of residential care staff and this is now satisfactory, with monthly monitoring of data by the executive management team. The majority of staff said they found the opportunity to meet with their line manager particularly positive. While senior managers confirm that staff at all levels in all departments are held to account in relation to their practice and meeting stated objectives, there is little evidence in personnel files and supervision records of this being done.
145. The commitment and investment in providing training for all staff across the centre is exemplary. The Initial Training Course (ITC) completed by all new custody staff prior to working with young people is continually reviewed and revised to ensure the content is appropriate for staff joining the centre. The ITC is in the process of being accredited to BTEC level one in Youth Justice. The first module of the course has already been approved and the second part has recently been submitted. This will be the first STC to have their initial training course accredited by an external body.
146. The centre supports staff in obtaining professional qualifications, to further equip them for their job with complex and challenging young people. Currently 63 staff are undertaking a range of professional training, including seven who are working towards a degree in social work. At the centre there are currently nine staff who have social work qualifications, higher than in other STCs.
147. A number of staff at the centre have already qualified to National Vocational Qualification level 3 in Youth Justice and another group are currently participating in this training. This is the first STC to have succeeded in

providing NVQ level three for care staff.

148. Residential care staff continue to have good opportunities to take up three training days every twelve weeks. These opportunities are built into the shift pattern. The in-house training schedule for 2009 includes; Physical Control in Care, updated Therapeutic Crisis Intervention, additional neuro-linguistic programming and child protection. This ensures that staff have a range of methods to assist them in improving their skills with young people.
149. There is a clear centre-wide training and development strategy. However, individual staff training and development plans do not yet consistently inform the overall strategic training and development plan. There is evidence of individual training needs being identified and addressed, but not yet formally included in the overall planning.
150. The promotion of equality and diversity is good. The centre has a senior post dedicated to the promotion of inclusion, equality and diversity and a group which monitors practice across the centre. These arrangements demonstrate a commitment to raising awareness of these issues throughout all aspects of the centre's work. Particular attention has been given recently to the needs of people with disabilities and the centre has achieved the 'Two ticks' award related to access to employment for staff with a disability.
151. Young people confirmed that staff at the centre are providing them with opportunities to understand the differences between cultures and the negative impact discrimination can have.
152. The STC's statement of purpose is a well-written document which clearly states the objectives of the centre and the child principles which underpin the work and inform practice development. This is widely available for all stakeholders, including young people's families. However, a one-page statement of intent referred to as a 'charter' is displayed at the reception area but is not widely displayed around the centre which limits its access to young people, visitors and staff.
153. Young people and their families also receive useful information booklets, specifically designed to help them understand the work of the STC and what they should expect, including how to complain if they have a concern and what the arrangements are for visiting. These are well-written, comprehensive documents.
154. There is an extensive 'welcome pack' for young people at the point of admission. The male and female residents receive slightly different information that is relevant and important to them. They are informed of their rights and responsibilities and the privileges they can expect. The admission procedure is positive and the physical environment in the healthcare centre is welcoming to young people. Effective processes are in

place to ensure the legal status of the young people is accurate.

155. Good efforts are made to create a homely and comfortable living environment for the young people, within the confines of a secure setting. Considerable investment continues to be made to soften the appearance of the living rooms. Carpets, sofas and televisions have been replaced and there is an ongoing programme of redecoration. Dining tables have been replaced and consideration is being given as to the most appropriate games and play equipment to locate in the open plan living areas.

Recommendations

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

▪ ensure that written reports produced by the external auditor of the healthcare service are shared with the centre (Being healthy - Standard 2/3)
▪ ensure the facilities available for visiting professionals to carry out medical consultations with young people provide an appropriate level of privacy (Being healthy/Staying safe - Standards 2 - 18)
▪ ensure that all staff are appropriately trained and supported to enable them to be consistently confident and competent in their management of young people presenting disobedient and disruptive behaviour safely and effectively (Staying safe - Standard 9)
▪ ensure that there are sufficient staff on duty and present on each residential unit when groups of young people are present to ensure good supervision, appropriate opportunity for individual work, and enough staff immediately available to deal safely with any presenting challenge (Staying safe - Standard 9 Management – Standard 18)
▪ reduce the number of interruptions to lessons that result from young people being withdrawn and returned inappropriately (Enjoying and achieving - Standard 2)
▪ install extraction fans in the design technology workshop. Pending this, ensure that all young people and staff wear protective masks (Enjoying and achieving - Standard 3)
▪ review, evaluate and continue to improve the operation of the incentive and rewards scheme (Enjoying and achieving/Staying safe - Standards 3 - 9/11)
▪ enable more able young people to gain higher level qualifications in core curriculum subjects (Enjoying and achieving - Standards 2/3)
▪ review the arrangements for young people to have telephone contact with their families and significant others to ensure they adequately meet the identified needs of individual young people (Positive contribution - Standard 19)
▪ increase the opportunities on the house blocks for young people to experience life skills learning on a daily basis (Economic wellbeing - Standard 2/3)
▪ clarify the roles and responsibilities of the senior managers involved with residential care (Management - Standard 11)
▪ ensure all staff adhere to expectations in relation to maintaining professional boundaries with young people at all times (Management - Standard 16)
▪ ensure staff individual training and development plans inform the overall strategic training and development strategy (Management - Standard 24)
▪ ensure senior managers involved in the recruitment and selection of staff have sight of references prior to employment (Management - Standard 13)
▪ display the single page statement of purpose more widely around the centre (Management - Standard 2)