Juvenile Expectations

Criteria for assessing the conditions for and treatment of children and young people in custody
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**References**

(JARS) *Every Child Matters: Inspection of Children’s Services*

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Introduction

In April 2004 this Inspectorate published a revised set of *Expectations*, our generic criteria for inspecting conditions in prison and the treatment of prisoners. In June 2005 we published specific criteria for inspection of immigration removal centres. This document sets out the criteria to be applied by our inspectors in institutions holding children and young people.

*Expectations* provide a tool to examine every area of life in the institution. They are designed to assist our inspectors in their work and inform governors and directors about the outcomes we look for. Informed by judgements against *Expectations*, four key tests are applied in each inspection to determine the ‘health’ of a young offender institution (YOI) or other place of detention for children and young people:

- **Safety**: children and young people, even the most vulnerable, are held safely;
- **Respect**: children and young people are treated with respect for their human dignity;
- **Purposeful activity**: children and young people are able, and expected, to engage in activity that is likely to benefit them;
- **Resettlement**: children and young people are prepared for release into the community, and helped to reduce the likelihood of reoffending.

These *Expectations* will also assist HM Inspectorate of Prisons to collaborate with a new approach to inspection of local children’s services led by the Office for Standards in Education under the Children Act 2004. These Joint Area Reviews (JARs) will assess how well services within local authority areas are being provided to children and their families, including children and young people in custody in institutions in that area. Accordingly, these *Expectations* have been cross-referenced against the key outcomes and judgements for JARs (see References). Our inspectors will not attend JARs, nor will JAR inspectors visit YOIs; however, judgements can now be transparently and efficiently shared, while minimising inspection burdens.

The criteria that we set here, and by which we inspect, reflect best practice and international human rights standards in relation to the treatment of children. In developing them we have consulted widely, drawing heavily on our generic *Expectations* and the recently published report *Safeguarding Children: the Second Joint Chief Inspectors’ Report on Arrangements to Safeguard Children* (July 2005), as well as the extant policies and procedures of the Prison Service and the Youth Justice Board.

Each expectation is accompanied by guidance for inspectors on where to find evidence of whether it is met or not. This will also inform those being inspected about the basis upon which they are being judged and the outcomes we will look for.

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1 The concept of a healthy prison was originally developed by the World Health Organisation and set out in our thematic review *Suicide is everyone’s concern* (1999)
Inevitably this document will be subject to revision as the legal framework changes and policies evolve. We hope it assists not merely our inspectors but also the range of stakeholders interested in improving the conditions for and treatment of children and young people in custody.

Anne Owers
August 2005
Section 1 – Arrival in custody

- Courts, escorts and transfers
- First days in custody
Courts, escorts and transfers

Children and young people travel in safe, decent conditions to and from court and between different establishments. During movement the individual needs of young people are recognised and given proper attention.

<table>
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<tr>
<td>1 Separate transport facilities exist to ensure that children and young people</td>
<td>2.2</td>
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<td>are always transported separately from adult prisoners. Girls and boys are</td>
<td></td>
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<td>transported separately.</td>
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Evidence

**Observation**
- Staff: ask escort staff and reception staff whether this has happened in the last three months.
- Check whether there is a system to monitor such occurrences. Ask whether there is a system to notify the YJB of significant instances of poor practice or developing patterns or trends.
- **Children and young people:** ask if they knew who they travelled with.

**2 The use of video link facilities are actively promoted, unless a child or** | 2.2       |
**young person has a preference for attending court.**                        |           |

Evidence

**Observation:** check for facilities and usage over the last three months – reasons for not using video links should be investigated.

**3 At least quarterly meetings are held between escort staff, prison staff** | 2.2       |
**and court managers to promote improvements in the efficiency of escorting** | 1.3       |
**procedures. Escort staff are encouraged to contribute to safer custody and** |           |
**security procedures.**                                                      |           |

Evidence

**Documentation:** check the attendance, regularity and minutes of these meetings, and whether any recommendations have been acted on.
- **Staff:** ask staff about the frequency and usefulness of such meetings.

**4 Children and young people are held in cellular vehicles for the minimum** | 1.3, 2.2  |
**possible period of time.**                                                  |           |

Evidence

**Questionnaire**
- **Documentation:** check a random sample of PER forms from the last three months. Check that children and young people are held in the closest establishment for court appearances.
- **Staff:** ask staff about maximum times children and young people are away from establishments during transfers or court visits.
- **Escort staff:** ask about local procedures.
- **Children and young people:** Speak to a sample of new arrivals to find out about their experience of travelling in the cellular vehicle – enquire about any delays.
5 **Escort staff consistently use respectful language when speaking to, or about, children and young people.**

_Evidence_

**Observation**

**Questionnaire**

*Children and young people:* ask if they thought they were treated respectfully.

*Staff:* ask reception staff about their experiences of working with escort staff.

6 **Children and young people are given information at court about what is going to happen to them, in a language and format they can understand.**

_Evidence_

**Observation**

**Documentation:** check local court liaison protocols.

*Children and young people:* ask if they were given any information while at court or in transit about where they were going or what would happen when they arrived at the establishment.

7 **Children and young people are produced at court on time.**

_Evidence_

**Questionnaire**

**Documentation:** check escort records.

*Children and young people:* ask if they have ever been late or missed their hearings.

*Staff:* check local procedures.

**Observation:** observe morning procedures for dispatching young people to court.

8 **Children and young people are given 24 hours’ notice of planned transfers, so that they can make a telephone call to their family, next of kin and/or legal adviser. (Subject to well-evidenced security considerations.)**

_Evidence_

*Children and young people:* interviews with those who are leaving in 24 hours.

*Staff:* ask about policy – these telephone calls should be documented. Check YOT workers and parents/carers are informed of transfers at the earliest possible opportunity.

**Questionnaire**

**Observation:** ask at the beginning of the inspection to be notified of any planned transfers taking place during the course of the inspection.

9 **Children and young people are given adequate meals at all meal times during the day of their movement to court or a different establishment.**

_Evidence_

**Questionnaire**

*Children and young people:* ask young people who have been to court if they were able to eat before leaving their establishment and that they received adequate meals throughout the day.

*Staff:* ask residential staff and reception staff what arrangements are in place to ensure that young people are given a meal before they leave the establishment for court or transfer. Ask escort staff about arrangements for meals and refreshments while young people are under escort.
10 **Children and young people have access to appropriate clothing so that they do not have to wear prison uniforms for court appearances, or paper evidential suits while under escort.**

Evidence

**Observation:** check what arrangements are made for children and young people leaving for court.

**Staff:** ask about policy.

11 **Property and private cash always accompanies unsentenced children and young people to court.**

Evidence

**Questionnaire**

**Children and young people:** speak to children and young people leaving for court.

**Observation:** check procedures.

**Staff:** ask about policy.

**Escort staff:** check local procedures.

12 **Property and private cash details always accompany sentenced children and young people who are being transferred.**

Evidence

**Questionnaire**

**Children and young people:** speak to children and young people being transferred.

**Staff:** ask about policy.

**Escort staff:** check local procedures.

13 **Children and young people are escorted in vehicles that are safe, secure, clean, and comfortable, with adequate storage for their property.**

Evidence

**Observation:** check vans at reception, e.g. for cleanliness and temperature, immediately after children and young people have disembarked.

**Questionnaire**

**Children and young people:** ask children if they found vans to be clean, comfortable and safe.

**Escort staff:** check local procedures for example regarding cleaning and safety checks.

14 **Appropriate vehicles are used to transport children and young people with a disability (or other condition such as pregnancy which would make travelling in standard escort vans uncomfortable) in a comfortable and dignified manner.**

Evidence

**Escort staff:** check local procedures. Ask what arrangements are in place to meet different needs.

**Staff:** ask reception staff if they have experienced good or poor practice in this regard. Find out how examples of poor practice are brought to the attention of the YJB and escort service.

**Questionnaire**
15 **Children and young people are not handcuffed while under escort unless in exceptional circumstances and a risk assessment indicates that this is necessary.**

**Evidence**

**Observation:** children and young people leaving and arriving during inspection.

**Children and young people:** ask if they have been handcuffed during a journey under escort.

**Documentation:** check risk assessments and PER forms.

*Cross-reference with discipline inspector*

16 **Children and young people in transit are treated according to their individual needs, based on written information accompanying the young person and staff observation.**

**Evidence**

**Questionnaire**

**Documentation:** check assessments are used and taken into consideration. Information should include up to date Assets, previous convictions, pre-sentence reports, risk and vulnerability assessments, healthcare needs, bail information and sentence plans. Check that arrangements are in place to ensure that a member of healthcare staff accompanies children and young people with a severe mental illness.

**Escort staff:** check local procedures. Check that children and young people are monitored during the journey for signs of stress.

17 **Children and young people are offered comfort breaks at least every two hours with additional stops when necessary. Hygiene packs are provided for girls on escort.**

**Evidence**

**Questionnaire**

**Documentation:** check a sample of PER forms from the last three months

**Children and young people:** ask especially about frequency of comfort breaks or toilet facilities during transit, especially on long journeys. If PER forms state a comfort break had been declined, check back with the young person to ask if they were offered such a break.

**Escort staff:** check local procedures.

18 **Children and young people are held in court cells for the minimum possible period.**

**Evidence**

**Children and young people:** ask how long they were held in court before and after their hearings.

**Documentation:** check a sample of PER forms from the last three months.

19 **Children and young people arrive no later than 7.00 pm so that they are dealt with in accordance with the establishment’s reception and first night procedures.**

**Evidence**

**Documentation:** check a sample of PER forms from the last three months.

**Observation:** in reception, check time of last arrival of children and young people.

**Staff:** ask about the procedures for those arriving after 7pm. Check that the system for notifying the YJB of late arrivals is being adhered to.

**Children and young people:** speak to a sample of young people who arrived late. Ask about their experience of reception and first night procedures.
Children and young people can give feedback on their experiences while under escort, through a well-publicised comments or complaints procedure.

Evidence

**Observation:** check if there is a comments book available in reception or that forms are distributed on the vans.

**Children and young people:** ask if they were informed of the complaints procedure and if they have made any complaints.

**Staff:** ask reception staff if they routinely ask new arrivals about their journey and whether they have any comments/complaints to make.

**Documentation:** check that written information given to young people includes details of the feedback and complaints procedure.

*Cross-reference with complaints inspector*
First days in custody
(reception and first night arrangements and induction)

Children and young people feel safe on their reception into the establishment and for the first few days. Their individual needs, both during and after custody, are identified and plans developed to provide help. During induction into the establishment young people are made aware of establishment routines, how to access available services and given help to cope with being in custody.

**Expectations – Reception and first night arrangements**

| 1 | Escort staff pass on all information/official documentation arriving with a young person to reception staff. This information is used to inform initial reception assessments of the young person. Sensitive information is dealt with appropriately. |

**Evidence**

**Documentation:** full information should include: offence, full Asset, YJB vulnerability alerts if appropriate, pre-sentence report, post-sentence report, previous convictions, public protection status, police reports etc. Check quality and quantity of documentation and information provided. Ensure that details of offences are kept secure. Any information not received should be recorded and immediately notified to the YJB through the YJB ‘hotline’ system.

**Questionnaire**

**Staff:** ask staff to demonstrate their use of the YJB ‘hotline’ system. Speak to staff completing initial vulnerability assessments (YJB form T1V). Check whether they have an understanding of the process and they have been trained for the task. Check understanding of the process for dealing with YJB vulnerability alerts.

**Observation:** it should be evident that the information collected is acted upon in assessments, e.g. opening of F2052SH. Observe an initial interview.

| 2 | A vulnerability strategy to protect vulnerable children and young people is in place. Vulnerability assessments are completed for each newly arrived young person before they are locked up for the first night. |

**Evidence**

**Documentation:** the strategy should start with the premise that all children and young people are potentially vulnerable and ‘at risk’.

**Questionnaire**

**Staff:** ask staff on reception about strategy and how it applies to reception. Check a sample of initial vulnerability assessments (T1Vs). Have they been fully completed? Is there evidence that staff have examined the asset and pre and post court information? Is there evidence that they have discussed any concerns with the young person? Is there a vulnerability management plan in place for those young people who have been identified as vulnerable? Check that all documentation is available to staff on the first night units and that they refer to it.

**Children and young people:** how were they helped to feel safe on their first night in custody?

**Observation:** check staff regularly help young people to settle in and complete a vulnerability assessment before they are locked up for the first night.

*Cross-reference with bullying, substance use and self-harm and suicide inspectors*
3 Children and young people are greeted courteously by establishment staff. The gender ratio in the reception area is appropriate to receive children and young people and to undertake procedures in a reassuring way.

Evidence

Questionnaire
Observation: check staff explain the reception process to young people.
Children and young people: speak to a number of new arrivals about their experience of initial reception procedures and their early treatment in general.

4 Children and young people experience a safe, clean and welcoming reception environment.

Evidence

Questionnaire
Observation: check young people are supervised when waiting in reception. New receptions and those whose legal status has just changed should be given appropriate attention. Check if there are age appropriate posters or displays in waiting areas providing useful and reassuring information.
Children and young people: ask individuals and groups about their recollection of their initial reception.

5 Children and young people are routinely asked if this is their first time in a YOI and treated accordingly.

Evidence

Questionnaire
Observation: children and young people who have not previously experienced custody in a YOI should receive a thorough explanation of the initial process in a reassuring manner. Children and young people who have been identified as vulnerable (through a YJB vulnerability alert or through Asset) because they are experiencing custody for the first time are well known to staff. Check if there is a system for flagging up first time in custody.
Children and young people: speak to those who are experiencing custody for the first time.

6 The immediate individual needs of the child/young person are identified on arrival in reception and their individual circumstances are dealt with sensitively.

Evidence

Observation: all children and young people should have the chance of a meeting in private. When details are confirmed, particular attention should be given to religious and ethnic monitoring, nationality, residence after custody, first and second languages. The need for the information is explained to children and young people. Young people are not asked unnecessarily to repeat personal information, which they might find distressing. An appropriate translation service should be used for young people who do not speak or understand English well.

Documentation: check recording of personal data and action taken to meet any special needs is recorded. Check details are added to F2052SH if appropriate and that data is stored securely.
Staff: check that staff also use Asset and other pre- and post-court information to identify immediate needs.

Questionnaire
Children and young people: ask individuals and groups how they were dealt with in reception.
7 Children and young people entering custody are searched sensitively and in accordance with the security risk they pose. Strip-searching does not form part of routine reception procedures but is carried out only when a risk assessment indicates that this is necessary to protect the young person or others from serious harm. (See also expectation 5 in “Security and Rules” section.)

Evidence

**Questionnaire**

**Children and young people:** ask about searching procedures in groups.

**Staff:** check the local searching policy. Check the extent of staff knowledge of the local searching policy and any special procedures to reflect that staff are dealing with children who may have suffered sexual abuse, or other forms of emotional cruelty. Check procedures respect religious/cultural needs.

**Observation:** check that the searching is carried out in a private area fit for purpose and that the young person is not in view of anyone other than the staff searching them.

8 Children and young people's hygiene needs are catered for in reception and they are able to have a shower before being locked up for the first night.

Evidence

**Questionnaire**

**Observation:** check shower facilities are available either in reception or on the first night unit and whether children and young people are able to have clean clothes.

**Children and young people:** ask individuals and group discussion.

**Staff:** ask how they facilitate showers for late arrivals.

9 Children and young people are able to make one free telephone call in private on reception within two hours of arrival. There are arrangements in place for answering enquiries and receiving information from families, friends and youth offending teams.

Evidence

**Questionnaire**

**Documentation:** check records. This is separate from being issued with a phonecard in reception packs, which young people have to pay for. Check that continued efforts are made if there is no response when the young person first uses the phone.

**Children and young people:** ask individuals and group discussion.

10 Staff, if possible the young person’s personal officer, are able to spend time with the child/young person after they have made contact with their family and before they are locked up for the night.

Evidence

**Staff:** speak to personal officers and first night staff about how they interact with children during their first night/after their personal call.

**Children and young people:** ask individuals and groups how staff helped them on their first night in custody.
11 Children and young people are held in reception for as short a period of time as possible.

Evidence

Documentation and observation: check time spent in reception and that all proper procedures are undertaken before children and young people are moved to their first night accommodation.

Questionnaire

Children and young people: individuals and in groups.

12 Children and young people do not spend long periods of time with nothing to occupy them in reception.

Staff are proactive in engaging with children and young people.

Evidence

Observation: check that children and young people are provided with magazines/have access to a television to occupy them in reception, and are closely supervised by staff at all times.

Documentation: check a sample of records to ascertain average length of time spent in reception.

Children and young people: ask individuals and groups what they were offered to occupy them while they waited in reception and how much engagement there was with staff.

Questionnaire

Cross-reference with bullying inspector

13 Children and young people in reception are offered drinks and hot food regardless of their time of arrival and within an hour of arrival.

Evidence

Questionnaire

Observation: check arrangements for providing meals in reception. This may not be necessary if children and young people leave reception quickly and are offered food in the first night centre.

Staff: check what arrangements are in place to ensure that new arrivals have a drink and a hot meal on the residential unit if they have not been offered a meal in reception due to late arrival.

Children and young people: individuals and group discussion.

14 All children and young people are seen and assessed by healthcare staff in private on arrival.

Evidence

Questionnaire

Observation: check that all children and young people have an assessment and an inmate medical record is opened as a result.

Children and young people: ask when they were first seen by healthcare staff.

Healthcare inspector will assess details of reception assessment – see healthcare expectations

15 All children and young people are assessed by a member of the substance misuse team in accordance with the national substance misuse strategy for juveniles.

Evidence

Observation: those with acute substance-related needs should be given symptomatic treatment.

Children and young people: speak to a sample of young people who needed symptomatic relief on arrival.

Documentation: check availability of information leaflets.

Substance use inspector will assess details of the assessment – see substance use expectations
16 Property held in storage is secure, and children and young people can access their property within 48 hours of making an application.

Evidence

Questionnaire
Observation
Documentation: check complaint forms, and ensure property record cards and F377A forms are properly maintained.

Cross-reference with complaints inspector

17 All information and assessments undertaken in reception are drawn together and copies passed to first night staff and thereafter retained on the residential unit.

Evidence

Documentation: check that all relevant information is collected, including Asset, vulnerability assessments, shared cell risk assessments (if carried out in reception), individual needs assessment, healthcare assessment and any care/support plans relating to the management of vulnerability.

Staff: ask about normal policy of passing information to first night staff.

18 All establishments have a specific strategy for helping children and young people to settle in on their first night in custody.

Evidence

Documentation: check details of strategy.

Staff: speak to staff in first night centre.

19 Essential information about the establishment is always provided in a variety of accessible formats (written, oral, video) to enable children and young people to cope with the first 24 hours of custody.

Evidence

Questionnaire
Observation/documentation: information should always include:

• Details of what will happen to them in the first 24 hours
• Entitlement to visits (children and young people should be entitled to a reception visit within 2 days of their arrival)
• Use of telephones/mail and that calls/letters may be monitored. Confirmation that they may speak to their family or YOT worker by arrangement if they wish to
• Times of locking and unlocking
• Use of cell call bells
• Meals and drinks provision
• Hygiene and clothing
• The advocacy scheme
• What to do and who will be available to help them if they are feeling upset or anxious

Children and young people: check that all children and young people understood the information, e.g. those who do not speak or understand English well; those who have poor concentration e.g. ADHD sufferers; those with special educational needs.

Cross-reference with residential units inspector
20 All children and young people are given information about sources of help available, including the chaplaincy team, buddies and Samaritans, in appropriate languages. All children and young people are explicitly offered the chance to speak to a peer supporter or a first night officer and a member of the chaplaincy on their first night and the following morning.

Evidence

Questionnaire

Observation: check all sources of information on display. If there is a system of peer support, speak to peer supporters. Ask if they have had training and how they are supported in their work.

Documentation: check reception packs and all written sources of information given in the packs. Find out whether an up to date database on sources of appropriate help is available. Languages covered should include sign language.

Staff: speak to first night officers about their specific role. Ask what training they have been given.

Children and young people: check that all children and young people understood the information, e.g. those who do not speak or understand English well; those who have poor concentration e.g. ADHD sufferers; those with special educational need. Check that they were actually offered access to the support they were told was available.

Cross-reference with residential, bullying and self-harm and suicide inspector

21 Children and young people who may require protection are given information confidentially about how they will be protected. The duty governor interviews any children and young people applying for protection.

Evidence

Staff: ask about procedures and whether the onus is on the young person or establishment staff to identify the need for protection. Check that the initial vulnerability assessment has been completed to reflect this aspect of the young person’s vulnerability and that a management plan is in place.

Observation: children and young people subject to protection measures should be managed on normal location. A move to separate a young person for their own protection should be temporary and form part of a vulnerability management plan, which also details a staged re-integration. In exceptional circumstances, if a young person cannot be managed safely on normal location, the YJB should be notified in order to find an alternative placement.

Documentation: check numbers of children and young people applying for protection in last three months.

Children and young people: speak to young people who have applied for protection. Speak to young people who are separated.

Case studies

Questionnaire

22 Staff introduce themselves to new arrivals on the wing and wear identification that clearly displays their name and status. Information about children and young people’s needs is communicated between staff sensitively.

Evidence

Observation: individual first night interviews. Check that staff are wearing name badges.

Staff: ask staff to explain first night procedures.

Documentation: check level of information passed to first night staff.

Cross-reference with bullying and self-harm inspector
23 **Children and young people are supported on their first night in custody by staff who are conversant with a range of key procedures such as suicide prevention and mental health issues and have particular understanding of adolescent behaviour.** These officers ensure that any particular needs or immediate anxieties are addressed before the young person is locked away for the night.

**Evidence**

**Questionnaire**

**Observation:** on night visit. Check that there are designated YJB funded first night officers on site. There should be a system in place to routinely monitor all children and young people on their first night in custody, whether they have been identified as vulnerable or not and systems in place to facilitate unlocking of distressed children on their first night in custody.

**Staff:** ask first night staff about, for example suicide prevention and mental health issues. Check night staff are able to identify all of the new arrivals and particularly those who are on F2052SHs or have been identified as vulnerable for a particular reason.

**Documentation:** check that all staff working with children and young people have been trained in procedures such as suicide prevention and mental health issues and understanding adolescent development and behaviour.

*Cross-reference with self-harm and suicide and vulnerable children and young people inspector*

24 **Any initial anxieties that the child or young person shares with any member of staff are documented and brought to the attention of first night staff.**

**Evidence**

**Documentation:** check for information recorded in handover book or other written sources held on the wing.

**Observation:** handover from day staff to night staff.

**Staff:** ask staff how they ensure that any concerns they have about a young person, or concerns that a young person has specifically passed on to them, are passed on to staff on different shifts, and in particular night staff.

25 **First night accommodation has been prepared and is clean and provides a comfortable environment.**

**Evidence**

**Observation:** check facilities provided on first night wing and that there is a range of suitable activities to occupy children and young people in-cell.

**Children and young people:** ask about the condition of first night cells.

**Staff:** ask about the procedure for preparing first night cells and settling children and young people in.

26 **Children and young people are not allocated to a cell until a cell sharing risk assessment has been carried out.**

**Evidence**

**Documentation:** the risk assessment can be undertaken in reception or in the first night location. Check a sample of all new arrivals to ensure that they have been assessed before allocation to a cell. Assessment should be informed by all relevant information available, including Asset and pre and post sentence reports. The initial vulnerability assessment should inform the assessment for cell sharing. Staff should be alert to the arrival of racially-motivated and schedule one offenders. Check a sample of cell sharing risk assessments for quality.

**Staff:** speak to staff who carry out initial assessments, either in reception or first night centre – if undertaken in reception, first night staff should review the documentation and update as necessary. Ask what training staff have received for this task. Ask managers what system of quality assurance is in place.
27 **Staff**, if possible the personal officer, spend time with the child or young person as soon as they are unlocked following the first night in custody in order to assess how the young person is coping and, if appropriate, to update the vulnerability assessment.

**Evidence**

**Staff**: speak to personal officers and first night staff about their role immediately after the first night.

**Children and young people**: ask if staff spoke to them on their first morning and if so whether it was their personal officer.

**Questionnaire**

28 *Children and young people are given a pack in reception containing a telephone card or PIN phone credits and basic items. They are told how long the pack is expected to last. Repayment methods do not affect future family contact.*

**Evidence**

**Observation**: items in the pack may include: tea, sugar, pen, establishment letter, tobacco, with alternatives for non-smokers. Check to make sure phone card is included as well as tobacco in smokers' packs.

**Questionnaire**

**Children and young people**: check that they were given a reception pack.

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<thead>
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<th>References</th>
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<tbody>
<tr>
<td>29 All children and young people new to the establishment or whose status has changed after a court appearance receive a full programme of induction, irrespective of their residential location.</td>
<td>1.3, 1.4</td>
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</tbody>
</table>

**Evidence**

**Documentation**: check induction records to ensure that all young people arriving receive a full induction.

**Children and young people**: ask individuals and in groups if all have had an induction. Speak to a group of recent arrivals.

30 **Induction starts on the first full working day following reception.**

**Evidence**

**Questionnaire**

**Documentation**: check details of induction programme.

**Children and young people**: speak to a group of young people who have recently arrived to check when they commenced their induction. Check wing files for start of induction.

31 *Children and young people are inducted by trained staff in a designated induction area that is quiet, age appropriate and free from interruption. There is an emphasis on motivating children and young people to achieve during their time in custody.*

**Evidence**

**Observation**: check facilities on induction wing. Observe some induction sessions.

**Documentation**: check details of staff training, including whether there is a designated race relations liaison officer.
32 All children and young people are told during induction how to make routine applications and formal complaints.

Evidence

Questionnaire
Documentation: check induction packs – children and young people should be encouraged and assisted to use informal channels before making official complaints.

Cross-reference with complaints inspector

33 Children and young people are kept fully occupied through a comprehensive, structured and multi-disciplinary induction programme. They understand what the induction is trying to achieve and how to progress through it.

Evidence

Observation: check what the induction covers. The induction course should be engaging and stimulating. Check for use of multi-media/videos etc.

Questionnaire
Documentation: check written information that is distributed. Children and young people should receive information packs in a suitable language.

34 Children and young people are given practical help to:

- preserve their accommodation and employment or college or school place
- pursue legitimate work and social interests where appropriate
- pursue their legal rights
- obtain help with personal problems
- keep in touch with their family and friends
- pursue a healthy lifestyle in custody

Evidence

Questionnaire
Observation: children and young people should be informed of each area and told who to contact e.g. legal aid officers, bail information officers, advocates, YOT workers and counsellors.

Children and young people: observe individual interviews.

Cross-reference with resettlement, healthcare, legal rights and family and friends inspector, Ofsted and ALI inspectors

35 Children and young people are helped to understand the information through repetition and reinforcement by staff. Particular account is taken of language and literacy needs.

Evidence

Children and young people: ask about levels of interaction with staff.

Staff: ask wing staff if there is any specific policy for helping young people with language or literacy difficulties.

Observation
Documentation: check that verbal information given during induction is also reinforced by way of easy to follow written information/checklists.
36 During the induction programme, children and young people have the opportunity for individual interviews with induction staff, which is recorded in individual records.

Evidence

**Documentation:** check records.
**Observation**
**Children and young people:** ask about levels of individual attention offered by staff.

37 By the end of induction, children and young people have met relevant staff from different departments, and have been introduced to their personal officer. Children and young people know what work, education, vocational training or offending behaviour courses are available and how they will be allocated to an appropriate activity through the training planning process. They are aware of how to get information and deal with problems.

Evidence

**Questionnaire**
**Documentation:** in particular gym induction and health promotion advice should be included in overall induction.
**Children and young people:** individual interviews and groups.
**Observation:** a sample of initial training planning meetings.
**Staff:** speak to induction staff and chairs of training planning conferences.
**Cross-reference with training planning inspector**

38 All assessments completed during the induction period are available at the young person's initial training planning meeting.

Evidence

**Documentation:** a written report from the induction unit is submitted to the chairperson of the meeting.
**Observation:** a sample of initial training planning meetings.
**Staff:** speak to induction staff and chairs of training planning conferences.
**Cross-reference with training planning inspector**
Section 2 – Environment and relationships

• Residential units
• Relationships between staff and children/young people
• Personal officers
Residential units

Children and young people live in a safe, clean, decent and stimulating environment within which they are encouraged to take personal responsibility for themselves and their possessions.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Boys under 18 held in establishments holding young adults up to the age of 21 are located separately in residential units which provide an age appropriate and safe environment.</td>
<td>2.2</td>
</tr>
<tr>
<td>2 Girls under 18 held in adult women’s prisons are located separately in residential units which provide an age appropriate and safe environment.</td>
<td>2.2</td>
</tr>
<tr>
<td>3 Cells and communal areas are clean and tidy, light, well decorated, age appropriate and in a good state of repair.</td>
<td>1.3</td>
</tr>
</tbody>
</table>

**Evidence**

**Observation:** have efforts been made to provide an age appropriate environment?

**Staff:** speak to staff to ascertain whether there are ever occasions when juveniles mix with young adults.

**Children and young people:** speak to individuals and in groups. Do they feel safe? Are they able to articulate the impact of sharing facilities with the young adult population?

**Documentation:** check that there are systems in place to take full account of the need to provide an age appropriate regime for the juveniles that takes account of their status as children.

**Observation:** have efforts been made to provide an age appropriate environment?

**Staff:** speak to staff to ascertain whether there are ever occasions when girls are located with adults.

On units where under 18 girls are mixed with young adults (18–21) what issues do staff consider to be important to ensure their safety and to ensure that their different needs are met?

**Girls:** seek to the girls. Do they feel safe and are their needs as young women being met?

**Documentation:** check that there is evidence that there are systems in place to take full account of their status as children and the need to provide an age appropriate regime for girls that is different and distinct from the regime provided for the adults. Check that risk assessments are in place to ensure the safety of girls under 18 whenever they mix with adult or young adult prisoners, including those subject to Children and Young Persons Act 1972 Schedule 1.

**Observation:** check all residential wings and communal areas.

**Documentation:** check that cells have been properly certified as suitable (particularly the suitability of any double occupancy cells).

**Children and young people:** ask whether cells are sufficiently warm in winter and cool in summer.

**Observation:** cells are ventilated and have sufficient daylight, children and young people have their own bed, pinboard and lockable cupboard and use of a table and chair. Disabled children and young people are held in suitable accommodation. Children and young people with medical conditions are provided with appropriate facilities (e.g. low beds, bed boards or special mattresses). All cells should have screened toilets.
4 Children and young people have access to drinking water, toilet and washing facilities at all times.

**Evidence**

**Questionnaire**
- **Observation**: check cells on all wings. Check communal toilet, washing and showering facilities.
- **Staff**: check that water in cells is certified as drinking water, if used in this way by children and young people.

*Cross-reference with catering inspector*

5 All children and young people have access to an in-cell emergency call bell that works and is responded to within 5 minutes.

**Evidence**

**Questionnaire**
- **Observation**: try pressing one and see what happens.

*Cross-reference with self-harm and suicide inspector*

6 Where appropriate, children and young people have privacy keys to their cells.

**Evidence**

**Observation**: check all residential units.

7 Observation panels in cell doors remain free from obstruction.

**Evidence**

**Observation**: check all residential units.

8 A clear policy prohibiting offensive displays is applied consistently.

**Evidence**

**Documentation**: check details of policy.
- **Observation**: check all residential units.

9 Staff ensure that communal areas are safe, paying particular attention to areas of higher risk such as the showers and areas where constant supervision is more difficult.

**Evidence**

**Questionnaire**
- **Observation**: check areas such as association/activity and shower areas are clean and safe through active supervision. Check for suitable design of residential units e.g. good sightlines, and supervision in high risk areas.
- **Documentation**: check needs assessments.
- **Children and young people**: ask them whether there are incidents in communal areas and if there is sufficient staff supervision.

*Cross-reference with time out of cell inspector*
10 **Staff ensure that children and young people feel safe in their cells, paying particular attention to the difficulties associated with verbal abuse via windows.**

Evidence

**Questionnaire**
**Children and young people:** ask young people about shouting through windows and whether they feel comfortable and safe in their cells.

**Observation:** levels of shouting while young people are locked in their rooms.

*Cross-reference with bullying inspector*

11 **Notices are displayed in a way that ensures that all children and young people, including those with literacy, language or eyesight difficulties, are able to understand the message.**

Evidence

**Observation:** check all residential units to make sure that notices are graphically set out in a variety of ways so that the message is clear.

**Children and young people:** check if they are able to understand all of the information displayed around the units.

12 **There is at least one telephone per 20 young people on each wing. There is a system in place that ensures fair access. Telephones are located in quiet areas with effective privacy hoods.**

Evidence

**Questionnaire**
**Children and young people:** ask individuals and in groups if telephones are sufficiently private and accessible.

**Observation:** check all residential units.

**Staff:** ask them to describe how they ensure that the access to the telephone is fair.

*Cross-reference with family and friends inspector*

13 **Monthly wing representative meetings are chaired by a governor to enable children and young people to raise any concerns about their living environment. There are incentives to ensure that children and young people are actively involved in this process.**

Evidence

**Children and young people:** ask about representatives on each wing.

**Documentation:** check minutes of the meetings for discussion items and for evidence of representation. Check whether there are action points arising out of the meetings which are followed through. Check whether children and young people are given feedback about the issues they raise.

*Cross-reference with applications and complaints inspector*

14 **Residential units are as calm and quiet as possible both to avoid incidents and to enable rest and sleep, especially at night. Residential units hold no more than 40 young people at any time.**

Evidence

**Questionnaire**

**Observation:** check noise levels on night visit.

**Staff and children/young people:** ask them whether they ever find noise levels unacceptable. Ask staff how they keep noise levels under control.
Expectations – Clothing and possessions

15. Children and young people are permitted to wear their own clothes. For those who do not have sufficient for their needs or if the quality is inadequate there is enough clean establishment clothing of the right size, quality and design to meet their individual needs, including an outdoor jacket.

Evidence

Questionnaire
Children and young people: in groups ask whether the clothes meet their gender, age, employment, length of sentence and religious/cultural needs.

Observation: check children and young people are wearing clean, good quality and well-fitting clothing. The establishment should provide clothing that does not identify those wearing prison clothes from others, i.e. not a prison uniform.

Staff: ask if there is a procedure for what should be done if a young person does not have sufficient or has poor quality clothing.

16. Children and young people have at least weekly access to laundry facilities to wash and iron their personal clothing. Children and young people should also be given practical support to assist them in these domestic tasks.

Evidence

Children and young people: ask in groups.

Staff: ask about access to laundry facilities and what help they give to young people to encourage them to undertake these tasks.

17. Property held in storage is secure, and children and young people can access their property within one week of making an application.

Evidence

Children and young people: ask in groups.

Documentation: check complaints forms.

Cross-reference with reception and applications and complaints inspector

18. Children and young people are fairly compensated for clothing and possessions lost while in storage.

Evidence

Documentation: check recent complaint forms.

Case studies

19. There is a standard list detailing the possessions that young people are allowed to keep.

Evidence

Documentation: check list is adequate to meet the needs of children and young people.

Staff: ask residential units governor if generic list is used.

Cross-reference with canteen/shop inspector
20 Volumetric control of property takes account of the individual needs of different children and young people.

Evidence

**Documentation**: check details with particular reference to arrangements for the following groups against the national standard of two boxes per young person: lifers, children and young people with disabilities, children and young people from different cultural groups and foreign nationals, those on distance learning courses.

**Case studies**

### Expectations – Hygiene

<table>
<thead>
<tr>
<th>21</th>
<th>Children and young people are encouraged, enabled and expected to keep themselves, their cells and communal areas clean. In order to achieve this, children and young people are given practical help to carry out these tasks.</th>
</tr>
</thead>
</table>

**Evidence**

**Observation**: check cells on all residential units.

**Staff**: ask if good hygiene is actively encouraged. Ask how they ensure that the needs of BME children and young people are met.

**Children and young people**: ask them if they have everything they need to keep themselves and their unit as clean and tidy as they would like to and as they are told to.

<table>
<thead>
<tr>
<th>22</th>
<th>Children and young people are able to use both communal and in-cell toilets and showers in private.</th>
</tr>
</thead>
</table>

**Evidence**

**Children and young people**: ask individuals and in groups.

**Observation**: check facilities on each wing.

**Staff**: personal officers should check personal records to establish if there are any particular issues relating to individual young people. They should be proactive in making suitable arrangements if there is anything in the child or young person’s history to suggest that this is necessary.

<table>
<thead>
<tr>
<th>23</th>
<th>Children and young people are encouraged and enabled to shower or bath daily, and immediately following physical activity, before court appearances and before visits.</th>
</tr>
</thead>
</table>

**Evidence**

**Questionnaire**

**Children and young people**: ask them if they have access to showers every day. Ask what happens if they refuse to take a shower.

**Staff**: ask how they deal with children and young people who have poor personal hygiene. Check that they are sensitive to child protection considerations.

**Observation**: check the arrangements for showers during the night visit.

*Cross-reference with PE inspector*
24  **Children and young people have access to necessary supplies of their own personal hygiene items and sanitary products.**

**Evidence**

**Documentation:** check policy on distribution of stock and frequency of supplies.

**Children and young people:** ask them if they are provided with adequate supplies for their needs.

25  **Freshly laundered bedding is provided for each new child or young person on arrival and then on at least a weekly basis. A monitoring system is in place which results in the efficient replacement of soiled mattresses.**

**Evidence**

**Observation:** clean pillows should be available for new children and young people as well as other bedding. Check clothing exchange stores, condition of bedding etc.

**Staff:** ask about the system for mattress exchange and what is in place for young people who are enuretic. Are Asset documents checked to ascertain whether new receptions require any form of special accommodation or equipment?

**Children and young people:** individuals and in groups.

*Cross-reference with first night inspector*

26  **Rooms for children and young people are routinely equipped with duvets and curtains.**

**Evidence**

**Documentation:** check details of rewards and sanctions scheme.

**Observation:** all rooms are equipped with curtains and duvets. Curtains are hung from magnetic, non-weight bearing tracks.
**Relationships between staff and children and young people**

Children and young people are treated respectfully by all staff, throughout the duration of their custodial sentence, and are encouraged to take responsibility for their own actions and decisions. Staff listen, give time and are genuine in their approach. Healthy establishments should demonstrate a well-ordered environment in which the requirements of caring for children in a secure, controlled environment in which the requirements of security, control and welfare are balanced and in which all children and young people are treated fairly and kept safe from harm.

### Expectations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All children and young people are treated with humanity, and with respect.</td>
</tr>
</tbody>
</table>

#### Evidence

**Questionnaire**

- **Children and young people**: ask about relationships with staff and ask if there are any members of staff in the establishment who they would feel able to go to for help or advice.
- **Staff**: ask staff to describe their role in caring for children and young people in custody.
- **Observation**: observe interactions between young people and staff in a variety of settings, in particular during mealtimes, movements and association.

| 2 | Staff deal with children and young people as individuals and are aware of their different needs. |

#### Evidence

**Documentation**: check that wing file entries demonstrate individual assessments and that targets in training plans reflect individual needs.

- **Staff**: check residential staff have knowledge of individual young people in their care.
- **Children and young people**: ask if staff routinely ask them how they are and how they spend their time.

**Questionnaire**

| 3 | Staff are aware that they should set a personal example in the way they carry out their duties at all times. This applies to the formal and informal conduct of staff, as well as to the working relationships that young people observe taking place among staff. |

#### Evidence

**Observation**: throughout inspection, and especially during evening association and mealtimes and movements. Observe noise levels and whether staff shout instructions to young people.

- **Children and young people**: check whether staff make requests to them politely.
4. Staff are always fair and courteous and demonstrate an appropriate level of tolerance of normal adolescent behaviour in their day to day working with children and young people.

**Evidence**

**Questionnaire**

**Observation**: mutually agreed terms of address should be used between staff and young people. Boisterous behaviour is managed safely by staff.

**Children and young people**: check they feel safe and able to enjoy their free time among staff.

5. Staff positively engage with young people at all times and interaction between staff and young people is encouraged by the senior management team.

**Evidence**

**Questionnaire**

**Observation**: throughout inspection, but especially during association, mealtimes and movements.

**Children and young people**: check if staff approach children to chat or ask how they are/how their day has been.

6. Residential staff collaborate with the child or young person’s family and YOT workers to provide a network of support.

**Evidence**

**Documentation**: entries in wing files demonstrating contact.

**Observation**: speak to YOT workers and families after training planning meetings regarding contact between meetings.

**Staff**: ask staff about contact with YOT workers and families.

7. Staff should routinely knock before entering rooms, except in emergencies.

**Evidence**

**Observation**: throughout inspection.

**Children and young people**: ask individuals and in groups.

8. ‘Please’ and ‘thank you’ are routinely used by staff when addressing children and young people.

**Evidence**

**Observation**: throughout inspection.

**Children and young people**: ask individuals and in groups.
9  Children and young people are encouraged and supported to take responsibility for their actions and decisions.

Evidence

**Questionnaire**
**Observation**: where appropriate children and young people have privacy keys for their rooms, or a choice of work opportunities or training.
**Observation**: during training planning meetings check children and young people contribute fully.
**Documentation**: training plans: in particular completion of consultation documents.

11  In establishments which operate a separate case worker/manager scheme (for training plans) these relationships complement rather than undermine those between children and young people and residential staff.

Evidence

**Questionnaire**
**Observation**
**Staff**: ask staff about system of communication between different staff groups. Check if there is any evidence of duplication or inconsistency.
**Children and young people**: ask if they are clear about the different roles of members of staff.
**Documentation**
Personal officers are the central point of contact for children and young people, providing frequent purposeful contact within the establishment, and proactively establishing and maintaining links with external agencies (especially YOT teams) and friends, families or carers.

### Expectations

<table>
<thead>
<tr>
<th>Expectation</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Within 24 hours of arrival in custody, every child/young person is:</td>
<td>4.2</td>
</tr>
<tr>
<td>- allocated a personal officer and introduced to them/or their named substitute personal officer</td>
<td></td>
</tr>
<tr>
<td>- given information about the personal officer scheme, and what they can expect from their personal officer.</td>
<td></td>
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</tbody>
</table>

**Evidence**

**Questionnaire**

- *Children and young people*: ask young people whether they know who their personal officer is, when they met them, and what they know about their role.

**Documentation**: check information distributed in reception packs.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong> Personal officers are identified and their role is explained through displays of posters and other information across the establishment.</td>
<td></td>
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</tbody>
</table>

**Evidence**

**Observation**: check for publicising of personal officers on residential units, e.g. white boards outside cells stating who the personal officer is and how they can be contacted.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong> Personal officers are trained to equip them with the skills to carry out their duties.</td>
<td>2.2</td>
</tr>
</tbody>
</table>

**Evidence**

**Staff**: check all personal officers have undertaken JASP training, child-protection, anti-bullying, suicide and self-harm and diversity training.

**Documentation**: check training records.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Personal officers are trained to complete vulnerability assessments and regularly update the assessment.</td>
<td>2.2</td>
</tr>
</tbody>
</table>

**Evidence**

**Documentation**: check training records. Check the process for updating vulnerability assessments, and quality check the most recent 20 updated vulnerability assessments.

**Staff**: ask personal officers if they feel equipped to undertake this task.
5 If a child or young person requests to speak with his/her personal officer urgently, every effort is made to ensure that they can do so without delay. Alternatively the substitute officer responds to the request.

Evidence

**Documentation**
- **Children and young people**: ask how they make a request to see their personal officer.
- **Staff**: ask how requests from young people to see their personal officer are dealt with. Ask managers how they deploy substitute personal officers and the expectations required of them. Speak to substitute personal officers to see how often they meet with young people.

6 Personal officers are aware of the individual needs of the children and young people they are responsible for and actively help them to access the services they require or respond to any matters they raise.

Evidence

**Questionnaire**
- **Children and young people**: ask about who would they speak to if they had a problem and how easy it is to speak to their personal officer. Enquire about their relationship.
- **Staff**: ask personal officers about some of the children and young people they are responsible for. Check they are aware of the training planning objectives of the young people they are responsible for and if they have regular discussions with YOT workers and parents/carers.

7 Parents/carers and youth offending team workers are able to discuss any anxieties they may have about a child or young person with the personal officer at times other than scheduled training planning conferences.

Evidence

**Documentation**: check wing files for evidence of liaison with YOT workers, parents and other outside agencies.
- **Staff**: ask personal officers whether sources of information external to the establishment are used adequately.
- **Observation**: speak to families/carers and YOT workers on visits or training planning meetings. Check contact with personal officers; if training planning meetings held on the wings and if they are permitted to go on to the wings.

8 Personal officers are proactive in maintaining at least weekly contact with the children and young people for whom they have responsibility.

Evidence

**Children and young people**: ask how often personal officers check on their well-being and whether they respond to any changes in their circumstances.
- **Staff**: ask if they regularly speak to children and young people during association or at other times.
- **Documentation**: check that wing files contain regular (at least weekly) recordings of personal officer contact. Check that there is management oversight of personal officer work.
- **Questionnaire**
9 Personal officers maintain accurate records of their contact with the child or young person for whom they are responsible in their wing history files, identifying any significant events affecting them.

Evidence

**Documentation**: check selection of records and the frequency and comprehensiveness of entries. Check for balance of recording i.e. not all entries relate to poor behaviour and recordings do not relate solely to the rewards and sanctions scheme. Check that there is evidence of management quality assurance.

**Staff**: ask staff about their completion of these records.

10 All relevant background information is available to the personal officer on the residential unit. The personal officer routinely discusses the child or young person’s training plan targets with them, monitors progress and motivates or encourages as appropriate.

Evidence

**Documentation**: check that Asset, post-court reports, pre-sentence reports, training planning records (including targets) are accessible to personal officers and are used to monitor progress.

**Children and young people**: ask how often personal officers discuss training plan targets with them.

**Staff**: check this information is available and useful.

11 Personal officers or their substitute attend all training planning meetings. Every effort should be made to ensure that the personal officer attends the first meeting held by the youth offending team, following the child or young person’s discharge into the community.

Evidence

**Documentation**: check aggregated data as well as training planning minutes for attendance.

**Observation**

**Children and young people**: ask how often their personal officer attends meetings.

**Staff**: ask how often personal officers are able to attend these meetings.

**Cross-reference with resettlement inspector**

12 Personal officers assist young people to contribute to their training planning meetings, including submission of the child or young person’s consultation document.

Evidence

**Observation**: assess contributions of both personal officers and young people at training plan conferences.

**Staff**: ask staff if they encourage young people to contribute and how they go about doing so.

**Children and young people**: ask if they feel confident to contribute to their meetings.

13 Personal officers attend all meetings and reviews concerning the young people for whom they are responsible, including training planning meetings, F2052SH reviews, child protection case conferences or strategy meetings, and reviews of the rewards and sanctions scheme.

Evidence

**Staff**: ask how often personal officers are able to attend these meetings.

**Cross-reference with child protection, rewards and sanctions scheme, suicide and self harm and training planning inspectors**
14 Personal officers advocate on behalf of children and young people, act as a significant adult, and try to empower them.

Evidence

**Observation:** check if personal officers advocate for children and young people at training planning meetings and adjudications and to what extent.

**Staff:** check they encourage young people to complete consultation forms for training planning meetings and help them to prepare for training planning meetings. Check that the personal officer role and the advocate role are clear and that there is no conflict of interest. How do they work together in the best interests of young people?

**Children and young people:** can they give an example of an occasion when their personal officer has worked with others to help them with a problem.

Cross-reference with training planning inspector

15 Children and young people are able to apply to change their personal officer if they feel the relationship is not supportive enough.

Evidence

**Documentation:** check complaints records over last three months to see if this has happened and what the outcome was. Check the decision making process is fair and in the child/young person’s best interests.

**Staff:** check if there is a process to consider difficulties in communication between children/young people and their personal officers.
Section 3 – Duty of care

- Safeguarding
- Bullying
- Self-harm and suicide
- Child protection
- Race relations
- Foreign nationals
- Family and friends
- Applications and complaints
- Legal rights
Safeguarding

The safety of children and young people is a paramount consideration in the development of all policies and procedures. There is a clear safeguarding strategy drawing together key policies designed to keep children and young people safe.

**Expectations**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is an overarching children’s safeguarding strategy overseen by a safeguarding committee, the</td>
<td>2.4</td>
</tr>
<tr>
<td>remit for which includes violence reduction, child protection, anti-bullying and suicide and self-harm prevention.</td>
<td></td>
</tr>
<tr>
<td>There are clear operational links between the respective child protection, anti-bullying and</td>
<td></td>
</tr>
<tr>
<td>suicide and self-harm committees.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence**

- **Documentation**: Check the safeguarding strategy and that it incorporates violence reduction, child protection, suicide and self-harm prevention and anti-bullying. Check minutes of the safeguarding committee meetings and terms of reference. Check that it is chaired by a senior manager and whether it meets at least monthly and is seen to drive the safeguarding strategy. All appropriate departments should be represented and attend regularly. Check for evidence of strategic and operational links between violence reduction, child protection, anti-bullying and suicide and self-harm. Check for implementation of the safeguarding strategy in all areas of establishment.
- **Staff**: ask if they have a working knowledge of the safeguarding strategy. Speak to the chair of the safeguarding committee and ask if he/she is able to demonstrate a strategic overview. Ask how he/she is able to monitor the delivery of the strategy in practice.
- **Case studies**: check for evidence that the strategy is implemented in practice.
  
  *Cross-reference with child protection, anti-bullying and suicide and self harm inspector*

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The children’s safeguards committee meets at least quarterly and includes representatives of the local</td>
<td>2.4</td>
</tr>
<tr>
<td>social services and senior staff from all departments within the establishment, including all residential</td>
<td></td>
</tr>
<tr>
<td>units, education, vocational training and the PE department. Senior staff from psychology, probation/</td>
<td></td>
</tr>
<tr>
<td>YOT, social work, healthcare and chaplaincy also attend. Attendance is closely monitored and any</td>
<td></td>
</tr>
<tr>
<td>absenteeism is urgently followed up.</td>
<td></td>
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</tbody>
</table>

**Evidence**

- **Documentation**: check minutes of meetings and staff representation. Check that there is a local protocol agreement to ensure that local agencies collaborate to safeguard young people according to the requirements of current government guidance.
- **Staff**: ask staff representatives if they are able to attend regularly.
3 The children’s safeguards committee reviews all referrals relating to child protection, anti-bullying and self-harm and suicide and their outcomes and monitors emerging patterns or trends.

Evidence

**Documentation:** check minutes of meetings. Check data analysis. Check that data in relation to unexplained injuries is considered. Check that there is careful monitoring of complaints by children and young people of excessive use of force and injuries sustained by children and young people during the use of force.

*Cross-reference with bullying and suicide and self harm inspectors*

4 Families and friends and YOT workers and social workers are seen as valuable sources of information to help keep children and young people safe. They are encouraged, through local arrangements, to provide sources of information which may help identify those children and young people likely to be bullied or who have a history of violent or self-harming behaviour.

Evidence

**Documentation:** what arrangements are in place to encourage and facilitate cooperation of family, friends and YOTs to identify bullies and victims of bullying? Check wing files and training planning documentation for evidence of such information. Families should also be encouraged to come forward if they feel they are being bullied to bring drugs into an establishment. Systems should be in place to actively seek information which may help identify children and young people likely to be bullied or who have a history of violent or self-harming behaviour. Check use of Assets and pre-court information.

**Staff:** ask whether families or YOT workers have the opportunity after (or during) training planning meetings to speak to staff about any concerns. Check this with families and YOT workers if possible.

**Observation:** check there are notices in the visits area and the visitors centre offering advice. A visitors’ survey should be distributed systematically. Check with some visiting families, friends or YOT workers to find out if they know about reporting procedures and whether they think that visits staff are approachable and sympathetic. There should be posters visible in visits centre.

*Cross-reference with bullying inspector, self-harm inspector, child protection inspector, visits inspector and training planning inspector*
Bullying

Children and young people feel safe from bullying and victimisation (which includes verbal and racial abuse, theft, threats of violence and assault). Active and fair systems to prevent and respond to bullying behaviour are known to staff, children and young people and visitors, and inform all aspects of the regime.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. An effective anti-bullying (violence reduction) strategy is in place and is based on an analysis of the pattern of bullying in the establishment. The strategy includes how to protect victims.</strong></td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> the bullying policy should be clearly linked to the safeguarding strategy. The strategy should be informed by systematic and frequent consultation with children and young people across the establishment. In particular the strategy should acknowledge bullying hotspots and effective interventions to reduce risk. The strategy should address all forms of adolescent bullying including name-calling and exclusion from groups. <strong>Staff:</strong> check whether they are alert to potential bullying and whether they confront all forms of victimisation. Ask staff in all areas how they contribute to the strategy. Staff should have been trained in anti-bullying procedures. <strong>Children and young people:</strong> check they are aware of anti-bullying procedures and how to use them. Ask if they have confidence in the systems. <strong>Questionnaire</strong></td>
<td>2.2</td>
</tr>
<tr>
<td>Cross-reference with reception and induction inspector</td>
<td></td>
</tr>
</tbody>
</table>

| **2. Bullying issues are addressed by a multi-disciplinary anti-bullying committee. The committee sits at least once a month, includes the governor and senior managers representing all disciplines as well as wing representatives.** | 2.2        |
| **Evidence**                                                                 |            |
| **Documentation:** check a random sample of committee meetings for attendance patterns, particularly wing representatives. Discussion should include ethnic monitoring incidents of suicide and self harm, relevant adjudications, security information reports and reports of injuries (F213). The anti-bullying committee should regularly report to the safeguarding committee. **Staff:** speak to relevant staff if wing representation is inadequate or if there are any disciplines regularly missing from the meetings. |            |

| **3. All incidents of bullying are recorded and aggregated data is analysed at regular intervals to establish any patterns or trends.** | 2.2        |
| **Evidence**                                                                 |            |
| **Documentation:** check that aggregated data is monitored routinely by the safeguarding committee and the bullying committee. Check for evidence that action has been taken to identify and deal with emerging patterns or trends. **Staff:** speak to chair of safer custody committee and bullying committee. Ask how they ensure that data regarding incidents of bullying informs the safeguarding strategy and bullying policy. |            |
4 Allegations of bullying behaviour are treated consistently and fairly and investigated thoroughly. 2.2, 2.3

Evidence

**Documentation:** check records of recent bullying incidents. Look at investigation outcomes, and how they are recorded. Check records to see how the needs of young people affected by bullying are met and what interventions are delivered to assist young people who bully to change their behaviour. Check that the incidents are fully investigated with outcomes recorded. Check that training plans cover any reported incidents of bullying involving particular children or young people. Check that a child protection referral is made in cases of serious bullying. Check that a plan is put in place to ensure that children and young people who report bullying are protected from retaliation.

**Staff:** ask staff how they deal with bullying and if mediation is routinely considered.

**Questionnaire**

**Children and young people:** check procedures are implemented as stated and young people who report bullying receive an immediate response. Check that the child/young person who reported the bullying is kept informed. Speak to a sample of children/young people who have been subject of anti-bullying investigations and find out their view of the process. Speak to young people who have been victims of bullying and find out if they were protected and kept informed.

*Cross-reference with child protection and training plan inspector*

5 Proven incidents of bullying should be analysed and used to inform preventative measures. 2.2

Evidence

**Documentation:** check records. Look for routine monitoring of bullying and identification of patterns or trends. Is the analysis acted upon? Are cross referrals for child protection and suicide and self harm made?

**Staff:** speak to members of the anti-bullying committee. Speak to safeguarding manager.

*Cross-reference with suicide and self-harm and child protection inspector*

6 All incidents of bullying are carefully investigated to determine whether they should be formally considered within the establishment’s child protection and/or suicide and self-harm procedures. 1.4, 2.2, 2.3

Evidence

**Documentation:** check a sample for cross referral. Check whether F213s are considered for bullying implications. Check whether the anti-bullying policy makes the link with child protection and suicide and self harm. Check guidance to staff.

**Staff:** speak to coordinators of suicide and self-harm, child protection and anti-bullying to check their understanding of the links.

**Observation:** observe a committee meeting to see whether discussion covers possible links.

*Cross-reference with suicide and self-harm inspector; child protection inspector*

7 Valuable property is security marked routinely before it is issued. 2.2

Evidence

**Observation:** check stores.

**Documentation:** check records over last three months.
8 Effective supervision by staff at all times provides protection for children and young people in all areas of the establishment.

Evidence

**Questionnaire**
**Observation:** level of shouting from windows, management of queues, all movements and during exercise, distribution of canteen, education, gym, work or workshops, supervision near showers and during association etc.
**Documentation:** check records of incidents (including levels of fights, assaults, records of daily incident reports to the Youth Justice Board) in last three months.
**Staff:** staff should lead by example in the way they treat their colleagues/children and young people and understand that their duty is to foster a safe environment, by confronting unacceptable behaviour quickly and fairly.
**Children and young people:** ask whether staff speak to them regularly about bullying (particularly personal officers) so that they feel able to approach staff freely.
*Cross-reference with residential units and canteen/shop and catering inspectors*

9 Children and young people are confident about reporting incidents of bullying behaviour without fear of reprisal.

Evidence

**Staff:** ask staff how they ensure that young people fully understand what to do if they are bullied and that they will have confidence to speak out. Speak to facilitators of committees or groups and advocates to find out how they ensure that issues concerning bullying are raised.
**Documentation:** is the number of reported incidents of bullying consistent with the establishment’s survey and the questionnaire findings? Does the policy include protecting victims following reports of bullying? Check minutes of committees or groups for discussions about bullying.
**Observation:** look for notices publicising ways to report bullying.
**Children and young people:** are they confident that they could report bullying without fear of reprisals? Ask about their views of communication systems – including any consultative committees. Check young people are encouraged to participate in committees or groups for regular discussion.
*Cross-reference with residential inspector; applications and complaints inspector*

10 Children and young people are made aware of behaviour that is unacceptable through a well-publicised policy. This is designed both to deter bullies and reassure potential victims of bullying. Inappropriate behaviour is consistently challenged and not condoned.

Evidence

**Observation:** information should be displayed in the reception area, residential units and other communal areas, in a format that children and young people are able to understand, setting out how the establishment deals with bullying. It should be part of a selection of graphic material addressing safety at the establishment.
**Documentation:** how are the overall rules of the establishment explained to children and young people? Check what information is distributed with induction packs – see if bullying is clearly defined to children and young people. Is there a behaviour management policy which incorporates bullying?
**Staff:** have staff been trained to implement the establishment’s bullying policy? Staff should be aware of both direct and indirect forms of bullying. Consideration should be given to the appropriateness of informing YOT teams and/or parents.
**Children and young people:** check they are confident to alert staff to any incident of bullying in the knowledge that they will be listened to, taken seriously and action will be taken. Is unacceptable behaviour usually challenged?
*Cross-reference with residential inspector; reception inspector and discipline and rules inspector*
11 **Children and young people have unhindered access to support provided by accredited external organisations. Independent advocates are informed of young people who have been bullied.**

**Evidence**

**Documentation:** check for access to independent advocacy workers and organisations such as Childline, Samaritans.

**Staff:** speak to advocates.

**Observation:** notices should be displayed in residential units, visits, reception etc.

**Children and young people:** speak to victims to find out if they were aware of the full range of support available.

12 **Children and young people are consulted and involved in determining how their lives in the establishment can be made safer, how bullying is confronted, how conflicts can be resolved and what sanctions are appropriate.**

**Evidence**

**Questionnaire**

**Documentation:** check for records of consultation in last six months. An annual confidential survey to all children and young people about bullying should be undertaken.

**Children and young people:** ask in groups about the existence of wing representatives. Speak to wing representatives about their role. Find out how children and young people are able to contribute as individuals.

**Staff:** ask how young people are encouraged to contribute to improving safety and dealing with bullying. Do advocates play a role in this?

13 **Anti-bullying measures support victims, and allow them to remain on normal location. Ongoing checks are made to ensure that they remain safe from further bullying. Approaches such as mediation and restorative justice are used as part of a range of interventions.**

**Evidence**

**Documentation:** check records of bullying incidents and actions. Check the training plans of young people who have been victims of bullying.

**Children and young people:** individual interviews. Speak to young people who have been the subject of anti-bullying investigations. Ask for their views of the process and if they were protected and kept informed.

**Staff:** check that staff understand the link between bullying and aggressive and disruptive behaviour generally. Ask staff if they ever use mediation or restorative justice between bullies and those who have been bullied.

**Observation:** check that young people who have reported bullying are attending education and generally accessing a full regime. When observing evening association, ask staff if they can identify all young people who have chosen not to come out of their cells. Are they aware of the reasons given for staying in cell?

*Cross-reference with Ofsted and ALI inspectors and training planning inspectors*
14 The behaviour of children and young people who have been identified as bullies is specifically addressed as part of a coordinated programme of individual behaviour management. The same targeted approach is used to support victims.

**Evidence**

**Documentation**: check individual wing files. Are YOTS and parents informed of the behaviour management plan and are they aware of and involved in the plan? Check that behaviour management plans have taken account of any reference in Asset of previous bullying or the young person having been a victim of bullying. Check that they take full account of the need to protect the victim from further bullying as well as tackling the bullying behaviour.

**Children and young people**: Speak to children and young people who have behaviour management plans and ascertain if they understand and agree with what is expected of them/how they will be supported.

**Staff**: speak to personal officers to ensure that they are an integral part of the behaviour management plan.

15 Records are completed comprehensively, and include how young people who bullied others and those who were victims were dealt with and why.

**Evidence**

**Documentation**: check wing files, care and support plans, training plans and other documentation.

*Cross-reference with training planning inspector*
Self-harm and suicide

Children and young people at risk of self-harm or suicide are identified at an early stage, and a care and support plan is drawn up, implemented and monitored. Assessment of risk/vulnerability is an ongoing process. Children and young people who have been identified as vulnerable should be encouraged to participate in appropriate purposeful activity. All staff are aware of and alert to vulnerability issues, are appropriately trained and have access to proper equipment and support.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  A multi-disciplinary suicide and self-harm prevention committee monitors establishment policy and procedures effectively. The committee includes a suicide prevention co-ordinator, and a member of the local community mental health team.</td>
<td>2.2, 2.4</td>
</tr>
</tbody>
</table>

Evidence

**Documentation:** check recommendations from committee meeting minutes and attendance at meetings. The suicide and self-harm prevention policy should be clearly linked to the safeguarding strategy.

**Staff:** speak to staff on the committee.

2  All incidents of self-harm or attempted self-harm are carefully investigated and monitored.

Evidence

**Documentation:** check a sample of the most recent incidents of self-harm and assess thoroughness of investigation and whether findings were acted upon appropriately.

**Staff:** speak to staff who have recently carried out investigations.

3  Following any incidence of self-harm, a detailed care and support plan is prepared and regular reviews take place.

Evidence

**Documentation:** check formal suicide and self-harm monitoring documentation, records of unexplained injuries and care and support plans, and that insightful comments are made regularly by staff. Check that roles and responsibilities for delivering all aspects of the care plan are made explicit. Check that family and community involvement in the care plan has been considered. Check that information about the child or young person contained in Assets and pre-court/pre-sentence information has been taken into account in drawing up the care plans.

**Staff:** interview residential officers with regard to knowledge of policy on formal monitoring procedures and support plans.

**Case studies**

**Observation:** observe a sample of formal reviews.

**Staff:** speak to staff who regularly chair formal reviews. Check how they allocate responsibilities in relation to care plans and how they ensure that the case plan is adhered to.

**Documentation:** check a sample of care plans.
4 All incidents of self-harm or attempts to self-harm are routinely referred to the child protection coordinator and the anti-bullying coordinator.

Evidence

**Staff**: speak to anti-bullying and child protection co-ordinators.

**Documentation**: check that incidents are properly documented and monitored. Examine a sample of cases to ensure that cross referrals have been made. Check that all policies clearly identify cross reference between suicide and self-harm, anti-bullying and child protection.

_Cross-reference with bullying inspector and child protection inspector_

5 All incidents of self-harm or attempted self-harm are recorded and aggregated data is analysed at regular intervals to establish any patterns or trends.

Evidence

**Documentation**: check that aggregated data is monitored routinely by the safer custody committee or the suicide and self-harm committee. Check for evidence that action has been taken to identify and deal with emerging patterns or trends.

**Staff**: speak to chair of safer custody committee and suicide and self-harm committee. Ask how they ensure that data regarding incidents of suicide and self-harm informs the safeguarding strategy and suicide and self-harm policy.

6 Investigations of self-inflicted deaths, including Children Act Part 8 investigations, are commenced within 72 hours of the death.

Evidence

**Documentation**: check recent investigations and time scales.

**Staff**: speak to staff who have recently been involved in an investigation.

7 An action plan is devised and acted upon as a result of an investigation into an apparent self-inflicted death.

Evidence

**Documentation**: check action plans and investigations, how far points have been implemented, and if there are attempts to understand underlying causes and/or trends.

**Staff**: speak to staff who have recently been involved in an investigation.

8 All information accompanying children and young people, such as pre-court reports, post-court reports, assets and vulnerability assessments, is retained on the residential units so that staff are readily able to access all relevant information about the children and young people in their care.

Evidence

**Documentation**: check that all of the information is available to staff. Look for entries in files that show that staff have read the information to inform their assessments.

**Staff**: check staff use the information and that Asset is carefully checked for reference to previous self-harming behaviour or concerns that young people may be particularly vulnerable in custody.
9  Children and young people who are assessed as vulnerable (rather than at risk of self-harm) are not automatically dealt with through the formal monitoring procedures. They are managed on normal location unless there are contrary reasons. Risk of self-harm is carefully assessed and, in the absence of such a risk, a vulnerability management plan is drawn up in accordance with the required Youth Justice Board documentation.

Evidence

Case studies: any young people currently or recently subject to formal monitoring procedures.
Staff: ask staff about the system of identifying and dealing with young people who are assessed as vulnerable.
Documentation: check a sample of vulnerability assessments and formal monitoring documentation.
Check vulnerability assessments are routinely reviewed at training planning meetings and that vulnerability management plans are subject to management oversight and a system of quality assurance. Personal officers should routinely consider vulnerability issues and record them in wing files.
Cross-reference with training planning inspector, personal officer inspector and first days in custody inspector

10  All relevant information about children and young people at risk of self-harm or suicide is communicated to supervising officers and YOT workers and to families where appropriate. The local authority is informed in the case of a child in their care or looked after by them.

Evidence

Documentation: check that appropriate notifications have been made and that there is ongoing contact with YOTs and families.
Staff: ask about ongoing contact with families.

11  Attempts are made to deal with the underlying causes of the self-harming behaviour. This includes a specific interview with the child or young person following each incident by a member of staff competent to undertake this sensitive task.

Evidence

Staff: speak to staff who have interviewed young people following self-harm.
Documentation: check recorded action.
Case studies

12  Any child or young person who has been assessed as vulnerable or has threatened self-harm is not left alone until a proper risk assessment has been carried out.

Evidence

Staff: ask staff about the practice and procedures of risk assessments and how they have managed instances that they have been involved in.
Documentation: check the sequence and process of assessment.
Case studies
<table>
<thead>
<tr>
<th>13</th>
<th><strong>Children and young people who are assessed as vulnerable or at risk of self-harm are encouraged to engage in appropriate purposeful activities, programmes and courses that will raise their self-esteem and reduce the risk of further self-harming behaviour.</strong></th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Case studies:</strong> any young people currently or recently on formal monitoring procedures. <strong>Documentation:</strong> check the details of vulnerability assessments and formal monitoring documentation – particularly their care and support plans. <strong>Staff:</strong> ask staff about the system of identifying and dealing with young people who are assessed as vulnerable.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td><strong>Care for those children and young people considered to be vulnerable or at risk of self-harm or suicide is undertaken in such a way that other young people are not made aware of their vulnerability.</strong></td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td><strong>Case studies:</strong> any young people assessed as vulnerable or at risk of self-harm. <strong>Staff:</strong> ask how vulnerable young people and those at risk of self-harm are managed without identifying them to others.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>Children and young people subject to formal, self-harm observation procedures, are observed with due regard to their individual need for privacy.</strong></td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td><strong>Staff:</strong> ask staff about procedures for regular observation. <strong>Case studies:</strong> any young people currently or recently subject to formal monitoring procedures. <strong>Observation:</strong> check management of the process of observation.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><strong>Children and young people have unhindered access to sources of help, including counsellors, their YOT workers, the chaplaincy team, at all times. A care suite is available and sufficient in size to cater for the needs of the population.</strong></td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td><strong>Staff:</strong> check what support systems are available. Speak to, chaplaincy members and YOT workers. Find out what arrangements are in place to ensure that they are able to offer appropriate and timely support. <strong>Documentation:</strong> check how often the care suite has been used during the last three months. Check information about how to access support services. This should be a central theme of the induction programme and backed up through displays in communal areas. <strong>Cross reference with induction inspector/residential units inspector</strong></td>
<td></td>
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<tr>
<td>17</td>
<td><strong>Trained counsellors are accessible to children and young people and are used as part of multi-disciplinary teams to deliver educational, therapeutic and other health promoting aspects of the regime.</strong></td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td><strong>Staff:</strong> ask about availability of and access to counselling services. <strong>Case studies:</strong> any young people currently or recently subject to formal monitoring procedures. <strong>Cross-reference with healthcare inspector; Ofsted and ALI inspectors</strong></td>
<td></td>
</tr>
</tbody>
</table>
18 All staff (including night staff) are fully trained in suicide prevention and understand contingency and intervention plans.

Evidence

Staff: speak to staff. Check staff have access to first aid kits and anti-ligature shears or equivalent and that there are dedicated first night officers looking after new arrivals. Speak to first night officers and/or night staff about their role in caring for new arrivals.

Observation: during night visit, if the establishment does not have a first night centre, or first night staff, check if night staff know where new receptions are located.

Documentation: check contingency plans.

Cross-reference with first night inspector and night visit inspector

19 Newly-arrived children and young people identified as vulnerable and not on formal monitoring procedures, are known to night staff, and particularly first night officers, who are kept informed of their particular needs.

Evidence

Staff: check thoroughness of handover from day to night staff.

Documentation: check handover book on wings.

Observation: observe change of shift handovers in evening and morning.

Cross-reference with first days in custody inspector

20 Children and young people at risk of self-harm or suicide receive continuity of all aspects of their care regardless of where they are located in the establishment, including the healthcare centre.

Evidence

Documentation: examine care plans.

Case studies: compare continuity of care in different locations within the establishment.

21 A policy of supplementing history records with information from external sources is actively pursued by staff, with particular reference to children and young people who have recently undergone a change of status or received bad news.

Evidence

Documentation: check wing history files for evidence of staff acting on specific information, for example, notification of appeal on tariff or prospect of deportation for children and young people who are foreign nationals.

Staff: establish recent incidents of staff contacting external sources.

22 Children and young people are encouraged to express their anxieties in the knowledge that these will be taken seriously and acted upon and that they will be listened to. The role of the personal officer in this respect is explicit.

Evidence

Questionnaire

Staff: speak to personal officers about their role in relation to suicide and self-harm prevention.

Children and young people: ask individually and in groups about levels of support from personal officers and other wing staff. Case studies of any young people on formal monitoring procedures.
Designated staff manage the recruitment, vetting, training, work and support of peer supporters (or equivalent), and children and young people are encouraged to volunteer as peer supporters whatever their offence, status or sentence, subject to risk assessments. Peer supporters are well supervised and supported.

Evidence

Documentation: check arrangements for support, recruitment and vetting policies, check equality of opportunity; are there any foreign national and minority ethnic peer supporters.
Children and young people: speak to current and previous peer supporters.
Staff: speak with staff members who oversee the peer support scheme. Ask how young people who act as peer supporters are properly supported.

A support plan in the community is instigated prior to release from custody.

Evidence

Staff: speak to personal officers and resettlement staff.
Case studies: in particular cases of children and young people facing imminent release.
Documentation: support plans in the community should involve CMHS, NPS and the voluntary sector as appropriate. Check that ongoing support is fully discussed during the pre-release training planning meeting.

Cross-reference with personal officer inspector and training planning inspector
## Child protection

The establishment provides a safe and secure environment, which promotes the welfare of the children and young people in its care, protects them from all kinds of harm, and treats them with dignity and respect. There is an openness on the part of the establishment to external agencies and independent scrutiny, including openness with families and the wider community.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. There is a comprehensive child protection policy which has been agreed by the local Area Child Protection Committee (ACPC). There are procedures in place to regularly review and revise the policy to take account of up to date guidance from the Prison Service, the Youth Justice Board and the Department of Health.</strong></td>
<td>2.3, 2.4</td>
</tr>
</tbody>
</table>

**Evidence**

- **Documentation:** check policy and process for review and revision.
- **Staff:** speak to the local community Area Child Protection Coordinator. Check for evidence of ongoing links between the establishment and the ACPC.

| **2. There is a child protection committee which meets at least monthly chaired by the child protection co-ordinator who is a senior member of the establishment’s staff. This committee reports regularly to the safeguarding committee.** | 2.3   |

**Evidence**

- **Documentation:** check minutes of the meetings. Check links with the safeguarding committee. Check that there is ongoing monitoring and analysis of all referrals and patterns and trends are identified and acted upon.
- **Staff:** ask staff representatives if they are able to attend regularly. Interview chair of safeguarding committee.

| **3. The Governor is a member of the main committee of the local Area Child Protection Committee (ACPC) and attends this regularly.** | 2.3, 2.4 |

**Evidence**

- **Governor:** check if issues relating to children in custody are adequately covered. Check that a senior member of staff attends the ACPC meetings when the governor is unable to attend.
- **ACPC:** speak to the chair of the ACPC. Check if children in custody are part of the ACPC agenda.

| **4. Senior staff of the local ACPC are members of the establishment’s child protection committee and make an active contribution, including in the staff training programme.** | 2.3, 2.4 |

**Evidence**

- **Documentation:** minutes of meetings.
- **ACPC:** interview ACPC staff representative.
5 The establishment has a code of conduct informing staff of their duty to raise legitimate concerns about
the conduct of colleagues and managers (a whistle-blowing policy) in relation to the treatment and
management of children.

Evidence

Documentation: check details of code of conduct and advice given to staff. Check if any referrals have
been made and if so how they were dealt with.
Staff: ask if they are aware of a code of conduct and what they would do if they had concerns about a
member of staff in relation to their treatment of children.

6 The child protection log is held securely with access granted to the duty governor as required.

Evidence

Observation: check location of the log and procedures for access to it.

7 The log fully records all child protection referrals, the outcomes of investigations and the stage that
those as yet uncompleted have reached. The log is reviewed monthly by the governor, the child
protection coordinator, representatives of the ACPC, the Youth Justice Board monitor and the Area
Manager.

Evidence

Observation: check log. Check minutes of reviews.
Staff: ask the child protection coordinator about the system for review of the log.

8 All staff working in establishments holding children and young people under the age of 18 are
subjected to enhanced criminal records bureau (CRB) checks.

Evidence

Documentation: personnel records

9 All staff are trained in child protection procedures and are knowledgeable about how to implement the
establishment's child protection procedures. Staff receive specific training in respect of handling a
disclosure made to them by a child or young person. Staff are offered ongoing supervision and support
following their involvement in a disclosure.

Evidence

Staff: check if staff on the residential units are clear about what constitutes a child protection referral
and how to use the procedures. Ask if they feel confident on matters relating to child protection,
particularly handling disclosures.
Documentation: check training records. Check the percentage of the workforce trained in child
protection. Check the documentation is readily available in wing offices.
10 Following admission and during the induction process, children and young people are informed about the establishment’s procedures to protect them from bullying, peer pressure, and/or any form of abuse or neglect. Specifically they are informed about how they will be protected in cases where harm has occurred or has been threatened.

Evidence

Questionnaires
Children and young people: speak to individuals and in groups. Check that information they were given helped them to feel safe and that they feel that they will be listened to and responded to. Check they feel safe in the company of staff and if they feel confident about making a complaint against a member of staff.
Staff: ask how staff ensure that children and young people understand the various procedures aimed to keep them safe from harm and know how to use them.
Observation: check that there are notices on the residential units and around the establishment giving appropriate information.
Cross-reference with induction, bullying, complaints, suicide and self harm inspectors

11 Vulnerability assessments are carried out by staff who are trained and competent to do so and are able to make connections with child protection implications. Vulnerability assessments are regularly reviewed and monitored by senior staff who are competent to identify potential child protection concerns. Vulnerability assessments are routinely reviewed during training planning meetings.

Evidence

Staff: ask who completes vulnerability assessments and find out what training they have had. Check the system of quality assurance. Find out what might trigger a child protection referral.
Documentation: check a sample of vulnerability assessments.
Cross-reference with training planning inspector

12 Allegations by children and young people of bullying, assaults and abuse by their peers are routinely considered for child protection implications.

Evidence

Child protection coordinator: find out what the procedures are for cross referral. Ask if they are discussed at the child protection committee meetings/safeguarding meetings and ask for examples.
Case studies
Documentation: check sample of bullying notifications and assaults for cross referrals
Cross-reference with bullying inspector

13 Children and young people have access to a range of trusted adults outside the establishment e.g. a family member, the young person’s youth offending team worker or social worker, a children’s advocate. They are also told about the help they can receive from independent advocacy services, external mentors and organisations such as Childline.

Evidence

Observation: check that there are notices on residential units and around the establishment.
Staff: ask what arrangements are in place to allow children and young people to contact trusted adults or external organisations outside normal scheduled contact periods at times of emergencies or crisis.
Advocates: find out what their role is in child protection within the establishment. In particular check what their policy is in relation to confidentiality.
Children and young people: ask if they are able to contact family members or social workers/YOT workers or other organisations by agreement with staff outside normal permitted contact times in exceptional circumstances.
Cross-reference with family and friends inspector and first days in custody inspector
14 Arrangements are in place to provide appropriate support to children and young people during the investigation stage following allegations of abuse during their period in custody and following disclosures of historic abuse.

Evidence

Documentation: check procedures for dealing with disclosures/allegations. Check that complaints are scrutinised for complaints which might have child protection issues.

Staff: check that staff are clear about the procedures.

Case studies

Child protection coordinator: find out how procedures are implemented.

Cross-reference with complaints inspector

15 The establishment provides a range of therapeutic, counselling and advice services, either directly or through external providers, which are available to children and young people who have suffered any form of abuse.

Evidence

Documentation: check services available. Ascertain how well the services are used and if they are well-advertised/promoted. Check if there is a waiting list and who can make referrals. Check that young people are able to refer themselves or others.

Staff: check if they are aware of the range of services available and if they know how to use the referral system.

Case studies
Race relations

All children and young people experience equality of opportunity during every aspect of their time in custody, are treated equally and are safe. Diversity is embraced, valued, promoted and respected. The idea that different people have different backgrounds and values is introduced to young people as an integral part of communal living.

**Expectations – Race relations**

<table>
<thead>
<tr>
<th></th>
<th>All staff demonstrate an understanding and promote respect for ethnic and cultural groups. Inappropriate language or conduct by staff or children and young people is challenged.</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Evidence</strong></td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td><strong>Documentation</strong>: positive use is made of educational material to help inform individuals who lack understanding. <strong>Observation</strong>: flexibility according to individual needs and cultures, language used, posters on display, consultation groups etc. Any use of racist language by staff. <strong>Children and young people</strong>: groups of black and minority ethnic children and young people. <strong>Questionnaire</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>All staff in all units are trained in cultural, racial and diversity issues.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Evidence</strong></td>
<td></td>
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<tr>
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<td><strong>Staff</strong>: ask staff and management, e.g. that staff are aware of what constitutes a ‘racial incident’ and what the current issues relating to race and diversity are in the establishment. <strong>Documentation</strong>: check training figures for staff in race relations and diversity, and any training available for children and young people.</td>
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<td><strong>3</strong></td>
<td><strong>A race relations management team (RRMT), chaired by the governor or deputy governor and including children and young people’s and external community representatives, meets at least quarterly to discuss issues of race and review ethnic monitoring data and any racist incidents. Children and young people who act as representatives are properly supported so that they are able to participate actively.</strong></td>
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<td></td>
<td><strong>Evidence</strong></td>
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<td></td>
<td><strong>Documentation</strong>: best practice is for meetings to be held monthly and include all functional managers. Check who is invited and who attends, and if points are followed up at subsequent meetings. Check minutes of meetings and action plans are followed through and that ethnic monitoring and racist incident complaints are analysed and actioned. <strong>Staff</strong>: ask head of RRMT or race relations liaison officer (RRLO) to demonstrate awareness and understanding of issues of race and diversity and practical race equality outcomes. Check senior managers support RRMT. <strong>Children and young people</strong>: ask about nature of support provided and if they feel their needs are addressed and taken seriously. Ask if they receive feedback from the meetings.</td>
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</tbody>
</table>
4 All RRMT members including children and young people’s representatives are (at various times) required to act as members of a working party, which actively seeks to promote race relations throughout the establishment. Children and young people are helped by staff to take an active role.

Evidence

Staff: speak to the chair of the management team and RRLO.
Documentation: look at minutes of working party meetings and check working party activity. Check any special arrangements for supporting the participation of children and young people.
Children and young people: speak to individuals and groups about their experiences of working with the RRMT.

5 The RRMT appoints a representative (currently the RRLO) to monitor and promote race relations in the establishment. This person is committed, trained and fully supported by the RRMT.

Evidence

Staff: speak to the RRLO and RRLO assistant(s) regarding their duties and any difficulties encountered.
Documentation: check racist incident complaint forms and outcomes of investigations. Check for evidence that good race relations is being promoted and that there is a formal strategy to promote good race relations.

6 Children and young people and staff know the identity of, and are able to contact members of the RRMT.

Evidence

Children and young people: groups and individual interviews.
Observation: check for photographic displays with details of how to contact members of the RRMT.

7 RRLO facility time is continuous, with a minimum of eight hours per week dedicated to the role.

Evidence

Staff: speak to the RRLO. Ask about level of actual time spent on carrying out duties and level of support from assistant RRLOs and their level of facility time.
Observation
Documentation: check that the time spent is sufficient for the needs of the population.

8 The RRLO is also a member of the establishment’s anti-bullying committee and checks with the victim of any bullying/victimisation whether there was any racial element and monitors trends.

Evidence

Staff: speak to the RRLO about their role in investigating bullying.
Documentation: check that any evidence of racial bias in reporting of bullying is raised within the RRMT, check outcomes. Check that child protection policy acknowledges that serious racial abuse may constitute a child protection referral.

Cross-reference with bullying inspector and child protection inspector
9 Monitoring of ethnicity is conducted, recorded and made available to all units and regime providers within the establishment. Any disproportionate patterns or trends are investigated.

Evidence

Documentation: check for monitoring of all core areas on a monthly basis (wing distribution, allocation of work, rewards and sanctions, complaints upheld and refused, full time education participation, adjudications and use of care and separation unit). Periodic analysis of use of PE facilities, HDC and ROTL, participation in religious worship, use of healthcare, establishment shop, categorisation and random/special searches should also be undertaken.

Documentation: check to see if monitoring is analysed using range settings or equivalent, and any skews/trends are identified by RRMT, acted upon, and followed up at RRMT meeting.

10 There is an effective system in place for reporting and dealing with discrimination against children and young people and visitors. The investigating officer is fully trained, and a member of the race relations management team (usually the RRLO).

Evidence

Documentation: the investigating officer should be trained in complaints investigation. Assess whether the process is transparent, and that the young person is informed of the outcome.

Children and young people: individual interviews/case studies.

11 All racist incidents reported are investigated thoroughly and appropriately, within the specified timeframes and necessary action taken.

Evidence

Documentation: check a sample of recent incident forms from the last three months.

Documentation: check the racist incident register for the number of complaints and any trends emerging over the last three months. Sample completed outstanding complaints and track a sample through wing files.

Staff: speak to RRLO.

Children and young people: speak to a sample of young people who have made complaints.

12 Completed investigations of racist incidents are monitored at random, by the Prison Service Race and Equalities Action Group.

Evidence

Staff: speak to the chair of the management team.

13 Interventions for challenging racism are in place.

Evidence

Staff: ask about race relations between children and young people and staff.

Children and young people: speak to children and young people who have been identified as perpetrators of racial abuse. Find out how they were dealt with and whether it was effective.

Documentation: check racist incidents register. Check if race relations or diversity course is available and being used, for example for children and young people displaying racist behaviour or who have committed racially aggravated offences.
14 The RRMT carries out a race relations needs analysis at least annually, devises an action plan, and monitors its progress.

Evidence

**Documentation:** check meeting minutes, and whether points are followed up at subsequent meetings.

**Staff:** speak to the chair of the RRMT and RRLO.

15 Impact assessments of all locally implemented policies and functions are undertaken to assess their relevance to race equality.

Evidence

**Staff:** speak to the head of RRMT about role in impact assessments as part of an overall race relations policy.

**Documentation:** check recent impact assessments undertaken and their effect on children and young people. If problems are identified check what remedial action was undertaken.

16 There is effective consultation with children and young people on all matters relevant to race equality.

Evidence

**Staff:** speak to the head of RRMT about how this consultation is organised throughout the establishment.

**Documentation:** check consultation occurs in areas such as provision of diets, religious provision, work/education allocation etc.

**Children and young people:** establish how effectively their views are taken account of.

17 There is effective communication to staff and children and young people concerning their public duty in relation to race relations, and both receive effective training in delivering this.

Evidence

**Staff:** ask managers about promotion of equality of opportunity and good race relations, and preventing unlawful discrimination in the establishment.

**Observation:** any use of racist language by staff or young people. If so how was it challenged?

(Cross reference with Ofsted inspectors)

**Documentation:** check training for staff and children and young people.

18 Displays throughout all areas of the establishment portray images that reflect the diversity of the population.

Evidence

**Observation:** check all units and areas, including education and visits area. Contributions by young people reflecting diversity should be given prominence.

(Cross reference with residential units and reception inspector and Ofsted inspectors)
Foreign nationals

Children and young people who are foreign nationals should have the same access to all facilities as other children and young people. All establishments should be aware of the specific needs that children and young people who are foreign nationals have and implement a distinct strategy, which aims to represent their views and offer peer support.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
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<tbody>
<tr>
<td><strong>1</strong> All establishments have a coherent and distinct foreign nationals policy with a co-ordinator who is fully conversant with the needs of children and young people from a foreign national background and who is supported by the senior management team.</td>
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</tbody>
</table>

**Evidence**

**Observation**: check policy content for needs assessment – may cover areas such as provision of toiletries, allocation to employment etc. Progress against agreed objectives should be recorded and evaluated.

**Staff**: check whether the co-ordinator has a clear appreciation of the main problems facing children and young people who are foreign nationals, and is committed to the role. Ask if they have attended any training or courses such as the immigration system training or any other provided by voluntary agencies.

**Children and young people**: ask children and young people who are foreign nationals how well they think their needs are being met.

| 2 A multi-disciplinary foreign nationals committee is in place to ensure that the needs of children and young people who are foreign nationals are met, and that the foreign nationals policy is fully implemented. |

**Evidence**

**Documentation**: check for minutes of meetings and who attends on a regular basis. The chair should be a senior governor, especially in establishments with high numbers of foreign nationals.

**Staff**: speak to members of the committee and the foreign nationals co-ordinator.

| 3 Children and young people have access to accredited translation and interpreting services wherever matters of accuracy and/or confidentiality are a factor. |

**Evidence**

**Staff**: check what translation services are available, and when they would be used by whom.

**Documentation**: check to see the frequency of use of telephone translation services.

**Children and young people**: check that children and young people know how to access translation services, and their entitlements.

**Observation**: check that translation services are available at formal meetings such as training planning and social service reviews if required.
4. There is ongoing liaison with the Immigration and Nationality Directorate (IND) and up to date documentation is maintained on all relevant cases.

Evidence

**Staff:** speak to the foreign nationals co-ordinator. Check that contact is also made with relevant embassies or consulates when appropriate.

**Documentation:** check committee meeting minutes for evidence of IND consultation and wing history files for any detainees held in the establishment. Check training planning minutes to establish levels of YOT worker involvement and efforts to ensure family contact. Check that issues relating to guardianship for children who are foreign nationals without parents in this country are addressed. *Cross-reference with training planning inspector.*

5. Children and young people who are immigration detainees who have been convicted of a criminal offence are not held in Prison Service custody beyond the end of their sentence.

Evidence

**Documentation:** check that any young people who are also detainees are still serving their sentence. The establishment should be in constant liaison with IND to arrange transfer to an IRC with suitable facilities and to progress the case promptly.

**Staff:** speak to residential units governor, foreign nationals co-ordinator and YOT workers

**Children and young people:** case studies with any detainees held under dual powers.

6. Accurate records of staff and children and young people able to speak languages other than English are kept.

Evidence

**Staff:** check whether staff know what languages are spoken within the establishment, by whom, and how to access these people.

**Documentation:** check to see if there is an up to date list of this information and how accessible it is – there should be appropriate information in a variety of different languages. Check use of peer support and translation facilities. If children and young people are used for peer support and/or translation, check that they are supported in this role.

7. Children and young people who are foreign nationals and immigration detainees are properly identified so that service provision can be targeted.

Evidence

**Staff:** ask staff to use LIDS and identify all foreign nationals and immigration detainees across the establishment and cross reference to ensure record-keeping is accurate.

**Children and young people:** check status recorded is correct.

8. Children and young people who are foreign nationals and immigration detainees have access to qualified independent special immigration advice.

Evidence

**Case studies**

**Staff:** ask staff how they ensure that specialist advice is provided to these young people.

**Observation and documentation:** check that the need for specialist advice is dealt with during training planning meetings.

*Cross-reference with induction inspector, training planning inspector and personal officer inspector*
9 **On-going contact is maintained with accredited immigration advice and support agencies.**

**Evidence**

**Staff:** Check that staff have taken account of the critical need for appropriate representation for a child who is also a detainee or liable to deportation/removal held in Prison Service custody. Ask foreign nationals co-ordinator about which groups are contacted and how often.

**Documentation:** Check for any official advice/correspondence with external agencies. Check that any agency contact is suitably accredited.

**Case studies**

10 **Children and young people know the identity of foreign national representatives within the establishment and are able to contact them.**

**Evidence**

**Children and young people:** Group discussions and individual interviews.

**Observation:** Check residential units for photographic displays with details of foreign national representatives.

11 **Children and young people from a foreign national background are formally given the opportunity to meet each other on a monthly basis and are supported by staff in using this time constructively. This group has an avenue for feeding back areas of concern to the establishment’s management.**

**Evidence**

**Documentation:** Check for regularity of meetings and examine the minutes of the last three meetings, to see if issues identified have been acted upon by the senior management team.

**Observation:** Foreign national orderlies will be a sign of good practice.

**Children and young people:** Ask children and young people about their experience/helpfulness of the group.

12 **Routine consultation of the foreign national population is undertaken and any significant issues raised are acted upon.**

**Evidence**

**Staff:** Speak to foreign nationals co-ordinator about consultation and how this is organised. Methods such as anonymous surveys and/or focus groups should be undertaken at regular intervals.

**Children and young people:** Ask individuals and groups about their experience of routine consultation.
Family and friends

Children and young people are encouraged to maintain contact with family and friends through regular access to mail, telephones and visits.

<table>
<thead>
<tr>
<th>Expectations – Visits</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children and young people are encouraged and helped to maintain contact with their family and friends. Where contact with parents is problematic due to reasons of family breakdown, personal officers should liaise with YOT workers in an effort to provide a mentor or equivalent support.</td>
<td>4.1 2.4 1.4</td>
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Evidence

**Questionnaire**
- **Staff:** ask personal officers about their level of contact with parents/carers and YOTs. Ask whether parents/carers and YOT workers are able to visit young people on the wing following a training planning meeting. Ask if the advocates have a role in assisting young people to maintain family contact.

**Observation:**
- Information about the Assisted Prisons Visits Unit should be available in the visitors and/or visits area. Check that provision is made for foreign nationals in lieu of visits. Check that provision is made for children and young people who might encounter difficulties with regard to visits, e.g. young people with disabilities or mental health problems.
- **Children and young people:** check that they were informed of their visits entitlement within the first 24 hours of arrival. Ask if they have any problems receiving visits from family and friends (in particular does distance from home present difficulties) and if so how they have been helped by staff.
- **Case studies:** ask about young people who do not have family contact. Check arrangements in particular for young people who are in the care of or looked after by the local authority. Check that children and young people with family members who are also in custody are able to maintain telephone contact.

*Cross-reference with induction, training planning and personal officer inspectors*

| 2. Efforts are made by personal officers to collaborate with parents/carers and the YOT, to assist children and young people who have family long distances from the establishment, especially those in other countries, to maintain good family contact. | 4.1 |

Evidence

**Case studies:**
- Those who do not receive many/any visits and those with family abroad.

**Staff:**
- Speak to resettlement manager. Check issues such as disability, family conflict and distance from establishment are considered.
3 Children and young people are able to receive their first visit within two working days of admission and thereafter are able to receive at least one visit a week for a minimum of one hour. There is no upper limit set on the number of visits a remanded young person is entitled to.

Evidence

Questionnaire
Documentation: check visits schedule, check that foreign nationals are able to exchange their visits entitlements for telephone calls – 1 x 10 min call per visit. Check if those on basic level of the rewards and sanctions scheme are also receiving one hourly visit per week.

Staff: speak to visits staff.

Children and young people: check that they are receiving their entitlements – in particular those on basic and those who are foreign nationals.

4 Visits are organised so they are responsive to the needs of children and young people’s families. This must include provision for those who wish to attend at weekends and in the evening.

Evidence

Documentation: check published visiting times. Check if a survey of visitor’s families has been undertaken and the numbers of actual use over the last three months.

Observation: ask visitors if scheduled times meet their needs

5 Personal officers maintain regular contact with social workers of children and young people who are in the care of or looked after by the local authority, particularly with regard to arrangements for transfer to the community and those who are entitled to leaving care services.

Evidence

Documentation: check that there are records of numbers of children in the care of the local authority. Check records of visits made on behalf of the local authority in the last three months. Check that looked after children statutory reviews take place. Check that training planning meetings take account of the need for contact with the local authority as well as appropriate contact with family and friends.

Staff: speak to personal officers about their role and understanding in relation to young people in the care of or looked after by the local authority.

Case studies: of children and young people in the care of or looked after by the local authority.

6 Siblings and partners under the age of 18 are permitted to visit unless a risk assessment indicates this is inappropriate.

Evidence

Staff: find out about risk assessment procedure for visitors under 18.

Documentation: numbers of under 18 visitors in last three months.

Children and young people: ask if there are difficulties with regard to contact with young people under the age of 18.
7  **Children and young people and their immediate family or partners, with appropriate instructions or permission, are sensitively informed of significant news about each other within 24 hours. In these circumstances personal officers should always liaise with the allocated YOT worker.**

**Evidence**

- **Staff:** check understanding of the need to balance rights/needs of children and young people in accordance with the Gillick principle.
- **Staff:** ask about recent examples and procedures used e.g. what constitutes ‘significant news’?
- **Case studies**
- **Observation:** check appropriate private facilities are available in visits area and are used.

8  **Children and young people can take advantage of an accumulated visits scheme.**

**Evidence**

- **Documentation:** check policy especially for vulnerable children and young people and foreign nationals.
  
  Compare how many applications are made for accumulated visits against how many actually take place.
- **Case studies**

9  **Establishments organise family days at least 4 times a year.**

**Evidence**

- **Documentation:** how often are these events organised and how are they organised. Do they include safe provision for young children?
- **Staff:** ask staff about content of these days. Check if effort is made to make the days stimulating and diverse and if any consultation is undertaken with children and young people e.g. are they part of the planning groups, questionnaires.

10  **Children and young people are provided with additional visits if they have specific welfare needs.**

**Evidence**

- **Staff:** what criteria do staff use to authorise such visits? Are the following considered; signs of distress, evidence there may be significant concerns or any major changes in circumstances, issues highlighted in training planning meetings. Check for extended or all day visits for children and young people with young children.
- **Documentation:** check documented access to these visits.
- **Observation:** Prisoners Families Helpline posters should be prominently displayed.
  
  Cross-reference with training planning inspector

11  **Children and young people are not deprived of their statutory entitlement to visits as a punishment.**

**Evidence**

- **Observation:** check with those on basic regime and those separated from main residential units.
- **Staff:** speak to staff about policy on punishments.
  
  Cross-reference with rewards and sanctions inspector and discipline inspector
12 The visits booking system is accessible and able to deal with the number and needs of visitors. Visitors can book the next visit before the current visit ends.

**Evidence**

- **Documentation**: check visits booked in advance during visits.
- **Observation**: during inspection, call visits line to check accessibility.
- **Visitors**: speak to visitors about their experiences.
- **Children and young people**: ask how easy it is to book a visit.

13 Visitors are given information about how to get to the establishment, visiting hours, and the name and role of the personal officer and how they may be contacted.

**Evidence**

- **Documentation**: check the information that is distributed.
- **Staff**: speak to personal officers about their role during visits.
- **Observation**: speak to visitors.

14 If public transport stops some distance from the establishment, transport arrangements are in place for visitors to get to and from the establishment.

**Evidence**

- **Staff**: ask about use of coach/mini-bus if appropriate.
- **Observation**: check transport is in operation.
- **Observation**: speak to visitors.

15 All procedures for children and young people and visitors are carried out efficiently before and after visits, to ensure that the visit is neither delayed nor curtailed.

**Evidence**

- **Children and young people**: ask individuals and in groups.
- **Observation**: check actual opening times of visits against the scheduled times.

*Cross-reference with applications and complaints inspector*

16 The searching of children and young people, visitors and their property is conducted in a religiously and culturally sensitive way. The searching of visitors who are children is undertaken with particular sensitivity.

**Evidence**

- **Observation**: observe normal searching procedures, including that undertaken by drugs dogs. Speak to visitors about their experience of searching.
- **Children and young people**: ask individuals and in groups.

*Cross-reference with security and rules inspector*
17 Strip-searching of children and young people is not carried out routinely but only for well-evidenced security reasons when a risk assessment, underpinned by good intelligence, indicates that a careful rub down search would not be adequate. (See also expectation 5 “Security and Rules” section.

Evidence

Documentation: check policy – quotas of random searches should not be undertaken after visits. 
*Cross-reference with child protection inspector and security and rules inspector*

18 If visitors have not arrived within 15 minutes of the start of the visit, visits staff try and find out why and inform the child or young person and wing staff. Visitors arriving late are allowed to continue with their visit.

Evidence

Staff: ask visits staff about procedures in relation to this. 
*Observation: Speak to visitors.*
*Documentation: check information sent to visitors about late arrivals.*

19 Visits staff are aware that visits are potentially emotionally charged situations and they have strategies to enable them to cope with such situations.

Evidence

*Observation*: assess how well visits are handled by staff, check that efforts are made to make visits a positive experience. 
*Staff*: ask staff how they react to certain sets of circumstances and whether there is any specific training available for visits staff. Are they informed by residential staff of potentially difficult visits? 
*Documentation*: check if visits staff systematically record any incidents e.g. in an occurrence book.

20 Visitors are able to share any concerns they have about the child or young person with visits staff or visitors’ centre staff. If visitors continue to have concerns they are given the opportunity to speak to wing staff who have knowledge of the young person. Information of this nature is given directly to the personal officer.

Evidence

*Observation*: check the interaction between staff and visitors. Ask visitors if they consider staff approachable and what they would do if they had concerns. 
*Staff*: ask staff if this has occurred. Speak to personal officers.

21 Closed visits are authorised only when there is a significant risk justified by security intelligence. They are not used as a punishment and allocations to closed visits are reviewed at least monthly. (See also expectation 9 “Security and Rules” section)

Evidence

*Documentation*: check duration and reasons behind use of closed visits. 
*Staff*: check the security evidence is reliable e.g. not solely based on drug dog indications. 
*Children and young people*: speak to young people who have been subjected to closed visits. 
*Documentation*: check records of those who have been banned and have had closed visits imposed and check the regularity of reviews. Check that supervised visits are used. 
*Staff*: ask about use of criteria and occasions recently when it was necessary to invoke policy. Check that staff consider supervised visits as viable alternatives when there are no serious threats to security. 
*Cross-reference with security and rules inspector*
22 Visitors and children and young people are able to give staff feedback on the visit, suggest improvements and, if necessary, complain using an available complaints procedure.

**Evidence**

**Documentation:** check for evidence of feedback forms or comments book. Are surveys distributed during visits?

**Staff:** ask about procedures.

*Cross-reference with complaints inspector*

23 A well-run visitors’ centre is available and is open at least an hour before and an hour after advertised visiting times.

**Evidence**

**Observation**

**Staff:** ask about normal procedure. Speak to staff in the visitors centre about their role.

24 All visitors have access to toilets including disabled toilets and nappy changing facilities.

**Evidence**

**Observation:** check these facilities are available.

25 Visits areas are staffed, furnished and arranged to ensure easy contact between children and young people and their families or friends. Security arrangements in visits are discreet.

**Evidence**

**Observation:** check levels of supervision are not excessive and general layout of visits area is appropriate. Furniture should be in a good condition. In establishments holding under 18 girls, their visits are held in an appropriate environment separate from the adult prisoners.

26 A children’s activity area is provided where children can be supervised by trained staff.

**Evidence**

**Observation:** check activity area is suitable and speak to staff.

**Documentation:** check for arrangements to ensure that schedule one offenders and others subject to public protection measures do not come into contact with children during visits.

*Cross-reference with public protection inspector*

27 Families can buy a range of refreshments during visits.

**Evidence**

**Observation:** check snack machines/shop are sufficiently stocked and in operation. Ask visitors if the facilities are adequate.
<table>
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<th>Expectations – Mail</th>
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<tbody>
<tr>
<td>28 <strong>Children and young people should be able to send letters free of charge and they should be encouraged and helped to use this facility.</strong></td>
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</table>

**Evidence**

**Questionnaire**
**Staff:** staff should identify individuals with low levels of literacy and regularly offer help e.g. letter writing sessions.

**Documentation:** check that children and young people who are foreign nationals can exchange two ordinary letters for one airmail letter.

**Children and young people:** speak to children and young people and in particular foreign nationals about their understanding of their entitlements.

| 29 **Outgoing mail is posted within 24 hours (48 hours when received on Saturday) and incoming mail is received within 24 hours of arrival at the establishment, including registered and recorded mail. Staff should be aware of the significance of young people receiving mail at birthdays or on other family celebrations and sensitive to the implications that may arise from this.** |

**Evidence**

**Questionnaire**

**Documentation:** check instructions to landing staff. Check how long it takes for credit to appear in young people’s accounts.

**Staff:** speak to staff on wings about normal procedure, especially with regard to incoming parcels and mail on special occasions e.g. birthdays.

| 30 **Mail is only opened to check for unauthorised enclosures or to carry out legitimate or targeted censorship.** |

**Evidence**

**Documentation:** check instructions to censors – 5% of mail should be randomly opened and read unless the establishment is targeted for 100% reading.

**Staff:** speak to censors, whether officers on wing or OSGs off the wing.

| 31 **Legally privileged correspondence is not opened by staff.** |

**Evidence**

**Questionnaire**

**Children and young people:** groups.

**Documentation:** if legally privileged mail is opened by staff, is this recorded systematically.

*Cross-reference with legal rights inspector*
32 Children and young people have daily access to telephones and calls are charged at the cheapest possible national rates. Children and young people can conduct their phone calls in private.

**Evidence**

**Observation:** check for use of phone hoods or booths.

**Documentation:** check documented access to telephones, check that foreign national children and young people can spend a minimum of £10 over their rewards and sanction scheme level on phonecards/credits. Foreign national children and young people should be able to buy the cheapest available international phone cards.

**Children and young people:** ask individuals and in groups, especially young people who are foreign nationals.

33 Children and young people who are without telephone credits, are provided with telephone calls free of charge, if they are distressed or have specific welfare needs.

**Evidence**

**Staff:** find out what criteria staff use to authorise such calls and whether the following are considered; signs of distress, issues highlighted in training planning meetings, evidence there may be significant concerns or any major changes in circumstances.

**Documentation:** check documented access to these calls.

*Cross-reference with training planning inspector*

34 There is a notice next to all telephones advising children and young people that their calls may be monitored.

**Evidence**

**Observation:** check telephones on all residential units.

35 Children and young people can use the telephone at times that are arranged in advance and will be convenient to the recipient of the call (including those abroad).

**Evidence**

**Questionnaire**

**Children and young people:** interviews.

**Staff:** ask about normal policy and special circumstances e.g. foreign nationals.
Applications and complaints

Effective application and complaint procedures are in place, are easy to access, easy to use and provide timely responses. Children and young people feel safe from repercussions when using these procedures and are aware of an appeal procedure. Independent advocates are easily accessible and assist young people to make applications and complaints.

Expectations

1. Information about applications and complaints is reinforced through age appropriate notices and posters that are produced both in English and other languages and displayed across the establishment.

   Evidence

   **Observation:** check for promotional posters in prominent places on all residential wings, including posters for the Ombudsman. Check that applications and complaints are covered in the induction programme.

   **Children and young people:** check with children and young people that information on wings is always displayed and that they understand it. Specifically check that children and young people who are foreign nationals and those with literacy problems or language difficulties understand and are able to access these procedures. Children and young people who are foreign nationals should be specifically told about the whole process of entitlements and rights.

   **Questionnaire**

   **Staff:** ask staff (particularly personal officers) how they ensure that children and young people understand the system of applications and complaints and are encouraged to use them.

   **Cross-reference with induction inspector; residential inspector and foreign national inspector**

2. Children and young people are specifically and routinely asked in training planning meetings whether they have any complaints about their care or treatment.

   Evidence

   **Observation:** check training planning documentation (there is a specific question relating to complaints).

   **Staff:** speak to staff who chair training planning meetings about how they deal with this issue.

   **Children and young people:** check that they are asked about general aspects of their treatment and care in training planning meetings.

   **Cross-reference with training planning inspector**

3. Children and young people are encouraged and helped to solve areas of dispute informally, before making official complaints.

   Evidence

   **Staff:** speak to personal officers and other wing staff about their role in dispute resolution. Are staff able to give any examples of informal resolution. How do they ensure that young people do not interpret this as attempts to discourage them to make a complaint? Are advocates involved in informal resolution of complaints?

   **Children and young people:** ask whether any complaints have been resolved informally and whether staff are generally helpful in this regard.

   **Observation:** look for evidence in wing files of informal resolution. Are staff able to direct inspectors to written evidence of informal resolution of complaints/disputes.
4 Consultative committees or equivalent consultation processes are held at least monthly when children and young people are able to present their areas of grievance face to face with senior members of staff.

**Evidence**

**Staff:** check if consultative committees or consultation processes are encouraged and whether action plans are drawn up and acted upon. What role do advocates play in consultative committees?

**Children and young people:** should be helped to present their views. Ask if consultative committees are a useful way to communicate important matters of concern to staff and if concerns are acted upon. Check if they have other informal ways of communicating with managers – eg. Governor’s surgeries.

**Observation:** check minutes of consultative committees. Check outcomes of discussions and whether action points have been acted upon and check mechanisms for feeding back to children and young people.

5 Children and young people can easily and confidentially access and submit application and complaint forms.

**Evidence**

**Observation:** check that application forms are not required to access complaint forms and that envelopes are also available without having to ask staff. There should be at least one locked ‘yellow’ box on each wing and the boxes should be emptied daily by a ‘designated officer’ and dispensers kept stocked with forms as per PSO 2510. Files should be maintained on a ‘limited access basis’.

**Documentation:** check a sample of confidential complaints.

**Questionnaire**

**Children and young people:** individuals and in groups. Ask if they know how to make a confidential complaint.

6 Children and young people make use of these procedures and are not pressurised to withdraw any applications or complaints.

**Evidence**

**Documentation:** check number and outcome of application and complaint forms for last three months.

**Questionnaire**

**Children and young people:** individuals and groups. Ask if they have confidence in this system.

7 All applications and complaints, whether formal or informal, are dealt with fairly and responded to within three days, with either a resolution or a comprehensive explanation of future action.

**Evidence**

**Children and young people:** in groups, ask whether requests/complaints are generally resolved satisfactorily and whether reasonable requests are responded to.

**Questionnaire**

**Documentation:** check that applications/complaints are responded to within seven days. Forms should not be sent back to children and young people because of technicalities in procedure (complaints should be referred to the relevant member of staff, not back to the child or young person).

8 Children and young people receive responses to their applications and complaints that are respectful, legible and address the issues raised. Formal applications are signed and dated by the respondent.

**Evidence**

**Children and young people:** case studies.

**Documentation:** check quality of responses, and that the member of staff who dealt with the complaint has clearly printed their name on the reply sheet.
9 Children and young people feel able to ask for help in completing their application or complaint and in copying relevant documentation.

Evidence

**Children and young people:** ask how responsive staff are to requests for help with applications and complaints. Are they aware of the advocacy service?

**Questionnaire**

**Staff:** check whether they are able to describe how they assist young people with applications and complaints. Ask advocates what their specific role is and how they relate to staff in this regard. Find out if there is a clear confidentiality protocol and that child protection issues are taken into account. Ask if translation services are provided for foreign nationals or young people with language difficulties and how young people with literacy problems are helped.

**Cross-reference with foreign national inspector**

10 Any declaration of an urgent complaint by children and young people is fully assessed and responded to.

Evidence

**Children and young people:** ask how responsive staff are to requests for urgent help.

**Documentation:** check if urgent requests are prioritised.

**Staff:** ask them to describe if/how they prioritise applications and complaints.

**Cross-reference with child protection inspector**

11 Children and young people who make complaints against staff and/or other children and young people are protected from possible recrimination.

Evidence

**Questionnaire**

**Documentation:** check any such recent complaints and follow up. Protection measures should be in place and put into practice. Check that complaints about other young people have been considered for their bullying and/or child protection implications. Check that complaints about staff have been considered for their child protection implications.

**Children and young people:** ask about any adverse affects of making a complaint.

**Staff:** ask how young people who have made complaints about staff or other young people are protected from recrimination.

**Cross-reference with bullying and child protection inspector**

12 Children and young people know how to appeal against decisions. Appeals are dealt with fairly and responded to within seven days.

Evidence

**Questionnaire**

**Documentation:** check number of appeals, what the outcome was and how promptly they were responded to.

**Children and young people:** check children and young people are reminded to appeal against adjudications using form ADJ1, and how many have been made in last three months.

**Staff:** how do staff ensure that young people are aware of the appeals procedure?
13 All children and young people know how to contact members of the Independent Monitoring Board (IMB) and advocacy service and can do so in confidence.

Evidence

**Questionnaire**

**Observation:** check wings for IMB and advocacy contact information. Speak to IMB clerk to ascertain whether there are any difficulties with young people’s access to the IMB application system. Speak to members of the advocacy service and find out if there are any difficulties in access.

**Documentation:** check that the IMB and advocacy scheme are integral to the complaints system and whether there are any conflicts between the two systems.

**Children and young people:** ask how they would contact the IMB and advocates and whether they have had any contact with IMB representatives or advocates.

14 Children and young people receive help to pursue applications and grievances with the governor, the area manager or other senior managers in Prison Service headquarters, if they need to.

Evidence

**Documentation:** check for recent complaints that have gone to governors/senior managers. Check for any examples of ‘specialist’ support being used e.g. YOT workers, RRLO or social worker.

**Children and young people:** ask individuals and in groups if they know who could help them with complaints at this level.

15 Children and young people receive help to pursue grievances with external bodies (Independent Monitoring Board, Prisons and Probation Ombudsmen or MPs) if they need to. They also receive help in contacting legal advisers or making direct applications to the domestic courts or the European Court of Human Rights.

Evidence

**Documentation:** check with IMB how many complaints they receive each month, what they tend to be about and what proportion they can resolve.

**Staff:** talk to legal services officers and advocates about their role in helping young people to pursue grievances with external bodies.

**Children and young people:** case studies.

16 Prison managers analyse complaints (both upheld and refused) each month for patterns or trends. Particular attention is paid to potential discrimination. This management information is used appropriately.

Evidence

**Documentation:** check analysis of complaints data. Check to see whether the data is further interrogated and if action is taken when strong patterns/trends emerge.

*Cross-reference with race relations inspector*
Legal rights

Children and young people are told about their legal rights during induction, and can freely exercise these rights while in the establishment.

1. **Expectations**

   **Staff** are proactive in enabling children and young people to pursue their legal rights, and no formal or informal sanctions operate to deter children and young people from doing so.

   **Evidence**

   **Questionnaire**

   **Staff:** staff should ensure that young people understand:

   - their legal status
   - what is likely to happen to them
   - the role of the various agencies working with them
   - the requirements and limits of confidentiality and consent, as this affects the young person and their families and their contact with other professionals
   - the meaning of legally privileged communication.

   **Children and young people:** speak to individuals and groups.

   **Documentation:** check whether there are YOT seconded bail and remand workers in place. Find out how many other staff are trained in legal services. Do they work with or support dedicated bail and remand workers? Also find out if these staff are regularly redeployed to other duties, and check for any evidence of a backlog of cases that has arisen as a result.

2. **Any child or young person, who needs to discuss legal problems with their solicitor, should be able to make a free and private telephone call.**

   **Evidence**

   **Children and young people:** ask individuals and groups.

   **Documentation:** check records to see if such phone calls have been made.

   **Staff:** ask if children and young people are able to speak privately with their representatives before and after video link appearances.
3 All children and young people can readily access effective advice from dedicated bail and remand workers or trained legal services staff, including a bail information scheme for those who are unconvicted. Legal aid officers are available, as is information regarding applications to the Criminal Cases Review Commission.

Evidence

Documentation: as per PSO 6101 – check how many hours bail information and legal aid officers spend on these duties. Solicitors’ details should be recorded in individual wing files and if need be staff should assist in obtaining specialist legal advice and representation. Specialist accredited immigration advice should be sought for all foreign nationals.

Children and young people: speak to individuals and groups of children and young people about the level of help they received.

Staff: in establishments where there are seconded YOT workers, speak to them about their bail support service.

4 Any child or young person requiring help with reading/writing legal correspondence is offered help.

Evidence

Children and young people: speak to individuals and groups – pay particular attention to foreign nationals.

Staff: ask about normal procedure, especially in relation to:

- unconvicted children and young people. Check that they are seen within 24 hours of arrival to assess and address any obstacles to bail
- sentenced children and young people. Check that they are interviewed to ensure they understand their sentence and the early release scheme.

5 Children and young people who choose to represent themselves in court are offered help and given extra stamps and writing materials free of charge as required in pursuing their case.

Evidence

Staff: ask about normal procedure. Speak to library staff about any materials they have to explain the youth justice system.

Children and young people: speak to individuals and groups – also ask if establishment allows young people access to computers to pursue their case.

Cross-reference with education and library inspector

6 Private legal visits are permitted, and suitable facilities to accommodate these are provided.

Evidence

Observation: check facilities for private visits.

Documentation: if children or young people wish a family member or carer to be present during a legal visit this should be facilitated.

Cross-reference with visits inspector
Section 4 – Healthcare

• Healthcare
## Healthcare

Children and young people are cared for by a health service that assesses and meets their needs for healthcare while in custody and which promotes continuity of health and social care on release. The standard of healthcare provided is equivalent to that which children and young people could expect to receive in the community.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Healthcare provision is informed by the assessed needs of growing children and adolescents and is planned, provided and quality assured through integrated working between the establishment and its local health economy.</td>
<td>1.2</td>
</tr>
</tbody>
</table>

**Evidence**

- **Staff**: establishment, primary care trusts, regional establishment health development teams.
- **Documentation**: establishment health development plan, establishment health steering group, meeting minutes and clinical governance meetings minutes.

<table>
<thead>
<tr>
<th>2. The health needs of children and young people are routinely discussed at training planning meetings and reviews, and a member of healthcare attends initial and pre-release planning meetings and others as appropriate.</th>
<th></th>
</tr>
</thead>
</table>

**Evidence**

- **Documentation**: check training planning meetings and review documentation.
- **Observation**: training planning meetings and reviews.
- **Staff**: speak to healthcare staff about their involvement in training plans and attendance at meetings.

<table>
<thead>
<tr>
<th>3. Healthcare bed spaces do not form part of the establishment’s certified normal accommodation (CNA) and admission is only on assessment of clinical need.</th>
<th></th>
</tr>
</thead>
</table>

**Evidence**

- **Documentation**: check recent admissions to healthcare and any overcrowding drafts.
- **Staff**: healthcare manager.

<table>
<thead>
<tr>
<th>4. The joint working arrangements between the establishment and the relevant primary care trust take account of and adhere to NHS quality and regulatory frameworks.</th>
<th></th>
</tr>
</thead>
</table>

**Evidence**

- **Documentation**: joint policies, SLA (if in place), check for recent joint training and involvement in areas such as self-harm and suicide, substance use and admissions procedures.
- **Staff**: healthcare managers.
5 All children and young people have equal access to healthcare services.

Evidence

Questionnaire
Observation
Documentation: check monitoring of children and young people who have had appointments with all healthcare professionals and analyse by ethnicity, status, age, wing or foreign national groups etc. Any disproportionate imbalances are investigated.

6 Patients are cared for in conditions that are accessible to all and maintain decency, privacy and dignity.

Evidence

Observation
Children and young people: speak to individuals and in groups.

7 The decoration and cleanliness of all rooms used for healthcare are age appropriate, consistent with the promotion of health and well being of children and young people and have appropriate infection control facilities.

Evidence

Observation
Documentation: infection control policy.

8 Equipment and facilities used in equivalent settings in the NHS are available for use in all establishment clinical areas including electronic primary care and pharmacy compatible clinical management systems and staff are suitably trained in their use.

Evidence

Observation
Documentation: training records.
Staff: speak to staff at all grades.

9 Patient safety during clinical activity that requires specialist equipment meets standards laid down by regulatory bodies. Emergency equipment is regularly checked and maintained and staff understand how to access and use it effectively.

Evidence

Observation: check equipment.
Documentation: equipment logs, registers, training registers.
Staff
10 Staffing levels and skills mix include appropriately trained medical, nursing, reception, administrative and other ancillary or specialist staff to reflect patients’ needs.

Evidence

Observation
Documentation: staff profiles, ‘detail’/SPARs, training needs analysis, skill mix reviews, use of Establishment Health Toolkit,

Staff: skills mix of staff is sufficient to cover all children and young people including minority ethnic groups, foreign nationals, and young people with physical or mental learning difficulties.

11 Children and young people are treated by staff who receive on-going training, supervision and support to maintain their professional registration and continue their professional development. Such training includes child protection.

Evidence

Documentation
Staff: check training records.

12 Clinical governance arrangements are in place, which include the management and accountability of staff.

Evidence

Documentation: check senior management team reports, minutes of clinical governance meetings.

Staff: all staff have job descriptions, which are subject to appraisal and attend regular meetings to discuss clinical and organisational issues.

13 Patients are treated with respect in a professional and caring manner that is sensitive to their age and different cultural, gender and ethnic needs.

Evidence

Observation: e.g. appropriateness of language/setting.
Children and young people: interviews.

14 During reception, using the reception screening tool, immediate healthcare needs such as detoxification, mental illness or ongoing treatment are identified, documented and responded to promptly and effectively.

Evidence

Documentation: check clinical records.
Children and young people

Cross-reference with first days in custody and substance use inspectors
15 A healthcare assessment is carried out and recorded by trained staff within 24 hours of the child or young person's arrival in custody.

Evidence

**Documentation:** check use of Asset information. Check clinical records include an assessment of any mental health needs and drug withdrawal.

**Observation:** of the process. Check how long each interview lasts and quality of assessment. Potential self-harm or suicidal behaviour is assessed and other specialists i.e. drugs counsellors, in house YOT workers or social workers are also contacted where risk is identified. Check that medication being used is noted and followed up.

**Staff:** ask about procedures in reception.

*Cross-reference with first days in custody inspector*

16 Every child or young person has clinical records containing an up-to-date and comprehensive assessment and care plan, including medical history, which conforms with professional guidance from the regulatory bodies.

Evidence

**Documentation:** check that a sample of clinical records from the previous three months and inpatient care plans include a record of problems, diagnoses, investigations, treatment and referral letters.

17 All clinical records (including dental and pharmacy) are kept securely. Access is limited to those with a demonstrable ‘need to know’.

Evidence

**Observation:** check the storage area.

**Staff:** speak to healthcare manager.

18 Clinical records of children and young people who have left the establishment are stored in accordance with Data Protection and the Caldicott principles, in a way that enables retrieval and amalgamation with current records if the child or young person returns.

Evidence

**Staff**

**Observation:** of the storage areas.

19 Children and young people are given age appropriate written and pictoral information about healthcare services and understand how to access them.

Evidence

**Documentation**

**Children and young people:** check how children and young people who are unable to read English are made aware of services.
20 Children and young people are involved and consulted when planning their care and treatment and parents/carers are also involved and consulted when possible and appropriate.

Evidence

Documentation: look for evidence of consent forms, compacts etc.
Observation Children and young people

21 There is evidence of treatment plans for children and young people that reflect national clinical guidance, such as that provided by NICE, NSFs etc. Such treatment plans are subject to clinical audit.

Evidence

Documentation: local protocols show reference to evidence-based practice. Check clinical records.
Staff: speak to doctors, HC staff, pharmacists etc and assess awareness of national guidelines etc.

22 Children and young people know how to comment/complain about their care and treatment (using advocacy services or YOT workers if appropriate) and are not discouraged from doing so.

Evidence

Documentation: check requests and complaints received by healthcare during last three months and any letters and responses.
Children and young people: check with individuals and in groups.

23 Children and young people receive information about health promotion and the control of communicable disease that is relevant to their age. They also have access to disease prevention programmes and childhood vaccination programmes that mirror national and local campaigns.

Evidence

Documentation: check range of information available.
Observation: visible information and leaflets and evidence of uptake of clinics e.g. smoking cessation, sexual health, fitness, general good health, hepatitis B immunisation clinics.
Staff: check availability of clinics.
Children and young people: check with individuals and in groups
Cross-reference with Expectation 32, this section

24 Where children and young people are registered with general practitioners, these doctors are contacted (with appropriate consent) at the beginning of custody and on release to provide continuity of care. Children and young people are given information on how to access primary care services on their release, and support in accessing the services if required. The healthworker from the Youth Offending Team is involved in this.

Evidence

Questionnaire
Documentation: clinical records, information leaflets.
Staff: including resettlement and voluntary organisations.
Children and young people: check with those due to be released within the next month if possible.
Observation: do training planning meetings – particularly pre-discharge meetings – routinely include discussion about health issues? Is there any other involvement with the YOT to ensure continuity of healthcare?

Cross-reference with training planning inspector
25 The amount and range of primary care services provided reflect the needs of growing children and adolescents.

**Evidence**

**Questionnaire**

**Documentation:** check clinic timetables, chronic disease registers etc.

**Observation:** surgeries, practice nurse appointments, nurse-led chronic disease management clinics and ancillary service provision such as opticians, physiotherapists, podiatrists, dentists and pharmacists.

**Staff:** speak with administrative staff, visiting staff and healthcare managers.

26 Appropriately trained nurses undertake triage, and the care of children and young people is supervised by a qualified nurse.

**Evidence**

**Observation:**

**Documentation:** check nurses’ qualifications, training records, triage protocols/algorithms.

**Observation:** check nursing supervision.

27 An effective appointment system is in operation, which ensures that consultations take place at times that allow enough patient contact time.

**Evidence**

**Documentation:** check appointments book or equivalent over last three months and length of waiting lists. Ensure that appointments are not missed because young people are not able to get to healthcare on time.

**Children and young people:** ask in groups.

28 Chronic disease management, age/sex registers, call and re-call systems are in place, up to date and used effectively.

**Evidence**

**Documentation:** chronic disease registers, clinical records of patients with known chronic diseases.

**Staff:** speak to administrative staff, nurses, management.

29 Healthcare staff provide a community-based service to support the appropriate management of chronically physically/mentally ill children and young people on the wings.

**Evidence**

**Staff:** speak to discipline staff and healthcare staff.

**Observation:** of how frequently healthcare staff visit wings.

**Children and young people:** case studies of any children or young people with physical or mental illness.

*(See also expectation 48)*
30 Services meet the needs of the population, recognising the differing needs of children and young people, those with learning and physical disability, girls and different cultural and ethnic groups.  

Evidence

**Documentation:** check current health needs assessment and health improvement plan.  
**Staff:** healthcare managers, PCT staff, healthcare staff. Check staff are aware of the range of minority ethnic groups, foreign nationals, disabled children and young people, and potential specific medical needs of these groups.

31 Pregnant girls have access to local maternity services and an identified link midwife.  

Evidence

**Documentation:** check service level agreement, and clinical records.  
**Staff:** healthcare staff, NHS staff, including midwives.  
**Children and young people:** case studies of any pregnant girls.

32 Systems are in place in liaison with local NHS services for a prompt and effective response in the event of an outbreak of a communicable disease, including the identification and tracing of contacts.  

Evidence

**Documentation:** check policy document.  
**Staff:** are aware of the policy.  
*Cross-reference with Expectation 23, this section*

33 Stable long-term medical conditions, such as insulin-dependent diabetes or epilepsy, do not prevent children and young people from being transferred in their own best interests.  

Evidence

**Observation:** check whether long-term health issues are discussed at training planning meetings.  
**Case studies**  
**Documentation**  
**Staff:** including OC&A staff.  
*Cross-reference with resettlement inspector*

34 Children and young people who have appointments and ongoing treatment with specialist services are not moved unless appropriate arrangements are available in the receiving establishment to ensure continuity of care.  

Evidence

**Documentation:** check numbers of cancellations of external appointments and reasons for cancellations.  
**Staff:** healthcare and discipline staff.
35 Inpatient facilities are not used by default to accommodate disabled or vulnerable children and young people.

Evidence

Documentation: check records for disabled and vulnerable children and young people on normal location.

36 Children and young people receive healthcare services that are not restricted by security procedures.

Evidence

Staff: have any appointments (internal and/or external) been cancelled for security reasons in the last three months.

Observation

Children and young people: ask in groups.

37 Healthcare staff work closely with other areas of the establishment regime, external agencies (including YOT workers) and the child or young person’s parents or carers if appropriate to ensure integration of child-focused care.

Evidence

Documentation: check multidisciplinary meeting minutes, management of F2052SHs, F213s, movements between healthcare and the segregation unit etc.

Staff: ask healthcare managers about levels of integration of child focused care.

Observation

38 Children and young people receive oral health promotion, dental checks and treatment to a standard and range equal to that in the NHS. This should include the commencement or continuation of orthodontic work if appropriate

Evidence

Questionnaire

Documentation: check dental records and dental waiting lists over last three months.

Staff: speak to dentist.

Children and young people: ask in groups about quality of service.

39 Dental health services are assured by independent clinical audit and treatments provided are monitored under General Dental Service arrangements.

Evidence

Documentation: record of dentist’s qualifications and most recent audit reports/evaluation.

Staff: speak to dentist.

40 Out of hours and emergency medical and dental cover is well organised, responsive and effective.

Evidence

Children and young people: ask individuals and in groups about emergency dental care.

Documentation: check details of contract/SLA.

Staff

Cross-reference with applications and complaints inspector
41. Children and young people receive a pharmacy service equivalent to that in the community, which includes direct access to advice by pharmacy staff, information about the benefits and risks of medications, and the self-administration of medication when appropriate.

Evidence

- **Questionnaire**
- **Documentation**: check SLA.
- **Observation**: observe pharmacy/dispensing arrangements.

42. A medicines and therapeutic committee with PCT involvement ensures accurate, evidence-based prescribing and agrees protocols, including disease management guidelines, ‘special sick policies’ and a local formulary for the administration of medicines either by healthcare staff or when young people self-medicate.

Evidence

- **Documentation**: check minutes of meetings from last three months, policies, local formulary etc.
- **Staff**: healthcare managers and pharmacist.

43. Systems are in place to ensure safe pharmaceutical stock management and the dispensing of medications.

Evidence

- **Observation**: check arrangements for storage.
- **Staff**: ask staff about procedure for dispensing stock.

44. The establishment has a system to collect aggregated prescribing data to inform effective medicines management and clinical governance, and to demonstrate value for money.

Evidence

- **Documentation**: check for procedures regarding data for the prescribing of medicine.
- **Staff**: speak to pharmacist.

45. Inpatients have access to day care that provides constructive activity, with access to the same range of activities as other children and young people unless their clinical condition precludes it.

Evidence

- **Observation**: check range of activities being undertaken by inpatients.
- **Documentation**: including time out of cell, inpatient regime.
- **Children and young people**: ask about access to education and training, PE and time in the fresh air.

46. Medical confidentiality is interpreted in the best interests of the child or young person and in accordance with their level of competency and the requirements of public protection.

Evidence

- **Documentation**: protocols that reflect current statutory and professional requirements.
- **Staff**: healthcare staff are aware of the protocols (if in existence) and they are aware of their responsibilities.
- **Observation**
47 A mechanism is in place to ensure that children and young people with mental illness who are subject to the Care Programme Approach in the community have this continued in the establishment.

Evidence

Documentation: check policy, clinical records, mental health team records – if separate from the clinical record.

Staff

48 Child and adolescent mental health care is provided by mental health services from the appropriate mental health team in liaison with the primary care team and discipline staff.

Evidence

Observation: check whether health workers from YOTs are involved in training planning meetings and if they have ongoing contact with the establishment regarding children and young people with mental health problems.

Documentation: check contract/SLA and clinical records.

Staff: healthcare staff, mental health in-reach staff.

49 Mentally ill children and young people are transferred to specialist secondary and tertiary care if clinically indicated.

Evidence

Documentation: check contract/SLA and clinical records.

Staff: healthcare staff, mental health in-reach staff.

50 There is a system that identifies children and young people waiting for assessment by specialist mental health services and also identifies those who have been waiting for transfer into specialist mental health facilities after assessment. Children and young people needing assessment are seen within 28 days and those needing transfer wait no longer than three months from the date that they are accepted. In such cases the protocol for children and young people waiting more than three months for transfer is utilised.

Evidence

Documentation: check protocol for three month plus waiters, evidence of use of protocol. Check establishment health reports – number of patients awaiting transfer to mental health beds in NHS, clinical records.

Staff: speak to administrative staff and healthcare manager and ask about the systems in place for monitoring progress.

51 Practitioners complete medical reports on time so that the release of children and young people from the establishment is not delayed.

Evidence

Documentation: check random selection of medical reports, and records over the last three months to ensure no delays have occurred.

Staff: speak to staff about the completion of medical records and potential for delays.
Evidence

**Documentation**: check clinical records.
**Staff**: check details of information provided.
**Observation**
*Cross-reference with first days in custody inspector*
Section 5 – Activities

- Education, training and library provision
- Physical education and health promotion
- Faith and religious activity
- Time out of cell
Education, training and library provision

Inspection of the provision of education and educational standards in YOIs is undertaken by the Office for standards in education (Ofsted) working under the general direction of HM Inspectorate of Prisons. Inspectors from the Adult Learning Inspectorate (ALI) work with Ofsted to report specifically on vocational training. Education and training are expected to be at the heart of the provision in a YOI and all children and young people should be engaged in good quality education and training which meets their individual needs. For information on how Ofsted and ALI inspect education and training see the Ofsted framework and handbook for inspection. Children and young people below the school-leaving age should be following the national curriculum.

<table>
<thead>
<tr>
<th>Expectations – Achievements</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. All children and young people are helped to achieve their full potential.</strong></td>
<td>3.3, 4.1, 5.3</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> check course and individual statistics (review against Ofsted criteria for achievement to be expected according to length of stay etc); awarding body records; training planning documents; individual education plans; review meeting records; education development plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> discussions with head of learning and skills, head of education, teachers and trainers (including LSAs), special educational needs coordinator (SENCO), literacy and numeracy co-ordinators.</td>
<td></td>
</tr>
<tr>
<td><strong>Children and young people:</strong> check their understanding of their personal targets and awareness of progress made.</td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> observe lessons, training, PE.</td>
<td></td>
</tr>
</tbody>
</table>

| **2. Children and young people behave appropriately in classes, workshops and employment.** | 2.2 |
| **Evidence** | |
| **Documentation:** check behaviour management policy; personal records; training planning records; class registers and records; check behaviour management in class is linked with behaviour management in the residential units and there are clear links with the rewards and sanctions scheme. | |
| **Staff:** discussions with education and other staff as above – understanding and application of behaviour management policy; personal officers – check they are aware of class behaviour and the progress of the children and young people for whom they have responsibility. | |
| **Children and young people:** check understanding and response to behaviour management policy; understanding of their responses in classes, workshops and PE. | |
| **Observation:** observation of lessons (including PE) and training sessions training planning review meetings. | |
| *Cross-reference with rewards and sanctions inspector* | |
3  **Children and young people are able to continue with their education or training programme following their transfer into the community.**  

**Evidence**

**Documentation:** check training planning documentation; personal records; education department records (including statements of special educational needs); observe a sample of pre-discharge training planning meetings.  
**Staff:** discussion with prison and education staff as above; YOT workers; Connexions Personal Assistants  
**Children and young people:** discussion with individuals – awareness of future plans.  
*Cross-reference with training planning and resettlement inspector*

4  **Teaching, training and PE are of good quality and meet identified individual needs and course or programme requirements.**  

**Evidence**

**Questionnaire**  
**Documentation:** check curriculum policy; induction and needs assessment policies; schemes of work; lesson and training session plans; accreditation and assessment records; behaviour records; training planning review records; needs analysis records; rewards and sanctions documentation and training planning targets; education development plans.  
**Staff:** discussions with head of learning and skills, education manager; teachers (including LSAs); SENCO; literacy and numeracy co-ordinators.  
**Children and young people:** discussions (individual/group) – awareness of match between personal plans and targets and courses provided.  
**Observation:** lesson/training sessions.

5  **Children and young people are taught/trained by sufficient, properly qualified staff.**  

**Evidence**

**Documentation:** review of staff lists and qualifications (including specialist qualification – dyslexia, EBD etc); vacancy lists; recruitment procedures; role of learning support assistants (qualifications); in-service training records; job specifications; performance review records.  
**Staff:** interviews with head of learning and skills, education manager, teaching and training staff.  
**Children and young people:** evaluation questionnaires; discussions.  
**Observation:** lesson/training observations.

6  **Children and young people have access to sufficient, good quality resources and specialist equipment and are taught/trained in good quality accommodation.**  

**Evidence**

**Documentation:** inventories of resources; development plans (including ICT) accommodation/occupancy records.  
**Staff:** interviews.  
**Children and young people:** evaluation questionnaires; discussions.  
**Observation:** use of resources in lessons/training observation of specialist classes (music, art, PE etc); quality and use of ICT resources. Check the quality of accommodation used, including classrooms, workshops, PE facilities, individual workrooms for private study and tutorials. Check the extent of use of areas beyond the main learning and skills provision also used for learning e.g. residential areas, outdoor areas, etc.
7 Children and young people have access to a well-equipped library/learning resource centre (LRC) for at least one hour during the week and 30 minutes at weekends.

Evidence

**Questionnaire**

**Documentation:** library/LRC policy; development plans; library usage records; service level agreements with local library services; timetabled time in library (LRC); check records for cancelled library sessions; check records of book withdrawals; check that this includes children and young people in special units i.e. not on usual location for example healthcare, care and separation units about access to the library and/or other discrete unit provision. Check library materials are appropriate for the age group and match the population’s needs.

**Staff:** interviews as above plus librarian/other library staff; ask whether/how often library sessions are cancelled. Are there ever operational difficulties associated with escorted young people to the library?

**Children and young people:** evaluation questionnaires; discussions; ask whether/how often library sessions are cancelled; ask young people in special units i.e. not on usual location for example healthcare, care and separation units about access to the library and/or other discrete unit provision.

**Observation:** library/LRC sessions.

8 Induction arrangements are effective; individual needs are accurately assessed and appropriate targets set.

Evidence

**Documentation:** check policies on induction and needs analysis; induction and needs analysis tests; induction packs; training plans and targets; young people’s portfolios – check for evidence that assessments accompanying the child/young person to the establishment (including Asset) have been considered; staff records and reports to training planning review meetings; database and statistical records on assessment, progress and achievement; individual education plans and records of review meetings. Are referrals for assessment of dyslexia made and is account taken of this and other types of learning disability.

**Staff:** discussions with L&S managers, education managers, teachers, trainers and instructors, psychology staff, SENCO; officers; outside agencies (Connexions, YOT)

**Children and young people:** evaluation questionnaires and discussions.

**Observation:** induction processes; needs analysis and basic skills testing; training planning review meetings; lesson observation (link between lesson content and education and training plan).

*Cross-reference with induction inspector and resettlement inspector*

9 Assessment and monitoring arrangements are effective and contribute to learning and behaviour in all areas of provision.

Evidence

**Documentation:** check assessment and monitoring policies; behaviour management policies; training plans and targets; young people’s progress records; staff records and reports to training planning review meetings; database and statistical records on assessment, progress and achievement; individual learning plans and records of review meetings; development plans – cross-establishment policies. Check that referrals for assessment of dyslexia are made and that full account is taken of all types of learning disability.

**Staff:** discussions as above (check contribution of education to all areas of provision and vice versa)

**Children and young people:** evaluation questionnaires and discussions.

**Observation:** training planning and education plan review meetings; lesson / training observation (check link between lesson content and assessment and monitoring).

*Cross-reference with training planning and resettlement inspector*
10 The curriculum meets the needs of all children and young people, is responsive to external requirements and local circumstances, and integrates all activities across the establishment.

Evidence

Documentation: check curriculum policy (including evening and weekend curriculum, holiday periods); needs analysis records; the contract; records of contract review meetings; curriculum and regime monitoring data; final outcomes information (final training planning review meetings); match with national curriculum (where applicable).

Staff: interviews with head of L&S; education training and PE managers; contract manager; teachers; literacy and numeracy coordinators; SENCO; Connexions and YOT staff.

Children and young people: evaluation questionnaires and discussions.

Observation: lessons; education and training planning review meetings; extra-curricular activities (e.g. drama, music); check that the timetable is coordinated and that there are no clashes of different activities e.g. offending behaviour programmes.

Cross-reference with time out of cell inspector, resettlement and training planning inspector

11 Children and young people receive good information, advice and guidance throughout the remand period and during custodial and community sentences, and have effective personal guidance and support.

Evidence

Documentation: check support and guidance policies; training planning records and reviews; resettlement destinations (Connexions and YOT records); anti-bullying and behaviour management policies; personal officer involvement.

Staff: discussions with learning and support manager; education manager, contract manager; teachers; SENCO; literacy and numeracy coordinators; Connexions and YOT staff; personal officers; group tutors.

Children and young people: evaluation questionnaires; discussions with young people.

Observation: training planning reviews; IEP reviews; Connexions interviews; lesson, training, PE observations.

Cross-reference with resettlement inspector

12 Managers and outside agencies meet fully their responsibilities, respond to new initiatives, national requirements and previous reports, and organise education and training. They support effective, collaborative working, including integration of education, training, PE, and ensure good access and a coherent approach to behaviour management.

Evidence

Documentation: check policy documents (including equal opportunities, anti-bullying and behaviour management); education development plans (EDPs); self-evaluation and review documents, YJB returns; PI documents; minutes of management and development meetings; student records (including appeals, complaints and rewards and sanctions); response to national documentation/developments.

Staff: interviews with L&S manager, education manager, substance use manager, contract manager; teachers and trainers (including PE); officers (perceptions of collaborative working); outside agencies (Connexions, Yots); check the regime does not impose barriers to effective provision through organisational shortcomings.

Children and young people: interviews – check on perception of collaborative working – common application of policies.

Observation: impact of policies on classroom/training practice; training planning review meetings; staff briefings / meetings.
13 Performance is monitored through quality-assurance and self-assessment, and steps are taken to secure improvement where there is underperformance.

Evidence

**Documentation:** check quality assurance policy and records; self-assessment reports; education development plans; records of internal lesson/training observations. Check frequency of cancellation of classes. Check there is a system for following up non-attendance at education and/or training and effective communication between education staff and residential staff to ensure that young people are taken to classes on time.

**Staff:** L&S manager; education manager; contract manager; teachers, trainers.

**Children and young people:** interviews – check involvement in evaluations of effectiveness.

**Observation:** impact on quality of teaching/training and learning.

14 The budget and resources (including teaching and training staff) are effectively deployed and managed; the establishment regime has a positive effect on the attendance and progress of learners.

Evidence

**Documentation:** check education development plans; financial returns; budget statements; staff deployment records (including LSAs); returns to the regime and contract holder (including attendance and ‘hours lost’ records).

**Staff:** L&S manager; education manager; contract manager; administrative/support staff.

**Observation:** Check that children and young people have a comprehensive timetable of education and training and other activities and that they are not spending much of their time on the residential units. Check that there are no full time wing workers. Check that young people unable or unwilling to attend education are receiving appropriate support and that this is managed through their training plan.
Physical education and health promotion

All matters relating solely to the provision of physical education and PE facilities in YOIs are undertaken by Ofsted. The Expectations included below are areas that have an impact on other areas of the regime, which we do routinely inspect. All other Expectations, such as those relating to safety and respect, apply to physical education and health promotion, and we include physical education in our sections covering bullying and good order. For information on how Ofsted inspects physical education, please see the Common Inspection Framework.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Children and young people participate in PE activities in a safe environment in which there is always close staff supervision.</td>
<td>2.2, 3.3</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>Questionnaire</td>
<td></td>
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<tr>
<td>Staff: ask about normal routine when using the gym.</td>
<td></td>
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<tr>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>Children and young people: ask individuals and in groups.</td>
<td></td>
</tr>
<tr>
<td>2  PE programmes are linked to establishment-wide policies on bullying, drug treatment and self-harm and contribute to offending behaviour programmes and to training planning.</td>
<td>2.2, 4.5, 5.3</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>Documentation: check all relevant policies. Check minutes of relevant committee meetings and meetings/reviews of individual young people and whether PE staff are represented.</td>
<td></td>
</tr>
<tr>
<td>Staff: ask about cross referrals and about how PE is integrated within the establishment.</td>
<td></td>
</tr>
<tr>
<td>Cross-reference with training planning inspector; bullying inspector; suicide and self harm inspector and resettlement inspector</td>
<td></td>
</tr>
<tr>
<td>3  Health promotion and personal fitness are explicit programme objectives for children and young people and are part of training planning.</td>
<td>1.2, 5.3</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td>Observation: check promotional materials on all residential units and at gym. A schedule of gym opening times and other fitness activities should be advertised. Participation in sport and team games should be encouraged as well as cardio-vascular exercise and weight training.</td>
<td></td>
</tr>
<tr>
<td>Documentation: check the written contributions and objectives within training plans and whether the needs of young people are being met.</td>
<td></td>
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<tr>
<td>Staff: ask about integration of training plans with gym regime.</td>
<td></td>
</tr>
</tbody>
</table>
4 All children and young people have the opportunity to use the physical education facilities at least twice a week.

Evidence

Questionnaire
Staff: check normal weekly regime.
Children and young people: ask individuals and in groups.
Documentation: check there is no disproportionate access.

5 Daily exercise outside is not substituted for the opportunity to use the physical education facilities.

Evidence

Questionnaire
Staff: check normal weekly regime.
Children and young people: ask in groups.
Cross-reference with time out of cell inspector

6 The range, type and availability of PE activities meet the developmental needs of children and young people.

Evidence

Observation: check suitable activities and facilities exist. Are all needs and abilities catered for within the PE programme? Is there a balance in the PE programme between skills coaching, remedial PE, fitness training, recreational sports and qualifications leading to employment opportunities on transfer into the community?
Children and young people: speak to young people who do not use the PE facilities regularly.
Cross-reference with bullying inspector

7 All children and young people who use the gym are provided with a clean gym kit and towel on at least a weekly basis.

Evidence

Questionnaire
Staff: ask about normal wing routine.
Children and young people: ask in groups.
Cross-reference with residential inspector

8 Children and young people are able to shower after each PE session and changing and showering facilities are effectively supervised by staff while affording young people some privacy. Children and young people feel safe from harm when using the changing and showering facilities.

Evidence

Questionnaire
Staff: ask about normal routine when using the gym.
Observation
Children and young people: ask individuals and in groups.
Case studies: young people who do not use the PE facilities regularly.
Cross-reference with bullying inspector
9 Records of accidents, injuries, assaults and self-harm are monitored monthly and changes made to staff supervision to ensure the safety of children and young people.

Evidence

Documentation: check records of incidents over last six months and the responses given.
Staff: ask staff about procedures for recording and reporting and for examples of action taken in response to concerns identified.

Observation
Cross-reference with healthcare inspector, self-harm and suicide inspector and bullying inspector

10 Children and young people have access to, and are encouraged to participate in, an appropriate range of physical activities that respond in a balanced way to their need for recreational exercise, physical development and skills training and this is available to young people as part of identified training planning.

Evidence

Documentation: check range of activities. Check for evidence in gym schedule of regular involvement of community groups both inside and outside the establishment.
Observation: check whether young people can use outside exercise areas, or gym facilities during evenings, or association times. Speak to young people who have declined the opportunity during association to use the PE facilities.
Staff: ask staff about the planning of the PE programme. Check that children and young people are able to compete in appropriate sporting activities with groups from the community, subject to risk assessments. Find out if PE targets (health promotion, fitness and recreational) are included in the training plan and, where possible, if these are continued in the community part of the sentence.
Cross-reference with training planning inspector and bullying inspector/night visit inspectors
Faith and religious activity

All children and young people are able to practise their religion fully and in safety. The chaplaincy plays a full part in prison life and contributes to the overall care, support and resettlement of children and young people.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 All children and young people have access to corporate worship/faith meetings for at least one hour each week, and access to chaplains of their faith, in private every week.</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Evidence

**Questionnaire**

**Documentation/staff:** check the number of different religions in the prison population against the different types of ministers available, and the frequency of visits. Check if there is an understanding among staff that some children and young people, especially foreign nationals, may practise less well known religions, which will not be represented by the chaplaincy team, but should still be respected. Check that age appropriate leaflets, books and material for worship are available to children and young people through the chapel and library.

**Documentation:** check applications and outcomes.

**Observation:** check input during induction. Check if significant landmarks which require the provision of religious ceremonies (e.g. bar mitzvah) are available and involve family or other appropriate people in the ceremony.

**Staff:** ask staff about the procedure for attending services. Check whether all members of the chaplaincy team regularly draw keys.

*Cross-reference with induction inspector*

2 Chaplaincy services are age appropriate and encourage participation wherever possible. 4.1

Evidence

**Documentation:** Check that age appropriate leaflets, books and material for worship are available to children and young people through the chapel and library.

**Staff:** ask how faith and religious activities are promoted.

**Observation:** check that the activities of the chaplaincy are publicised in an accessible way throughout the establishment.

*Cross-reference with residential inspector*

3 The chaplaincy addresses the spiritual development of all children and young people and is proactive in providing information, courses, and events which educate children and young people about world faiths and promote understanding and religious tolerance. 4.1

Evidence

**Observation**

**Documentation:** check committee minutes, and frequency/membership of team meetings etc.

**Children and young people:** speak to individuals and groups about the support they receive from the chaplaincy team and whether their spiritual needs are adequately met.
4 Children and young people know the timings of religious services and these are well advertised. Timings are appropriate to the different religions.

Evidence

Children and young people: individually and in groups.
Observation: posters on wings etc, check times of services especially Friday prayers for Muslim children and young people.

5 Alternative or additional provisions are made for children and young people to attend religious services where it is deemed unsuitable or not possible for them to attend normal services.

Evidence

Observation: check healthcare, and segregation/care and separation units to see if children and young people have access to religious services. Check if there is adequate capacity for religious activity for those who want to attend.
Case studies: young people unable to attend normal services.
Cross-reference with healthcare and care and separation inspector

6 Chapels, multi-faith rooms and worship areas are equipped with facilities and resources for all faiths and are accessible for all children and young people to allow contemplation, reflection and prayer. Facilities are set out in such a way as to encourage the participation of children and young people of all or no faiths to participate in activities.

Evidence

Observation: check places of worship and rooms and times if they are available. Check that the chapel can be used by non-Christian faiths if the multi-faith room or other worship areas are too small to adequately cater for services.
Children and young people: ask for their views about the facilities individually and in groups.

7 Regime activities are arranged so that children and young people are able to attend corporate worship.

Evidence

Observation: check times of all activities – times of main services should not clash with key regime activities.
Children and young people: individuals and focus groups.
Questionnaire

8 Searches of staff, visitors, children and young people and their property are conducted in a religiously and culturally sensitive manner.

Evidence

Observation: observe searches.
Documentation: check that the searching strategy acknowledges religious and culturally sensitive issues.
Staff: ask what they know about religious and culturally sensitive issues in relation to searching.
Children and young people: ask individually and in groups.
Cross-reference with reception inspector and security inspector
9. Children and young people are able to obtain, keep and use artefacts that have religious significance, provided they do not pose a risk to security.

Evidence

Children and young people: individuals and focus groups.
Staff: ask staff whether there is a policy and what items would be allowed/disallowed.
Observation: cells.
Documentation: check appropriate artefacts are allowed. Is there a policy?

10. Children and young people are able to attend classes and groups in addition to corporate worship for the purposes of nurturing faith.

Evidence

Documentation: check what classes/groups are available and the attendance levels.
Staff: ask chaplaincy staff about regime and access to services during the core day and evenings.
Children and young people: individuals and focus groups.

11. Children and young people are able to celebrate all major religious festivals and these are actively promoted by the establishment.

Evidence

Staff: are staff aware of the major religious festivals and when they are? About catering facilities during festivals such as Ramadan, Passover or Lent.
Observation/documentation: check to see if any festivals have been celebrated, are there plans to celebrate more, are there posters etc. Check provision of festivals against annual PSI of religious festival dates.
Cross-reference with residential inspector and Ofsted inspectors

12. Ministers establish and maintain links with faith communities outside the establishment according to the individual needs of children and young people.

Evidence

Staff: speak to chaplaincy team.
Documentation: check evidence of community groups coming in to the establishment.
Children and young people: individuals and focus groups.

13. Ministers are consulted about children and young people they are involved with, at appropriate times, for example, when training plans are reviewed, or release on licence is being considered.

Evidence

Staff: speak to chaplaincy team. Ask if they attend training planning meetings as appropriate. Check involvement by letter, or visit or ROTL with external ministers who have worked with a young person is encouraged and facilitated by chaplains.
Documentation: check training plan documentation, ROTL forms etc.
Cross-reference with training planning inspector and resettlement inspector
Relevant faith chaplains are involved immediately to support the child or young person who has suffered a bereavement or has a seriously ill parent or close relative.

Evidence

**Staff:** speak to members of chaplaincy team.

**Case studies:** ask staff for examples of good practice.
Time out of cell

All children and young people are actively encouraged to engage in out of cell activities, and the establishment offers a timetable of regular and varied extra-mural activities.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Children and young people are out of their cells for at least 10 hours a day.</td>
<td>2.2, 3.3</td>
</tr>
</tbody>
</table>

**Evidence**

**Questionnaire**
- verify levels of actual time out of cell as against recorded levels and conduct a stand-still roll check during core day.
- Check young people who have not taken part in the scheduled daily activity. Are reasons documented in their wing files?

**Staff**: ask staff during the roll check to identify young people who are locked up and reasons why.

**Children and young people**: ask individuals and in groups how much time they generally spend out of their cells, particularly at weekends.

**Case studies**: if there are any young people locked up who have refused to take part in the daily activities, speak to them. Check for bullying concerns.

*Cros-reference with bullying inspector*

| **2** Daily routines for children and young people, including association and exercise, are publicised on every wing, and adhered to consistently. | 2.2, 3.6    |

**Evidence**

**Observation**: check all residential units.

**Documentation**: check recent wing records for recorded use of association and exercise.

**Staff**: check they are usually able to adhere to published routines and find out if there are any problems.

**Children and young people**: individuals and in groups. Ask whether the daily routines are usually adhered to. Ask about the weekend routines.

| **3** Out of cell activities, including association and exercise are only cancelled in exceptional circumstances. Where this arises children and young people are given a full explanation about the reasons. | 2.2, 3.6 |

**Evidence**

**Documentation**: check recent wing records for any cancellations and check justification and whether authorisation was made at an appropriate level.

**Children and young people**: ask about frequency of cancellations on each wing, and whether reasons were explained.
4. **Children and young people with physical, sensory and learning disabilities have the opportunity to participate in activities that meet their needs.**

**Evidence**

**Children and young people:** interviews if appropriate.

**Case studies**

**Staff:** ask about facilities available.

5. **Enrichment activities take place as specified by the Youth Justice Board and include hobby groups for children and young people during periods of association, organised by staff using their own interests and experience.**

**Evidence**

**Observation:** check evidence on wing records of any recreational work being carried out on a planned basis by staff.

**Staff:** ask what enrichment activities take place.

**Children and young people:** ask individuals and groups.

6. **Children and young people are encouraged to take part in educational recreation.**

**Evidence**

**Observation:** check use of evening classes.

**Staff:** ask about numbers of children and young people on each wing participating in evening classes or hobby groups.

**Cross-reference with Ofsted and ALI inspector**

7. **Children and young people have the opportunity to complete homework in a quiet private space.**

**Evidence**

**Observation:** check facilities during evening association periods and other times when children and young people are on the residential units. Check facilities for private study in cell.

**Staff:** check if staff are aware of any children and young people who may be set homework and discuss arrangements with identified individuals. Ask staff if they help young people with their homework.

**Cross-reference with education and skills inspector**

8. **All children and young people are encouraged to engage in out of cell activities and a record is kept of individuals who have not participated.**

**Evidence**

**Documentation:** check files for evidence of those not associating and the reasons given for this.

**Observation:** check staff supervision during association and speak to those young people not engaging in activities.

**Staff:** check that staff on duty are aware of those not participating in association and have checked on them.

**Cross-reference with bullying inspector**
9 Children and young people attending any out of cell activity are enabled to attend regularly and punctually.

Evidence

**Documentation:** check daily routine allows enough time for children and young people to attend education, training, work, offending behaviour, visits and all other out of cell activities. Ensure staff are proactive in enabling young people to attend punctually and delays in returning roll etc are not commonplace.

**Observation:** check that children and young people are arriving at their allocated activities on time and that sessions are not regularly shortened for operational reasons.

**Children and young people:** ask individuals and in groups whether they are taken to their activity punctually. Ask if they are given individual timetables and if there are ever clashes of activity.

*Cross-reference with Ofsted and ALI inspectors*

10 All children and young people, including those in healthcare and special units such as the care and separation unit, are given the opportunity for at least one hour of exercise in an appropriate location in the open air every day.

Evidence

**Questionnaire**

**Documentation:** check wing history files, including special units. Check to see if movement to and from education/work is included as outside exercise time.

**Observation:** check that exercise takes place in accordance with the published timetable, especially those not on normal location.

*Cross-reference with healthcare inspector and care and separation inspector*

11 Children and young people are given the opportunity of at least one hour of association every day.

Evidence

**Questionnaire**

**Observation:** check recorded figures with actual times.

**Documentation:** check wing history files.

**Children and young people:** ask individuals and in groups.

12 Out of cell activities, including association and exercise, are supervised effectively by staff, and children and young people feel safe, especially those who may be at risk of self-harm or bullying.

Evidence

**Questionnaire**

**Observation:** check staff supervision during association and speak to those children and young people not engaging in activities.

**Children and young people:** speak to individuals who have been identified as victims of bullying or at risk of self harm.

**Staff:** ask staff how they ensure that vulnerable children and young people are safe during periods of unlock.

*Cross-reference with bullying inspector*
13 All children and young people have the use of properly equipped areas for association and exercise. 1.3, 1.4

Evidence

Observation: association areas should be safe and comfortable with seating and tables for board games, equipment in good order for indoor activities and games and a quiet area for young people to sit and talk to one another.

14 Staff actively engage with children and young people during association and exercise time, and contribute to the quality of their free time. 3.6

Evidence

Questionnaire
Observation: observe staff engagement during association times, and contribution to extra-mural activities.
Children and young people: ask if staff engage with them during periods that they are not locked in their cells.
Cross-reference with relationships inspector and night visit inspectors.

15 All children and young people are issued with enough warm, weatherproof clothing and shoes to go out in all weather conditions. 1.3

Evidence

Questionnaire
Observation: check children and young people during outside exercise and walking to their daily activity.
Staff: ask about access to winter and wet weather clothing and if exercise is offered in wet weather.
Children and young people: ask what clothing has been issued to them.
Cross-reference with residential inspector
Section 6 – Good order

- Security and rules
- Discipline
- Rewards and sanctions scheme
Security and good order are maintained through positive relationships between staff and young people based on mutual respect as well as attention to physical and procedural matters. Rules and routines are well-publicised in a format that children and young people are able to understand, proportionate, fair and encourage responsible behaviour.

### Expectations – Security

<table>
<thead>
<tr>
<th></th>
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<th>References</th>
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<tbody>
<tr>
<td>1</td>
<td>There are no obvious weaknesses or anomalies in the physical and procedural security of the establishment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Observation</strong></td>
<td>check recent security audits, SIRs etc.</td>
</tr>
<tr>
<td></td>
<td><strong>Documentation</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The elements of ‘dynamic security’ are in place:</td>
<td>3.6, 4.1</td>
</tr>
<tr>
<td></td>
<td>• relationships between staff and children/young people are positive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• children and young people receive personal attention from staff</td>
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<td></td>
<td>• there is constructive activity to occupy children and young people.</td>
<td></td>
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<td></td>
<td>Evidence</td>
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<tr>
<td></td>
<td><strong>Questionnaire</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Observation</strong>: relationships between children and young people and staff especially during association/exercise, e.g. check whether staff ‘cluster’ during association, and whether there are enough staff on wings to facilitate good personal officer work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Children and young people</strong>: ask about relationships and attention from staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross-reference with relationships and personal officer inspector, Ofsted and ALI inspectors and residential units inspector</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Effective security intelligence safeguards the well being of children and young people.</td>
<td>2.2, 2.4</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
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<tr>
<td></td>
<td><strong>Documentation</strong>: check recent security reports and incident sheets – assess whether staff comply with security requirements in terms of filing reports.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Staff</strong>: ask about recent incidents where security reports have led to action.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross-reference with bullying and substance use inspectors</td>
<td></td>
</tr>
</tbody>
</table>
4 Access to regime activities is not impeded by an unnecessarily restrictive approach to security.

Evidence

**Observation:** check access to activities for children and young people on all units including care and separation units.

**Staff:** speak to security governor and staff.

**Documentation:** examine a sample of risk assessments for allocation to activity. Check that young people are not unnecessarily prevented from attending activities because of a risk averse approach.

*Cross-reference with Ofsted and ALI inspectors.*

5 Children and young people are not routinely strip-searched. Careful rub down searches are used if security and safety concerns can be met. Strip-searching only takes place on the authorisation of a duty governor on the basis of thorough risk assessments when a serious risk of harm to the young person or others has been identified. Children and young people are never required to ‘squat’ during an authorised strip-search.

Evidence

**Staff:** ask about their understanding of the establishment’s searching policy and how they implement it.

**Children and young people:** ask individuals and in groups about their experience of strip-searching.

**Documentation:** check all strip searches are logged and specify the process involved.

**Observation:** observe searching procedures during reception and after visits, etc.

6 Strip-searching of children and young people takes full account of the child protection implications of the procedure and the need to balance security with the welfare of the child or young person.

Evidence

**Documentation:** check if the establishment’s security manual and/or searching strategy have been amended to take account of child protection principles.

**Staff:** ask how risk assessments are made regarding the need to strip-search children and young people.

*Cross-reference with reception inspector and child protection inspector*

7 Children and young people are never strip-searched using force. If a child or young person refuses to co-operate with a strip-search that has been duly authorised by the duty governor, temporary separation from others and close supervision is implemented to prevent risk of harm to the young person or others.

Evidence

**Documentation:** check the security manual prohibits strip-searching using force. Check in records of strip-searching that force was not used.

**Staff:** Speak to staff to ensure that they are aware children should never be strip-searched using force.

*(See also expectation 13 "Discipline" section)*

**Case studies**

8 The searching of a child or young person’s cell and possessions is conducted sensitively. The process of the cell search is clearly explained prior to the search taking place. On completion of the search the room is left tidy.

Evidence

**Staff:** ask about usual arrangements for cell searches.

**Children and young people:** ask individuals and in groups.

**Documentation:** check for complaints relating to cell searches over the past three months.

*Cross-reference with complaints inspector*
9 The criteria to ban visitors or impose closed visits are visible and unambiguous, with an appeal process available. Those visitors subject to bans or closed visits are reviewed every month. Any decision to ban a close family member from visiting a child or young person or subject them to a closed visit is carefully considered and only taken when there is evidence of serious threats to security and as a last resort.

**Evidence**

- **Documentation:** check records of those who have been banned and have had closed visits imposed and the regularity of reviews. Check that supervised visits are used.
- **Staff:** ask about use of criteria and occasions recently when it was necessary to invoke the policy. Check that staff consider supervised visits as viable alternatives when there are no serious threats to security.

*Cross-reference with family and friends inspector*

### Expectations – Rules

10 Rules and routines are publicised prominently throughout all residential and communal areas. Rules and routines are fully explained during the induction process and are reinforced through a range of age appropriate methods.

**Evidence**

- **Children and young people:** ask about level of information given throughout their time in the establishment.
- **Observation:** check to see if rules and routines are publicised on wings – and they are in an age appropriate format and are accessible to those with poor language and literacy ability.

*Cross-reference with first days in custody inspector*

11 Rules and routines are applied openly, fairly and consistently, with no discrimination.

**Evidence**

- **Questionnaire**
  - **Children and young people:** ask individuals and in groups – particularly any children and young people in care and separation units or locations other than normal residential units. Particular attention should be paid to young people from minority ethnic groups or those with special needs.
  
  *Cross-reference with complaints inspector*

12 Children and young people are encouraged and helped by staff to engage in all activities and routines, promoting punctuality, attendance and responsible behaviour.

**Evidence**

- **Observation**
  - **Staff:** ask staff about behaviour management methods.
  - **Children and young people:** ask whether and how they are encouraged and supported by staff to take part in all regime activities.

*Cross-reference with time out of room and personal officer inspectors*
13 Inappropriate conduct on the part of children and young people is challenged.

Evidence

Observation: observe staff interacting with children and young people on wings – staff should demonstrate interactive skills in confronting low level disputes without using official disciplinary measures.

Staff: speak to wing staff about challenging inappropriate conduct. Ask whether there is a system of minor reports or direct incident reports or other methods of immediately tackling unacceptable behaviour. Ask how the rewards and sanctions scheme is used to deal with poor behaviour and/or encourage good behaviour.

Documentation: examine records of minor reports and or direct incident reports. Sample wing files and look for recordings of aspects of behaviour management. Check whether the entries are balanced or purely punitive.

Children and young people: ask them to explain the various methods of discipline to ascertain the extent of their understanding of the various components.

Cross-reference with rewards and sanctions scheme inspector and Ofsted and ALI inspectors.

14 Staff use only the level of authority necessary to gain compliance with the rules. When rules are breached, staff exercise an appropriate level of tolerance of normal adolescent behaviour and take time to explain how and why the behaviour is unacceptable to the child or young person concerned.

Evidence

Observation: observe staff interacting with children and young people on wings.

Children and young people: ask individuals and in groups how rules are enforced.

Staff: ask wing staff how they would deal with boisterous behaviour. Ask if they have received training in working with children and adolescents, and challenging adolescent behaviour.

Documentation: check disciplinary reports and rewards and sanctions scheme warnings.

Cross-reference with rewards and sanctions inspector

15 When decisions are conveyed to children and young people, appeal arrangements are explained and made available.

Evidence

Observation: interviews.

Documentation: check written information given to children and young people.

16 Children and young people serving longer sentences under sections 90 or 91 of the Powers of the Criminal Courts (Sentencing) Act 2000, have planned progressive moves in accordance with their training plan targets.

Evidence

Documentation: check a sample of training plans.

Children and young people: individual interviews with those who are subject to section 90/91 sentences.

Cross-reference with training planning inspector
Discipline

(Disciplinary procedures, use of force and care and separation unit)

Disciplinary procedures, the use of force and care and separation are minimised through preventative strategies and alternative approaches: they are not seen in isolation but form part of an overall behaviour management strategy in the establishment. Disciplinary procedures are applied fairly and for good reason. Children and young people understand why they are being disciplined and can appeal against any sanctions imposed on them. Children and young people are physically restrained only as a last resort and when no other alternative is available to prevent risk of harm to the young person or others. Children and young people are held in the care and separation unit for the shortest possible period.

<table>
<thead>
<tr>
<th>Expectations – Disciplinary procedures</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The system of disciplinary procedures is clearly explained to all children and young people and the punishments resulting from each stage are clearly defined for staff, and children and young people.</td>
<td></td>
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<tr>
<td>Evidence</td>
<td></td>
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<tr>
<td>Questionnaire</td>
<td></td>
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<tr>
<td>Documentation: check for clear policy to staff and children and young people regarding the difference between:</td>
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<tr>
<td>• disciplinary incident reports</td>
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<td>• minor reports</td>
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<tr>
<td>• governors’ adjudications</td>
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<tr>
<td>Documentation: check for information made available in induction and whether this initial information is reinforced by, for example, displays on all residential units. Also check that monitoring of levels of reporting for each system is routinely undertaken and acted upon, especially ethnic monitoring.</td>
<td></td>
</tr>
<tr>
<td>Staff: ask about when they would use each of the above levels.</td>
<td></td>
</tr>
<tr>
<td>Children and young people: ask if they understand the system of disciplinary procedures and whether they think that they are fair and encourage good behaviour.</td>
<td></td>
</tr>
</tbody>
</table>

2. No ‘private’ or ‘collective’ punishments are used either individually or systematically.

Evidence

Observation: check that no ‘unofficial’ or group punishments are in operation.
Children and young people: ask about use of discipline and procedures for punishment, especially in relation to staff using discretion in awarding punishments.
Staff: staff dealing with minority ethnic groups and foreign national children and young people should be aware of cultural differences in gesture, body language and expression of emotion.
3 Checks are made to ensure that children and young people understand the charges and procedures they face. Children and young people are actively encouraged to obtain the support of an advocate.

Evidence

Observation: check adjudication processes.
Staff: speak to staff about procedures for children and young people who are less able to read, write and understand English. Speak to advocates about their involvement.
Documentation: check information given to children and young people regarding all disciplinary charges. Check recent adjudication forms and use of telephone translation over last three months. Documentation given to children and young people to explain charges and procedures should be age appropriate.
Children and young people: speak to children and young people about adjudications to ascertain general levels of awareness and understanding.
Cross-reference with personal officer inspector

4 Children and young people facing serious charges are seen by an independent adjudicator within one month of the opening of the hearing.

Evidence

Staff: ask if all serious charge cases are referred to the independent adjudicator.
Documentation: check adjudication records.

Case studies

5 All children and young people facing disciplinary charges are given time to prepare their case and are specifically informed about their right to obtain legal advice or advocacy.

Evidence

Children and young people: Speak to young people who have been adjudicated on.
Case studies
Documentation: check for evidence of legal advice or advocates being used.
Observation: observe a sample of adjudications.

6 A medical assessment is undertaken of all children and young people at least 24 hours before adjudication.

Evidence

Documentation: check medical assessments before adjudications are carried out and check entries made on F256.

7 Adjudication proceedings, whether conducted by the establishment or district court Judges, are conducted in age appropriate, non-intimidating surroundings in a clear and fair manner (where possible in a room on the residential unit). Adjudication hearings are always properly written out and recorded.

Evidence

Documentation: check recent adjudication records, patterns of adjudications are monitored by the establishment for ethnic imbalance etc, and that adjudications are monitored by the IMB. Where there is evidence that children and young people require extra support, this is provided (e.g. vulnerable children and young people).
Observation: check for suitable facilities on residential units.
Children and young people: ask young people who have been adjudicated on whether they felt the proceedings were conducted fairly.
8 Children and young people are encouraged and assisted to play an active role during adjudication hearings.

Evidence

Observation: check that children and young people are allowed to hear all evidence against them, give reasons for their actions and question the officer laying the charges and relevant witnesses. Check that staff throughout these stages offer an appropriate level of support and encouragement.

Documentation: last three months of adjudication reports.

Children and young people: ask whether they felt able to participate in the proceedings.

9 Findings and punishments are made fairly and consistently on the evidence available and mitigating circumstances are considered. The results are explained to the child or young person.

Evidence

Documentation: check last three months of adjudication reports (e.g. for selected offences and minimum and maximum punishments), check also with establishments of the same type and across different groups of children and young people, minority ethnic groups and foreign nationals.

Observation: check that language used is age appropriate and that terminology such as “mitigation” is explained to young people. Check that young people who do not communicate well, for whatever reason, are given additional help to ensure that they understand the proceedings.

10 Children and young people are made aware of the appeals procedure during their adjudication hearing and are offered help if they wish to pursue an appeal.

Evidence

Children and young people: check they know that they have a right to appeal and if they know how to get help.

Documentation: check number of appeals in last three months and information given during initial hearing. Ask for the number of any children and young people who have appealed in the last three months.

Observation: observe a sample of adjudication hearings.

Expectations – Use of force

11 Force is only used legitimately, when there is an immediate risk to the safety of the child, young person or others, always as a last resort and when no other alternative is available. Force is not used as a punishment or simply to obtain compliance with staff instructions.

Evidence

Documentation: ensure that use of force forms are completed correctly and properly authorised (especially medical records), and the number of instances of use of force is recorded. Is there evidence of age appropriate de-escalation?

Questionnaire

Observation

Staff: ask them to describe age appropriate de-escalation techniques and how do they ensure that the use of force is only used as a last resort.
12 There is a “cooling-off/timeout facility” for children or young people who temporarily lose self-control or give clear indications that they are about to lose self-control and present a risk of harm to themselves or others. The cooling-off/timeout facility is used as part of agreed diversion/diffusion and de-escalation techniques and for the shortest possible time. The use of the cooling-off/time-out facility is considered before the use of the special cell.

Evidence

**Documentation:** check the policy on the use of the cooling-off/timeout facility. Check the register of its use.

**Case studies**

**Children and young people:** speak to a sample of young people who have experienced “time out”.

**Staff:** ask staff how they use the cooling-off/timeout facility. Have they been trained in diversion/diffusion and de-escalation techniques?

**Observation:** check that the facility is suitable for purpose. It should be conducive to staff engaging with young people in a safe environment until such time as they regain self control and are able to be returned to normal location.

*See also expectation 16.*

13 The use of force is monitored by the establishment by ethnicity, location etc., and emerging patterns and/or trends acted upon.

Evidence

**Documentation:** check monitoring reports for last three months, for total number of incidents, type of incident, whether incidents are committed by a range of children and young people or repeat offenders, location of incidents and compare across establishments of same type. Check that this data is analysed and discussed at security committee meetings and appropriate action is taken. Check the extent of any injuries sustained by children and young people subjected to the use of force and that incidents of injuries were referred to the child protection coordinator. Check this aspect is carefully monitored and the data routinely analysed by the security committee and the safeguarding and child protection committees.

**Staff:** ask about an awareness of the use of force issues highlighted through monitoring.

*Cross-reference with child protection inspector and security and rules inspector*

14 Where force is used, trained staff use only approved techniques with no more force and for no longer than is necessary. Staff always debrief with their managers following incidents involving the use of force.

Evidence

**Observation:** if force is being used.

**Children and young people:** ask children and young people who have been subjected to the use of force to describe their experience.

**Case studies**

**Documentation:** refer to staff training records. Training on the use of force on children and young people should include managing challenging adolescent behaviour and awareness of the child protection implications. Check for injuries sustained by children and young people using force. Check for child protection referrals arising out of the use of force.

**Staff:** Speak to IMB representative. Speak to a selection of staff to establish if they have a consistent sense of the reasons force was required. Ask about debrief procedures. Are lessons learned used to improve practice?

*Cross-reference with healthcare inspector and child protection inspector*
15 The use of mechanical restraints is properly authorised in advance and they are only used when there is an immediate risk to the child, young person or others. Children and young people are always released as soon as use is no longer justified.

Evidence

Documentation: check forms and frequency of use of mechanical restraints. Check that body belts are not used. If a body belt has been used on a child or young person under the age of 18, record all details.

Children and young people: speak to a sample of children and young people who have been restrained using mechanical restraints in the last three months.

Case studies

Cross-reference with healthcare inspector

16 The use of the cooling-down/time-out facility is considered before location in the special cell. The use of the special cell is properly authorised in advance by the governor of the establishment and continued authorisation is made every 30 minutes by the governor. Children and young people at risk of suicide or self-harm are not placed in the special cell. It is only used for the temporary confinement of a child or young person who is out of control and intent on hurting himself/herself or others and who cannot be controlled safely by any other means. The special cell is only used when all other methods to assist him/her through a crisis period have failed. Children and young people are not placed in special cells as a punishment. As soon as the child or young person has regained sufficient self control they are taken out of the special cell and relocated appropriately.

Evidence

Documentation: check the following: the governor has made initial authorisation for the use of the special cell. There is evidence of sustained efforts to assist the child or young person to regain self control before a decision is made to place in the special cell. There is evidence of continuous staff engagement with the child or young person while in the special cell. Children and young people are not routinely strip-searched on location to the special cell: strip-searching is only authorised when there is an immediate risk to the child or young person or others. (See also expectation 5 in “Security and rules” section). Children and young people are only placed in strip clothing based on a risk assessment. Normal clothing is returned at the earliest opportunity. There is a documented risk assessment confirming that the action was taken as a last resort. Continued authorisation is made every 30 minutes by the governor. The governor personally visits the child or young person every hour.

Observation: observe and check for all of the above if a young person is located to the special cell during the course of the inspection.

Case studies

Staff: speak to staff in the care and separation unit. Check their understanding of their role in caring for children and young people in the special cell.

See also expectation 12 above.

17 Control and restraint equipment is in good order, and a careful inventory and record of its use is kept.

Evidence

Documentation: check inventory and recent records of usage.

Observation: check equipment.

18 Video cameras are used to record planned interventions.

Evidence

Documentation: check details of recent planned interventions.

Staff: ask about recent interventions.
19 Handcuffs are used only when security procedures demand it or when there is a clear risk of escape or violence. Handcuffs are used only with proper authority.

Evidence

**Documentation:** check circumstances in which handcuffs have been employed.

**Staff:** ask about general usage.

**Case studies**

20 Children and young people subject to control and restraint procedures, are seen by a member of healthcare as soon as possible after force is removed.

Evidence

**Documentation:** check medical assessments before adjudications are carried out and check entries made on F256.

**Children and young people:** speak to a sample of children and young people subjected to control and restraint within the last three months.

**Cross-reference with healthcare inspector**

21 Children and young people are always given the opportunity to talk about the experience with a trusted member of staff when they have calmed down and as soon as possible after the use of force. This includes why the use of force was considered necessary, how they experienced the procedure and how they might behave differently in the future to avoid a repetition. This is fully documented and retained in their personal file. Young people should be offered the opportunity to make a complaint if they feel that it is justified.

Evidence

**Case studies**

**Children and young people:** speak to a sample of young people who have been restrained about the procedure following the use of force.

**Documentation:** check records of discussions after the use of force in individual wing files.

**Staff:** speak to staff about procedures following the use of force. Are they trained for this aspect of the procedure?

**References**

22 Children and young people are held in the care and separation unit for the shortest possible period. There are comprehensive care/intervention plans in place to tackle the problem behaviour and any underlying problems during the period of care and separation. There are weekly multi-disciplinary reviews of all children and young people held in the care and separation unit. The care/intervention plans include a staged reintegration phase to successfully return children and young people to normal location at the earliest opportunity.

Evidence

**Observation:** attend review meetings. Check that children and young people are able to attend meetings and encouraged and enabled to actively participate and that they can have an advocate with them.

**Documentation:** check care/intervention plans.

**Case studies**

**Staff:** speak to staff in the care and separation unit about their engagement with young people and their role in implementing care/intervention plans.
23 The design and build of the care and separation unit is suitable for its purpose, is age appropriate and offers well-maintained facilities.

Evidence

**Observation:** are there obvious differences between the care and separation unit and an adult segregation unit?

**Staff:** ask about recent developments and assess against safer custody guidelines.

24 Children and young people are received into the care and separation unit with the proper authorisation and are located for appropriate reasons.

Evidence

**Children and young people:** interviews.

**Staff:** ask about normal procedure.

**Documentation:** check for a clear policy and procedures for the care and separation unit and check use in last three months e.g. frequency, ethnic monitoring, reasons for segregation. Ensure that the unit is not being used for reasons of population management, or to hold vulnerable children and young people or those who should be in healthcare. Also check that proper authorisation is compatible with valid reasons.

25 Children and young people in the care and separation unit are not routinely strip-searched.

Evidence

**Documentation:** check the policy for the care and separation unit specifies procedures for strip-searching. The establishment’s security manual should be amended to take account of child protection principles. Check that a child protection referral is made when a child or young person is strip searched using force.

**Children and young people:** speak to children and young people currently or recently placed in the care and separation unit.

**Staff:** check awareness of the circumstances/reasons for the location of the children or young people.

**See also expectation 5 “Security and Rules” section.**

26 Children and young people are informed of the reasons for their location in the care and separation unit in writing, taking into account their ability to read English. Personal officers are always informed and are expected to visit the child or young person at the earliest opportunity.

Evidence

**Documentation:** check all paperwork on recent decisions to locate children and young people in the care and separation unit.

**Children and young people:** speak to children and young people currently or recently placed in the care and separation unit, especially those who are less able to read, write and understand English.

**Staff:** check awareness of the circumstances/reasons for the location of the children or young people on the unit.
27 Close monitoring and active management by a dedicated staff group within the care and separation unit ensures the safety of children and young people.  

Evidence

Documentation: check records of interventions over the last three months and use of CCTV and ensure that daily history files and the unit log are checked by managers regularly. Check all staff in the care and separation unit have undertaken child protection training. Check all staff have been selected to work with children and young people who require care and separation. Ask if they received any training to work with children and young people with difficult and challenging behaviour.

Observation: unit should be run by a dedicated group of staff with close attention of governors. 

Cross-reference with child protection inspector

28 Children and young people in the care and separation unit have daily access to a governor, chaplain, medical officer, an advocate, a member of wing staff (preferably their personal officer), in private if requested, and a record of these visits is maintained. A member of the IMB team visits at least once a week.

Evidence

Documentation: check a member of IMB team has signed the visitor book at least each week – and note the length of visit. Check the length of time each visitor has spent in the care and separation unit.

Staff: speak with care and separation unit staff.

Children and young people: speak to children and young people currently or recently placed in the care and separation unit.

Cross-reference with faith and religious activities inspector, personal officer inspector and healthcare inspector

29 Children and young people have the same access to the following facilities and services within the care and separation unit, as is expected for children and young people on normal location:

- education and training
- library
- religious services
- offending behaviour programmes
- telephones and visits
- showers and outside exercise
- canteen and approved property
- rewards and sanctions scheme

Evidence

Documentation: check unit regime.

Staff: ask about normal policy.

Observation: check special and legal visits can be held in private.

Children and young people: speak to children and young people currently or recently placed in care and separation.

Cross-reference with residential units inspector; education and training inspector; rewards and sanctions inspector
Rewards and sanctions scheme

The primary method of maintaining a safe, well-ordered and constructive environment is the promotion and reward of good behaviour. Unacceptable behaviour is dealt with in an objective and consistent manner as part of an establishment-wide behaviour management strategy. Children and young people play an active part in developing standards of conduct.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> The rewards and sanctions scheme is part of an establishment-wide behaviour management strategy.</td>
<td></td>
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<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> check that there is a clear behaviour management strategy incorporating rewards and sanctions and involving all departments, in particular the education and training department, and all aspects of the regime.</td>
<td></td>
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<tr>
<td><strong>Staff:</strong> staff are able to demonstrate that they understand the behaviour management strategy and have an input into the rewards and sanctions scheme.</td>
<td></td>
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<tr>
<td><strong>Cross-reference with Ofsted and ALI inspectors</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> Staff and children and young people are clear about the rewards and sanctions scheme and how it works.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Questionnaire</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> ask staff about details of all levels of the scheme and the policy of promotion and demotion.</td>
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<tr>
<td><strong>Children and young people:</strong> ask children and young people if they understand how the scheme works.</td>
<td></td>
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<tr>
<td>Ask if they were given information about the scheme as soon as they arrived (as part of induction)?</td>
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<tr>
<td>Check with any children and young people whose first language is not English of their understanding of the rewards and sanctions scheme.</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> material about the rewards and sanctions scheme is written and produced in an age appropriate format.</td>
<td></td>
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<tr>
<td><strong>Cross-reference with induction inspector</strong></td>
<td></td>
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<tr>
<td><strong>3</strong> There is sufficient differentiation within the span of the rewards and sanctions scheme to encourage responsible behaviour and to motivate children and young people to attain targets set within their training plans.</td>
<td></td>
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<tr>
<td><strong>Evidence</strong></td>
<td></td>
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<tr>
<td><strong>Documentation:</strong> check criteria for different levels within the rewards and sanctions scheme and check records. Check the child or young person’s status on the rewards and sanctions scheme is routinely discussed at training planning meetings.</td>
<td></td>
</tr>
<tr>
<td><strong>Children and young people:</strong> ask individuals and in groups whether the scheme motivates them to behave well and achieve their training planning targets.</td>
<td></td>
</tr>
<tr>
<td><strong>Questionnaire</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> ask if the rewards and sanctions scheme is effective in impacting upon behaviour.</td>
<td></td>
</tr>
<tr>
<td><strong>Cross-reference with training planning inspector</strong></td>
<td></td>
</tr>
</tbody>
</table>
4 Children and young people are able to retain their enhanced status on transfer from another establishment.

Evidence

Questionnaire
Case studies
Documentation: check the policy of the establishment. Check whether status within rewards and sanction scheme level is recorded on PER form and if there are delays in establishing the enhanced status of children and young people who have been transferred.

5 Rewards and sanctions are operated consistently and fairly across the establishment.

Evidence

Questionnaire
Observation: check groups such as vulnerable children and young people, minority ethnic groups etc are not disadvantaged directly or indirectly.
Documentation: check race relations monitoring data.
Staff: ask what monitoring systems are in place to ensure that the scheme is applied fairly and consistently.

Cross-reference with complaints inspector and race inspector

6 The regime for children and young people on the lowest level provides sufficient opportunity and support for them to demonstrate improvement in their behaviour.

Evidence

Questionnaire
Documentation: check details of basic level of scheme.

Case studies
Documentation: check for use of behaviour contracts and/or case conferences for difficult cases.
Check training planning documentation of children and young people on the basic level of the scheme to ascertain whether the plan includes a strategy to help the child or young person to progress.

Cross-reference with training planning inspector and care and separation inspector

7 The availability of enhanced accommodation does not restrict a child or young person’s progress or access to privileges under the rewards and sanctions scheme.

Evidence

Observation: check that enhanced status is not limited by lack of suitable accommodation, and that children and young people who are on enhanced level and are outside designated ‘enhanced’ accommodation, do not lose out on other enhanced privileges.
Documentation: decisions about an individual’s status within the rewards and sanctions scheme are based on their behaviour and not contingent on availability of accommodation or other resources.
Staff: speak to residential governor.
8 Children and young people are assessed within the rewards and sanctions scheme on the basis of objective judgement over a period of time, and not only on the consequence of single acts.

Evidence

Questionnaire

Documentation: check recent reviews of children and young people who have been demoted or promoted. A one off serious incident could provoke a review, but should not automatically lead to demotion. The scheme should incorporate immediate warnings (such as direct incident reports or loss of points) or loss of a minor privilege for a short period that provides young people with the opportunity to quickly improve their behaviour or regain their points without any long term impact on their status on the rewards and sanctions scheme. There should be clarity that this does not amount to unofficial punishments.

Staff: ask staff to describe the criteria for promotion or demotion within the rewards and sanctions scheme.

9 Staff inform children and young people in writing when demotion within the scheme is being considered. Prior to any decision to demote a child or young person, a review meeting between the child or young person and the personal officer always takes place in an attempt to resolve any difficulties. The child or young person is informed in writing about the reasons when a decision to demote them is made.

Evidence

Questionnaire

Staff: ask about those demoted in the last month and how the procedures account for those who are less able to read and write in English. Ask staff about their understanding of the process. Ask advocacy workers about their role in rewards and sanctions review meetings.

Children and young people: interviews or case studies.

Documentation: check records/case files for procedures followed.

10 Children and young people do not experience the double jeopardy of receiving a disciplinary award and being demoted within the rewards and sanctions scheme.

Evidence

Staff: ask about disciplinary procedures.

Documentation: check records of those on basic and outcomes of adjudications.

Children and young people: ask individuals and groups.

Case studies

Cross-reference with discipline inspector

11 Children and young people can appeal against decisions made within the rewards and sanctions scheme and are helped to do so.

Evidence

Questionnaire

Staff: ask what advice they offer about appeals. Ask advocates if they have a role in supporting young people to appeal about rewards and sanctions decisions.

Children and young people: check that children and young people are given information about how to appeal.

Documentation: check recent appeals.
12 The rewards and sanctions scheme is monitored and reviewed at least annually by senior managers to check for fairness and to promote responsible behaviour.

Evidence

**Questionnaire**
**Documentation:** check for evidence of recent reviews and subsequent changes in scheme.

13 A mechanism exists so that children and young people are actively involved in determining standards of behaviour and consulted about the equity of the rewards and sanctions scheme.

Evidence

**Children and young people:** ask individuals and groups whether they are aware of any consultative processes whereby they may have an input into or comment on the rewards and sanctions scheme.

**Documentation:** check minutes of committees.

**Staff:** ask by what process children and young people are able to have an input into the rewards and sanctions scheme.
Section 7 – Services

- Catering
- Canteen/Shop
Catering

Children and young people are offered varied meals to meet their individual requirements, in particular as growing adolescents, and food is prepared and served according to religious, cultural and prevailing food safety and hygiene regulations.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> All areas where food is stored, prepared or served conform to the relevant food safety and hygiene regulations.</td>
<td></td>
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<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> check areas such as kitchens, serveries, communal eating areas, and waste disposal areas, and that appropriate protective clothing is worn, and storage of food and cleanliness on night visit.</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> check health and safety reports and environmental health officer reports.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> speak to catering managers and other staff about their knowledge of food safety and hygiene. Ask them to demonstrate that food is stored, prepared and served appropriately. Check that staff have had relevant training.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Religious, cultural or other special dietary requirements relating to food procurement, storage, preparation, distribution and serving are fully observed.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Questionnaire</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> check menus/records for past month, and use of e.g. halal meat.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> ask kitchen staff about special arrangements for different types of food, and special dietary requirements for pregnant girls, specific religions, foreign nationals etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Children and young people:</strong> ask those who specify 'special' diets, if they have confidence in the preparation and content of 'specialist' meals.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> All areas where food is stored, prepared or served are properly equipped and well managed.</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> check management of catering facilities, and condition and use of equipment during day and night visits. Check temperatures are being taken and logged at point of serving.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> speak to catering managers.</td>
<td></td>
</tr>
</tbody>
</table>
4 Children/young people and staff who work with food are health screened and trained and children and young people are able to gain relevant qualifications.

Evidence

Documentation: check qualifications/medical clearance forms of servery workers and training courses offered.
Children and young people: ask about training offered.

5 Meals are healthy, varied and balanced and always include one substantial meal each day. The content and quantity reflects the needs of growing adolescents.

Evidence

Questionnaire
Documentation: check menus/records for past month.
Observation: children and young people should be encouraged to eat healthily and are able to eat five portions of fruit or vegetables a day. Those on transfer or at court do not miss out on their main meal.
Children and young people: ask about the quality and quantity of the meals they receive. Ask if they think they have enough to eat.

6 Children and young people have a choice of meals including an option for vegetarian, vegan, religious, cultural and medical diets. All menu choices are provided to the same standard.

Evidence

Questionnaire
Documentation: check menus/records for past month and that there are a wide variety of cultural options broadly representative of the population.
Children and young people: ask if options for religious or cultural groups are open to all and not just those who practise their religion officially.
Cross-reference with faith and religious activity inspector

7 Children and young people are consulted about the menu and can make comments verbally and in writing about the food.

Evidence

Children and young people: ask individuals and in groups about consultation.
Staff: ask about recent consultation and use of comments. If logs of comments are kept, ask how frequently they are consulted. Ask how verbal comments are taken account of. If there are consultative committees, ask if catering is a standard agenda item.
Documentation: complaints book should be available. Check minutes of consultative committee meetings to see if issues raised relating to catering are acted upon.

8 The breakfast meal is served on the morning it is eaten.

Evidence

Observation: check breakfast packs are not distributed the day before.
Children and young people: ask about the usual practice for distributing breakfast.
9 **Lunch is served between noon and 1.30pm and dinner between 5pm and 6.30pm.**

**Evidence**

**Observation:** check servery times for all wings.

**Children and young people:** ask if meals are served regularly and in accordance with published timetables.

10 **Staff supervise the serving of food in order to prevent tampering with food and other forms of bullying.**

**Evidence**

**Questionnaire**

**Observation:** check supervision of servery and queues.

11 **Children and young people have access to drinking water (including at night time), and means of making a hot drink after evening look-up.**

**Evidence**

**Observation:** check access to drinking fountains on the wing and during the night, and whether children and young people can use flasks for hot water.

**Staff:** check with night staff if no access in cells.

12 **Children and young people are able and encouraged to dine out of cell (except in exceptional circumstances).**

**Evidence**

**Observation:** check any areas suitable are in use.

**Staff:** at mealtimes ask staff if they know who is not dining out and if there are children or young people who regularly eat in their cells. Ask for the reasons why. Check that information is recorded and that there is a plan to deal with any issues that arise – e.g. bullying; lack of social skills; depression.

**Children and young people:** speak to anyone who is not dining in association with others.

**Cross-reference with bullying inspector and training planning inspector**

13 **Where children and young people are required to eat their meals in their cells, they are able to sit at a table with the toilet fully screened off.**

**Evidence**

**Observation:** check cells on all units.
## Canteen/Shop

Children and young people can purchase a suitable range of goods at reasonable prices to meet their ethnic, cultural and gender needs, and can do so safely, from an effectively managed shop or canteen system.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  <strong>Children and young people have access to a wide range of all products on offer and the range and cost of items are comparable to that of a local high street shop.</strong></td>
<td><strong>Expectations</strong> References</td>
</tr>
<tr>
<td>Evidence</td>
<td><strong>Questionnaire</strong> check canteen lists. <strong>Documentation</strong>: fruit and other healthy snacks should be available as well as crisps and confectionery.</td>
</tr>
<tr>
<td>2  <strong>Children and young people are able to safely visit a well maintained and effectively managed shop or collect their ordered goods in safety from an effectively managed canteen system.</strong></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td><strong>Observation</strong>: where children or young people visit a shop, effective staff supervision should protect them from bullying and theft. The distribution of ordered goods through a canteen system is effectively managed so that children and young people are not subjected to bullying for their purchases. <strong>Children and young people</strong>: ask individuals and in groups whether bullying (associated with canteen) does take place. <strong>Documentation</strong>: does the establishment’s bullying survey suggest that bullying takes place in relation to canteen? <strong>Cross-reference with bullying inspector</strong></td>
<td></td>
</tr>
<tr>
<td>3  <strong>The list of goods available to children and young people is publicised prominently on every residential wing, and any price changes during the last six months can be justified by managers of the system.</strong></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td><strong>Observation</strong>: check promotion of lists on wings. <strong>Documentation</strong>: check records of price changes – price changes should be kept to an absolute minimum owing to the fact that wages do not go up in line with price rises and those without access to private money, e.g. young people who are foreign nationals, or children and young people in local authority accommodation, may suffer disproportionately.</td>
<td></td>
</tr>
</tbody>
</table>
4 The range of goods available is appropriate for children and young people, and reflects both the proportion of children and young people from minority ethnic backgrounds and the range of minority ethnic backgrounds held in the establishment.

Evidence

Questionnaire
Documentation: check canteen lists, e.g. for sale of airmail letters, and that newspapers/magazines, food and toiletries reflect the different populations.

5 Options relating to healthy lifestyles are actively promoted by canteen/shop staff through effective discounts, displays and information given to children and young people.

Evidence

Observation: check for availability of items which are in demand, such as fresh fruit and tinned food, are not prohibited due to excessive security concerns.

Staff: check shop/canteen staff inform children and young people about healthy choices.

6 Children and young people are able to buy items from the shop/canteen within the first 24 hours of arrival.

Evidence

Questionnaire
Observation: check procedures during reception and induction.

Cross-reference with induction inspector

7 Any child or young person who arrives at reception without private money is offered an advance of up to one week's pay, to use in the establishment shop/canteen, with repayment staged over a period of time.

Evidence

Questionnaire
Observation: check procedures during reception and induction.

8 If children and young people are away from the establishment on any form of authorised absence on the day they would normally use the shop/canteen, they are able to order purchases on the same day, and receive all items ordered by the following day.

Evidence

Children and young people: speak to any children and young people to whom this may have applied.

Staff: ask staff about normal procedure.

9 Children and young people can use the establishment shop or place canteen orders at least once a week.

Evidence

Children and young people: ask individuals and in groups.

Documentation: check procedure of shop/canteen.

Observation: ensure weekly access applies to all wings.
10 All children and young people are able to access accurate and up-to-date records of their finances and are given help to understand the information if necessary.

Evidence

**Documentation:** check records are maintained.  
**Children and young people:** ask about any recent enquiries made.

11 Children and young people are able to order items from catalogues, and are not charged an administration fee if they do so.

Evidence

**Documentation:** check availability of catalogue and policy of orders.  
**Children and young people:** check any who have made such orders.

12 Children and young people can buy a newspaper every day if they wish to, and can buy all approved magazines within one week of publication date.

Evidence

**Questionnaire**  
**Documentation:** check canteen lists and/or policy.

13 A wide range of approved hobby materials suitable for children and young people is available, and they can purchase approved hobby materials from external sources.

Evidence

**Questionnaire**  
**Documentation:** check canteen list and external sources of orders.  
**Children and young people:** ask individuals and in groups.

14 Staff systematically consult children and young people at least every three months about what items they would like to see on the canteen/shop list.

Evidence

**Questionnaire**  
**Staff:** how is this consultation achieved?  
**Documentation:** verify recent changes in items on canteen/shop lists are as a direct result of consultation feedback and evidence of meetings, including input from children and young people from minority ethnic groups.  
**Cross-reference with applications and complaints inspector**
Section 8 – Resettlement

- Resettlement strategy
- Training planning and remand management
- Substance use
Resettlement strategy

Resettlement underpins the work of the whole establishment. The resettlement strategy is informed by assessment of the needs of children and young people. Resettlement is supported by strategic partnerships in the community and in particular youth offending teams, to assist the reintegration of children and young people into the community and to prevent them reoffending on release.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> The establishment has a clear resettlement policy, based on the resettlement needs of the population, that is produced, implemented and monitored by a multi-disciplinary committee and reviewed at least annually.</td>
<td>5.2, 6.1</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> check details of resettlement policy, and membership of resettlement committee.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> speak to staff on resettlement committee about reviews and details of policy.</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> The committee uses a range of information, such as performance monitoring and child/young person surveys, to improve practice.</td>
<td>5.2, 6.1</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> check for examples of evidence-based reform of policy. Assessment should be made of whether establishment policy reflects regional strategy and whether overall strategy is likely to lead to successful resettlement. Check to what extent aggregated data from Assets is used to inform the strategy. Management reviews should contribute to a continuing needs assessment of the population so that the range of programmes can be continually adjusted and developed.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> check procedures for evaluation.</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> The establishment has close collaborative links with a range of voluntary, statutory and community organisations, particularly youth offending teams, that can assist the resettlement arrangements for a child or young person.</td>
<td>5.2, 5.6</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> check for evidence of external agency involvement in up to date ‘Directories of External Service Providers’. Check working arrangements with youth offending teams. Check that there are systems in place to ensure that children and young people who are looked after by the local authority or have been looked after in the past are identified and that the local authority is notified as appropriate throughout the young person’s time in custody.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> ask staff on resettlement committee what arrangements are in place to ensure the active involvement of voluntary, statutory and community organisations, particularly youth offending teams.</td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> check that YOTs and other community and voluntary and statutory organisations are involved in training planning meetings.</td>
<td></td>
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</tbody>
</table>

*Cross-reference with training planning inspector*
4 The establishment has a clear and proactive policy of release on temporary licence (ROTL), which takes into account the specific resettlement needs of children and young people and uses ROTL as part of the process.

Evidence

**Documentation:** check ROTL data.

**Staff:** ask if ROTL is used as part of release/transfer to the community planning for children and young people.

**Case studies**

**Observation:** check that ROTL is routinely discussed at training planning meetings.

*Cross-reference with training planning inspector*

5 Particular attention is paid to maintaining, or, where necessary restoring, children and young people’s relationships with their families and friends.

Evidence

**Observation:** check for a family link worker and whether advocates are involved in maintaining family ties. Find out if maintaining family ties is routinely discussed at training planning meetings.

**Staff:** ask about arrangements to ensure that children and young people are encouraged and enabled to maintain family ties. Ask how they are assisted with difficult relationships. Ask about work with YOTs to resolve family conflict.

**Children and young people:** ask if they are able to maintain relationships with family and friends.

*Cross-reference with training planning inspector and family and friends inspector*

6 All children and young people leave custody with arrangements for their future accommodation having been made.

Evidence

**Observation:** future accommodation should be routinely discussed at training planning meetings.

**Documentation:** check a sample of pre-release training planning meeting documents to ensure that accommodation has been secured. Check establishment data regarding the number of children and young people released from custody without secure accommodation. Check YJB data and YJB monitors reports. In the case of children who are looked after by the local authority or who have been looked after by them in the past, check that the YOT is involved in all training planning meetings and in particular that future accommodation needs following release from custody are planned for at an early stage in the young person’s sentence. Check that leaving care services for young people looked after by the local authority are considered at training planning meetings. Check that statutory Looked After Children (LAC) reviews continue to take place throughout the young person’s sentence and that they are separate from training planning meetings.

**Children and young people:** speak to a sample of children and young people who are about to be released.

*Cross-reference with training planning inspector*
7 All children and young people leave custody with finalised arrangements for their work and/or school or college placements, which will take place immediately upon their return to the community.

Evidence

**Observation:** future work, school or college placements should be routinely discussed at training planning meetings.

**Documentation:** check a sample of pre-release training planning meeting documents to ensure that a work or college placement has been secured. Check establishment data regarding numbers released from custody with work or college placements. Check YJB data and YJB monitors reports.

**Children and young people:** speak to a sample of children and young people who are about to be released.

*Cross-reference with training planning inspector*

8 A range of effective offending behaviour programmes is available to address the identified needs of children and young people.

Evidence

**Documentation:** check that a needs assessment of the population has been carried out. Check that individual young people undergo multi-disciplinary assessments to identify their needs in relation to offending behaviour programmes. Check that there are systems in place to ensure equality of access – e.g. ethnic and disability monitoring. Check waiting lists. Check that offending behaviour programmes are considered within target setting at training planning meetings. Ensure that training planning targets are completed and the programme is completed before transfer to the community. Alternatively there are opportunities to complete the programme during the community phase of the sentence.

**Case studies**

**Staff:** speak to staff responsible for assessing young people for offending behaviour programmes and delivering them.

*Cross-reference with training planning inspector*
Training planning and remand management

All children and young people have a training or remand management plan, based upon an individual assessment of risks and needs, which is regularly reviewed and implemented throughout and after their time in custody.

<table>
<thead>
<tr>
<th>Expectations – Training planning</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> The establishment and the child or young person’s youth offending team worker collaborate throughout the period in custody regarding arrangements required to be in place at the point of transfer to the community.</td>
<td>5.2 5.5 5.6</td>
</tr>
</tbody>
</table>

**Evidence**

- **Documentation**: check a sample of training planning plans. Copies of all training planning documentation should be located on the residential units so that it is easily accessible to residential staff. Check data submitted to the YJB regarding percentage of training planning meetings attended by YOT workers.
- **Staff**: speak to staff about arrangements for involving YOT workers in training planning meetings and also ongoing contact between meetings.
- **Observation**: training planning meetings during the inspection.
- **Case studies**

  Cross-reference with residential inspector

| **2** A skilled and experienced chairperson chairs all training planning meetings. | 6.1 6.2 6.3 |

**Evidence**

- **Observation**: training planning meetings during the inspection.
- **Staff**: ask about the arrangements for chairing training planning meetings.
- **Documentation**: check a sample of training planning plans and that the recording by the chair is of good quality.

| **3** All training plans, and in particular the initial training planning meeting, take place within the timescales prescribed by the Youth Justice Board, concluding with the pre-transfer meeting not less than 10 days before the child or young person’s transfer into the community. | 5.2 5.5 5.6 |

**Evidence**

- **Staff**: ask what arrangements are in place to ensure that meetings take place within prescribed timescales.
- **Documentation**: check data submitted to the YJB regarding meetings is taking place within timescales prescribed. Check YJB monitors reports. Check a sample of training plans.
4 There is careful preparation for each meeting, and the personal officer leads this. The child or young person is fully involved and makes an active contribution.

**Evidence**

**Documentation:** check a sample of training planning files for a written contribution from the personal officer and for written reports from relevant departments and for the child or young person’s completed contribution form. Check data submitted to the YJB regarding percentage of training planning meetings attended by personal officers.

**Staff:** ask about arrangements to ensure that all relevant parties attend training planning meetings and that written reports are submitted to the chair in advance of the meeting.

**Children and young people:** ask individuals and groups how they are assisted to contribute to their training planning meetings – in particular are they encouraged/helped to make a written contribution. Ask if they are helped by their personal officer.

**Observation:** training planning meetings during the inspection. Check the child/young person is central to the meeting.

5 The establishment takes active steps to encourage and facilitate the attendance of parents and/or carers.

**Evidence**

**Staff:** ask about arrangements to encourage/facilitate the attendance of parents/carers. Check whether assistance is available with transport in establishments where public transport links are inadequate.

**Documentation:** check whether parents are sent helpful written information about the importance of training planning meetings and what they are entitled to by way of assisted travel. Check data submitted to the YJB regarding percentage of training planning meetings attended by parents.

**Observation:** training planning meetings during the inspection. Speak to parents/carers after the meeting.

6 Staff from within the establishment and from the community who have a contribution to make in respect of planning for the child or young person attend all meetings. As a minimum this should include the personal officer, a member of the education and training department who knows and works with the child or young person, and the allocated worker from the youth offending team.

**Evidence**

**Observation:** training planning meetings during the inspection. The education department representative and the YOT representative should know the young person. Check they were sufficiently well informed to be able to make a useful contribution.

**Documentation:** check data submitted to the YJB regarding percentage of training planning meetings attended by personal officers, education staff and YOT workers.

**Staff:** check arrangements are in place to ensure that they are able to attend training planning meetings where they have a contribution to make.
7 Children and young people are given clear and accurate information regarding their eligibility for early or late release at the initial training planning meeting.

Evidence

**Observation:** initial training planning meetings during the inspection. Check early or late release is covered.

**Documentation:** check training planning files to make sure the section relating to early/late release has been completed. Check data submitted to the YJB regarding early/late release.

**Staff:** speak to staff who regularly chair training planning meetings. Ask how they cover the issue of early/late release. Ask what system is in place to consider early/late release decisions following training planning meetings.

**Children and young people:** speak to a sample who have experienced their initial training planning meeting. Ask if they are clear about early and late release criteria.

8 Operation of the rewards and sanctions scheme is closely related to realisation of training plan targets. Children and young people are informed about the effect of their behaviour upon their eligibility for early or late release.

Evidence

**Observation:** initial training planning meetings during the inspection. The rewards and sanctions scheme should be discussed in relation to targets and achievement and its relationship to early release.

**Children and young people:** check they understand the relationship between the rewards and sanctions scheme and targets and achievement and its relationship to early release.

**Documentation:** check training planning files for reference to rewards and sanctions. Check rewards and sanctions policy. The relationship between achievement of training planning targets should be clearly described.

**Staff:** ask if they emphasise the importance of achieving in relation to the rewards and sanctions scheme or if the emphasis on punishment.

*Cross-reference with rewards and sanctions inspector*

9 Arrangements with regard to health, accommodation, further education, training or employment, financial support and other community support systems are discussed at every training planning meeting and are not left until the pre-transfer meeting.

Evidence

**Observation:** initial training planning meetings during the inspection.

**Children and young people:** speak to those about to be transferred into the community.

**Documentation:** check a sample of training plans. Check whether health, accommodation, further education, training or employment, financial support and other community support systems are covered.

10 Training planning targets are specific and measurable. They are achievable within the period of time spent in custody or there are clear plans to ensure that they are completed during the community part of the sentence.

Evidence

**Documentation:** check a random sample of training plans. Check that they are targets for the young person and not for the establishment e.g. to take part in an offending behaviour programme, not to arrange an assessment for a course. Check that young people are not placed on long waiting lists as a prelude to achieving their targets, which they may then be unable to achieve. Check that targets are reviewed and revised as appropriate at all meetings.
11. Children and young people are well prepared for their transfer back into the community. A clear post-transfer plan is drawn up at the pre-transfer meeting (which takes place at least 10 days before transfer) setting out both the expectations of the child/young person as well as the responsibilities agreed and the services to be delivered by relevant community agencies, and in particular the youth offending team.

**Evidence**

**Documentation:** check training planning files and in particular reviews prior to transfer for a clear pre-transfer plan. Critical issues such as accommodation, education/training/employment placements should be considered at all stages and set up prior to release. Roles and responsibilities are clearly assigned. Check data submitted to the YJB regarding compliance with prescribed timescales for meetings.

**Observation:** training planning meetings during the inspection result in clear plans with responsibilities clearly assigned.

**Staff:** ask if they ensure that young people are prepared for their transfer to the community and how they see their specific role.

**Children and young people:** speak to some of those about to be transferred into the community.

*Cross-reference with resettlement strategy inspector*

12. Children and young people serving longer sentences (section 90/91 of the Powers of the Criminal Courts Sentencing Act 2000) who are transferred to adult prisons during their sentence are well prepared and supported for this transition.

**Evidence**

**Documentation:** check training planning documentation of young people serving section 90/91 sentences and in particular reviews prior to transfer for a clear pre-transfer plan.

**Staff:** speak to personal officers of young people serving section 90/91 sentences. Ask how they prepare young people for their transfer to adult prisons. Do representatives from the receiving prison visit?

**Children and young people:** speak to a group of young people serving section 90/91 sentences.

*Case studies*

13. A member of the establishment staff who knows the child or young person attends the post-transfer training planning meeting that takes place within 10 days after the child or young person’s return to the community.

**Evidence**

**Documentation:** check data submitted to the YJB regarding attendance at community training planning meetings. Ask who generally represents the establishment.

**Observation and staff:** is attendance post-transfer discussed at pre-transfer training planning meetings. Ask what arrangements are in place to enable/encourage staff to attend.
14 The establishment plans for children and young people who are unconvicted or unsentenced through a well organised remand planning and management process.

Evidence

**Documentation:** check a sample of files, Check that remanded young people have a written plan. Copies of all remand management documentation should be located on the residential units so that it is easily accessible to residential staff. Check YJB monitors reports.

**Observation:** remand planning meetings during the inspection. Check that personal officers, a representative from the education department, parents and the YOT worker attend. Check that parents and carers from the establishment attend. Issues relating to health, accommodation, further education, training or employment, financial support and other community support systems are discussed.

**Children and young people:** check whether unsentenced/unconvicted children and young people are given sufficient information during their induction about the help and support available to them.

**Staff:** check if seconded YOT workers are in place to deal with bail and remand management. If not, check for robust arrangements to link with YOT bail support schemes.

**Case studies**
*Cross-reference with legal services inspector and induction inspector*

15 Programmes of education and training of a quality equivalent to that available to children and young people who are sentenced, are provided for the children and young people who are unconvicted or convicted and awaiting sentence. This is agreed within a remand planning meeting.

Evidence

**Observation:** remand planning meetings during the inspection.

**Documentation:** check a sample of remand management plans.

*Cross-reference with Ofsted/ALI inspectors*

16 There are management systems in place to regularly review training plans and remand management plans and monitor attendance at training planning and remand planning meetings.

Evidence

**Documentation:** check data submitted to YJB regarding training planning meetings. Check a sample of training planning and remand planning documentation for staff attendance and evidence of quality assurance.

**Staff:** ask what managements checks are in place to monitor the quality of training plans and about who is responsible for ensuring that key staff attend training and remand planning meetings. Check that the resettlement management committee oversees the monitoring of training plans and remand management plans or has involvement in quality assurance of the training planning and remand planning process.
Substance use

Children and young people with substance-related needs are identified at reception and receive effective support and treatment throughout their stay in custody, including pre-release planning. All children and young people are safe from exposure to and the effects of substance use while in the establishment.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A multi-disciplinary substance use strategy team implements and monitors a written strategy, and ensures that substance use is addressed in an age appropriate, comprehensive and holistic manner.</td>
<td>1.2, 1.3</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> check written substance use strategy details and annual development plan, and minutes of substance misuse steering group meetings. Check that the strategy also meets the YJB’s national specification for Substance Misuse for Juveniles in Custody.</td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> check that the substance misuse team meets the specification and that internal and external providers offer an integrated service (i.e. joint protocols and multi-disciplinary team meetings).</td>
<td></td>
</tr>
<tr>
<td>2 Children and young people receive initial substance screening and a related risk assessment by a healthcare professional upon arrival. Those identified as drug or alcohol dependent have their immediate needs for symptom relief met according to clinical protocols, and are referred to specialist staff for a comprehensive assessment.</td>
<td>1.2</td>
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<tr>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation:</strong> policy and protocols. Screening addresses dimensions as per specification. Previous treatment is confirmed. Adequate detoxification procedures are in place in all establishments that take unsentenced children and young people.</td>
<td></td>
</tr>
<tr>
<td><strong>Children and young people:</strong> ask young people about their experience of reception screening. Speak to a sample who needed symptom relief.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff:</strong> speak to staff about procedures for initial screening and risk assessment and referral procedures to specialist staff if necessary. Check procedures for provision of symptom relief.</td>
<td></td>
</tr>
<tr>
<td>3 Specialist staff complete a comprehensive assessment within 24 hours of the child or young person’s arrival to determine a suitable stabilisation, detoxification or maintenance prescribing programme for the young person. Prescribing decisions conform to national clinical guidelines and take into account the wishes of the child/young person and their parents/carers.</td>
<td>1.2</td>
</tr>
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<td>1.3</td>
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<td>1.4</td>
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<tr>
<td><strong>Evidence</strong></td>
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<tr>
<td><strong>Staff:</strong> training record. Check initial assessments.</td>
<td></td>
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<tr>
<td><strong>Documentation:</strong> prescribing policy and protocols, initial assessments.</td>
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<tr>
<td><strong>Children and young people:</strong> interviews. Check they have provided informed consent.</td>
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<tr>
<td><strong>Cross-reference with healthcare inspector:</strong> IMRs show that consent has been gained from the parental responsibility holder, or the young person (following an assessment of competence), before medication is administered</td>
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</table>
4 The prescribing clinician is competent in treating substance dependent children or young people and works as part of a multi-disciplinary team and under the supervision of the local specialist substance misuse treatment service. 1.2

Evidence

Staff (clinician): check training and experience, access to specialist advice.
Documentation: check for evidence of multi-disciplinary team meetings.

5 Arrangements for the observation of substance dependent children and young people and guidelines for in-patient admission are in place. 1.2, 1.3

Evidence

Documentation: check clinical management policy and procedures.
Staff: interview staff from a range of disciplines.
Observe: arrangements (location of children and young people).

6 Clinical interventions are delivered alongside other treatment such as counselling. Joint working protocols between healthcare and the substance use service are in place, and there is evidence of a co-ordinated care planning to meet the needs of the child or young person. 1.2

Evidence

Documentation: joint working protocols, care plans.
Staff: interviews.
Children and young people: interviews – ask if they know what their plan is: and if they experience a co-ordinated approach.

7 Children and young people are informed of substance-related services at the beginning of and throughout their time in custody. 1.2, 1.3

Evidence

Documentation: age appropriate literature, posters on wings, referral procedures.
Staff: check staff have received awareness training.
Children and young people: ask when and how were they given information about substance related services; and if it was in a format they could understand; check if substance use is addressed at training planning meetings.

8 Substance use education and prevention programmes are available to all children and young people. 1.2, 1.3, 1.4

Evidence

Documentation: programme details, attendance.
Children and young people: interviews. Ask how soon after arrival they could access programmes and if they were useful?
Staff: check staff are competent to deliver education and prevention programmes.
9. Children and young people with substance use problems can access a range of treatment and support services which meet their developmental, gender and culturally specific needs.  

Evidence

Documentation: SMT service specification, services on offer, access and throughput, ethnic monitoring.

Children and young people: interviews. Ask if their individual needs are met.

Staff: ask how they ensure that treatment and support services are culturally sensitive and meet individual needs.

10. Services are delivered by competent practitioners who are appropriately qualified and supervised.

Evidence

Staff: training record.

Interviews: check professional qualifications and supervision arrangements.

11. Where an establishment does not provide appropriate treatment or services, children and young people can transfer to another establishment that is able to meet their needs.

Evidence

Documentation: number of referrals to other establishments. Check training planning documentation confirms that transfers were discussed when establishments were unable to meet individual need.

Children and young people: interviews. Ask if they are aware of the options and about helpfulness of staff.

12. A range of effective tobacco and alcohol avoidance strategies are in place.

Evidence

Documentation: smoking policy, strategies.

Observation: availability of nicotine replacement therapy, smoking cessation programmes, health promotion regarding alcohol.

Children and young people: ask about their experience of health promotion in the establishment.

13. Effective working practice is established between YOTs, community services and the establishment’s substance use services to facilitate throughcare.

Evidence

Documentation: minutes of meetings, care plans.

Staff: effective joint working facilitated through the training planning process. Speak to YOT workers.

Check pre-release plans are made at the final training planning review, including substance use services. Check if the YOT healthworker is involved in the training planning process.

Children and young people: speak to young people who have received substance use services and are about to be released. Check if they are clear about the services that will be available to them in the community.
14 Substance related work is integrated and coordinated with other interventions undertaken with children and young people, and managed effectively.

**Evidence**

**Observation:** assessments and care plans are discussed at the training and planning board and documented in remand/ sentence and individual learning plans.
**Documentation:** check training planning documentation.
**Staff:** ask how they liaise with others to ensure that all programmes for young people are coordinated.
Enquire about the role of training planning in this.

15 Resettlement planning includes preparation and information on how to avoid drug-related death. This is covered during the pre-discharge training planning meeting and the role of the YOT, including any follow up work, is explicit.

**Evidence**

**Documentation:** pre-discharge training planning meeting minutes, written O/D prevention information.
**Children and young people:** interviews.
**Staff:** ask how this is addressed: one-to-one or in groups.

16 Link and support services are available to parents/carers of children/young people.

**Evidence**

**Observation:** check services. Speak to parents/carers.
**Staff:** interview. Extent of their work with families/carers.

17 Children and young people are able to participate in voluntary drug testing programmes which form part of the motivational work undertaken by the substance use team. Those who choose not to are not discriminated against.

**Evidence**

**Documentation:** VDT compacts, testing frequency.
**Staff:** ask about dedicated VDT staff and if they work jointly with the SMT.
**Children and young people:** interviews. Ask if they have accurate information about VDT.

18 Effective and age appropriate security measures are in place to guard against the trafficking of drugs or alcohol.

**Evidence**

**Documentation:** policy
**Observation:** effectiveness and appropriateness of security measures in operation. The adult orientated practices and procedures of mandatory drug testing are not considered to be appropriate for children.
**Children and young people:** interviews. Ask if they feel safe.
Every Child Matters (the Green paper preceding The Children’s Act 2004) lays the foundations for a new system of collaborative inspection through Joint Area Reviews (JARS) which will capture how well services within a local authority area are being provided to children and their families. The system will include monitoring and assessing, inspecting and improving children’s services and will have outcomes for children and their families at its heart.

The five key outcomes for the joint area reviews are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Every Child Matters: Inspection of children’s services: key judgements and evidence (September, 2005) identifies key judgements about the contributions which services for children make to those five outcomes.

HM Inspectorate of prisons will not be taking part directly in Joint Area Reviews, nor will JAR inspectors visit YOIs. The focus of JARs in YOIs holding children will be on the way in which they are supported by local services, notably in child protection, health services and resettlement. To facilitate these arrangements expectations have been mapped against the key judgements and these are annotated in the document.

Key judgements

**Being healthy**

1.1 Parents and carers receive support to keep their children healthy
1.2 Healthy lifestyles are promoted for children and young people
1.3 Action is taken to promote children and young people’s physical health
1.4 Action is taken to promote children and young people’s mental health
1.5 Looked after children’s health needs are addressed
1.6 The health needs of children and young people with learning difficulties and/or disabilities are addressed

**Staying safe**

2.1 Children and young people and their carers are informed about key risks to their safety and how to deal with them
2.2 Children and young people are provided with a safe environment
2.3 The incidence of child abuse and neglect is minimised
2.4 Agencies collaborate to safeguard children according to the requirements of current government guidance
2.5 Services are effective in establishing the identity and whereabouts of all children and young people aged 0–16
2.6 Action is taken to avoid children and young people having to be looked after
2.7 Looked after children live in safe environments and are protected from abuse and exploitation
2.8 Children and young people with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation

**Enjoying and achieving**

3.1 Parents and carers receive support in helping their children to enjoy and achieve
3.2 Early years provision promotes children’s development and well being and helps them meet early learning goals
3.3 Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly
3.4 Educational provision is made for children who do not attend school
3.5 Action is taken to ensure that educational provision for 5–16 year olds is of good quality
3.6 All children and young people can access a range of recreational activities, including play and voluntary learning provision
3.7 Children and young people who are looked after are helped to enjoy and achieve
3.8 Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve

**Making a positive contribution**

4.1 Children and young people are supported in developing socially and emotionally
4.2 Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives
4.3 Children and young people are encouraged to participate in decision-making and in supporting the community
4.4 Action is taken to reduce anti-social behaviour by children and young people
4.5 Action is taken to prevent offending and to reduce reoffending by children and young people
4.6 Children and young people who are looked after are helped to make a positive contribution
4.7 Children and young people with learning difficulties and/or disabilities are helped to make a positive contribution

**Achieving economic well-being**

5.1 Action is taken by partners to support families in maximising their economic well being
5.2 Young people aged 11–19 are helped to prepare for working life
5.3 Action is taken to ensure that 14–19 education and training is planned and delivered in a coordinated way, and to ensure that education and training (16–19) is of good quality
5.4 Community regeneration initiatives address the needs of children and young people
5.5 Action is taken to ensure that young people have decent housing
5.6 Children and young people who are looked after are helped to achieve economic well being
5.7 Children and young people with learning difficulties and/or disabilities are helped to achieve economic well being
Service management

6.1 Ambition
   a) There are clear and challenging ambitions for the area
   b) Ambitions are based on a shared understanding of local needs amongst partner organisations and with the community

6.2 Prioritisation
   a) There are clear and robust priorities within the ambitions for the area
   b) There is a robust strategy to deliver the priorities
   c) Robust action is taken to deliver the strategy

6.3 Capacity
   a) There is clear accountability and decision-making to support service delivery and improvement
   b) Capacity is used efficiently and effectively and is developed to deliver ambitions, priorities and value for money
   c) The needs of individual children, young people and their families are effectively identified, recorded and communicated

6.4 Performance management
   a) There is a consistent, rigorous and open approach to performance management
   b) Partner organisations know how well they and each other are performing against planned outcomes
   c) Knowledge about performance is used to drive improvements in outcomes
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