

**Safe Care and Education at Kibble  
Education and Care Centre**

**Joint Inspection Report: August 2006**



## **Introduction**

Kibble Education and Care Centre is a residential school which provides education and care for up to 64 boys aged between 12 and 18 who are experiencing educational, social, emotional and behavioural difficulties. At the time of inspection there were 62 boys resident in Kibble.

The school is overseen by a Board of Directors and there is a senior management team comprising of Chief Executive, Head of Social Work, Head of Community Service and Head of Education and Youth Training.

The school is situated in extensive grounds on the north side of Paisley. There are 11 residential units offering 'close support' provision, 'mainstream residential' provision and 'intensive secure alternative' provision. Mossway and Staffa units offer close support to young people who display sexually harmful behaviour. These units were the focus of this joint inspection. The campus also contains classrooms, groupwork facilities, recreational facilities and an administration block.

This school care accommodation service is regulated and inspected by the Care Commission at least twice a year. At least one of these inspections will be unannounced. As well as being inspected by the Care Commission, the school is also subject to integrated inspections by the Care Commission and Her Majesty's Inspectorate of Education (HMIE). The school is registered with the Registrar of Independent Schools.

## **Terms of reference**

The inspection was carried out following concerns raised through a review conducted by the Social Work Inspection Agency (SWIA) and Her Majesty's Inspectorate of Constabulary (HMIC) into arrangements for the management of a resident at another residential school. This review raised concerns about the safe care and education of young people who display sexually harmful behaviour.

The joint inspectorates (Care Commission, HMIE and SWIA) were charged with the task of assuring Ministers that there are appropriate and effective programmes to support young people who display this behaviour within the four schools who offer this provision.

There is specialist provision in Kibble for 16 boys.

### **The Joint Inspection Team comprised:**

Kenny Campbell, Team Manager and Care Commission lead  
Jackie Calder, Care Commission Officer  
Susan Donnelly, Care Commission Professional Adviser (Mental Health)  
Stuart Bond, SWIA Inspector and SWIA lead  
Katie Lamb, SWIA Inspector  
Lorna Walker, HM Inspector of Education.

### **This report sets out:**

- Part 1 – Progress on recommendations made at the last Care Commission inspection in December 2005.
- Part 2 – The main findings in relation to the current joint inspection of safe care and education of young people within these specialist two units Mossway and Staffa.
- Part 3 – An improvement agenda.

This report was written following a joint inspection visit which took place between 15 and 19 May 2006 inclusive. The school was notified, in writing, before the inspection took place and co-operated fully with the inspection process. The school was visited throughout the day and in the evening.

The following young people, staff and other key stakeholders were interviewed:

- Eight young people
- Senior Management Team
- The Chairman of the Board
- The Unit Operations Manager
- The two Unit Service Managers
- Personnel Manager
- Training Manager
- Domestic Services Manager with responsibility for health and safety.
- Child Care Consultant - Welltree Foundation
- Forensic Psychologist
- Social Education Manager
- Head and Depute of Education
- Three teachers
- Two 'Who Cares? Scotland' workers
- One Children's Rights Officer
- Eleven Child and Youth Care Workers, including three members of night staff
- Fourteen Social Workers
- Child Protection Officer
- Night Duty Manager
- Looked After and Accommodated Nurse.

This joint inspection also included an examination of the premises and observation of the care and education provided to the young people.

In addition, all relevant documents and records, including all 16 case files of the young people living in Mossway and Staffa, were examined.

In carrying out the joint inspection, the team referred to the National Care Standards for both Care Homes for Children and Young People and School Care Accommodation Services. The Regulation of Care (Scotland) Act 2001 and Regulations (SSI 2002/114) were also referenced.

HM Inspectors of Education used Quality Indicators 1.1, 1.2, 4.2, 5.1 and 7.4.

A thematic approach was adopted to look at areas of Safer Recruitment, Child Protection and Fire Safety.

A more thorough inspection of the schools compliance with the Standards and Regulations will take place later in the inspection year. However, in this inspection the Standards and Regulations were used to assess the extent to which the school was providing safe care and education.

**Part 1: Response to recommendations as set out in the Care Commission report of December 2005**

**Recommendations.**

1. Kibble should ensure the provision of continuing Child Protection Procedure training to staff, including housekeeping staff.

National Care Standards – Care Homes for Children and Young People, Standard 6: Feeling safe and Secure.

Discussion with the Child Protection Officer evidenced that staff were offered a one hour 'basic' introduction to child protection issues. Approximately sixty members of staff had yet to attend this training.

***Recommendation will continue.***

## **Part 2: Main findings from joint inspection 15/05/06-19/05/06**

### **Child Protection - Standard 6**

Child protection practice and the development of practice in the school was led by a child protection officer. This officer had responsibility for co-ordinating the school's response when a child protection matter arose. A member of the Senior Management Team had responsibility for the overview of child protection in Kibble. Staff spoken with were aware of their responsibilities regarding child protection issues and disclosures.

Details of how to contact the child protection officer were displayed in each unit. Brief details of Kibbles' child protection procedure should be included in the information given to young people and parents on admission.

The child protection policy needed updated in conjunction with the host authority, Renfrewshire Council. In particular, when placing authorities are notified of extra-familial child protection concerns a copy should also be forwarded to the host authority. The Care Commission must be notified of all child protection referrals.

At present, staff received a one hour 'basic' introduction to child protection. Not all staff within Kibble had attended the basic training session. It was proposed to offer a more in-depth session starting in the summer and a member of the host authority's child protection team will be invited to participate to share practice methodology.

The child protection officer should have the opportunity to attend training to ensure that her knowledge is updated and reflects best practice.

#### *Bullying*

There was an anti bullying policy in place. Some young people spoken with stated that bullying was an issue within these units but that staff were intervening and dealing with it. Bullying was discussed as part of the induction programme for new staff.

#### *Absconders*

There was a policy for dealing with absconding and staff were aware of the procedure to follow if a young person left the campus or failed to return from leave.

#### *Safe Crisis Management*

Staff undertook Safe Crisis Management (SCM) training and this was 'refreshed' annually. The outcomes for both young people and staff following a SCM assist was monitored on a monthly basis by a management group comprising the Head of Education, Operations Managers and a Who Cares Scotland? representative.

The Senior Management Team should consider unifying the above themes of 'safe care' to ensure that they become a standing item for operations managers' bi-monthly meetings.

### **Recommendations:**

1. The child protection procedure should be reviewed in conjunction with the host authority, Renfrewshire Council.  
**National Care standards for School Care Accommodation Services, Standard 3 - Care and Protection**
2. All staff within Kibble should receive child protection awareness training.  
**National Care Standards for Care Homes for Children and Young People, Standard 6 - Feeling Safe and Secure. This is a continued recommendation.**
3. The child protection officer should undertake further child protection training which reflects current best practice. **National Care Standards for Care Homes for Children and Young People, Standard 6 - Feeling Safe and Secure.**

### **Aims and Objectives**

The inspection team read the statement of aims and objectives for Mossway and Staffa units. These stated the importance of ethos and a holistic approach, e.g. "To offer hope that situations can change and improve" and "to continue to practice openness and honesty throughout the workplace with meetings and forums giving encouragement and support for staff and young persons". In addition to these statements which provided vision and direction to staff, there should be a clear statement of intended outcomes.

The inspection team heard from the Chief Executive that he saw Kibble sitting in the middle of the triangle between youth justice, child welfare and mental health. He saw the theoretical underpinning of the work being that of trauma. He was also clear that Kibble had not set out to work with young people who display sexually harmful behaviour but rather that they sought to tackle what became an emerging issue for the centre. This theoretical underpinning should be reflected in the statement of aims and objectives.

In addition, the Chair of the Board was interviewed. Arrangements for the general governance of the centre were satisfactory. However, the role and responsibilities of the Board as external managers, particularly in safeguarding young people, were not clear.

## Recommendation

4. Kibble's statement of functions and objectives should include :
  - A clear statement of the intended outcomes of Mossway and Staffa units.
  - A statement of the theoretical underpinning to the work in the units.
  - A statement of the functions and role of the external managers.

### **Scotland's Children: the Children (Scotland) Act 1995 regulations and guidance Volume 2 children looked after by local authorities Chapter 4 residential care.**

#### **Social worker views about the placements in Mossway and Staffa**

Social workers responsible for 14 of the 16 young people resident in Mossway and Staffa from 10 different placing authorities (including the north east, central belt and south west Scotland) were interviewed using a standard set of questions in relation to the placement at Kibble.

*What were your (or your predecessor's) expectations of this placement?*

Expectations reflected individual needs but there were some common themes. Several social workers identified Kibble as the "service of choice". Placement at the centre often followed the breakdown of previous placements. Consequently, a premium was placed on "safety and stability." Priority was also placed initially on assessment, particularly risk assessment of the young person's sexualised and aggressive behaviour, sometimes in conjunction with family assessment. "A good solid educational curriculum" was another priority. The structured support from specialist services, such as the Welltree Foundation, was sought to reduce the level of risk by addressing sexually harmful behaviour.

*To what extent have they been achieved to-date? If not, why not?*

Overall, the expectations of social workers had been fully met. After a slow start in some cases, "he was unsettled at first – took time to build relationships and trust", most young people had achieved progress, for instance "thriving", "done really well" and "very settled". While behaviour remained "variable" with "progress sometimes followed by relapses", the frequency of reported incidents had generally fallen. Education was seen to be "on the ball", "very positive" and offering a "good selection of standard grades". Specialist assessments had been completed and interventions with young people delivered "at their own pace". Progress in talking, thinking about and changing behaviour had been achieved in relation to issues such as bullying but was slower in relation to sexualised behaviour. Consequently, young people were often described as "very settled" and "happy to stay" at Kibble but "not yet ready to move on".

*How often have you visited Kibble and for what purpose(s)?*

Visits to young people were normally monthly but more frequently when required, for instance following the young person's admission or a change of social worker. Routinely stated purposes of visits included – monitoring the placement; assessing progress and clarifying expectations; befriending the young person; transporting other family members and meeting staff and attending reviews.

*Are you aware of the arrangements for ensuring the safety of young people at Kibble? If so, are you content?*

Social workers were familiar and content with practical arrangements for safeguarding young people. However, they were less familiar with documents setting out procedures, such as child protection and absconding. In particular, they valued the close supervision provided by staff when young people displayed risky behaviour. They also valued the pragmatism of staff, for instance in talking down rather than confronting aggressive behaviour.

*Have you been informed promptly about any incidents at Kibble involving the young person for whom you are responsible and were you appropriately involved in any follow-up?*

Social workers welcomed prompt notification of incidents and regular progress reports from key workers. They were also content with the "proportionate" handling of incidents and sometimes "working in partnership". In some instances, the follow-up had contributed to improvements in the young person's behaviour.

*Are you aware of the arrangements for specialist assessments and interventions? If so, are you content?*

Social workers said that they had agreed to specialist assessments and interventions at admission. These had been delivered and social workers had received copies of assessments and other reports. One social worker said that her young man was "blocking" direct work on sexual aggression but that some progress had been achieved through the creative use of role play. Another was working with the young man's family on a similar range of issues and would have welcomed the opportunity to undertake joint work with the Welltree Foundation consultant.

*What is the throughcare plan for this young person?*

Social workers saw placements at Kibble as long-term. Consequently, detailed throughcare planning was only seen as appropriate at the later stages of the placement. Some young people wanted to return to their own home area but others wanted a fresh start, sometimes with continuing support from Kibble. For some young people a return to their home area was unrealistic because of family circumstances and/or the continuing high level of

risk. However, in one case a return to the home area was at the advanced stage of planning, including supported accommodation and a community based package of support in relation to his sexually harmful behaviour.

*Are there any other comments you wish to make about this placement?*

The majority of social workers confirmed that the current placement at Kibble was appropriate. They valued the stable staff group and good ethos at the Centre. However, two raised questions about the wisdom of concentrating young people who display sexually harmful behaviour in two adjacent units. One pointed out that “boys spark off sexualised talk”. The other was cautious about the outcome of this long-term placement.

## **Environment – Standard 5**

An environment audit tool was completed.

The campus was well designed in order to promote supervision and safety. Single storey buildings and tidy landscaped areas, created a pleasant environment, and steps had been taken to ensure that there was adequate lighting in the blind spots of buildings. Flower beds were well maintained, and lower branches on trees had been removed. There were good recreational amenities on site. Building work on the safe care centre (secure unit) was ongoing, but contractors had taken steps to prevent incursions by young people. When the new buildings on the site are completed, the management team intend to carry out a further environmental risk assessment.

The Mossway and Staffa units were welcoming and homely. Each young person had a single bedroom with sink and although sizes were variable, most were very spacious and all were personalised. Bedroom doors locked and were alarmed at night. However, the doors could be barricaded by young people, and they should be of a type which ensures quick access for staff in an emergency.

Bath and shower rooms were shared and staff had put in place appropriate supervision arrangements to ensure that any risks are minimised. Ideally, en-suite facilities should be provided to further reduce risk and to promote dignity and privacy and the potential for this should be explored. Mould should be cleaned from shower trays. False ceilings in some of the art and quiet rooms have potential ligature points and a risk assessment of these areas should be carried out.

## **Recommendations**

5. Bedroom doors should be of a type which ensures quick access for staff in an emergency. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**

6. The possibility of installing en-suite facilities in Mossway and Staffa should be investigated. In the meantime, the mould from shower trays should be removed. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
7. A risk assessment of any potential ligature points in both units should be carried out. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**

### **Management and Staffing – Standard 7**

The Senior Management Team provided strong leadership, and there was an appropriate system of delegation and communication for specialist and operational managers, and staff teams. Staff spoken with felt that line management arrangements were effective and supportive.

An Annual Development Review took place for all staff, and although a minimum of four formal supervision meetings were required, managers assessed the need to increase these, particularly during probationary periods. Core performance objectives were identified and an assessment was made of the extent to which these were achieved. There was a good induction programme, with clear expectations of probationary reviews and progression arrangements.

Recruitment procedures were thorough, and appropriate references and disclosures were sought. The need to update disclosures for existing staff was being actively considered by the organisation. Although no declaration of medical fitness was included in the application form, confirmation of this was asked for at interview. Cross reference was also made with the Scottish Social Services Council (SSSC), and any other appropriate professional bodies. An Assessment Centre approach to recruitment was being piloted.

Staff had been given copies of SSSC Codes of Practice, and these were incorporated into organisational policies and procedures.

The organisation keenly encouraged staff development. Staff spoken with saw the support for their professional development as one of the key strengths of the organisation, however some staff had not undertaken fire safety training and others needed to have their training refreshed. Not all staff had completed food hygiene training.

Staff in the Mossway and Staffa units were deployed in sufficient numbers to ensure high levels of supervision, and had a good mix of qualifications, skills and experience. The staff group is predominantly male and the service should consider using future recruitment opportunities to address this gender imbalance.

The Senior Management Team was responsible to the Board of Directors, who maintained an overview of the management of all of the organisation's

activities. Principally performing an executive function, the Board also had a clear safeguarding remit, although this should be developed further by having an agreed roster of visits to the school and a clear remit for them. The Board should also expect the annual report to summarise received complaints. Monthly reports were provided by the SMT and visits by the Board to the Centre were undertaken from time to time. The Chair met monthly with the Chief Executive. Annual reports were provided on the performance of the Centre and also on the performance and the continuing professional development of the SMT.

**Requirement:**

All staff should have received training in fire safety, and refresher training should be undertaken twice per year to ensure that they remain familiar with the procedure.

**SSI 2002 No.114 13 (c)(1) Staffing and National Care Standards for School Care Accommodation Services, Standard 7- Management and Staffing.**

**Timescale for implementation: within three months of the publication of this report.**

**Recommendations:**

8. All staff should have had a Disclosure check carried out within the last three years. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
9. The application forms should be amended to include a declaration of medical fitness by the candidate. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
10. All staff should have food hygiene training. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
11. All staff within these units should have training on sexually challenging behaviour. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
12. The Board of Directors should develop a roster of visits to the school, with agreed quality assurance mechanisms. The annual report should also include a summary of complaints made by young people and their outcomes. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**

## **Concerns, comments and complaints – Standard 18 & Advocacy – Standard 19.**

Young people were aware of how to raise complaints. They had some understanding of the Care Commission and its role.

Young people had made complaints and these were dealt with and the outcome and action recorded. Complaints were monitored by members of the Senior Management Team on a regular basis.

The issue of bullying was discussed frequently with the young people and staff.

Young people were aware of the role of Who Cares? Scotland workers and of children's rights officers. These officers would support young people to attend hearings or reviews or to contact social workers. They would work with the young people to ensure their views were heard either verbally or by assisting young people to write letters or complete the 'Having your say' form for a review.

The Who Cares? workers and children's rights officers spoken with felt that the school supported and encouraged young people to raise issues and concerns. While individual advocacy services focused effectively on casework, their overview of the centre's performance was inevitably fragmented. The centre should consider commissioning Who Cares? Scotland to convene an annual meeting of advocacy services and submit a report to the Board.

Young people within these units participated in informal daily meetings where issues and concerns were discussed. A minute of the meeting would be taken once a week. Minutes of the young persons' meetings evidenced that issues such as bullying, taking sides, quiet time, housekeeping arrangements, smoke rules and complaints were regularly discussed. Minutes of staff meetings evidenced that young people were listened to and their views acted upon.

A representative from each unit would participate in a monthly youth council meeting.

## **Keeping well - lifestyle Standard 11 & Keeping well – medication Standard 12**

There was a medical/healthcare history in place for young people. This included dental and optical care.

Within six weeks of admission a healthcare assessment was carried out by the Looked After and Accommodated Children nurse and a GP. Matters arising from the assessment were incorporated into care plans/actions. These

were followed up by the local GP, LAAC nurse and care staff as appropriate. There was documentation in place to support a healthcare assessment and this covered key health and well-being matters related to health promotion and prevention.

Information was available to young people on a range of health promotion/healthy living issues. There was also evidence of innovative joint working between the LAAC nurse and the school.

Exercise and activity were promoted within the school and care service.

All appointments with healthcare professionals were recorded and follow up care/interventions were also recorded. There was access to specialist services as required.

All young people were registered with the local GP and the LAAC nurse visited on a weekly basis.

Provision was made for young people to discuss matters in private and in confidence.

Policies and procedures relating to medical and healthcare assessments and input need to be further developed.

When young people were unwell there are arrangements in place for them to be cared for and supported.

There was evidence to suggest that the service had laid plans and objectives for the commencement of a “smoking ban”. However, these objectives and plans had not been fully realised and smoking on site continued to be a source of concern to the service. These concerns were well documented at all levels of the service.

The service should support and encourage young people to give up smoking and in tandem ensure that a non-smoking environment is achieved.

#### **Recommendations:-**

13. Policies and procedures relating to healthcare should be further developed and be included in the admissions policy for example, timescales for assessment by the local GP and/or LAAC nurse. In addition, specific policies and procedures relating to the health care system in place need to be developed. **National Care Homes for Children and Young People -Standard 11, Keeping well - lifestyle.**
14. The service should enforce the no-smoking policy on site and provide support and encouragement to young people to give up smoking. **National Care Homes for Children and Young People - Standard 11, Keeping well - lifestyle.**

## **Completion of specialist assessments and delivery of intervention programmes to address sexually harmful behaviour.**

### *Social Education Team*

There was a clear procedure in place for the assessment of all young people placed in Kibble. This was co-ordinated through the Social Education Team. The team included a dedicated manager, two trainee forensic psychologists, a chartered forensic psychologist (one day per week) and a developmental assets co-ordinator. A programmes co-ordinator was about to start.

The assessment looked at needs and risks. It included cognitive functioning, emotional well-being and the risk of re-offending. In some files, assessment packs were incomplete. In addition, some individual reports contributing to the assessment pack were extremely short. In particular, psychology reports often outlined psychometric test results without providing a contextualised or explanatory note of its possible relevance.

The inspection team heard that the process included regular re-assessment to look at progress as well as regular reviewing. The Youth Level of Service / Case Management Inventory (YLS/CMI) had been introduced for all young people. This widely used tool assesses risk of general re-offending and includes case management elements a number of staff were trained in its application. The Estimate of Risk of Adolescent Sexual Offence Recidivism (ERASOR) was also used in relation to sexual offending. The ERASOR is designed to assess risk of re-offending with 12-18 year olds who have previously committed a sexual assault. A violence risk assessment was also carried out.

The team provided a range of programmes including “cognitive skills”, “anger management”, “fire safe” and “offending is not the only choice”. Staff from both education and social care were trained to deliver programmes. This model should ensure that programmes and their day to day reinforcement become embedded in the culture. For instance, the core cognitive skills programme is being delivered to all young people in S3.

All the programmes used were based on evidence of what works. There were monitoring processes in place to ensure integrity and measure impact. Immediate outcomes were measured with psychometric testing. Feedback from unit staff included the use of the Rutter parent scale to assess change in emotion and behaviour within the unit. (The Rutter scales are designed as screening tools for emotional and behavioural problems. They have the advantage of having been widely used and evaluated.)

The inspection team were shown the results of a study carried out by one of the trainee forensic psychologists to look at the effect of the Ross programme (cognitive skills) on one group of young people. A matched control group was identified from young people who were not yet participating in the programme. The findings were that there were significant reductions in:

- Total level of risk of re-offending;
- Total criminal sentiments score as well as significantly lower identification with criminal others and
- Total behavioural difficulties, conduct difficulties and an increase in pro-social behaviour.

Although the Ross programme aims to increase problem solving skills, a significant increase in problem solving skills was not demonstrated.

Some research into crisis management was also being carried out. This was specifically looking at whether or not trauma symptoms resulted from the use of restraint.

The social education manager demonstrated a clear overview of all the interventions. They were well planned and there was a strategy for their delivery.

### *Welltree Foundation*

The Welltree Foundation provided the services of a consultant to work with young people who display sexually harmful behaviour. The consultant worked with young people after they completed their assessment with the social education team. They used a model of intervention based on a clear theoretical perspective. Their programme generally took 12 to 18 months to complete and included a relapse prevention phase.

The Welltree consultant provided training for both education and care staff. The work was well integrated into the work of child and youth care staff. The initial assessment was carried out by the social education team and they had ongoing links with Welltree. We heard that regular workers meetings around individual cases ensured that there was congruence in approaches to work with young people.

### *Care plans*

Kibble ensured that the initial assessment informed the intervention plan which outlined what work was going to be carried out, by whom and when. The intervention plan was then reviewed every six weeks. This allowed progress to be checked and also ensured that the timing of different interventions was appropriate. Information on the timing of all interventions was discussed at LAAC reviews.

In summary, there were a range of interventions provided at Kibble. A good deal of integration was apparent in their delivery. They were well monitored and reviewed. Immediate outcomes were measured on a regular basis. There was no process in place, however, to look at longer term outcomes. This was raised with the inspection team as an issue. We recommend that a national follow-up study is carried out to look at longer term outcomes for this group of young people.

## **Recommendation for the Scottish Executive**

1. There should be a national follow-up study to look at longer term outcomes for this group of young people.

## **Education**

Relationships between adults and pupils were very good. Young people spoke positively about the support they received in residences and during education. Movement around the large campus was orderly and still relaxed despite a high staff presence.

The weekly assembly was delivered by senior managers in education, along with other members of staff and some contributions from young people. The assembly enabled all staff and pupils to raise and address some topical issues, share information, celebrate success and promote positive behaviour. It also provided the opportunity to set a clear tone of respect for each other and for others in the wider community. The rate of attendance of day pupils was consistently high.

The school had a broad curriculum which included vocational skills, work experience and 'skills for work'. Pupils had very good opportunities for national accreditation at suitable levels.

Young people with significant learning difficulties had access to additional support within the intensive support resource. Young people were confident, welcoming to visitors and willing to express their opinions. The school council provided opportunities for young people to take responsibility and contribute to appropriate improvements. Eleven classroom support workers linked very effectively with each day and residential unit, and provided valuable communication and support across care and education.

Very effective handover meetings ensured shared knowledge of young people. The school's good approaches to planning for education along with pupils' individualised educational programmes enabled the progress in learning of each young person to be tracked and monitored. Monthly timetabled meetings between key tutors, key workers and each young person ensured consistency of approach. The school planned to take forward more specific approaches to setting targets to promote the personal and social development (PSD) of young people.

The school had very effectively reviewed its programme for personal and social education (PSE) and its approaches to promoting PSD. A very thorough audit clarified aspects of PSD across all subjects and demonstrated to teachers how to promote PSD across the curriculum. A visual representation of PSE across care and education, including specialist interventions, provided an excellent reference for all staff to the different aspects of PSE which contributed to improving the overall progress of young people. The good school policy further clarified roles and responsibilities. The

school now planned to make reference to 'A Curriculum for Excellence' within this document and to continue to monitor the timing of the programme of cognitive skills at S3.

Teachers' understanding of the importance of PSD within each subject area was demonstrated across different subject areas. For example in physical education, staff provided young people with the clearest message about respect and discipline.

The school's approaches to citizenship were creative and inspiring and strongly related to real-life experiences. Visiting speakers were carefully chosen to appeal to young people and had provided very good messages about acceptable behaviour, for example in relation to racism, and to future opportunities. Links with a school in Sri Lanka and plans to support work in a school in Malawi extended the understanding of young people of other cultures. The school planned to pursue suitable accreditation for this very good work. Whilst the school did not have timetabled sessions of PSE at S1 and S2, the clear contribution within subjects and individualised support, provided as necessary, ensured that young people had a suitably personalised programme.

The very comprehensive PSE programme at S4, delivered by care and education staff and the school nurse, along with specialist intervention staff, prepared young people for leaving school. The school effectively used the support of relevant agencies to deliver different aspects of PSE, including on responsible relationships and sexual health. Special after-school programmes for some day pupils had resulted in improved behaviour and attitudes. The school planned to appoint outreach workers to extend their links with families.

Pupils at all stages benefited from a range of experiences to improve self-esteem such as through using video techniques, during drama sessions and in music-making which included playing the bagpipes and drumming. Young people spoke very positively about their performance at the christmas show and in the school's talent show.

Young people were improving their fitness significantly through regular cycling expeditions and through participating in the running club. Many activities were linked to enterprising activities and fund-raising for charities. Some young people benefited significantly from extended learning opportunities during evenings. Subjects offered included practical craft, mechanics, art, yoga and rocket-making. Very good links with Reid Kerr College further extended learning opportunities for young people.

Good summer school activities, residential experiences, imaginative day visits which related to the curriculum and rewarded individual achievement, and challenging outdoor activities also provided young people with opportunities to develop team building skills and promote confidence and well-being.

Senior managers and staff had a strong commitment to continuous improvement. They had taken forward very effectively recommendations from the previous integrated inspection including through reviewing their approaches to PSE and implementing a very good range of programmes across care and education.

Staff had been successful in creating an environment which promoted positive attitudes to learning and appropriate behaviour. The school was very well placed to continue to improve.

### **Social care**

Relationships between staff and young people were respectful, warm and positive. Staff had a good knowledge of the care, support and education needs of the young people. Young people spoken with stated that staff were approachable and that they could talk to them about any concerns.

#### *Care plans*

The information held in each young person's personal file was comprehensive and thorough. Each young person's care plan was examined by the inspection team for continuity of care, clear target setting and outcomes for young people. The current care plan process could be refined. At present, there are five documents which must be reviewed for accuracy and updated. The inspection team were advised that the school was looking at ways to streamline this process, making it more person centred, whilst ensuring that all the relevant information was maintained and the care plan was a 'working tool' for both the young person and staff.

Sexually harmful behaviour, including risk of harm, was not always explicitly and accurately described. There is wider confusion and inconsistency nationally in defining this behaviour and there can be a reluctance to name it. The current emphasis in the Centre is on a holistic approach where young people are recognised for their individual needs. However, their responsibility for their own behaviour, and the risk they pose, is not minimised. A comprehensive assessment of the young person displaying sexually harmful behaviour has to include detail of the nature of the behaviour and look at who was involved.

### **Recommendation**

15. In reviewing the care planning process the centre should pay particular attention to:
  - Explicitly and accurately describing sexually harmful behaviour to form a sound base for assessment and intervention.
  - Integrating the working file with LAAC reviews by including a case chronology in case files.
  - Evidencing management audit by counter-signing and dating files.

### *Sanctions and reparations*

Young people were aware of the sanctions that could be imposed. There was evidence in the care plans that sanctions were discussed with the young people.

### *Incident and accidents*

Incidents and accidents were recorded appropriately. The number of accidents arising from SCM assists was monitored.

## **Summary**

Kibble Education and Care Centre provided safe care and education for the young people living in Mossway and Staffa units. Young people were well supervised and supported by an experienced and competent staff group in a safe and well-structured environment. Accommodation is of a good standard. However, consideration should be given to how the privacy and dignity of young people could be enhanced by the provision of en-suite facilities.

Care planning was very comprehensive. However, the information held needs to be refined and more person-centred.

The specialist support available to young people reflected current knowledge and good practice, and was well monitored.

Young people were safe and secure. However, child protection training and awareness raising needed to be improved. Closer links should be established with the host authority. A thematic approach to safe care should be considered within the management team.

Social workers spoken with had close working relationships with Kibble and stated that the centre met their expectations for young people.

Who Cares? Scotland workers and the children's rights officer spoken with felt that young people were listened to and encouraged to express their views. However, the centre needed to consider how the corporate views of advocacy services about its performance can be articulated.

Within the context of a learning organisation, the Senior Management Team provided strong leadership and support and remained open to new ideas.

The young people spoken with were committed to their placement and invested in their future potential within Kibble. Comments received from the young people about the care, support and education they received were positive.

The Care Commission will continue to monitor progress in relation to the requirement and the recommendations arising from this joint inspection.

The requirement and the recommendations are set out in the attached appendix.

**Kenny Campbell**  
Team Manager, Care Commission

**Stuart Bond**  
Inspector SWIA

**Lorna Walker**  
HM Inspector  
HMIE

## Appendix

### Part 3: Improvement Agenda

Requirement for Kibble arising from this inspection:

All staff must receive training in fire safety, and refresher training must be undertaken twice per year to ensure that they remain familiar with the procedure.

**SSI 2002 No.114 13 (c)(1) Staffing and National Care Standards for School Care Accommodation Services, Standard 7- Management and Staffing.**

**Timescale for implementation: within three months of the publication of this report.**

Recommendations for Kibble arising from this inspection:

1. The Centre's child protection procedure should be reviewed in conjunction with the host authority, Renfrewshire Council.  
**National Care Standards for School Care Accommodation Services, Standard 3 – Care and Protection.**
2. All staff within Kibble must receive child protection awareness training.  
**National Care Standards for Care Homes for Children and Young People, Standard 6- Feeling Safe and Secure. This is a continued recommendation.**
3. The child protection officer should undertake further child protection training which reflects current best practice. **National Care Standards for Care Homes for Children and Young People, Standard 6 – Feeling Safe and Secure.**
4. Kibbles' statement of functions and objectives should include :
  - A clear statement of the intended outcomes of Mossway and Staffa units;
  - A statement of the theoretical underpinning to the work in the units;
  - A statement of the functions and role of the external managers.

**Scotland's Children: the Children (Scotland) Act 1995 regulations and guidance Volume 2 children looked after by local authorities Chapter 4 residential care.**

5. Bedroom doors should be of a type which ensures quick access for staff in an emergency. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
6. The possibility of installing en-suite facilities in Mossway and Staffa should be investigated. In the meantime, the mould from shower trays should be removed. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**

7. A risk assessment of any potential ligature points in both units should be carried out. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
8. All staff should have had a Disclosure check carried out within the last three years. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
9. The application forms should be amended to include a declaration of medical fitness by the candidate. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
10. All staff should have food hygiene training. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
11. All staff within these units should have training on sexually challenging behaviour. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
12. The Board of Directors should develop a roster of visits to the school, with agreed quality assurance mechanisms. The annual report should also include a summary of complaints made by young people and their outcomes. **National Care Standards for School Care Accommodation Services, Standard 7, Management and Staffing.**
13. Policies and procedures relating to healthcare require to be further developed and be included in the admissions policy for example, timescales for assessment by the local GP and/or school nurse. In addition specific policies and procedures relating to the health care system in place need to be developed. **National Care Homes for Children and Young People-Standard 11, Keeping well - lifestyle.**
14. The service must enforce the no smoking policy on site and provide support and encouragement to young people to give up smoking. **National Care Homes for Children and Young People - Standard 11, Keeping well - lifestyle.**
15. In reviewing the care planning process the Centre should pay particular attention to:
  - explicitly and accurately describing sexually harmful behaviour, including risk of harm, to provide a sound base for assessment and intervention
  - integrating the working file with LAAC reviews by including a case chronology in the case file
  - evidencing management audit by counter-signing and dating files.

## **National Care Standards for School Care Accommodation Services, Standard 6, Support Arrangements**

### **Recommendation for the Scottish Executive**

1. There should be a national follow-up study to look at longer-term outcomes for this group of young people.