

# Hassockfield Secure Training Centre

## Inspection report for Secure Training Centre

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<b>Inspection date</b>	17 April 2008
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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. Hassockfield Secure Training Centre (STC) is managed by Serco, which is 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 STC 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 of both gender aged from 12 to 17 years. They also have purpose built provision for up to three young mothers and their babies. At the time of the inspection there were 52 young people in residence.

### Summary

The overall quality rating is good.

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

4. This full inspection was conducted by Ofsted on behalf of the Youth Justice Board (YJB). Four Ofsted social care inspectors spent three days on site and two HMI education inspectors spent two days reviewing standards agreed with the YJB.
5. The last full inspection was carried out in June 2007, with an unannounced inspection in January 2008.
6. Interviews were held with a range of people within the STC and with the local YJB performance monitor, local safeguarding services, children's advocacy service, the Chaplain and the Serco senior manager responsible for the centre.
7. This inspection took place during what senior managers described as a period of consolidation. They are aware that it is crucial to ensure that a number of developments are given sufficient time to embed and form a natural part of the daily routines and regime.
8. The centre has for the past two years made a number of significant changes to the core business, including increasing in size from 42 places to 58 places.

The education provision has increased the curriculum range, and has taken into account the needs of the older young people placed at the centre.

9. Serco have made a considerable investment in training staff in a behaviour management technique that is having a significant impact on the use of restrictive physical interventions with young people. The Therapeutic Crisis Intervention (TCI) method of addressing challenging behaviour and encouraging young people to take responsibility for their actions is now well embedded in to the day to day practices at the centre. This process has taken place in three phases over two years and, because of the considered and managed approach, has been accepted as common practice by the majority of staff.
10. Recent clarifications from the Government in relation to the use of restrictive physical intervention have resulted in a much more 'hands off approach' which is having an impact on the management of young people's behaviour in the classroom. This has been compounded by recent experiences at the centre after an inquest that concluded last year.
11. One of the strengths of this STC is its skill in developing links and networking with a range of professionals outside of the centre. Some examples of good practice in this area are the mentoring scheme for young people provided by Durham University, the community based work experience opportunities, the links with the Youth Offending Team in Sunderland and the support to young people when moving on.
12. The improvement in the range of enrichment activities available to young people outside of school periods is commendable. This is an ongoing development, which is now influencing decisions about new staff who are appointed, with efforts being made to appoint staff with a range of practical skills.
13. There is a clear vision for the centre and senior staff always endeavour to provide the best possible care and service to young people. This vision and the considered, thoughtful progress and development made in recent years now ensure this STC is a child focused establishment, which views the young people as 'children' first and offenders second.
14. The centre is clear about what can be achieved in a relatively short period of time with young people, the majority only staying for just over two months.
15. There are still areas of weakness. These include; a behaviour management system that does not sufficiently reward achievements in education, a strategy to improve staffing levels to further enhance the work with young people which has not yet been achieved, roles and responsibilities of middle managers that have not yet been successfully ratified and implemented. Although improving, the quality assurance and performance monitoring system does not yet consistently underpin the centre's performance

objectives. There are some slips in practice, for example important forums to discuss young people's progress are not consistently attended by key personnel.

16. Young people are well served by managers and staff who recognise and acknowledge their individual needs and put in place a range of strategies and interventions to address them appropriately. There are good, open, honest and respectful interactions between staff and young people.

17. Although there are areas for improvement that have been highlighted in this report, the capacity for further development is good.

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

18. This centre continues to make progress in a number of significant areas. The director and his senior management team continue with their plans for improvement at the centre.

19. Managers incorporate all recommendations from inspection in to the centre's 'improvement plan' and strive to address them as part of an ongoing process of development.

20. Some improvements they would wish to make are outside of their immediate control. For example, an increase in the ratio of staff working directly with young people is one they have devised a plan to address, but this has not come to fruition.

21. This inspection found:

- an ongoing process of improvement and efforts to address previous recommendations;
- managers who are encouraging an inclusive process in relation to change, gaining views and ideas from staff across the centre;
- continuing efforts to attract staff from a wide range of backgrounds and with relevant experience and qualifications;
- a thorough independent review has been carried out of the practices and procedures provided by the health care centre;
- an excellent induction programme for young people;
- a holistic approach to encouraging young people to develop a healthy lifestyle, by providing specific programmes for young people and providing 'parental' encouragement;
- a centre that strives to reduce the use of restraint, which continues to fall each month;
- imaginative initiatives in place to enable young people to succeed, building confidence and enhancing self esteem, including a range of opportunities for involvement in the community;
- the external oversight of the health care provision is supporting the development of the service;

- meals for young people that are varied, nutritious and well presented and a dining experience that encourages positive social interaction;
- a commendable commitment to training staff and ensuring they have the appropriate skills and tools for the job;
- improved briefing meetings for staff during handover periods that ensure relevant issues and information are shared across the site.

## The effectiveness of the service

### Helping children to be healthy

The provision is good.

22. The centre effectively supports and promotes the physical, emotional and health needs of the young people. A team of nursing staff is employed to provide 24 hour cover, seven days a week. The team are child-centred in their delivery of a health service to the young people. There is a well established process for assessing young people's health and welfare needs on admission. This is carried out in a timely manner by nursing staff, immediately on arrival. All young people are also seen by a local GP within 24 hours of admission.
23. Individual health plans for young people are formulated on their admission to address their needs and identify any risks to their well-being. Internal reviews of young people's plans take place on a regular basis. However, a representative of the nursing team is not always present to provide an update or contribute to young people's overall plan.
24. There are established good links with a wide range of local health professionals who are contracted to visit the centre on a regular basis. The centre also participates in a routine, external programme of sexual health screening for young people. This ensures the routine and specialist health needs of young people are addressed. Visiting health professionals are complimentary about the support they receive from the nursing team and the facilities available to them for meeting with young people and carrying out treatment.
25. Improvements in the waiting area of the health care centre now offer a relaxing and comfortable environment for young people. An open space has been created, redecorated and refurbished with soft chairs. A screen on the wall provides a visual information display about various health related matters for young people to watch. The 'time-out' rooms situated in the health care centre are less frequently used than previously, however, the overall design and decoration is not conducive to helping young people to relax.
26. Information provided on young people on admission continues to vary. Nursing staff actively follow up gaps in essential details, though this can be time-consuming. An electronic version of the referral and pre-admissions document is being implemented in the centre, known as eAsset. This system is proving useful to staff in enabling them to gain important information quickly on young people. However, there are some gaps in the electronic document in respect of gaining essential health care information. For



example, there is no section for recording mental health concerns. Contact details for health professionals already involved with a young person, or previously involved, are not specifically requested. This matter is being raised with the Youth Justice Board.

27. The nursing team provide a daily triage; they visit all houses between two to four times a day, primarily to administer medication to young people. However, at the same time they are accessible to the care staff and all young people for discussion about health related matters. Young people are aware of their health plan although some take a more active interest than others. Young people are advised about confidentiality though they are also aware that some information may be shared with other health professionals and care staff.
28. Good attention is given to supporting the emotional well-being of the young people.
29. All young people are risk assessed on admission to identify any concerns about their safety or welfare. Referrals to either a Community Psychiatric Nurse (CPN) or consultant psychiatrist are acted upon promptly, both of whom visit the centre on a weekly basis. The CPN contracted hours are shortly due to increase, from one session to two sessions a week. Whilst the nursing team support the work being carried out by mental health professionals, they have not received specific training in mental health issues.
30. Young people are also supported to understand the benefits of a healthy lifestyle. Individual nursing and education staff, in conjunction with the catering manager, develop programmes for young people as part of their overall health plan. Nursing staff provide advice and information about health and social issues whilst education staff offer exercise regimes to meet the individual needs and interests of the young people. These initiatives are supported by a healthy eating programme which highlights suitable options for young people as part of their daily diet. This holistic approach ensures young people's good health is promoted.
31. All young people are assessed within the first week to identify any concerns in respect of drug and substance misuse. Programmes are offered by professional advisers to raise young people's awareness of these issues, although attendance at these sessions is voluntary. A new initiative has been implemented which links attendance at the sessions to the incentive scheme for young people, to motivate more young people to participate in them. Direct work with individual young people is also carried out by the team of advisers in respect of drug related offending behaviour. The programmes are offered out of school hours so they do not impact on young people's formal education.

32. Since November 2007 the healthcare resources for the centre and all other Serco establishments have been managed by 'Serco Health' a new department within the organisation. The assistant director for healthcare is managed by the head of Serco Health. An audit commissioned by the head of this division has informed a development programme for the health care service. The development programme includes the revision of the medical policies and procedural manual and highlights the need for regular nursing staff meetings and formal supervision for nurses. The findings of this inspection were that these matters remain 'work in progress'. They are not yet embedded in common practice. Another area requiring attention is the internal auditing of the health care centre. This matter also forms part of the development plan.
33. The centre has a medication policy. All medication, including home remedies, is prescribed by a GP. Only members of the nursing team administer medication to the young people. Whilst arrangements for dispensing medication to young people promotes their safety, nurses' practice in this area does not fully comply with governance standards. External ratification of the arrangements by an external agency such as the local Primary Care Trust does not take place.
34. 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. Guidance is available in respect of the administration of controlled drugs though this has not been formulated into a coherent policy and procedure.
35. Mealtimes are promoted as orderly social occasions. The catering staff serve lunch to the young people in a central dining room whilst breakfast and tea are taken on the individual house units. The food provided for the young people offers a balanced and nutritious diet. The menus include culturally appropriate food and encourage the young people to try new dishes. Young people are happy with the food although they are not actively involved in menu planning. They say there is sufficient to eat. The only area for improvement raised by young people is that they would like more varied tea time meals. Catering staff continue to review the tea time options to ensure young people have healthy and nutritious choices every mealtime. Young people have access to drinking water and can make drinks and snacks, supervised by staff. There are opportunities for young people to cook in education and to plan meals and buy food as part of their resettlement programme.
36. The health care manager regularly reviews items available to young people in the tuck shop. The range of sweets and treats continues to be changed slowly to healthier options. This gradual approach means young people are more accepting of the changes and the choice of tuck supports the healthy eating approach adopted in the centre.

37. During this inspection a number of young people were involved in preparing, cooking and serving a meal to invited staff and visitors to the centre. The meal was an outstanding success and exemplified the good work being undertaken in the centre to promote young people's skills and self-esteem. It also contributed to raising young people's awareness of planning and presenting balanced, nutritious and attractive food as part of a healthy diet.

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

The provision is good.

38. The centre is secure, and security is given a high priority. Robust security measures are in place to protect young people, staff and visitors and to prevent escape. Security arrangements are checked throughout each day by duty managers. Clear and concise emergency procedures are in place to ensure the safety of all at the centre. For example, a direct telephone line is linked to local police. These procedures are routinely tested to ensure they are effective.
39. Robust health and safety and procedures are in place. The centre has for the third year in a row been awarded the British Safety Council Five Star award.
40. There is an explicit anti bullying policy in place at the centre which is known and applied by staff to tackle bullying behaviour. It is routinely monitored and reviewed by two anti bullying coordinators at the centre. Most young people say that they have not experienced bullying, and when it happens, staff deal with it effectively. However, although the centre continues to tackle bullying appropriately, not all of the departments within the centre are consistent in their support for the multi disciplinary anti bullying strategy.
41. The privacy and dignity of young people are respected and preserved by staff. Relationships between young people and members of staff are generally professional, respectful and good humoured. The centre's behaviour management strategy, Therapeutic Crisis Intervention (TCI), is based upon positive relationships between staff and young people. TCI is the principal means of relating to young people, de-escalating challenging behaviour and managing professional relationships.
42. The promotion and maintenance of good order and discipline through the use of positive professional relationships is a strength of Hassockfield. The use of TCI techniques to engage young people and address challenging behaviour is making a significant positive difference to the way young people are managed. There are very clear written guidelines and procedures for the staff team to follow to ensure that good order and discipline are maintained. These include an explicit policy that restraint is not used solely for this purpose. This is clearly understood by the staff team at all levels.
43. However, there are still occasions, particularly in small group situations, where young people's behaviour could potentially, if left unchecked, cause disruption. This is of particular concern in classroom situation.

44. This has not been as significant an issue on the residential living units, where staff relationships with young people work very positively, although staff seem less sure when supporting teaching staff to maintain discipline in the classroom. Although not a major issue, there has been an increase in behavioural problems evident in the classrooms. PCC may only be used in accordance with the STC Rules as amended in July 2007. The amended rules include clarification that physical intervention cannot be used to simply to enforce compliance with staff instructions, unless there is a clear risk to the safety to the young people, staff or the centre.
45. The centre uses a behaviour incentive scheme to encourage young people to engage with the care staff and teachers more positively. Staff and young people are familiar with the scheme, and young people are provided with a great deal of information about it. Points for good behaviour and progress are awarded each evening. Although behaviour in classrooms is considered, the education department are not directly involved in the awarding of points. The incentive scheme for young people is working in the living units; the lack of an incentive scheme in the classrooms is problematic. The result is such that the education of some young people is being disrupted by some poor behaviour amongst the group
46. The incentive bonus scheme is currently under review, with a view to a whole centre approach to rewarding co-operation and positive behaviour.
47. There are rigorous processes in place to ensure that young people are not locked in their rooms inappropriately. Time spent in rooms is carefully monitored, evaluated and reviewed. The use of single separation is transparent and well monitored, and managers ensure that its use is appropriate and proportional. All uses of single separation are thoroughly recorded in appropriate detail. These processes ensure that young people are not being separated unfairly, and are protected from abusive practices.
48. Young people are well protected against the inappropriate use of restraint. The centre's staff are all fully trained in the Physical care in control (PCC) method of restrictive physical intervention, and receive refresher training every year. All incidents are attended as soon as possible by a duty manager and the duty director is informed immediately. Detailed reporting of all restraints is required and the young person is seen by a duty director who gives them the chance to record their own views and opinions of the incident. This is a robust procedure and the inclusion of interviews of young people by the duty director is a commendable initiative.
49. Since the implementation of TCI, the centre's use of restraint has fallen. The use of PCC has declined since 2006, and fallen consistently since August 2007 to its second lowest level in March this year. This professional use of interpersonal relationships to manage challenging behaviour before recourse to restraint has significantly reduced the risk of physical harm to young people and staff.

50. The use of PCC is very rigorously scrutinised, and all serious or critical incidents are reviewed each month at a Critical Incident Review Panel (CIRP). This panel is multi disciplinary, and includes managers and staff from the centre, the police, the advocacy service and the local children and young person social work team. The CIRP offers an additional independent and transparent view of behaviour management and safeguarding at the centre. Representation from external stakeholders reflects the clear and positive professional links between the centre and the staff who investigate concerns raised about or by young people placed at the centre, and serves to keep young people safe. This commitment to reduce the use of restraint and review its use independently and transparently ensures it is used appropriately and safely, and young people are protected.
51. All young people placed at the centre have a Behaviour Support Plan (BSP) developed within 24 hours of admission to ensure that their needs are met and they are safe. Young people who are assessed as presenting a significant risk of harm to themselves, other young people or staff are subject to an Individual Crisis Management Plan (ICMP) that details coping strategies to meet their needs. These are reviewed at least weekly.
52. Young people are able to complain without fear of discrimination if they are not happy with their care, and receive a timely response. There are clear, transparent and effective complaints procedures which are included in the written information given to young people and their families. Although not all young people expressed confidence in the complaints system, it is managed effectively and complaints are addressed promptly and within agreed timescales. Young people are invited to comment upon the outcome and sign the record.
53. An effective advocacy service is in place to support young people. Advocates visit each unit each week, and an advocate meets each young person as part of their admission induction. Advocates have unrestricted access to the young people. Young people expressed confidence in the ability of the advocates to represent them.
54. The centre's procedures and practice ensure that young people are kept safe from harm. There is a clear and transparent written child protection procedure agreed with the Local Safeguarding Children Board (LSCB). All staff receive training in child protection procedures at the time of their induction, and the training is refreshed annually.
55. The local safeguarding team are routinely provided with detailed information and access to the CCTV coverage of any incidents occurring within the centre that lead to allegations.
56. There are explicit and well established strategies in place to address the needs of young people who harm themselves. The centre has well

established procedures to address self harming behaviour. All the staff caring for young people at the centre are trained to be competent in meeting these procedures. A multi disciplinary approach including psychologists, health staff, educational and care staff is used to address self harming behaviour. Young people who are admitted without adequate information are treated as though they present a significant risk of self harm until information is received to form a full assessment.

57. 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. This ensures persons working with the young people are safe.

# Helping children achieve well and enjoy what they do

## Education

The provision is good.

58. Inspectors observed and graded 15 lessons. They interviewed senior managers, teachers, the centre manager, support staff and the Educational Psychologist. The centre's self-evaluation report, curriculum documents and a sample of young people's files were reviewed.

### Part A: Summary of the report

#### Main findings

##### Overall effectiveness

59. Hassockfield Secure Training Centre is a good establishment that offers young people a broad and balanced curriculum with a good choice of vocational tasters which help to prepare them to progress into further education. Since the last inspection, 10 months ago, the centre has maintained and built upon the strengths identified then and has made good progress in addressing the areas for improvement. Strategic leadership of the curriculum and operational management are effective. Overall young people make good progress and value their time in education. The quality of teaching and learning is satisfactory. Much good work has taken place to reduce 'time out' from lessons. Attendance at lessons is high. Arrangements for information, advice and guidance are excellent. Staff development to support teachers into managers and care staff into teaching are excellent. Insufficient priority has been placed on the review of the centre's systems for rewards and sanctions. The capacity to improve is good.

##### 60. Strengths

- overall young people make good progress in their learning and achieve appropriate qualifications;
- high levels of attendance at lessons;
- good or better teaching and learning in a number of subjects including hairdressing, PE and drama;
- a broad and balanced curriculum with a good range of vocational pathways, enrichment opportunities and evening activities;
- good opportunities provided within the centre for young people to engage in work experience which effectively supports their transition to the community;
- excellent arrangements for information, advice and guidance;
- strong strategic leadership of the curriculum and effective operational



management;

- excellent staff development for succession planning.

#### 61. Areas for development

- initiate a strategic review of guidance and support services to enhance further the existing good work;
- review and evaluate current arrangements for quality assurance to integrate all aspects of the process and build upon the changes in curriculum management;
- address the unacceptable delays in receiving consumable and other learning resources that have resulted from the introduction of new purchasing arrangements;
- give higher priority to implementing the outcomes of the review of systems for rewards and sanctions.

#### 62. Inspection grades:

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

63. The table above shows overall grades about provision. Inspectors make judgements based on the following scale:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Inadequate

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

64. Education at Hassockfield makes good, well planned contributions to the five outcomes of Every Child Matters. The catering, PE and PCSHE curricula together with the enrichment programme effectively support health outcomes and Healthy Schools status has been achieved. However, there are insufficient opportunities for young people to have beverages during the long morning and afternoon sessions.

65. Developments in mediation and work in tackling bullying help to support the centre's work in keeping young people safe. Young people have good opportunities to learn to take responsibility, for example through their work as curriculum assistants in PE and catering. A wide range of enrichment and evening activities, including a youth club facility, effectively enhance leisure provision. Business and enterprise activities and good support for release on

temporary licence successfully help to prepare young people for when they leave the centre.

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

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

66. Achievement and standards are good. Most courses offered at the centre lead to appropriate qualifications which meet the needs of young people who are in the unit for short periods of time and for those staying for longer periods. Good links with the young people's previous schools are used to help those with the necessary skills to continue with GCSE programmes. New courses have been introduced which allow the young people to develop practical skills which help to prepare them to progress to further courses when they leave. Support for young people's transition to the community is enhanced through opportunities to work as assistants to teachers, for example in PE and catering, and through a positive approach to release on temporary licence.
67. Overall, young people make good progress during their time in education given that the majority have previous histories of poor attendance at school. However, the rates of progress and the standards of work produced by young people vary significantly between subjects. For example, young people make very good progress in hairdressing and PE where the standards of work produced are high but in a number of areas progress and standards of work are only satisfactory. New systems for setting young people targets to measure the progress they make in lessons have been put in place but more needs to be done to ensure that the young people are aware of their targets and the progress they are making.
68. Young people's behaviour in lessons is satisfactory. Since the last inspection, 10 months ago, the use of Therapeutic Crisis Intervention techniques has become more embedded. However, not all teachers are able to address effectively the challenging behaviour of some young people.
69. Relationships between young people and adults are generally good and most young people enjoy and value their time in education and their self esteem and confidence improve. In the better lessons young people receive regular supportive feedback on the progress they are making from both teachers and care staff. Much has been done to improve young people's attendance at lessons and to reduce the numbers who take 'time out' to reflect on their behaviour. Attendance at lessons observed by inspectors was high.

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

70. Teaching and learning are satisfactory. The majority of lessons observed by inspectors were judged to be satisfactory or better. Teaching and learning are good or better in hairdressing, drama, ICT, PE and business. Teachers of

these subjects use a wide range of differentiated activities and learning materials to ensure that young people are engaged and motivated to learn. Effective support from teachers and care workers helps young people to stay on task and develop new skills. For example, in business the teacher and care worker worked together effectively to help the young people to take part in a group discussion on the external factors which impact upon the success of a business. In hairdressing and drama the teachers have high expectations and the young people develop good practical skills that help them to prepare for progression into the community. In PE a video camera was used to enable young people to evaluate their performance on the trampoline.

71. In the less effective lessons teachers rely too much on whole class activities, there is too little variety in learning activities and the pace is slow. In these lessons there is insufficient challenge for more able young people. Whilst much work has taken place in the 10 months since the last inspection to provide support and training for care staff, more needs to be done to ensure that the role in supporting learning is fully exploited. Insufficient progress has been made in addressing the lack of consistency in dealing with inappropriate and challenging behaviour. In some lessons the respective roles and responsibilities of teachers and care workers in challenging poor behaviour are not defined clearly.
72. In many areas too little use is made of the display of young people's work to reinforce learning, demonstrate good practice and celebrate achievement. Feedback to young people on the quality of their work and what they need to do to improve is satisfactory.

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

73. The quality and range of the curriculum are good. The curriculum broadly satisfies the requirements of the national curriculum and the YJB specification of 25 hours education. Education is provided for 50 weeks a year. Courses meet the needs of the young people who stay for varying lengths of time. The core curriculum includes English, mathematics, ICT, PE and, Personal, Citizenship, Health and Social Education (PCHSE). Good guidance and support helps the young people to select a suitable course of study that includes vocational options. The provision helps to prepare young people for the discipline and demands of a full-time education or training placement on their release.
74. Provision is modelled appropriately on the mainstream school/college day and based on a clear rationale. However, the morning session is too long with no break or access to drinking water. Lunchtimes are short and some young people are delayed from arriving on time for the afternoon sessions. Wednesday afternoons are reserved for a good range of enrichment activities which are provided, in the main, by care staff and include sports

coaching and other activities. In addition, there is a wide variety of interesting evening activities provided by teaching and care staff, including a youth club. These activities support learning and achievement outside the classroom very effectively. A reading group has been established for weaker readers; however more needs to be done to ensure that young people benefit from this activity. A coordinator for more able and talented (MAT) young people has been appointed to extend the provision available for this group.

75. Hassockfield has responded well to the 14-19 curriculum developments. In addition to a programme of general education, young people can select from vocational pathways which provide taster courses in: performing arts; hairdressing; beauty; craft, design and technology; ICT and business; catering; and sport studies.
76. Contributions from visiting speakers and external organisations enhance the curriculum, for example professional sportsmen and women provide coaching in basketball and rugby. This enables the young people to work alongside a wide range of positive adult role models. In PE, catering and art and design, a number of young people benefit from opportunities to act as classroom assistants.

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

77. The quality of guidance and support is good. Induction is well-managed, ensures young people have prompt access to education and contributes to individual education plans and initial subject target setting. It includes an appropriate initial assessment in literacy, numeracy and reading, and an assessment is made of preferred learning styles. External educational psychologists provide one day a week of consultancy. This is used well to identify young people with particular learning difficulties and/or disabilities, including dyslexia, and to obtain special education needs information from local authorities and schools. A special educational needs co-ordinator (SENCO) has been appointed recently. The guidance and support team have identified the need to carry out a review of the services they provided to develop plans to enhance further the existing good work.
78. Teachers and care staff know and care well for the young people. Personal support for individuals is strong. A well-organised tutorial programme enables young people and their tutors to review weekly their behaviour and progress in lessons. Education staff attend initial and pre release Detention and Training Order reviews and the majority of other review meetings. The quality of the contribution made by education staff to reviews is good.
79. The high quality of information, advice and guidance, seen at the last inspection, has been maintained and developed further, and is now excellent. The education department has funded a Connexions assistant to provide one-to-one support for young people. This supplements the very

good support provided by the local Connexions Personal Adviser.

Appropriate links are made with young people's local area Connexions partnerships. The quality of careers-related resources including appropriate software has improved.

80. The behaviour management scheme is not applied consistently by care staff and teachers. Managers have recognised the need to review existing arrangements and to make the rewards and sanctions system simpler and more transparent. A group has been established to develop a new system but progress has been slow. However, levels of exclusion from classes are low, and when they do happen, good work by a senior education manager and care staff ensures that young people make a quick return to education.

81. Good attention is given to risk assessment and to promoting safe behaviour. However, in some vocational workshops insufficient attention is given to ensuring that young people wear appropriate clothing. Young people do not change for PE or routinely shower afterwards.

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

82. Leadership and management are good. Good progress has been made in addressing most of the issues from the last inspection and in maintaining and building upon the existing strengths. Strong strategic leadership of the curriculum and effective operational management ensures that the broadened timetable of vocational options is delivered well. In response to expansion in the vocational provision, a new management structure has been put in place which is improving arrangements for the supervision of staff. New managers have been provided with good support to help them to carry out their new roles. Team working has improved and teachers are supported well by their managers. Links with local schools and general further education colleges have increased and are being used to support developments in the vocational curriculum. Key appointments of a full time SENCO and educational psychology support have been made to improve the support for young people with learning difficulties and or disabilities.

83. Although arrangements for monitoring the quality of the curriculum are good overall, observations of teaching are not sufficiently focussed on the impact of teaching on learning and the progress young people make in lessons. The self-assessment report prepared for this inspection is broadly accurate, however inspectors did not agree with all of the grades awarded. The centre is aware of the need to carry out a review of the current arrangements for quality assurance to integrate all aspects of the process and to build upon the changing management structures.

84. Teachers and care staff are appropriately qualified and staff development for succession planning is excellent. Most teachers have teaching qualifications and support for those wishing to gain additional qualifications is very good.

Investment in refurbishment and redecoration of the main classroom accommodation has effectively addressed issues identified at the last inspection. Action has been taken to address health and safety issues in the construction workshop by increasing the number of care staff providing support to the teacher. Since the last inspection there has been significant investment in computers to help teachers to use a wider range of teaching strategies. A resource centre with seven computers with internet access has been established for staff and a number of laptops have been purchased for use in lessons and in the learning resource centre. However, there is a shortage of appropriate software to support teaching and learning. Facilities for vocational areas such as sports studies and hairdressing are good. Learning resources are satisfactory. However, unacceptable delays in receiving consumable materials have resulted from new purchasing arrangements.

85. Actions to promote equality and diversity are good. Events such as that held to celebrate the Chinese New Year and Black History Week help young people to develop a wider understanding of the world in which they live. Mixed groups in enrichment activities such as those in the fitness suite help to challenge gender stereotypes effectively.

## Helping children achieve well and enjoy what they do

### Welfare

The provision is good.

86. On arrival at the centre, the admission procedure is positive and the physical environment is welcoming to young people. Young people are encouraged and supported to make a telephone call to their family or carers and to let them know they are safe. Effective processes are in place to ensure the legal status of the young people is accurate.
87. Young people receive an information pack given to them at the time of admission. This pack contains a booklet to help young people understand what happens at the centre. With this booklet, there is a series of leaflets on various topics for example, their case manager's role and how the National Youth Advisory Service may help them. Young people see a short video to introduce them to what it will be like at the centre. Complaints forms and correspondence materials are included in the admissions pack.
88. Young people receive a comprehensive induction to the centre during the admissions process and over the first few days of their stay. There is an induction checklist for use by staff to ensure all the young people are provided with basic information that will assist them to settle in their new environment. This is a very child focused induction process that ensures young people are aware of significant staff, including the director, and exactly what to expect during their stay at the STC. They are made aware of the expectations of them, their rights, responsibilities and the privileges they can earn through the incentive and reward scheme.
89. Induction programmes are provided by the resettlement team and cover a range of topics, taking account of individual needs. For example programmes are available on understanding diversity and anti bullying. Delivery of programmes is in a child friendly manner, with information given to young people that they can understand, either during one to one sessions with staff or in small group work sessions. Small group workshops enable young people to discuss their understanding of issues, for example diversity, and to look at others' perspectives. Young people receive a child friendly version of the centre's equal opportunities policy 'All Kids are Exceptional'. The systems in place help young people understand that discrimination at the centre is not accepted nor will it be tolerated.
90. Young people are encouraged and supported to have contact with family and external agencies. Telephone contact is available subject to any necessary agreed restrictions. All phone calls are made from the privacy of young peoples' own rooms. Specific arrangements are made if required to support contact with significant people in young people's lives. For example,

inter prison phone calls will be arranged if appropriate. The minimum length of telephone call permitted is five minutes each day and this can be lengthened, dependent on the level of the reward system which increases the time available at each stage, up to 15 minutes. Additional telephone time can be purchased by young people with money earned doing jobs around the house block or the dining area. There are external helpline numbers, known to young people, which are freely available. This provides additional safeguards for young people living in a secure and isolated setting.

91. Young people receive support and encouragement if needed, enabling them to write letters which they can post in a dedicated post box. Young people can receive visitors for up to two hours a week. Information given to families explains the centre's visiting policy. The 'Lodge' is regularly used by some families with overnight accommodation available. To provide young people who do not have regular visits, with support during their time at Hassockfield, a mentoring scheme is in place. Young people are able to maintain constructive contacts.
92. Links with and use of local community resources enhance the opportunities for young people to develop positive relationships with people outside the centre. The activities enrichment programme, the mentor scheme with Durham University, Weston Spirit input, and the mobility programme are a few examples of practice that provide opportunities for young people to grow in confidence, develop self esteem and skills they can use when they leave the centre.
93. An interesting project in the early stages of implementation is the forming of a partnership with Durham County Fire Rescue service to deliver a programme for young people in the Young Fire-fighters scheme. The aim is for young people to achieve a recognised national standard as young fire-fighters, and for them to develop skills, improve confidence and hopefully provide opportunities for them when they leave custody.
94. The progress of young people towards obtaining 'mobility' is reviewed regularly and risk assessed. Once assessed as suitable for mobility, a wide range of opportunities for activities outside the centre are available. The range of these activities contributes to helping to prepare young people for transition to their next placement. They also provide young people with opportunities to access enhanced work experience and to stimulating activities with people in the local community. The mobility plans on a few occasions to do not progress due to a lack of available residential workers to accompany the young people. The access to activities outside of the centre is a particular strength this centre has. The links made with a range of community resources, the creative consideration of a range of activities, and careful management of these ensure young people are as ready as possible to cope successfully when they leave the centre. The aim is also to enhance their life choices. Young people believe that this is the case and are grateful



for the opportunities this STC provides them, whilst serving their sentences. They do not see this as 'treats', but as real opportunities to put something back into the community and to develop skills and interests that will help them in the future.

95. A staff skills analysis has been carried out, enabling further development of the enrichment and activity programme. The range of activities available is comprehensive and young people have a choice of structured and unstructured activities available to them. Access to some activities is subject to risk assessment and the incentive level a young person has achieved. For example, attendance at the youth club is for those on the higher incentive levels. Young people have daily access to fresh air and activities that take place outside, which contributes to the healthy lifestyle promoted throughout the centre.
96. Systems are in place to monitor the young people's attendance at activities and the flexibility of the programme allows it to be amended when needed to meet the needs of the young people, for example the provision of one to one reading sessions. Young people have opportunities each day to 'chill out' in their living units, or to take part in group or individual activities. Although young people's targets in relation to leisure and enrichment activities are not routinely included in their plans they are supported in developing socially and emotionally by staff in the centre.
97. Young people have access to reading materials, electronic games, videos, pool and table tennis on the house blocks. The provision of library book loans to young people has restarted, allowing them access to a suitable range of books. Young people have the time and opportunity to complete any homework they may have and staff report they are available to support the completion of homework when requested.
98. Young people report good relationships with most staff, who use humour positively and praise young people for their achievements.

## Helping children make a positive contribution

The provision is satisfactory.

99. The assessment and initial planning procedures for young people are thorough. They include details of their needs and the challenges the young people present. All information relating to plans and assessments is held on individual young person's records. All plans held are up to date and include information on immediate and future needs. Case managers, who are members of the resettlement team, are allocated to individual young people and are responsible for seeing that this aspect of work is carried out. Young people and their families are encouraged to be involved in the assessment and review process.
100. A group of staff members drawn from the different disciplines within the centre, known as a 'staff pod' provides support to young people. Members of this key team, which includes two residential care staff, all have input into the programme devised and delivered for each young person.
101. Case and sentence plan meetings are held within the required timescales and ensure plans for young people are reviewed appropriately. Young people, their community supervisors and parents are routinely involved in this process. Any changes to sentence plans and targets are quickly updated and shared with staff across the centre.
102. Not all case review meetings are attended as required by representatives from each of the respective departments across the centre. Attendance by relevant staff at these reviews is spasmodic and results in some important detailed information not being immediately available. The lack of attendance of all relevant staff from the different departments conspires against a thorough discussion about young people with their Youth Offending Team workers and parents present. Although any issues raised in review meetings are eventually fed back to all staff across the centre and addressed, the lack of attendance slows down the process and does not provide an opportunity for a full debate with the young person present. In addition this delays implementation of strategies or interventions to address particular issues for young people.
103. Case records viewed show a good range of individual targets for young people; all targets identified are allocated for action to a specific staff member and there is evidence available that these have been discussed with the young person.
104. Records are well maintained and reflect the progress made by young people. Young people's case records are held electronically within the Youth Justice Board's eAsset system. This enables all information to be stored in the same place and to be accessible to all who may require to access it. The centre has played a large role in the development of this planning and recording system and its use is embraced enthusiastically by staff.

105. Care planning and review meetings, which are multidisciplinary forums, are held twice weekly to review progress with individual young people. Their Individual Crisis Management Plans and behaviour support plans, training plan targets and other significant issues are reviewed. The meetings are chaired by a senior member of staff who ensures minutes and any decisions taken are circulated to staff within the centre.
106. Work continues to further improve the content and delivery of intervention programmes to young people. There is a wide range of programmes available and these run alongside a programme of teen talk and social awareness sessions, which include diversity and substance misuse issues and are delivered three times per week by named key work staff.
107. A new assessment scheme has been introduced which enables programmes to be more individually tailored to the young person. The programmes provided therefore meet the individual needs and ability of the young person rather than just relating to a particular crime. Recent developments in intervention work include a racially motivated crime package, for which funding was obtained and a personal space programme.
108. Young people are given the opportunity to comment on the packages they undertake by completion of a pre and post programme delivery questionnaire. This ensures that revision of the programmes takes on board comments from young people to enable a quality audit of the interventions made to address their offending behaviours and attitudes. Young people also complete a pathway to the future plan in which they look at how they can prevent themselves committing any future crime.
109. Records are held of all programmes undertaken and figures are available on a monthly basis to allow the interventions to be evaluated. A full analysis of the programmes which was previously undertaken on an annual basis is not presently carried out.
110. Young people understand the content and purpose of intervention programmes and also which members are identified as part of the staff group with direct responsibility for them.
111. Regular interaction and contact is undertaken with young people's families by the resettlement team. Parents and guardians are kept updated on all developments regarding their son or daughter. An appropriate record of all contact is entered on the young person's individual record.
112. Young people are able and are strongly encouraged to maintain appropriate contact with family and friends. They receive visits, make telephone calls and write letters to outside contacts. Restrictions on contact are only imposed where this may compromise the safety of the young person or others within the centre.

113. A diversity officer is available at the centre and she carries out an initial evaluation with all young people as well as the delivery of a 'Difference Matters' induction programme for young people. She also collects information relating to any incidents in the centre which may be racially motivated and provides training for staff on relevant issues during a nine week rolling programme on an annual basis.
114. Young people's religious needs are addressed by the centre. A chaplain and a visitor from the prison ministry are both available for young people to meet with. They speak with young people on any subject and they are aware of the need to take into account safeguarding procedures in their work. Services are conducted at the centre. Young people who follow any faith can be catered for and the diversity manager holds a list of contacts for spiritual leaders of a range of faiths.

## Helping children achieve economic wellbeing

The provision is satisfactory.

115. A multidisciplinary team approach is evident in the plans and targets in relation to individual and group work with young people. Programmes available for use by staff when working directly with young people have been developed further to provide a wide range to meet individual needs.
116. The centre's 'Life Skills Strategy 2008' is ongoing work that has commenced but has not yet made an appropriate impact on meeting the needs of young people who are preparing for moving on from the centre. Working groups have been set up to look at various aspects of practice development. Permission has just been sought to develop a bed-sit provision on the side to enhance the resources available to young people in preparation for independent living. The development of new training programmes for staff related to resettlement and independent living has started.
117. Evening catering clubs have been introduced for young people who are interested in this and they help prepare them for independent living. This is a popular, often oversubscribed activity and those on higher reward levels are given priority. Although an area for development, there is clear evidence of some good work being carried out with some individual young people to introduce them to the experience of working within the community.
118. Targets and objectives for changes in education and offending behaviour work are individualised and set out for each young person. Young people are encouraged to fully engage in individual and group work and individual learning styles are considered. However, the targets identified for young people recorded on case records do not routinely consider the practical skills needed for when they eventually live independently. Staff at the centre are not yet fully informed and aware of the National Leaving Care standards.
119. Considerable efforts and investment continue to be made as part of the centre's intention to provide young people with a safe and comfortable living environment. A programme is underway to replace some of the living unit furniture. Specialist suppliers are being consulted to ensure replacement furniture is suitable and safe for the secure environment. Young people are generally happy with their bedrooms and the community living areas. The young women's unit is in the process of being redecorated and they are looking forward to some new furniture.
120. The living units have space for leisure facilities such as pool and table tennis tables. Considerable efforts have been made to soften the appearance of the rooms by using paint effects and informal seating around the television areas. There is sufficient space and equipment in the units for a variety of activities to take place, meeting individuals' needs. However, safety aspects are not always

considered; a broken mirror in the Minerva unit, creating a potential hazard, was highlighted at the inspection.

## Management

The provision is satisfactory.

121. The STC has a one page statement of purpose, as required by the contract with the Youth Justice Board and this is prominently displayed around the centre. Managers have also produced a more detailed statement of purpose. This is a well written detailed document that clearly states the objectives of the centre and the child care principles which underpin the work and inform practice and development.
122. Young people's families also receive a useful information booklet, 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.
123. The centre has a strongly ingrained child centred value base, which is established and modelled by senior managers. They have established an important 'culture' that all staff at the centre, no matter what their role, play an important part in the quality of the care and service provided to young people. Staff at the centre effectively use interpersonal skills with young people and form meaningful relationships with them as quickly as possible.
124. Senior managers are aware of the importance of supporting staff in their work with young people and to regularly obtain their views about developments. A recent positive development is an 'employee partnership' forum established to provide staff from all departments across the centre the opportunity to meet with the director on a regular basis. The current review of the rotas for care staff with representatives across the house blocks reflects a detailed consultation process with staff to ensure the needs of young people are met.
125. The plans made by managers to increase the numbers of staff working directly with young people have not been met. Managers have presented a strategy to the Youth Justice Board that will increase the number of beds available at the centre. They propose that an additional place be provided in each of the six original living units. Small rooms previously used as lounges are in the process of being converted to additional bedrooms for young people. Should the centre take an additional six young people this will provide them with the staff resources to ensure that three staff work directly at all times with up to eight young people. This will enable the centre to address a number of developmental targets they have set and ensure that young people have sufficient staff to meet their day to day care needs, have time for detailed one to one work, and improve even further the enrichment activities programmes in the evenings and weekends. These plans are restricted by insufficient staffing.
126. Team leaders are currently unable to provide sufficient support, direction and supervision to staff in their team. They often carry out the role of a second person on shift in addition to co-ordinating all aspects of the working day with

their team. However, they also have additional management responsibilities, which are at times difficult for them to fulfil within a normal working shift.

127. The role and responsibilities of house block managers continues to be under review. The current arrangements have not provided staff at residential care manager level with the opportunity to consistently take on full responsibilities for each of the four house blocks.

128. House block managers have a number of performance objectives set, which include holding meetings with their staff teams every three months. This is not being done regularly. They are also responsible for a range of quality checking procedures, within the house blocks, but these are also not routinely done. The main aspect of the role of house block manager is that they ensure consistency of practice by all staff working in the house block for which they are responsible. Some of the managers have had some success in this respect, but this continues to be an issue. The impact is that some young people can become frustrated by inconsistencies and can at times react to staff attempting to assert boundaries and establish routines, causing disruption for the whole resident group.

129. Senior managers have recently agreed a new middle management structure which will enable allocated house block managers to just manage that aspect of the service and relinquish other operational duties. This new organisational structure is due to commence in June.

130. A number of staff carrying out key duties that have a direct impact on the young people do not have appropriate arrangements in place to ensure their responsibilities are carried out when they are not available. For example, the impact of one administration person being away on leave resulted in insufficient funds being available to purchase personal items for young people, who were angry and frustrated at having to wait before these could be purchased.

131. The quality and frequency of staff supervision across the centre remains variable. A number of staff have received two supervision sessions since January, which is reasonable and an improvement on previous periods. However, other staff have not received supervision to this frequency. Newly appointed staff do not receive regular formal supervision to ensure they are confident in their role with young people. There is good informal support from colleagues and team leaders. Staff who receive regular formal supervision have opportunities to clarify issues of consistency in approach with young people and expectations of routines. This process also provides them with an opportunity to reflect on their practice and improve in competence and confidence when working with young people.

132. The commitment and investment in providing training for all staff across the centre is commendable.

133. All new residential care staff participate in a nine week Initial Training Course ITC prior to working with young people. The ITC is routinely reviewed to ensure the content is appropriate to the preparation of new staff to work with young



people. A recent revision to this course includes additional training for staff to prepare them more appropriately in their role with teaching staff in the classrooms. The course is currently in the process of being accredited by Newcastle College; this will give it National Vocational level two status. This will be the first ITC accredited within the secure training centre estate. This is a positive development and one that will provide staff with qualifications that are transferable for future employment within social care and youth justice. The young people benefit from staff who receive training that is thoroughly evaluated and accredited. Efforts are being made to have a number of other training packages used at the centre accredited in the same way.

134. Residential care staff continue to have opportunities, which are built in to the rota, for three training days every twelve weeks. The in-house training schedule for 2008 includes; PCC, TCI phase one, diversity, anti bullying, self harm, child protection and neuro-linguistic programming. Training in restorative justice is also planned. The training priorities are appropriate to meeting the needs of the centre and to the range of complex needs presented by the young people.
135. At the present time 24% of staff at the centre are involved in a range of external qualifications. This centre continues to support staff who want to train to become qualified social workers. There are currently 12 staff at varying stages of the Open University degree course in social work. Also, four staff are undertaking the foundation degree course in Youth Justice. Twelve staff are undertaking the National Vocation Qualification level three in Health and social care. Hassockfield is the first STC to have staff obtain NVQ qualifications.
136. Staff in the human resources department are clear about the importance of 'workforce monitoring'. They keep detailed statistics on a range of workforce issues, including sickness absence, turnover of staff, supervision and appraisal. The statistics show that since the end of 2007 the turnover of staff increased from an annual percentage of 10% to 17%. They have reviewed the reasons for staff leaving and have concluded that this is largely due to staff moving on to promotional opportunities elsewhere. Senior managers are aware that the retention of staff within such a specialist service as an STC is crucial and they continue to monitor turnover and staff sickness levels. Young people benefit from a stable workforce of staff who are appropriately prepared to work with them and continually trained to understand and address their needs. This STC makes every effort to achieve those objectives for young people.
137. All services contracted out by centre to other providers have an appropriate Service Level Agreement (SLA) in place. These are reviewed at regular intervals and are revised as appropriate. An SLA has just been written between Serco Health and the STC, but this has not yet been signed.
138. Quality management procedures are being developed to bring together a number of different systems. A monthly report is produced for the critical incident review meeting, where all incidents, including those involving physical restraint, are reviewed. This report is presented in a useful format with illustrative graphs

and a commentary on the incidents, with comparisons with the same month in previous years, as well as month on month figures. The quality of the analysis of this data is good and ultimately informs practice and development when meeting the needs of young people.

139. Although there are some very good and thorough quality checking and performance monitoring processes in place these are not consistently applied across all key departments. There is still a vast amount of data collected by a number of staff across the centre which is not yet evaluated and analysed to the same extent as incident reports, or educational and offending behaviour programmes. Although an improving picture, the centre does not yet produce a multi-dimensional picture to fully understand the impact of its work with young people, or the factors that prevent them from achieving particular objectives.

## Recommendations

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

- ensure the targets set out in the health care development plan are addressed (Being healthy - Standard 3)
- ensure the medication dispensing procedure is ratified by an external professional agency (Being healthy - Standard 4)
- provide training for nursing staff in mental health matters (Being healthy - Standard 3)
- ensure improvements are made to the 'time out' rooms in the health care centre (Being healthy - Standard 3)
- clarify the use of restraint for the maintenance of good order and discipline in the classroom with the Youth Justice Board (Staying safe - Standard 7)
- initiate a strategic review of guidance and support services in education to enhance further the existing good work (Enjoying and achieving - Standard 3)
- review and evaluate current arrangements for quality assurance to integrate all aspects of the process and build upon the changes in curriculum management (Enjoying and achieving - Standard 5)
- address the unacceptable delays in receiving consumable and other learning resources that have resulted from the introduction of new purchasing arrangements (Enjoying and achieving - Standards 3 and 4)
- give higher priority to implementing the outcomes of the review of systems for rewards and sanctions (Enjoying and achieving - Standard 3 and Staying Safe Standard 8)
- ensure that representatives from each of the disciplines within the centre attend all relevant meetings where young people's needs and progress are discussed (Positive contribution - Standards 10 and 11)
- continue with progress already made to implement the life skills strategy, to support young people in preparation for resettlement (Economic wellbeing - Standards 1 and 2)
- ensure that house block managers provide opportunities for their staff to meet as a team to ensure consistency of approach (Management - Standard 12)
- ensure consistent practice in relation to staff formal supervision, as set out in policy guidance (Management - Standard 16)
- ensure appropriate deputising arrangements are in place when staff with key responsibilities that have an immediate impact on young people are absent from work (Management - Standard 8)