

Department of Justice Declaration

I, Karen Pearson, will say as follows:

This statement has been provided on behalf of the Department of Justice (DOJ) in response to the Rule 9 request of the Historical Institutional Abuse Inquiry (HIAI) dated 23 November 2015 on the basis of information contained in files currently held by the Department and such evidence received from the HIAI as it has been possible to review within the required timeframe. As further information becomes available, it may be necessary to provide to the HIAI, revised or supplementary statements.

Mr Nick Perry's Statement dated 17 May 2013 (SPT-1592 – SPT-1678), sets out the history and role of the DOJ and its predecessors, namely the Ministry of Home Affairs (MoHA) from 1922 to 1972 and the Northern Ireland Office (NIO) from 1972 to 1995.

Similarly, the joint DOJ-DHSSPS statement to the Inquiry dated 21 August 2015 (SPT-1723 – SPT-1998) provides information on the statutory framework within which the DOJ and its predecessors operated in relation to the Training Schools.

The DOJ has reviewed the limited documentation available in the preparation of this statement. Given the gaps in our records and limited corporate memory of events which go back decades, it is not possible to confirm with absolute certainty the veracity, completeness and accuracy of the information provided.

The DHSS is also preparing a statement for the HIAI in relation to St Joseph's Training School. It is agreed that the DHSS will, where relevant, substantively address queries raised regarding the inspection functions in place during the period in question.



Signed:

Date: 12 January 2016

Karen Pearson

HIAI Question1**1. When did St Joseph's open and during what period did it operate?**History of St Joseph's (SPT-16222 – SPT-16304)

- 1.1. The sisters of St Louis came to Middletown on 21 June 1875. The foundation stone of St Joseph's was laid in 1876 and the Industrial School/Orphanage for Roman Catholic girls opened on 25 June 1881. It was the second Industrial School in Ireland.
- 1.2. At the time the school drew children mainly from the ancient province of Ulster but the original group of girls came from as far apart as Dublin, Belfast and Donegal. Most of the children were described as 'destitute orphans' found begging and some were as young as four years old.
- 1.3. Historical documents show that St Joseph's developed in the first 50 years. On the same campus and sharing the same facilities there was a boarding school, an industrial school/orphanage and a primary school. On the partition of Ireland (1921) admissions of children from the south of Ireland virtually ceased.
- 1.4. Following the implementation of the 1950 Act, the Ministry of Home Affairs (MoHA) invited St Joseph's to become a training school within the terms of the Children and Young Persons (Northern Ireland) Act 1950. This invitation was accepted and the orphanage closed.
- 1.5. St Joseph's operated as a training school until it closed in 2000.

HIAI Question 2**2. How many individuals spent time in St Joseph's between 1922 and 1995?**

- 2.1 As an Industrial School, Middletown could accommodate 50 children and in 1923 there were 32 pupils (SPT-17094). The number of admissions to the school for the period 1913-1922 was as follows (RGL-23950):

Year	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Number	14	0	8	6	11	3	0	5	5	4

- 2.2 The main school building, which had been completely renovated¹, was used for the girls' education and administrative purposes. There were classrooms, a kitchen, a library, art rooms, a dining room and offices. The girls attended school daily and there were four full-time teachers who taught the full range of subjects with some girls preparing for various examinations.
- 2.3 The girls lived in family units in three house blocks which were completed in 1974, comprising cubicle bedrooms and all had use of a swimming pool which was completed in 1974.
- 2.4 In 1986 the school could provide accommodation for up to 40 girls between the ages of 11-17.
- 2.5 The 1989 Social Services Inspectorate Report (SPT16222 – SPT-16304) provides a detailed profile of the residents at the time of the inspection:
- On 15 May 1987, St Joseph's had on roll 32 girls aged between 12 years and 11 months and 17 years and 9 months. There were 22 young people aged 16 years or over, nine aged between 14-16 years and one girl was under 14 years of age.
 - 25 were in residence, six were on extended leave and one was spending the week-end away from school.
 - 29 girls were the subject of Training School Orders, while two were the subject of Interim Detention Orders and one had been admitted to St Joseph's on a Place of Safety Order. One girl was a juvenile offender and three others had been committed for non-school attendance.
 - The 25 girls subject to a Training School Order were deemed to be in need of 'Care, Protection and Control' and were sent to the school under section 95 (1) (a) of the Children and Young Persons Act (Northern Ireland) 1968. As such, the proceedings in respect of them and three others who were also in St Joseph's on short term orders had been instigated by the Health and Social Services Boards². Some of this group of girls had experienced several placements during their careers in care.
 - Ten girls had come to St Joseph's from their own homes, one from hospital and another from a hostel. However, 16 girls had been living in children's homes prior to their admission to the training school.

¹ New plans were first drawn up for the renovation project in 1969.

² All four Boards were involved: Eastern (11), Southern (9), Western (6) and the Northern (2).

One of these girls had been held in St Joseph's on an Interim Detention Order for a full assessment. Ten others had been in training school at some other stage of their careers; prior to having been committed on Training School Orders. However, five girls had been sent directly to St Joseph's by the court following proceedings brought by Social Services.

- Nine girls (28%) had been living in St Joseph's for six months or less (including the most recent admission who had been there for only one day). Fourteen others (45%) were there for more than one year including four girls (12%) who had been admitted for more than two years prior to the inspection. However, of the girls who were there the longest, two had been recalled to the training school from licence and one was in the hostel preparing for a placement where she could live independently.
- The home circumstances of another girl made it impracticable for her to return home and she was going out each day to work on a training scheme.

2.6 There is no further information available to the Department regarding the number of individuals who were resident at St Joseph's between 1922 and 1995 as we do not hold the registers that would contain this kind of information. It is possible that the Order of St Louis may hold the relevant documentation.

HIAI Question 3

3. What legislation governed the operation of St Joseph's between 1922 and 1995?

3.1 A number of reformatories, industrial schools, Training Schools and borstals existed in Northern Ireland during the 1922-1995 period, of which St Joseph's was one. A broad timeline for these has been provided in Annex A to Mr N Perry's (Permanent Secretary of DOJ) statement to the HIAI dated 17 May 2013 (SPT-1592 – SPT-1678).

3.2 The legislative framework within which these institutions were run is provided in section 2 of the DOJ-DHSSPS joint statement to the HIAI dated 21 August 2015 (SPT-1728 – SPT-1737). This framework also applied to St Joseph's.

3.3 The key legislation was that applied to reformatories, industrial schools, Training Schools and borstals was the Children Act 1908 (SPT-100001 – SPT-10077); the Children and Young Persons Act (NI) 1950 (SPT

80001-80062); the Training School Rules 1952 (SPT-80063 – SPT-80073); the Children and Young Persons Act (NI) 1968 (SPT-80096 – SPT-80114); the Health and Personal Social Services (NI) Order 1972; and the Children (NI) Order 1995 (SPT-101027 – SPT-101242). The Inquiry will find a detailed analysis of key aspects of the legislative provisions and the Rules in section 1 of the DOJ-DHSSPS statement to the HIAI dated 21 September 2015.

HIAI Question 4

4. What Rules, Regulations, or Orders (legislative or otherwise) applied to St Joseph’s between 1922 and 1995 (please provide copies of any Rules, Regulations or Orders)?

- 4.1 There were no Rules, Regulations and Orders specific to St. Joseph’s. The same Rules, Regulations and Orders applied to all Training Schools as set out in sections 2 to 5 (SPT-1728 – SPT-1744) of the DOJ-DHSSPS joint statement to the HIAI dated 21 August 2015 and as further discussed in the joint statement of the 21 September 2015.
- 4.2 The 1923 “Report of the Departmental Committee on Reformatory and Industrial Schools in Northern Ireland” (SPT-17083 – SPT-17147) referred to the rules governing industrial schools approved by the Minister under section 54 of the 1908 Act. The rules covered the lodging; clothing; dietary; instruction; moral guidance; discipline and punishment of children, together with regulations in relation to the running of the institution. Little information is currently available regarding how these rules were implemented.
- 4.3 Thereafter, until the Children and Young Persons Act (NI) 1950 (the 1950 Act) was implemented, the rules governing industrial schools were approved by the Minister under section 54 of The Children Act (the 1908 Act). Upon the coming into operation of the 1950 Act MoHA introduced the Training School Rules 1952 (extant until 1999), which set out the regulatory framework for the administration of Training Schools. The Children and Young Persons Act (NI) 1968 effectively re-enacted the provisions of the 1950 Act in relation to Training Schools with some additions, and importantly, implemented a change to the age of criminal responsibility, raising it upwards from 8 to 10 years.

HIAI Question 5**5. Who regulated St Joseph's between 1922 and 1995 and what approach was taken to regulation?**

- 5.1 The regulatory regime in relation to St Joseph's is as detailed under sections 3 to 5 (SPT-1737 – SPT-1744) of the DOJ-DHSSPS joint statement to the HIAI dated 21 August 2015.
- 5.2 As with other Training Schools, MoHA was responsible for the regulation of St Joseph's until responsibility for training schools transferred to the Training Schools Branch of the NIO with the proroguing of the Northern Ireland Parliament in 1972.
- 5.3 The day-to-day management of the industrial and reformatory schools remained with the religious orders and the charitable institutions that owned them. In 1948, the Minister for Home Affairs in taking forward the new Children's Bill highlighted the fact that the Catholic Church would still enjoy the right to run their own institutions subject to the Ministry's control of general policy.
- 5.4 The 1950 Act (SPT-80001 – SPT-80062) which established training schools and the 1952 Training School Rules (SPT-80063 – SPT-80073) set out the role and remit of the Board; the role of the manager responsible to the Board of Management and the effective conduct of the school; provisions on discipline and punishment; and record keeping.
- 5.5 The Rules (SPT-80063 – SPT-80073) stated that the Board should arrange for the schools to be open for inspection on behalf of the Ministry. The Rules (SPT-80063 – SPT-80073) provided more robust management arrangements providing greater record keeping and transparency to the management of schools.

HIAI Question 6**6. Who inspected St Joseph's on behalf of the regulator between 1922 and 1995, and please provide copies of any inspection reports?**

- 6.1 Information in relation to the inspection function of Training Schools is provided under sections 9 and 10 (SPT-1747 – SPT-1750) of the DOJ-DHSSPS joint statement to the HIAI dated 21 August 2015. This also applied to St Joseph's.
- 6.2 The 1908 Act required that inspections of industrial schools and reformatories should be carried out annually. The 1923 Report of the Departmental Committee on Reformatory and Industrial Schools in

Northern Ireland (SPT-17083 – SPT-17147) provides information on the inspection arrangements under the Ministries of Northern Ireland Act, 1921, which provided for the health and condition of the residents in Reformatory and Industrial schools to be inspected by the Principal Medical Officer to the Ministry and education aspect to be carried out by Inspectors of the Ministry of Education. It was also practice that the Department of Agriculture and Technical Instruction for Ireland to allow their Inspectors to carry out technical inspections of the schools (SPT-17090).

- 6.3 Prior to the implementation of the Health and Personal Social Services (NI) Order 1972 (the 1972 Order), inspections of training schools under the 1950 Act and the Children and Young Persons Act (Northern Ireland) 1968 (the 1968 Act) were undertaken by MoHA children’s inspectors and medical officers who were also responsible for the inspection of children’s homes.
- 6.4 Subsequently, it would appear that the Departments Transfer of Functions (NI) Order 1973 together with the Modification of Enactments (NI) Order 1973 created a power of inspection on both the NIO and the DHSS in relation to all children’s institutions maintained under the 1968 Act but responsibility for the implementation of section 132 (4) of the 1968 Act which imposed a duty on the MoHA to “cause remand homes to be inspected,” fell to the NIO. In practice, NIO retained responsibility for the inspections of Training Schools and the DHSS assumed responsibility for inspections of children’s homes.
- 6.5 The role of the Department of Health and Social Services (DHSS) between the years 1972 and 1995 was, therefore, by arrangement with the NIO and through the auspices of the DHSS Social Work Advisory Group (SWAG) and subsequently, the Social Services Inspectorate (SSI), to:
- inspect and carry out other investigations related to Training Schools and juvenile justice institutions as requested by NIO; and
 - provide policy and professional practice advice in relation to the functioning of the schools and juvenile justice system.
- 6.6 As such, the SWAG, subsequently the SSI, was evidently the body authorised by both the DHSS and the NIO to discharge each Department’s respective powers of inspection from 1973 onwards.
- 6.7 The Department is aware that the Social Services Inspectorate (SSI) undertook on behalf of the Northern Ireland Office the first major

inspection of St Joseph's in May 1987³ but a copy of the resulting report is not available.

- 6.8 There is limited documentation in relation to inspections of St Joseph's. The only inspection reports which are available to the Department (and which are enclosed) are the:
- i. 1989 Overview Social Services Inspection report (SPT-16222 – SPT-16304), which covered all Training Schools operating at that time;
 - ii. July 1992 Regulatory Inspection report on St Joseph's⁴; and
 - iii. July 1993 General Inspection report on St Joseph's⁵.

HIAI Question 7

7. What were the governance arrangements for St Joseph's between 1922 and 1995?

7.1 In line with the 1908 and 1950 Acts, the Management Boards of the Training Schools were accountable to the Department.

7.2 By the late 1950s MoHA officials were more involved with staffing matters for these schools. Whilst officials met with the managers of the schools operated by religious orders, they had very little involvement in the day-to-day running or decision-making. On the transfer of responsibilities from MoHA to the NIO, a Training Schools Branch was established in NIO to provide policy direction and funding for the schools and NIO officials held regular meetings with the Boards of Management. These arrangements have been the subject of some discussion in the witness statements of Mary Madden (SPT-2672 - SPT-2756) and Alan Shannon (SPT-2220 - SPT-2666) which were submitted to the Inquiry during Module 7.

7.3 As with the other Training Schools, the St Joseph's Board of Management were responsible to MoHA for the effective conduct of schools, and inspections by MoHA were the main vehicle for providing assurance that schools were being run effectively and providing appropriate care and services. In maintaining an efficient standard

³ Exhibit 2 - General Inspection of St Joseph's Training School Middletown – June - July 1993

⁴ Exhibit 1 - Report of a Regulatory Inspection of St Joseph's Training School, Middletown, Co Armagh – 9 July 1992

⁵ Exhibit 2

throughout the school, Boards of Management were also required to take into consideration any reports which the Ministry brought to their notice.

- 7.4 The Training School Branch in the NIO introduced monthly meetings with management and Board members of each of the training schools, including St Joseph's. Minutes of these meetings are not available to the Department.
- 7.5 Further information on governance and the framework within which it operated for all training schools is provided in sections 4 and 5 of the joint DOJ-DHSSPS statement dated 21 August 2015.

HIAI Question 8

8. **Was there a Management or Visiting Board between 1922 and 1995, and how was it comprised?**
 - 8.1 The reformatory and industrial schools were established, operated and managed under the Children Act 1908 (the "1908 Act") (SPT-100001 – SPT-10077) and put in place measures to regulate the care of children and young people. The 1908 Act placed general statutory duties on the institutions in respect of how children and young people were to be cared for. Managers of certified schools were "*deemed to have undertaken to teach, train, lodge, clothe and feed*" children and '*youthful offenders*'. Managers of certified schools were also empowered to make rules regarding the management and discipline of the school and these rules were subject to approval by the Chief Secretary. The Chief Secretary could also require schools to make rules.
 - 8.2 During the pre-1951 period it was recognised that there was a need to reform and improve the management and conditions within the Industrial and Reformatory School sector, particularly following the report of the Lynn Committee on the Protection and Welfare of the Young and Treatment of Young Offenders (SNB-100202 – SNB-100203).
 - 8.3 Legislation incorporating many of the Lynn Committee recommendations was introduced in the Form of the Children and Young Persons Act (1950) (SPT-100442 – SPT-100503). Section 4 of the Act provided for the introduction of Training School Rules, which came in to effect in 1952 and which provided for the establishment of Boards of Management and detailed their responsibilities, including a need to meet on a monthly basis and pay "*frequent*" visits to the schools (Rule 2).
 - 8.4 . It is believed that the Management Board of St Joseph's would have operated in much the same manner as the Management Board for St

Patrick's TS. As already mentioned in paragraph 5.3 of this statement, the Catholic Church would still have the right to run their own institutions, subject to the Ministry's control of general policy.

- 8.5 The 1989 SSI report found that "the schools were being visited regularly by Board members."(SPT-16299). Further, the SSI discussed and agreed a framework (SPT-16299 – SPT-16302) for monitoring visits by Board Members with all management boards.
- 8.6 The 1992 SSI inspection report on St Joseph's⁶ recommended that routine monthly visits should be carried out by a member of the Management Board.
- 8.7 Section 5 of the 1993 SSI inspection report⁷ described the management and monitoring arrangements for St Joseph's and described the Board membership as being "*drawn from a wide range of professional backgrounds, with interests in education, nursing, medicine, the legal profession and the clergy and members of the St Louis and De La Salle Orders.*"
- 8.8 The Department does not hold any records in relation to Management Board minutes.

HIAI Question 9

9. What were the staffing arrangements between 1922 and 1995?

- 9.1 As detailed in the DOJ-DHSSPS joint statement to the HIAI dated 21 August 2015, the DOJ is presently unable to locate any information relating to staff ratios or staffing requirements in Training Schools prior to the 1980s.
- 9.2 The additional information provided in sections 7 and 8 of the joint statement also applies to St Joseph's.
- 9.3 Section 6 of the 1993 SSI inspection report⁸ provides information in relation to the staff in place in St Joseph's at the time, comprising senior management, a Community Care Team, Residential Social Workers and a Nurse as well as a cook, a cleaner, a maintenance officer, a pool supervisor and a groundsman, some of whom were part-time.

⁶ Exhibit 1 - Report of a Regulatory Inspection of St Joseph's Training School, Middletown, Co Armagh – 9 July 1992

⁷ Exhibit 2 - General Inspection of St Joseph's Training School Middletown – June - July 1993

⁸ Exhibit 2 - General Inspection of St Joseph's Training School Middletown – June - July 1993

- 9.4 The report shows that staff held a range of qualifications including Certificate of Qualification in Social Work (CQSW), Certificate of Social Services (CSS), Nursing, including psychiatric, teaching and various degrees.
- 9.5 The 1993 report states that *“For many years the Management Board of the School has promoted an on-going programme of full time staff training in an effort to provide a high quality service.”* The report does, however, refer to a lack of resources to fully support the training programme and advises that the NIO were aware of this issue.

HIAI Question 10

10. What disciplinary regime operated in St Joseph’s between 1922 and 1995?

- 10.1 The Department does not hold any information in relation to disciplinary regime operated in St Joseph’s between 1922 and 1995 prior to the 1992 Regulatory inspection report. This report states at paragraph 17⁹ that children were not locked up in the cases of extreme behaviour but were *“removed from the main group and taken to their sleeping quarters”* until they calmed down.
- 10.2 There is no mention of the disciplinary regime at St Joseph’s in the 1993 SSI report.

HIAI Question 11

11. Was any form of physical chastisement permitted in St Joseph’s between 1922 and 1995?

- 11.1 The Department notes that the Annual reports held by the Inquiry refer to corporal punishment from December 1953 to September 1958 refer to a range of punishments including being given one/two slap(s), being deprived of sweets or pocket money, not being allowed on an outing, being reprimanded and made to apologise (SJM-2040 – SJM-2055). The records show that these forms of punishments were routinely used and were allocated by the Manager. One report in 1956 (SJM-2046) states that one girl *“Had her hair cut”* because she had absconded for a second time.

⁹ Exhibit 1 - Report of a Regulatory Inspection of St Joseph’s Training School, Middletown, Co Armagh – 9 July 1992

- 11.2 A further record in relation to corporal punishment exists for December 1964 and details that 4 or 6 slaps on hands were administered by the Manager in response to behaviour such as being disobedient and leaving the premises (SJM-2059).
- 11.3 The Department does have access to any further information in relation to physical chastisement prior to the 1992 Regulatory inspection report, which states at paragraph 17¹⁰ (Exhibit 1) that corporal punishment was not used in St Joseph's, but that extreme behaviour was managed by a range of sanctions including early bedtime, loss of marks and loss of leave.

HIAI Question 12

12. Is the Department aware of any contemporaneous complaints made between 1922 and 1995 of abuse in St Joseph's?

- 12.1 Based on the information currently available, the Department has no evidence to suggest that it received or was made aware of any complaints of abuse by young people in St Joseph's during the above period.
- 12.2 From the available SSI inspection reports for 1989, 1992 and 1993 it is evident that the inspectors interacted directly with the pupils. In carrying out the 1993 inspection¹¹, for example, the young people were asked to fill in a questionnaire each. There were some minor complaints such as requests for locks on bedroom doors, a demand for more cigarettes, more weekend leave and feeling lonely. All girls who responded knew of someone they could complain to, senior staff in particular (paragraph 7.6 of the report).

HIAI Question 13

13. Is the Department now aware of any complaints of abuse at St Joseph's between 1922 and 1995, and when did those allegations first become known?

- 13.1 To our present knowledge, no allegations of abuse or complaints have come to the attention of the Department in relation to St Joseph's, other

¹⁰ Exhibit 1 - Report of a Regulatory Inspection of St Joseph's Training School, Middletown, Co Armagh – 9 July 1992

¹¹ Exhibit 2 - General Inspection of St Joseph's Training School Middletown – June - July 1993

than those contained in the statements made by witnesses to the HIAI with reference to their experience in St Joseph's. The Department is unaware of any civil claims involving allegations of abuse at St. Joseph's.

- 13.2 The 1992 Regulatory inspection report highlights that the Inspector mingled freely with the young people and that the young people were aware that they could request to speak with him privately if they wished to raise any issues. The report states at paragraph 22 that "*No matters or complaints were brought to the attention of the inspector.*" (Exhibit 1)¹².
- 13.3 The 1993 General Inspection report on St Joseph's (Exhibit 2)¹³ advises at paragraph 10.3 that two complaints were made by parents. One complaint was a financial matter, namely a concern that the £1 per day allowance was not enough. The other set of parents alleged that they had lodged a complaint with the RUC in Belfast but did not respond to follow up queries by the Inspectors. The report does not provide any information in relation to the nature of the complaint.

HIAI Question 14

14. What steps were taken by the Department in relation to complaints about St Joseph's between 1922 and 1995?

- 14.1 The Department was not aware of any complaints in relation to St Joseph's except for those referred to in the 1993 General Inspection report (see paragraph 13.3 of this statement), which were reported to the Management Board and followed up as appropriate.

HIAI Question 15

15. What systems failures relating to St Joseph's between 1922 and 1995, if any, relating to the HIA Inquiry's Terms of Reference can you identify from the material?

- 15.1 Based on the limited information available to the Department, there is no evidence to suggest systems failures by the Department or its predecessors with regard to their responsibilities in relation to the St Joseph's Training School.

¹² Exhibit 1 - Report of a Regulatory Inspection of St Joseph's Training School, Middletown, Co Armagh – 9 July 1992

¹³ Exhibit 2 - General Inspection of St Joseph's Training School Middletown – June - July 1993

HIAI Question 16

- 16. Any other material you wish to make the Inquiry aware of in respect of St Joseph's between 1922 and 1995?**
- 16.1 The Department holds files for some Lay staff and Sisters who worked in St Joseph's and psychology files for some of the pupils who have engaged with the Inquiry. These can be provided to the Inquiry.
- 16.2 The Department is understands that the Order of St. Louis may hold records in their archive that may be of interest to the Inquiry.

Department of Justice Declaration

I, Karen Pearson, will say as follows:

This statement, has been provided on behalf of the Department of Justice (DOJ) in response to the Rule 9 request of the Historical Institutional Abuse Inquiry (HIAI) dated 22 July 2015. It has been prepared jointly with the Department of Health, Social Services and Public Safety (DHSSPS) on the basis of information contained in files currently held by both Departments and such evidence received from the HIAI as it has been possible to review within the required timeframe. As further information becomes available, it may be necessary to provide to the HIAI, revised or supplementary statements.

Mr Nick Perry's Statement dated 17 May 2013, sets out the history and role of the DOJ and its predecessors, namely the Ministry of Home Affairs (MoHA) from 1922 to 1972 and the Northern Ireland Office (NIO) from 1972 to 1995.

Department of Health, Social Services and Public Safety Declaration

I, Hilary R Harrison will say as follows:

This statement (in so far as it refers to inspections of Training Schools and related activities undertaken by Inspectors from the former Department of Health and Social Services and its predecessors) has been provided on behalf of the DHSSPS in response to the HIAI Rule 9 Request dated 22 July 2015. The information presented here supplements the DHSSPS statement dated 30 July 2015 already submitted to the HIAI in respect of Module 7.

The role of the Department of Health and Social Services (DHSS) between the years 1972 and 1995 was, by arrangement with the NIO and through the auspices of the DHSS Social Work Advisory Group (SWAG) and subsequently, the Social Services Inspectorate (SSI), to:

- inspect and carry out other investigations related to Training Schools and juvenile justice institutions as requested by NIO; and
- provide policy and professional practice advice in relation to the functioning of the schools and juvenile justice system.

The DOJ and DHSSPS have reviewed a significant volume of archived documentation in the preparation of this statement. Given the gaps in our records and limited corporate memory of events which go back decades, it is not possible to confirm with absolute certainty the veracity, completeness and accuracy of the information provided. This statement represents the best efforts of both Departments, in collaboration, to bring together and explain the

most significant events and major developments relating to children and young people in the justice field during the period 1922 to 1995.

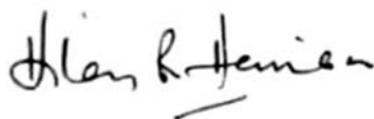
The statement contains annotations indicating which Department will act as lead witness in respect of the various matters addressed.



Signed:

Date: 21 August 2015

Karen Pearson



Signed:

Date 21 August 2015

Hilary Harrison

HIAI Question1

1. A brief history and background to Training Schools

- 1.1 A number of reformatories, industrial schools, training schools and borstals¹ existed in Northern Ireland during the 1922-1995 period. A broad timeline for these has been provided in Annex A to Mr N Perry's statement to the HIAI dated 17 May 2013 (SNB 95334-95346). From 1922 to 1972, the Department responsible for training schools and juvenile justice was the Ministry of Home Affairs (MoHA). Following the proroguing of the Northern Ireland Parliament the NIO was established and assumed the former responsibilities of MoHA in relation to policy and legislation governing training schools and other juvenile justice services.
- 1.2 During the period 1922 to 1950, industrial and reformatory schools were the two main types of institutions within the juvenile justice system for children under the age of 17 years. Under the Children Act 1908 (the 1908 Act) (Exhibit 1), industrial schools were generally intended for the rescue, care and protection of children who by reason of family circumstances, environment or company were in danger of becoming delinquent. Reformatory schools were intended for the training and reformation of older boys who had committed offences (Exhibit 2)².
- 1.3 A significant change in the juvenile justice system was brought about by the Children and Young Persons' Act 1950 (the 1950 Act) (SPT 80001-80062), which replaced former industrial schools and reformatories with establishments to be known as "remand homes" and "training schools". The Children and Young Persons Act (Northern Ireland) 1968 (the 1968 Act) (SPT 80096-80114) affirmed the 1950 legislation by maintaining the place of remand homes and training schools on the continuum of responses to troubled and troublesome young people. Under the provisions of the 1950 and 1968 Acts,(SPT 80001-80062; SPT 80096-80114) a juvenile court was empowered to commit a person under the age of 17 found guilty of an offence, to custody in a remand home. The court also had the power to make a Training School order in the case of both offenders and children who may not have offended but who were in need of care, protection or control.
- 1.4 There were no establishments in Northern Ireland that operated exclusively as remand homes. The remand function until 1973 was

¹ Institutions run by HM Prison Service and intended to 'reform seriously delinquent young people'.

² The Roots of Rathgael booklet, page 1, Spectator Newspapers, Bangor. Document submitted to the inquiry on [date]. Not yet allocated a Bates reference number. It is attached for convenience at Exhibit 2.

administered through four training schools, established on the basis of gender and religion, namely: St Patrick's and St Joseph's Training Schools which catered for Catholic boys and girls respectively and Rathgael and Whiteabbey Training Schools, established for non-Roman Catholic boys and girls. A fifth non-denominational training school, Lisnevin, opened in 1973. Hydebank Young Offenders Centre (YOC), a Category C³ institution opened in June 1979, and replaced the closed borstal at Lisnevin.

- 1.5 The information to follow focuses on the four main institutions of particular interest to the Inquiry.

St Patrick's Training School

- 1.6 The St Patrick's institution was established in 1862 by the Roman Catholic Church and managed directly by the Diocese of Down and Connor. It was an Industrial school and from 1921 also catered for the reception of reformatory boys. In 1951, following approval by the MoHA under the 1950 Act (section 106) (SPT 80001-80062) it became a training school. St Patrick's was also registered as a remand home under section 104 of the 1950 Act (SPT 80001-80062). It continued to function as a training school/remand home until 2001?

Rathgael and Whiteabbey Training Schools

- 1.7 Between 1950 and 1956 work was undertaken to amalgamate Malone Training School, Balmoral Training School and Whiteabbey Training School for Girls. The Malone and Whiteabbey Training Schools Act (Northern Ireland) 1956 (Exhibit 3)⁴ brought about a new Board of Management appointed by the Minister of Home Affairs. This resulted in the combining of Balmoral and Malone Training Schools into premises at Lislea Drive, Belfast, in 1958. The borstal part of Malone Training School was moved to Woburn House, near Millisle, County Down. A significant problem facing the new Board of Management at that time was accommodation. Although premises were altered, extended and modified the Board came to the conclusion in 1958 that a purpose built establishment was required. In 1959 the Board purchased the site at Rathgael Road, Bangor and in 1968, the Malone and Whiteabbey Training Schools Act (Northern Ireland) 1968 (Exhibit 4)⁵ established the Rathgael Training School. The Malone Training School for Boys was

³ A category C prison is a low security closed prison for people who cannot be trusted in an open prison, but are considered unlikely to make a determined escape attempt.

⁴ Document submitted to the inquiry on [date]. Not yet allocated a Bates reference number. It is attached for convenience at Exhibit 3.

⁵ [Document submitted to the inquiry on date]. Not yet allocated a Bates reference number. It is attached for convenience at Exhibit 3.

closed. In 1985, Whiteabbey Training School closed and the girls moved to the Rathgael Training School, thus creating for the first time a mixed gender Training School facility.

- 1.8 In the early 1990s, the accommodation units in Rathgael were restructured to enable the separation of children admitted for reasons of care and those who were offenders.

Lisnevin Training School

- 1.9 Lisnevin opened in 1973 at premises formerly called Kiltonga Home, on the outskirts of Newtownards, County Down. The new school provided secure residential assessment facilities for 20 remand boys and a longer term facility for another 20 committed boys, and was non-denominational. It was managed by a Board of Management set up by virtue of an Indenture between the Management Boards of St Patricks, St Josephs, Rathgael and Whiteabbey and MoHA. The membership of the Lisnevin Board was made up from members of the other Boards.
- 1.10 In 1978 the residential assessment unit of Lisnevin was relocated to the YOC Juvenile Remand Unit, Crumlin Road, Belfast and the longer term treatment unit (also known as the special unit) moved to Millisle in 1981. A 10-bed secure remand unit was opened in 1985 following the closure of the Juvenile Remand Unit at the YOC in Belfast. This meant that young people between the ages of 10 and 17 were no longer held within the adult penal system. Lisnevin closed in 2003.

Hydebank Young Offenders' Centre

- 1.11 Hydebank Young Offenders Centre opened in June 1979. It was built to manage up to 325 young people, normally between the ages of 16 and 21. 15 year old boys who were convicted of certain offences including terrorist related offences, or who were considered manageable within the open school system were managed in Hydebank. Hydebank was managed by a Governor, and management team, and operated within prison rules. Hydebank continues in operation to the present day and currently also houses the women's prison.

HIAI Question 2

2. **An explanation of the statutory scheme or schemes relating to Training Schools during the period being investigated by the HIA Inquiry, including how it changed over time**

- 2.1 Mr Perry's statement dated 17 May 2013 (SNB 95334-95346) has outlined the various statutory schemes that applied to training schools and their antecedents in the period 1922 to 1995. The paragraphs to follow trace the development of the key primary legislation and policy initiatives that shaped changes over time.

The Children Act 1908 (the 1908 Act)

- 2.2 Although reformatory schools had been first established in 1858 under the Poor Law (Amendment) Act, at the beginning of the period of the Inquiry's interest, reformatory and industrial schools were established, operated and managed under the 1908 Act (Exhibit 1)⁶. That Act put measures in place to regulate the care of children and young people. Section 133 of the Act (Exhibit 1) applied its provisions to Ireland, where the Chief Secretary for Ireland ("the Chief Secretary") was to substitute for the Secretary of State. Following the partition of Ireland, the Ministry of Home Affairs for Northern Ireland became responsible for reformatory and industrial schools and inherited the powers exercised by the Chief Secretary of Ireland in that jurisdiction.
- 2.3 The 1908 Act (Exhibit 1) empowered the Chief Secretary, following an inspection, to certify that any reformatory or industrial schools were fit for the reception of youthful offenders or children to be sent there⁷. The Chief Secretary was also empowered to withdraw such certification if dissatisfied with a school's condition, rules, management, or superintendence. In that circumstance, the children or young people would have to be discharged or transferred to another certified school⁸. To inform the Chief Secretary's view, each certified school was required to be inspected at least annually by an inspector or assistant inspector appointed by the Chief Secretary⁹.
- 2.4 Section 69 of the 1908 Act (Exhibit 1) empowered the Chief Secretary to discharge or transfer a child or youthful offender. Under section 70 of the 1908 Act (Exhibit 1), the Chief Secretary's consent was also required for the disposal of a child or youthful offender to any trade, calling or service or by emigration¹⁰.
- 2.5 The 1908 Act (Exhibit 1) placed general statutory duties on the institutions in respect of how children and young people were to be cared for. Managers of certified schools were "*deemed to have undertaken to*

⁶ Later amended by the Children (Amendment) Act (N.I.) 1931.

⁷ Children Act 1908, s.45(1)&(2).

⁸ *Ibid.*, s.47 - s.51.

⁹ Children Act 1908, s.46.

¹⁰ *Ibid.*, s.69&s.70

teach, train, lodge, clothe and feed” children and ‘youthful offenders’¹¹. Managers of certified schools were also empowered to make rules regarding the management and discipline of the school and these rules were subject to approval by the Chief Secretary. The Chief Secretary could also require schools to make rules¹².

2.6 The 1908 Act (Exhibit 1) also made various provisions in relation to the funding of reformatory and industrial schools, together with measures which governed the circumstances in which children and young people were sent to the schools. Essentially, subject to certain limitations¹³, if a youthful offender was ordered to be sent to a certified school, it was the duty of the local council to provide for his reception and maintenance¹⁴. It was the duty of the local education authority to provide for the reception and maintenance of remaining children such as school refusers sent to certified industrial schools¹⁵. The Chief Secretary was empowered to recommend that money be paid from the Treasury towards the expenses (including removal expenses) of any child or youthful offender up to certain limits¹⁶.

2.7 The 1908 Act (Exhibit 1) also included various general measures designed to tackle cruelty to children and young people. Under these provisions, any person:

“who has the custody, charge, or care of any child or young person who wilfully assaults, ill-treats, neglects, abandons, or exposes such child or young person to be assaulted, ill-treated, neglected, abandoned, or exposed, in a manner likely to cause such young person unnecessary suffering or injury to his health (including injury to or loss of sight, or hearing, or limb, or organ of the body and any mental derangement), that person shall be guilty of misdemeanour” and liable on conviction to punishment¹⁷.

Shaping the 1950 Act

2.8 A number of significant matters arose prior to the 1950 Act (PST 80001-80062), which influenced the policy and the 1950 Act. In January 1923, R Dawson Bates, Minister MOHA, appointed a Committee “to enquire

¹¹ Ibid., s.52

¹² Ibid., s.54.

¹³ Ibid., s.74(5).

¹⁴ Ibid., s.74(1).

¹⁵ Ibid., s.74(2).

¹⁶ Ibid., s.73

¹⁷ Ibid., s.12(1).

into the number and character of committals to reformatory and industrial schools, care of boys and girls after leaving the schools, the financial position, costs to be borne by Treasury, local authorities and parents and the provision of a borstal institution for youthful offenders". The Committee made a number of recommendations (SPT 17081-17147) including:

- the provision of a Juvenile Courts system in separate buildings;
- children and young persons on remand to reformatory and industrial schools as places of detention should be kept separated from those already committed;
- suitable buildings (at a reasonable cost) should be made available for a borstal institution to be established in Northern Ireland;
- the substitution of the term 'reformatory' by 'training school'.

2.9 In 1935, following developments in England and Wales which used probation services much more frequently to support children than was the case in Northern Ireland, the Committee on the Protection and Welfare of the Young and Treatment of Young Offenders (known as the Lynn Committee) was established. In 1936, appointing Probation Officers became the responsibility of the Minister MOHA.

2.10 The Lynn Committee published its report in 1938 (SPT 14461-14587). The report examined a number of issues that were believed to be contributory factors to offending behaviour in young people including: unemployment, inadequate housing, cinemas, dance halls and street trading. Due to the outbreak of World War II (1939 – 1945) recommendations emanating from report were not advanced at that time.

2.11 However, on 19 January 1948, the Minister of Home Affairs wrote to the Prime Minister of Northern Ireland about the lack of control over the juvenile justice system and the prospects of the introduction of a Children's Bill (SPT 17149-17154). His letter stated:

"There is complete chaos in the matter of responsibility for the treatment of young offenders. The public, and probably most Members of Parliament, think that my Ministry is responsible for the care, treatment and reformatory education of the children who are committed to one or other reformatory or industrial schools. They also think that I have powers and functions in connection with the prevention of juvenile

delinquency.

Although the State accepts complete responsibility for all wrongdoers over 16 years of age it declines to accept responsibility for those under 16.

The law provides that children under 16 may be sent to reformatory or industrial schools, but it does not provide any premises to which they may be sent. These premises must be provided by local authorities or by religious bodies or by voluntary charitable organisations. My Ministry has no direct or effective control. Home Office inspectors do visit the schools or homes, and they report on dietary, cooking, cleanliness and general order of the place... I do not appoint, nor can I dismiss staff, nor do I have the power to direct any course of training or treatment or reformatory education. In short, I neither control nor direct policy."

2.12 The Minister's letter outlined a number of proposals to address the lack of effective control:

- the transfer of responsibility for the provision of reformatory and industrial schools from local authorities, religious bodies and charitable organisations to the State;
- the making of one central authority responsible for the care, treatment and reformation of all convicted children (it was suggested that this should be the Children's Department within the MOHA);
- that MOHA should have the right to appoint staff who are to deal with the children; and
- the need to legislate to give the central authority power to care for and protect children who, by reason of circumstances, stand in need of such protection.

2.13 The Minister noted that there would be additional cost but emphasised "... *this child service is a disgrace and has been starved for the past twenty years and we have trailed behind Britain*". Additionally, he noted that the Catholic Church would still have the right to run its own institutions, subject to the Ministry's control of general policy.

2.14 Also in 1948, a white paper was presented by the Government of Northern Ireland entitled 'The Protection and Welfare of the Young and the Treatment of the Young Offender (SPT 14588-14627)' which reiterated the concerns of the Minister. The report underscored the

tensions between Government, local authorities and voluntary bodies. In one passage the following observation was made: “...*It can be claimed that only as a last resort is any juvenile offender sentenced to reformatory and industrial schools. At the present time the duty of providing for the reception and maintenance of children and young persons sent to these schools by the court devolves to local authorities but it is the responsibility of the Minister (MOHA) to certify such schools as fit and proper*”.

2.15 The white paper(SPT 14588-14627), which cited the Curtis report¹⁸, noted that for well over a century the country had generally appreciated and had relied on voluntary effort for the care of neglected and other children. This voluntary work supplemented the facilities which had existed under the Poor Law code. It recommended that it was essential, and to ensure co-ordination, for one single Department i.e. MOHA to deal with all aspects of legislation affecting the care of the young and the treatment of young offenders. Other relevant recommendations of included:

- Welfare Authorities in relation to their responsibilities for children should come under the control of the MOHA;
- Voluntary Organisations operating homes for children should be required to comply with certain conditions;
- managers of institutions for delinquent children and young persons should be subject to measures of control;
- the establishment of Juvenile Courts on a new basis and the Probation Service should be extended;
- new legislation was required in relation to after-care schemes; and
- the appointment of an Advisory Committee to be known as the Child Welfare Council.

2.16 These recommendations and the above policy influences formed the basis of the Children and Young Persons Act (Northern Ireland) 1950 (SPT 80001-80062).

The Children and Young Persons Act (N.I.) 1950 (The 1950 Act)

¹⁸ An official Committee was set up under Miss Myra Curtis, the Committee looked at a wide range of issues including: destitution, the homeless, war orphans, disabled children, children removed from their families and adoption. The report heavily criticised the poor conditions found in many institutions and the lack of staff training. The Curtis Report’s proposals formed the basis of the 1948 Children’s Act in England and Wales

- 2.17 The 1950 Act (SPT 80001-80062) was made in order to “clear away the last remaining traces of the old poor law in relation to children” and introduce “new and wider responsibilities” for welfare authorities¹⁹. It was also an attempt to “consolidate so far as possible all legislation regarding the care of children and their protection against moral and physical danger”²⁰. The 1950 Act (SPT 80001-80062) reflected the increasing focus by the State on the new policy arena of social services in which the wellbeing of children was considered to be “bound up with the welfare of the community as a whole”. As the Northern Ireland Government’s 1948 white paper, The Protection and Welfare of the Young and the Treatment of the Young Offender (SPT 14588-14627), had made clear, the policy intent underpinning the 1950 Act (SPT 80001-80062) was to ensure that “every child and young person... whose future welfare is endangered either by neglect or by infringement of the law shall be dealt with in the manner best fitted to enable him to take his place as a valuable member of the community”²¹.
- 2.18 The 1950 Act (SPT 80001-80062) made changes to the oversight of ‘certified schools’, which were now to be merged and referred to as ‘training schools’. The court could order a child or young person guilty of an offence to be sent to a training school or a remand home pending disposal. The court could also make a Training School order if a child or young person was need of care, protection or control (whether or not they had committed an offence).
- 2.19 The Curtis report on the care of children (which formed the basis of the 1948 Children Act in England and Wales) recommended that ultimate responsibility for defining requirements, maintaining standards, and all aspects of legislation affecting the care of the young should rest with one central department. Thus, in relation to their responsibilities for children, welfare authorities came under the control of the MoHA (SPT 14588-14627).
- 2.20 MoHA was accorded the power to provide and maintain certified training schools and to make rules about the manner in which children committed to the schools were to be dealt with and the duties of those who cared for them.

The Child Welfare Council

¹⁹ 2nd Reading, 23 November 1949 (col. 1865)

²⁰ Ibid.

²¹ Command Paper 264, p. 12.

- 2.21 The 1950 Act (SPT 80001-80062) also established the Child Welfare Council (CWC) which was given statutory authority to advise MoHA on any matter referred to it by MoHA in connection with the Ministry's performance of its functions under the 1950 Act. The CWC could make representations to the Ministry with respect to any matter affecting the welfare of children and young persons. In its report on Juvenile Delinquency²², (Exhibit 5) published in 1954 (the 1954 report), the CWC recommended "*constructive use of leisure*" in Training Schools "*as well as training for work In many cases rehabilitation might more easily be effected by awakened interests rather than by punitive measures*". The 1954 report (Exhibit 5) stressed the importance of a good basic education for training school pupils and, recognising the vulnerability of children who might face a period of idleness between the school leaving age and the taking up of employment, the CWC recommended that the "*law be amended to permit children being retained in Training Schools for an additional year over the present school leaving age.*"²³ In 1960, the CWC produced a report on the "Operation of Juvenile Courts in Northern Ireland" (Exhibit 6)²⁴ (The 1960 report).
- 2.22 The 1960 report (Exhibit 6) made a number of recommendations. With reference to training schools, the CWC noted that "*many of the juveniles committed to Training Schools come from very unsatisfactory homes*" and it seemed to the CWC that "*if they are to provide any lasting benefit from their training, a concentrated effort for improvement in their homes must be carried out before they return there*". The CWC also recommended that the court should be given the power to direct the welfare authority, where necessary, to have a welfare officer visit the home for the purpose of giving advice and assisting the rehabilitation of the home²⁵. It also included the raising of the age of criminal responsibility from 8 to 10 years old. The recommendations of the CWC reports were to positively influence the development of court practice and juvenile justice proceedings over succeeding years.

The Children and Young Persons (NI) Act 1968 (The 1968 Act)

- 2.23 Following the 1950 Act (SPT 80001-80062), there was a rapid expansion in the statutory sector provision of residential care and as an increasing number of children came into the State's care. The 1968 Act (SPT 80096-80114) effectively re-enacted the provisions of the 1950 Act (SPT

²² Juvenile Delinquency Interim report of the Northern Ireland Child Welfare Council. HMSO 1954

²³ Paragraph 100 page 22.

²⁴ Operation of Juvenile Courts in Northern Ireland. Report by the Northern Ireland Child Welfare Council 1960. HMSO Belfast

²⁵ *Ibid* paragraph 37.

80001-80062) in relation to training schools with some amendments and raised the age of criminal responsibility (8 years in the 1950 Act) to 10 years. Under the 1968 Act (SPT 80096-80114), following the granting of three consecutive place of safety orders a child could be committed to a training school for a period of up to fifteen weeks, without the intervention of the court.

The Health and Personal Social Services (NI) Order 1972 (the 1972 Order)

- 2.24 Following the proroguing of the NI Parliament, the NIO assumed responsibility for training schools. Shortly thereafter, the Health and Personal Social Services (NI) Order 1972 made amendments to the arrangements for the financing of training schools; local authorities and parents were no longer required to make contributions. Following this, training schools were divided into two categories: (i) those which were funded by the NIO but managed by voluntary boards and (ii) those funded directly by the NIO and managed by boards appointed by the NIO.

The 1979 Children and Young Persons Review Group (The Black Committee)

- 2.25 The most significant policy development in the 1970s was the work of the Black Committee²⁶ which reported in 1979 (HIA 570-638). The Committee's remit was to look at services and legislation for children and young persons. The review group's recommendations were wide-reaching but clearly advocated a clear distinction between the treatment of juvenile offenders and children in need of care, making the proposal that care cases should be separated from justice cases. While the report was generally well received, the key recommendation called into question the future of training schools and this was met with considerable hostility, including from churches and local politicians²⁷. (Exhibit 7)
- 2.26 A lack of political consensus meant that there was no possibility of legal separation at this time, leading to a decision by the Secretary of State to allow the Training Schools to continue in existence while ensuring the separation of children in need of care and young offenders in independently operated units in the same campus. This in effect split

²⁶ The Children and Young Persons Review Group

²⁷ Submission from G Buchanan (DHSS) to Lord Skelmersdale, August 1989 (ref. JK/139/89)

justice and care cases administratively, even though both remained under the control of the NIO²⁸.

The Children (NI) Order 1995 (The 1995 Order)

- 2.27 Further structural changes were made to the administration of training schools under the Children (NI) Order 1995, which stopped short of a full implementation of the 1979 Black Committee's recommendations. The 1995 Order introduced a statutory framework for the restriction of liberty of children looked after by Health and Social Services Trusts. The concept of committal to training school no longer applies to children in care. A child's liberty can no longer be restricted for more than 72 hours without the intervention of the court. A Health and Social Services Trust may apply to the court for a secure accommodation order and if the court agrees, it can make an order giving permission for the child to be kept in secure accommodation and specifying the maximum period for which this will be allowed.

HIAI Question 3

3. **An explanation of the regulatory regime for Training Schools that the statutory schemes set up, including how it or they changed over time.**
- 3.1 The 1923 "Report of the Departmental Committee on Reformatory and Industrial Schools in Northern Ireland" (SPT 17081-17147)²⁹ referred to the rules governing industrial schools approved by the Minister under section 54 of the 1908 Act (Exhibit 1). The rules covered the lodging; clothing; dietary; instruction; moral guidance; discipline and punishment of children, together with regulations in relation to the running of the institution. Little information is currently available regarding how these rules were implemented.
- 3.2 Following the introduction of the 1950 Act, MoHA introduced the Training School Rules 1952 (extant until 1999) which provided the main provision for the operation of training schools (SPT 80063-80073). The main features included:
- composition, role and remit of the Board of Management, including responsibility for "appointment, suspension or dismissal of staff of the school, provided that no person shall be appointed without the Ministry's approval";

²⁸ A formal split did not take place until the commencement of the Children (Northern Ireland) Order 1995 in November 1996

²⁹ See para 2.8

- the Ministry's role in setting limits on numbers of boys or girls;
- details on the role of the manager responsible to the Board of Management for the efficient conduct of the school and to obtain authority of the Board (and notify Ministry) before leaving the school for more than 2 days;
- the care of boys and girls, suitable clothing, sufficient and varied food, approved by the Ministry;
- detailed provisions on discipline and punishment, including rewards, corporal punishment to be avoided, forfeiture of privileges, limits on separation; limits on corporal punishment (shall not exceed six strokes, to be witnessed by another member of staff, no other boys or girls present), record of punishment, potential dismissal for breaching the rule;
- record keeping;
- medical officer responsibilities; and
- the Board to arrange for the school to be opened for inspection on behalf of the Ministry.

3.3 Whilst the legislation governing training schools did not change significantly over the years in question, nevertheless change was being initiated through the oversight by MoHA of the way in which the care children was being delivered by the schools. For example with reference to the health of children a MoHA Inspector wrote in September 1955 to the Ministry's Chief Medical Officer stating that medical officers had for some time supervised the health of children but highlighted the fact that "*...our medical officers do not visit homes on a routine basis but are 'on call' for the MOHA ... I have felt for some time that our staff should be making an annual visit to each and reporting through medical channels to you only in this way can a composite annual report be completed*" (SPT 14419-14420). The Departments' review of the records of medical officers appointed by Boards of Management of the Malone School indicate that inspections were conducted annually by the school's medical officer and submitted to the Governor and MOHA³⁰. The records initially comprised half a page ("*the boys generally looked healthy*") and gradually become more detailed (records reviewed, comments on access to dentist, general health, facilities, absconding levels and punishment ("*strap used in several cases; deprivation of privileges*"). Individual medical records were introduced by the mid-

³⁰ Medical Inspectors Report annually from 1941 to 1954 (PRONI Records)

1950s, reflecting the changes in practice that were sought by the 1952 Rules (SPT 80063-80073). The 1952 Memorandum by the Home Office on the Conduct of Children's Homes, which set out amongst other standards the desired medical arrangements for children's homes appeared to inform the practice of the schools' medical officers (SPT 80080-80095).

- 3.4 By the late 1950s MoHA officials were more involved with staffing matters for these schools. Whilst officials met with the managers of the schools operated by religious orders, they had very little involvement in the day-to-day running or decision-making. On the transfer of responsibilities from MoHA to the NIO, a Training Schools Branch was established in NIO to provide policy direction and funding for the schools and NIO officials held regular meetings with the Boards. As noted above (paragraph 1.4), 1973 saw the establishment of the first non-denominational training school, Lisnevin, where the Board's membership comprised representatives from each school. This initiative was seen to bring together the expertise and learning of the different schools, and maintain a 50/50 balance between the two main religious denominations.
- 3.5 In 1986, the decision by the Secretary of State³¹ (paragraph 2.26) (Exhibit 7) to separate children committed to training schools for care reasons from those who had offended was a further step in modernising the juvenile justice system and the implementation of the Black Committee recommendations.
- 3.6 The 1989 SSI Report, "Residential Child Care in Northern Ireland: The Training Schools" (The 1989 SSI Overview Report) (SPT 16222-16310) which summarised the findings of inspections of the four extant schools (namely, Rathgael, St Patrick's, St Joseph's and Lisnevin Training Schools) during the period 1987-88 noted:

"For many years the schools fulfilled the role as defined for them by statute. The numbers of children being admitted to the schools probably peaked in the early 1970s when, at one stage, some 450-500 young people were in residence in Training Schools. At that time numbers meant that, in effect, routine programmes of education, vocational training and counselling were being pursued in a fairly institutional way.

As the spirit of the Black Report began to permeate the criminal justice system, coupled with changes in child care policy, social work though and the need to ensure a more effective use of resources, Training

³¹ Submission from senior official (DHSS) to Minister, August 1989 (ref. JK/139/89)

Schools' management began to approach the task of dealing with young people in a more constructive, thoughtful and systematic way”.

- 3.7 The 1989 SSI Overview Report (SPT 16222-16310) sets out resulting positive changes in the philosophy of the schools and their approach to the care of young people.

HIAI Question 4

4. An explanation of who, at any given time, was executing the regulatory regime set down in the statutory scheme or schemes.

- 4.1 The day-to-day management of industrial and reformatory schools remained with the religious and charitable institutions that owned them.
- 4.2 It has already been noted above, that in 1948, the Minister for Home Affairs, made clear the lack of control which his Ministry had over the juvenile justice system. He confirmed that the Ministry undertook visits of schools and reported on dietary, cooking, cleanliness and the general order of the schools. In taking forward a new children's bill he highlighted the fact that the Catholic Church would still have the right to run their own institutions, subject to the Ministry's control of general policy.
- 4.3 The 1950 Act (SPT 80001-80062) which established training schools and the 1952 Training School rules (SPT 80063-80073) provided clear policy direction and stronger administrative structures. These including setting out: the role and remit of the Board; the role of the manager responsible to the Board of Management and the effective conduct of the school; provisions on discipline and punishment; and record keeping. The Rules (SPT 80063-80073) stated that the Board should arrange for the schools to be open for inspection on behalf of the Ministry. The Rules (SPT 80063-80073) provided a more robust management arrangements providing greater record keeping and transparency to the management of schools.
- 4.4 Boards of Management were responsible to MoHA for the effective conduct of schools, and inspections by MoHA were the main vehicle for providing assurance that schools were being run effectively and providing appropriate care and services. In maintaining an efficient standard throughout the school, Boards of Management were also required to take into consideration any reports which the Ministry brought to their notice.

- 4.5 Visits to and inspections of the schools were a further important element of statutory oversight by MoHA/NIO. With reference to the period prior to 1950, the Departments have noted some reports by the Department of Education Inspectors in the bundle of evidence received to date in respect of St Patrick's Industrial School (SPT 10376-10386). Inspection reports by MoHA Inspectors during the period that St Patrick's operated as an industrial school are not currently available and it is therefore not possible to comment on the extent to which the inspection regime informed statutory oversight of the school during this period.
- 4.6 However, the DHSSPS statement to the HIAI dated 30 July 2015 (Exhibit 9) refers to evidence indicating that from the inception of St Patrick's as a training school, inspections may have been carried out with relative frequency between the years 1950 and 1971. There is also some evidence of inspection activity and frequent visiting of the school by Inspectors from the DHSS's Social Work Advisory Group (SWAG) and subsequently, the Social Services Inspectorate (SSI) during the mid 1980s and 1990s. Inspection reports and possibly feedback from Inspectors' visits to the schools were submitted to the appropriate policy branches within MoHA and NIO. The responsible policy branches within these Departments directed any necessary follow up action.
- 4.7 An example of such oversight was evident, when following a major inspection of St Patrick's School in 1988, a follow-up inspection by SSI in 1990 found that the school had not made an acceptable standard of progress in implementing the recommendations of a 1988 inspection report. The situation was deemed by the NIO and the SSI to be of such gravity that the NIO wrote to the Chair of the Management Board, stating that unless action was taken by the school within a matter of days, the Chief Inspector, SSI would *"have no alternative but to advise the Health and Social Services Boards not to send any children to St Patrick's"*.³² (Exhibit 9)
- 4.8 Again, with reference to the degree of oversight of the schools exercised by the NIO, the HIAI may wish to note the "Review of the Circumstances Leading to the Death of William Campbell", undertaken by SSI in 1995 (SPT 12601-12921). William was an 11 year old boy who had been placed by the Western Health and Social Services Board (WHSSB) in St Patrick's School under the provisions of a place of safety order. The review was undertaken at the request of the NIO and DHSS due to perceived deficiencies in the reports into the child's death produced by the WHSSB and the St Patrick's School. It resulted in some 23

³² Paragraph 19 of DHSSPS statement to HIAI dated 30 July 2015.

recommendations, most of which were directed at the management board of the Training School.

- 4.9 During the same year, 1995, as part of a series of audits in the training school system to appraise the adequacy of the financial controls in each of the schools, the NIO Internal Audit Unit carried out an assessment of the arrangements in St Patrick's. As a consequence of the audit findings, the Criminal Justice Services Division of the NIO arranged for the St Patrick's Management Board to invite Price Waterhouse to conduct an exercise in the school. It was recognised the management structure of the school also needed to be appropriate to manage and supervise the institution's core task of providing care, treatment and education for the boys. In that context the NIO commissioned SSI to carry out a parallel exercise to review and make recommendations regarding the St Patrick's management structure. The SSI report (SPT 16316-16342), completed in 1996, made 18 recommendations, including several aimed at helping the school restructure in preparation for the changing profile of juvenile justice and care services to be introduced by the implementation of the Children (NI) Order in November 1996.

HIAI Question 5

5. How the regulatory regime was executed in practical terms

- 5.1 The Children and Young Persons Act 1950 (SPT 80001-80062) established training schools and set out clarity behind the structures and relationship between the MOHA and Boards of Management. Boards of Management had responsibility for the day-to-day running of the Schools, and they operated within the instructions provided through the 1952 Training School Rules (SPT 80063-80073).
- 5.2 The MOHA developed policy in respect of the juvenile justice system, created the legislation necessary to deliver policy objectives, and put in place oversight arrangements to provide arms-length control of training schools. Essential to the oversight of training schools were a number of controls: Finance Committees, Board Minutes, standards of care, visits and Inspections.
- 5.3 In the period prior to the mid-1980s there is some evidence in log books, letters and minutes of inspections taking place in schools and of a variety of people visiting: doctors, educators, social workers, probation officers, civil servants and political figures. The reports, which these inspections and visits may have produced, have not been found in the Departments'

records. We have, therefore, no documentation to bring before the Inquiry for this early period. However, the sections of this statement to follow set out in detail the inspection arrangements and procedures that prevailed during the period in question based on the information currently to hand.

- 5.4 The Training School Branch in the NIO introduced monthly meetings with management and Board members of each of the training schools. Retained minutes indicate that these meetings were mainly about administrative issues, particularly finance, accommodation, legislative developments. Training School Branch also appear to have received the Management Board Minutes covering issues such as litigation, finance, education, reports of Board visits, and staffing issues. File disposal makes it hard to assess what level of follow up was applied to these minutes.
- 5.5 Training School Rules (SPT 80063-80073) required at least one member of the Board to visit once a month. Management Board visits reports appear to have been sent to the Board Secretary and shared with management. It is not clear if they were shared with the NIO or MoHA. Early records indicate that visits took place around 4-8 weeks. There was a focus on quality and cleanliness of facilities and general atmosphere. Overall the visitors were generally impressed, though towards the end of the period they express more concern about the need for renovations as a result of wear and tear. Initial reports are brief (one paragraph) but by 1989, 1-2 pages is more common (Exhibit 10).
- 5.6 In 1982, during the period of public focus on Kincora, the DHSS commissioned a review by the Department of Health in England of the arrangements for the monitoring of homes and hostels for children and young people. Whilst the report produced in 1983 and known as the 'Sheridan report', (HIA 639-655) dealt with the need for clear understanding of the extent of HSS Board and Departmental responsibility in the management, supervision, monitoring and inspection of children's homes, it also served to introduce a framework of self-monitoring arrangements for children's homes. In 1986, a DHSS Circular³³ required the administering authorities of children's homes to put in place stringent monitoring and reporting arrangements to both Health and Social Services Boards and the DHSS (SPT 80115-80118). With reference to voluntary homes the circular stated '*The Department is*

³³ Department of Health and Social Services Circular ref: All48/83 to Chief Administrative Officers of each Health and Social Services Board, the Central Services Agency, Director and the Northern Ireland Staff Council

requesting voluntary bodies to review and, where necessary, strengthen the monitoring arrangements which they operate and to submit to the Department a statement of their arrangements as endorsed by the managing body'. The administering authorities of voluntary children's homes subsequently established similar monitoring and reporting arrangements.

- 5.7 Our assessment of the file suggest that the arrangements set out in the 1986 DHSS circular would have extended to training schools. It is noted that the 1989 SSI Overview Report (SPT 16222-16310) with reference to monitoring activity by the Training Schools' Boards of Management, cited the 1986 DHSS circular and recommended that *"a system of monitoring akin to that used within the Health and Social Services Boards in respect of their residential child care services"* should be adopted.
- 5.8 In 1989, guidance on the role of the Board Visitor was introduced by the NIO (SPT 80074-80079), including a 2-page pro forma covering record keeping; quality of social/emotional and physical care; examination of personal files; conversations with young people; conversations with staff; physical environment; any specialist observations; other matters; recommendations). The visitor was to be accompanied by a member of staff when gathering these observations. It is likely that these changes were introduced as a consequence of the recommendation in the SSI Overview report referred to above.

HIAI Question 6

6. The requirements to be recognised as a Training School and how those requirements were assessed and by whom

1922 – 1950

- 6.1 From 1922 to 1950, the Minister of Home Affairs in the Northern Ireland Government was empowered under the Children Act 1908 (Exhibit 1), upon application by the managers of any reformatory or industrial school, to certify any such school. In practice, many schools will have already been certified by the Chief Secretary of Ireland prior to the partition of Ireland. However, the 1908 Act (Exhibit 1) required the certifying Minister to first direct the Chief Inspector of Reformatory and Industrial Schools to examine the condition and regulations of the school and its fitness for the reception of youthful offenders or children. The Minister had to be satisfied that a school was fit for purpose before certifying it.

- 6.2 The certification could also be withdrawn by the Minister if, at any time, the Minister was dissatisfied with the condition, rules, management, or superintendence of a certified school.

1950-1995

- 6.3 As previously, the managers of training schools could, under the 1950 Act (SPT80001-80062), apply to MoHA to approve the school for that purpose. The Ministry could issue a certificate of approval after making “*such inquiries as it [thought] fit*”. Certificates were advertised in the Belfast Gazette. The Ministry could withdraw the certificate if it was dissatisfied with the condition or management of a training school, or if it considered its continuance as a training school unnecessary. It could also, additionally, by serving notice on the school, prohibit the admission of persons to the school. (s.106)
- 6.4 These provisions were then effectively reproduced in the Children and Young Persons Act (NI) 1968 (SPT80096-80114). However, that Act also provided that the Ministry itself could provide training schools and make arrangements with other bodies or persons for the provision of such schools (s.137, 138).

HIAI Question 7

- 7. What guidance there was at any given time for how Training Schools were to be operated including in relation to staffing ratios, facilities, etc.**
- 7.1 Following the enactment of the Children and Young Persons Act (Northern Ireland) 1950 (SPT 80001-80062), which brought about the change from reformatory and industrial schools to training schools, the establishment of a dedicated borstal, and provided MOHA with central authority, the Ministry of Home Affairs issued a circular (7/1950, March 1950) (Exhibit 11) which set out guidance in relation to the training schools. The circular highlighted a number of key changes: extension of age limits; duration of Training School orders; provision of court materials to school management; retention of child after the expiry of the Training School order period; and provision of supervision and recall of children who have left the school.
- 7.2 The 1989 SSI Overview report (SPT 16222-16310) noted that training schools had by that time developed their own policy documentation setting out their aims and objectives, directives to staff and procedural guidance. That wider policy and best practice awareness affecting the

care of children in children's homes following the Kincora case in the early 1980s had filtered through to the training schools is evident from the profile of staff qualifications and training set out in the above report, indicating continuing professional development of the service.

- 7.3 Inspectors found, for example, that there had been an extensive programme of secondments to full-time training in the late 1970s early 1980s. Several senior staff had completed a post-qualifying course, and most of the schools had a policy of recruiting professionally qualified staff to fill vacancies as they arose. In addition there was a commitment to sending staff on short term courses organised by the DHSS; Health and Social Services Board, voluntary organisations and universities. Several in-service training courses had also been arranged on subjects such as Sexuality in a Child Care Setting; Child Sexual Abuse; Staff Supervision and Handling Aggression and Conflict³⁴.

HIAI Question 8

8. The staffing ratios that were expected for Training Schools, including where that changed over time

- 8.1 The NIO and DHSSPS are presently unable to locate any information relating to staff ratios or staffing requirements in training schools prior to the 1980s.
- 8.2 What we can say is that the Social Work Advisory Group (SWAG) and subsequently, SSI, provided advice on care staffing ratios and training needs. The information available to us suggests the 'Castle Priory formula' was used to calculate the staff requirements of the schools, allowing for differing staff ratios per type of unit providing care i.e. Open Units; Assessment/Reception Units and Closed/Secure Units. In addition to the basic Castle Priory formula, account was taken of staff leave entitlement and extra staff hours required during the school holidays. Staffing levels across the four training schools were generally found to be satisfactory with some shortfall noted resulting in employment of temporary staff and overtime working in some units. Overall, the view of the DHSSPS is that staffing ratios in the training schools in 1989 compared favourably with and may well have represented an improvement on the ratios that existed in a number of children's homes at that time.

³⁴ 1989 SSI Overview Report paragraphs 5.9-5.11

- 8.3 Annual exercises were undertaken by NIO, usually in November of each year, to agree the staff required for the forthcoming financial year for all training schools³⁵. (Exhibit 7)

HIAI Question 9

9. How the inspection regime for Training Schools operated, including where that changed over time

- 9.1 It has been noted above that the 1908 Act (Exhibit 1) required that inspections of industrial schools and reformatories should be carried out annually. Whilst it would appear the evidence received from the HIAI includes some reports of inspections of the St Patrick's Industrial School made by DE Inspectors, there are no MoHA inspection reports currently available to the DHSSPS and DOJ in respect of this facility.
- 9.2 Prior to the transfer of training school inspection functions to the DHSS in the early 1970s, the evidence indicates that inspections of St Patrick's Training School were carried out by MoHA children's inspectors in the years, 1950; 1951;1952; 1956; 1958; 1960; 1962; 1967 and 1971. (SPT 10440-10496) It is not presently known by the Departments whether this frequency of inspection applied to other training schools. It is also presently unclear to the Department whether inspections of training schools were undertaken by SWAG on behalf of the NIO between the early 1970s and the early 1980s. DHSSPS has already postulated to the HIAI that an apparent lack of inspection activity in relation to children's homes during these years may have been due to the impact of the Seebohm report³⁶ which proposed a shift in emphasis from a regulatory focus to the establishment by central government departments of advisory and supportive relationships with service providers. It is possible that this change of focus may also have been reflected in the approach of the NIO to its inspection requirements.
- 9.3 The few inspection reports or references to reports presently available to the Departments would indicate that the inspections prior to the early 1980s followed a methodology and style of reporting similar to that adopted by the MoHA in the inspection of children's homes. The DHSSPS has already commented extensively in its written and oral evidence to the HIAI on the fact that the model of inspections and

³⁵ Presentation to the Rathgael Board by Mary Madden, NIO, on 18 January 1993. Document submitted to the inquiry on [date]. Not yet allocated a Bates reference number. It is attached for convenience at Exhibit 7.

³⁶ Report of the Committee on Local Authority and Allied Personal Social Services HMSO London 1968

reporting adopted prior to the early 1980s was reflective of the accepted approach at that time.

- 9.4 From the 1980s onwards there was a growing awareness of child protection issues and the measures that could be taken to improve monitoring and inspection. The HIAI has already received DHSSPS testimony to the fact that the Kincora case in the early 1980s and the Hughes Inquiry, which reported in 1986, led to a more rigorous inspection approach to children's homes and, it would appear, to training schools. NIO papers from 1991³⁷ state that the inspection arrangements for training schools were replaced with a formal financial arrangement with DHSS, and provided a draft paper setting out expectations for SSI inspections. Inspectors were required to apply standards of fairness, equity of treatment and noted the importance of balancing the need for a recognised set of rules alongside "tender care". The SSI were also to advise NIO inter alia on control and aftercare issues in training schools.³⁸ The SSI agreed with NIO that each training school would receive two unannounced visits each year³⁹.
- 9.5 NIO papers appear to confirm these arrangements. A note from the Director of Rathgael to senior staff in 1992 which recorded a meeting at Stormont, indicated that: inspections were to take place every four years (reports were to be made available to Social Services Boards and other relevant people); two unannounced visits were to be undertaken by SSI; and Annual Monitoring Reports were to be returned to the Management Board, the NIO and SSI by the Directors of each of the training schools based on the format introduced for children's homes.
- 9.6 Major inspection reviews of the four extant training schools were undertaken during the 1987-1988 period. The report in relation to the inspection of Rathgael School is the only one of the reports presently available. It demonstrates an in-depth consideration of several aspects of the school, resulting in several recommendations. A similarly intensive inspection of St Patrick's Training School took place in 1988⁴⁰. This has already been commented upon in paragraph 4.7.
- 9.7 From the evidence presently available to the DOJ and DHSSPS, it would appear that from the mid 1980s until the closure of the schools, major inspections of training schools may therefore have taken place at four-

³⁷ Letter from Deputy Director Alan Shannon to Director Rathgael TS July 1991

³⁸ Letter from Deputy Director Alan Shannon to Director Rathgael TS July 1991 - role of SSI. Also notes that Lisnevin (not others) has own Centre Rules to update 1952 rules.

³⁹ 1993 letter from SSI.

⁴⁰ 1988 SSI Inspection Report held by HIA, in the Rathgael Evidence bundle no reference allocated.

yearly intervals⁴¹ interspersed by more frequent less intensive reviews, referred to as ‘regulatory’ inspections. With reference to the latter reports currently available, it would appear that these made brief comment on the extent to which training schools were complying with relevant aspects of the 1952 regulations (SPT 80063-80073).

HIAI Question 10

10. Who carried out the inspections

- 10.1 The 1923 Report of the Departmental Committee on Reformatory and Industrial Schools in Northern Ireland (SPT 17081-17147), stated that a MoHA Principal Medical Officer was conducting inspections of reformatories and industrial schools. Appointments of Assistant Inspectors were also pending at that time. Inspections of the “literary” and “technical” instruction of the boys were also undertaken by Inspectors from the then Ministry of Education (ME).
- 10.2 From the evidence of archive records received from the HIAI, it would appear that between 1950 and 1972 and prior to the implementation of the Health and Personal Social Services (NI) Order 1972 (the 1972 Order) (Exhibit 12), inspection functions under the 1950 (SPT 80001-80062) and 1968 Acts (SPT 80096-80114) in respect of training schools were undertaken by MoHA children’s inspectors and medical officers who were responsible for the inspection of children’s homes. The HIAI will note that the names of Miss K Forrest and Dr N Simpson, which featured significantly in previous modules of the Inquiry with reference to MoHA inspections of voluntary children’s homes, also appear in the documentation associated with inspections of St Patrick’s Training School during the 1950s and 1960s. (SPT 10384-10386; SPT 10390; SPT 10393-4)
- 10.3 Previous statements to the HIAI by the DHSSPS have noted that the major restructuring of health and social care services under the 1972 Order (Exhibit 12) resulted in the transfer from the MoHA of policy, administrative and inspection responsibilities for children’s homes under the 1968 Act (SPT80096-80114) to the newly created DHSS.
- 10.4 By virtue of the Departments Transfer of Functions Order (NI) 1973 (Exhibit 13), certain functions under the 1968 Act (SPT 80096-80114),

⁴¹ Victor McElfrack’s minute

including those contained in section 168 which related to the powers of inspection, transferred to the DHSS, subject to the provisions of the 1973 Order. Critically, for the purposes of this submission to the HIAI, Article 2 (2) of the Departments Transfer of Functions Order (NI) 1973 provided that the Secretary of State, as well as the Department of Home Affairs (i.e. the UK Home Office) “may exercise functions under sections 147, 167⁴² and 168 of the Children and Young Person’s Act (Northern Ireland) 1968.” (SPT 80096-80114)

- 10.5 In effect, it would appear that the Departments Transfer of Functions (NI) Order 1973 together with the Modification of Enactments (NI) Order 1973 created a power of inspection on both the NIO and the DHSS in relation to all children’s institutions maintained under the 1968 Act but responsibility for the implementation of section 132 (4) of the 1968 Act (SPT 80096-80114) which imposed a duty on the MoHA to “cause remand homes to be inspected” fell to the NIO. In practice, NIO retained responsibility for the inspections of training schools and the DHSS assumed responsibility for inspections of children’s homes. The SWAG, subsequently the SSI, was evidently the body authorised by both the DHSS and the NIO to discharge each Department’s respective powers of inspection from 1973 onwards.

HIAI Question 11

11. What guidance or criteria were the inspectors expected to apply, including how that changed over time

- 11.1 Previous submissions to the HIAI by the DHSSPS have stated that standards for the inspections of children’s homes were first established by SWAG/SSI in 1986 when a DHSS circular (SPT 80115-80118) set out criteria which included regulatory and good practice standards devised to improve the process of inspection, the self-monitoring arrangements of children’s homes and the monitoring information requirements of the DHSS. These may have informed the format of inspections of training schools but as the various sections of the training school reports available for this period are not prefaced by standards statements, it is difficult to know whether this was the case.

- 11.2 A standards document entitled “Statement of Standards and Criteria for Juvenile Justice Centres in Northern Ireland“(Exhibit 11) was issued by

⁴² Sections 147 and 167 referred to the acquisition of land and the carrying out of investigations/inquiries

the NIO in January 1999 and informed the subsequent inspections by SSI of the new Juvenile Justice Centres, established by the Criminal Justice (Children) (NI) Order 1998.

HIAI Question 12

12. How Training Schools were funded, including how that changed over time

- 12.1 The 1908 Act (Exhibit 1) provided the Chief Secretary with powers to recommend that monies be paid from Treasury towards the expense of any child or youthful offender up to certain limits. The Act (Exhibit 1) also included Local Councils to provide for children's reception and maintenance, but industrial schools run by voluntary organisations could also receive children privately admitted to care. In such cases the support of these children came from voluntary subscriptions and donations, to the body responsible for the school.
- 12.2 The Committee established by the Minister for Home Affairs in 1923 recommended that funding of homes should be by capitation grant of 2s,6d, per head per week from the Government and an equal amount provided by Local authorities (SPT 17081-17147).
- 12.3 During the 1950s and 1960s, training schools were financed through Government Grant, Local Authority/Welfare Authority grant, and in certain circumstances contributions from parents (Exhibit 1). However, the 1952 Training School Rules (SPT 80063-80073), drawn up under the 1950 Act (SPT 80001-80062), set out, inter alia, the responsibilities of the Management Board of the school. Pertinent rules regarding finance included:
- The Board of Management shall appoint a finance committee and such other committees as they think necessary for the efficient management of the school.
 - The Board of management shall meet so far as practicable once a month at the school.
 - The Board of management shall maintain an efficient standard throughout the school and for this purpose they shall take into consideration any report which may be communicated to them by or on behalf of the Ministry.
 - The Board of Management shall exercise an effective control over all expenditure.

- The Board of management and any committee appointed by them shall keep minutes of their proceedings and these minutes shall be open to inspection by an Inspector of the Ministry.
- 12.4 Article 150 of the Children and Young Persons Act 1968 (SPT 80096-80114) brought in new funding arrangements, confirming that funding for training schools was to be provided and controlled by Government. The grant, which was to cover the full costs of maintaining a child in a training school, was administered by MOHA and the NIO.
- 12.5 There is evidence to suggest that the NIO produced a document outlining the conditions for the payment of grant to training schools (Exhibit . It set out the key points in the financial relationship between the NIO and the schools and required schools to:
- Furnish the NIO with reports and accounts on request.
 - Permit the audit by NIO of records and accounts.
 - Comply with any directions by the NIO in respect of such records and accounts.
 - Maintain records and accounts as directed by the NIO.
 - Prepare an annual statement of accounts.
 - Submit statements of account to the Comptroller and Auditor General.
 - Submit quarterly and annual estimates of expenditure and maintain financial records enabling the school to monitor spending and plan future operation.
- 12.6 A key resourcing matter for training schools was staffing. The legislation has indicated that although Boards of Management had responsibility for acquiring and releasing staff, Staff could only be appointed by the Board after approval was obtained from the MOHA and NIO.
- 12.7 St Patrick's Training School was an employer in its own right and managed the movement of Brothers within their schools. They also employed ancillary staff, which would not necessarily been brought to the MOHA/NIOs notice. The St Patrick's Board would have sought approval of appointment of secular staff necessary to work with the children. The MOHA/NIO would have provided vetting of staff prior to their appointment.

12.8 All training schools submitted budgets for approval to MOHA/NIO and raised financial pressures with MOHA/NIO. Boards would provide estimates in October for the incoming business year, and following receipt of additional information and satisfactory explanations the MOHA/NIO would approve budgets. Grant was claimed on a monthly basis, and taking account for preventing debit balances and the existence of unnecessary large credit balances, payment would be approved and made to the school.

HIAI Question 13

13. Who could come to be resident in a Training School

13.1 The following main groupings of children comprised the population of training schools from the inception of training schools under the 1950 Act (SPT 80001-80062) to the implementation of the Children (NI) Order 1995:

- children who had been found guilty of an offence in respect of whom the court had granted a Training School order;
- children accused of an offence who were awaiting trial or disposal by a juvenile court and had been placed on remand by the court;
- children placed temporarily in the school by HSS Boards (and from 1992, HSS Trusts) under the provisions of a place of safety Order;
- children who were formerly in the care of HSS Boards in respect of whom the court had granted a Training School order;
- children who were committed by the court under the provisions of an interim detention order or a Training School order for non-attendance at school.

13.2 The papers available to us suggest that the number of “care” children in training schools at any one time outweighed the number of “offender” children committed to training school.

HIAI Question 14

- 14. The circumstances under which an individual could come to be resident in a Training Schools, including how that changed over time**
- 14.1 With reference to children admitted to Training Schools for reasons of care and control, the 1950 (SPT 80001-80062) and 1968 Acts (SPT 80096-80114) empowered an HSS Board, with the consent of a Justice of the Peace, to place a child formerly in its care, in training school under the provisions of a Place of Safety order. Such an order committed the child to the training school for a period of up to 5 weeks. If necessary, HSS Boards could seek up to 3 consecutive orders (i.e a period of up to 15 weeks) to assess the child and make appropriate provision for his/her future care.
- 14.2 Place of Safety orders were generally sought on children who had long care histories and whose behaviour was not capable of being unable to be managed within a children's home setting. Often the behaviour was such that it presented a serious risk to the child or other residents. It was considered that temporary periods in a training school could provide helpful 'time out' for a child and in later periods, the greater accessibility of the schools to psychological and psychiatric care meant that multi-disciplinary assessment was more readily available to the child in the training school setting than was the case in the children's home. Many children returned to the care of the HSS Boards prior to the expiry of their Place of Safety Orders. In the case of significant numbers of children, however, care within a more structured and secure setting was deemed to be the only viable long term means of managing them. In such situations the HSS Boards would ask the court to grant a Training School order in respect of the child.

HIAI Question 15

- 15. Anything else the Department considers it should bring to the HIA Inquiry's attention in respect of these matters**
- 15.1 During the review of archived materials and Departmental files, the DOJ and DHSSPS have found a number of reports relating to investigations of allegations of abuse in Training Schools during the 1922-1995 period that will be of interest to the HIAI. It was not appropriate to address these matters within the context of the responses to the above questions posed by the Rule 9 request. It is the intention of the DOJ and DHSS to address these in a further joint statement to be submitted within a timeframe to be agreed with the HIAI.

MODULE 11 St Joseph's Training School

WITNESS NAME: CANICE DURKAN

DATE: 1st February 2016

THE INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE 1922 – 1995

RULE 9

WITNESS STATEMENT OF CANICE DURKAN

I, Canice Durkan will say as follows:-

1. I am a religious sister of St Louis. I am a qualified teacher. I worked in St Joseph's Middletown ('St Joseph's') from 1987 until it closed in 2000. My role was primarily in aftercare and to help settle girls in accommodation and employment mostly in Belfast. I have prepared this statement in response to a Rule 9 Witness Statement Request dated 24th November 2015.

When did St Joseph's open, and during what period did it operate?

2. The foundation stone for St Joseph's was laid in 1876 and the Industrial School/Orphanage was opened on 25th June 1881. On the same campus, sharing the same facilities were a boarding school, and a primary school. In 1948, the

Congregation decided to close the boarding school and to concentrate their efforts on the Industrial School/Orphanage. In 1950, the Ministry of Home Affairs invited St Joseph's to become a training school within the terms of the Children and Young Persons Act (NI) 1950. St Joseph's became a training school in 1952 and at this time the orphanage closed. Children who had been admitted to the orphanage prior to 1952 remained there until adulthood or discharge. St Joseph's went through a period of rapid reorganisation and development in the late 1960s and early 1970s which involved a major redevelopment of its site and facilities. Further major change took place with the introduction of the Children's Order in 1995. At this time St Joseph's became known as St Joseph's Adolescent Centre with separate units for care and juvenile justice. St Joseph's closed in 2000.

How many individuals spent time in St Joseph's between 1922 and 1995?

3. The Congregation's admission records for St Joseph's which date back to 1883 confirm that approximately 1500 girls spent time in St Joseph's between 1922 and 1995.

On what basis were children admitted to St Joseph's between 1922 and 1995?

4. In the earliest days of the industrial school/ orphanage, Catholic girls were admitted who were either destitute orphans or in some other way in need of care and protection. Children would have been brought by clergy or admitted following reference from the Petty Sessions courts throughout Northern Ireland.
5. From the creation of the training school in 1952, Catholic girls were admitted who were subject to Training School Orders or Place of Safety Orders on the grounds that the Court was satisfied that they should be placed in St Joseph's for care, protection and control reasons or for non- school attendance. The vast majority of girls we admitted had complex emotional needs and behavioural problems. Short and longer

term placements were offered and children were admitted from all over Northern Ireland. The Congregation is rightly proud of the excellent reputation which St Joseph's developed for its work with some of the most difficult and disturbed teenage girls and which was recognised by two major external inspection reports in 1987 and 1994. Throughout this statement I make reference to these inspection reports which I have annexed marked 'CD1'.

What legislation governed the operation of St Joseph's between 1922 and 1995?

6. Between 1922 and 1952 the operation and management of St Joseph's as an industrial school was governed by the Children Act 1908. The training school was governed by the Children and Young People's Act (NI) 1950 and subsequently the Children and Young Persons Act (NI) 1968

What Rules, Regulations, or Orders (legislative or otherwise) applied to St Joseph's between 1922 and 1995 (please provide copies of any Rules, Regulations or Orders)?

7. The school was subject to the legislation set out above in response to question 4 and to the Training School Rules (NI) 1952. Copies of the relevant legislation are attached marked "CD 2'.

Who regulated St Joseph's between 1922 and 1995 and what approach was taken to regulation?

8. Prior to 1952 the orphanage was subject to annual inspection by the Ministry of Home Affairs and the orphanage made annual returns to the Ministry of Home Affairs confirming background information in relation to staff, residents, details of any serious illnesses or deaths.
9. From 1952 as a designated training school under Section 137 of the 1968 Order, St Joseph's was regulated by the Ministry of Home Affairs and then the Northern Ireland

Office. The records from the time held by the Congregation and also those disclosed to HIA by the Department of Justice, confirm that there was a considerable amount of interaction between government and the Board of Management of St Joseph's between 1952 and 1995. This would be consistent with the fact that St Joseph's was 100% funded by government. The relationship was professional and the Congregation is not surprised to note from the relevant government files which have been disclosed that much of the credit for the excellent working relationships that existed should go to [REDACTED] SR240 [REDACTED] Director of St Joseph's in whom successive government departments appear to have had the highest level of trust and confidence.

Who inspected St Joseph's on behalf of the regulator between 1922 and 1995 and when, please provide copies of any inspection reports?

10. Prior to 1952 the Ministry of Home Affairs inspected on an annual basis. After 1952 Inspection obligations were fulfilled on behalf of the Ministry/ NIO by the Department for Health and Social Services (DHSS). Copies of the two reports following major inspections in May 1987 and December 1994 attached and marked 'CD2'.

What were the governance arrangements for St Joseph's?

11. A Deed of Trust dated 1950 entered into by the Trustees of St Joseph's and the Ministry of Home Affairs formed the cornerstone of the governance arrangements in respect of St Joseph's. The Trustees included members of the Congregation of St Louis and the Archbishop of Armagh.
12. According to its statutory obligations under the 1950 and 1968 legislation, the Board of Management maintained, managed and controlled the training school known as St Joseph's was answerable to the Trustees of St Joseph's. Between 1952 when St Joseph's became a training school and 1995 there was a Board of Management in

place. The functions of the Board of Management were set out in the Training School Rules 1952.

Was there a Management or Visiting Board between 1922 and 1995, and how was it comprised?

Management Committee

13. We do not have sufficiently detailed records to confirm any management committee structure prior to 1952 although it is believed there was one in place. As indicated above there was a Board of Management in place from 1952-1995. The numbers on the Management Board appear to have varied over time but were usually between 12 and 20. The Board included representatives of the Trustees of St Joseph's, members of the Congregation of St Louis and local clergy appointed by the Archbishop in his capacity as trustee. From at least 1961 (when we have records to confirm this) the Board also included at least 8 lay professionals. The Ministry of Home Affairs also nominated Board members. All members of the Board of Management were subject to the approval of the Ministry of Home Affairs, later the Northern Ireland Office. From our records I can confirm that the St Joseph's Board met at least quarterly and its sub-committees such as staff, financial and licencing met more frequently. Board meetings would have considered issues such as staffing, financial matters, policy for children, contractors, disciplinary issues and reports from sub-committees.

Board of Visitors

14. We do not have clear records to confirm what arrangements were in place regarding a Board of Visitors prior to 1952 however the Punishment Book which we have retained and which covers the period from 1922 shows a signature and date every 6-12 months which I believe was made by an individual carrying out a visiting/inspection role.

15. Rule 10 of the 1952 Statutory Rules required that a training school should be visited at least once a month by at least one member of the Board of Management in order to satisfy themselves regarding the care of the girls and the state of the school. The visitor was required to enter their conclusions in a log book or other convenient record kept at the school. Any member of the Board of Management was entitled to visit the school in order to complete their report. A recommendation of the 1987 inspection report completed by the Department of Health and Social Services recommended that a record of the visitor's reports should be maintained and copies of all available reports from this date have been disclosed by the Congregation to HIA. The conclusion of the 1987 inspection in relation to visits by Board Members confirmed that the inspectors were satisfied that the duty on the Board to visit was being fulfilled not only by visiting Board Members but also by the presence of three Sisters of the St Louis Order who represented the Trustees on the Board and who lived in the Covent on the St Joseph's campus.

What were the staffing arrangements between 1922 and 1995?

16. Staffing arrangements changed over time. Prior to 1952 our records confirm that staffing was made up primarily of religious sisters. There were lay members of staff some of whom were qualified teachers. I am also aware of [REDACTED] SJM61 who worked in a semi voluntary capacity for St Joseph's as an after care worker sourcing jobs and accommodation for our girls to assist them when they were leaving St Joseph's. I believe [REDACTED] SJM61 worked in this semi voluntary capacity from the 1950s to the 1970s.

17. From 1952 onwards the numbers and qualifications of staff for St Joseph's was determined by the Ministry of Home Affairs/NIO. The inspection report from 1987 sets out that the staff at that time would have included a Director, an Assistant

Director, Deputy Assistant Director, Senior Assistant, five Senior Residential Social Workers, 19 Residential Social Workers, 1 Senior Field Social Worker and 1 part time Nurse/ Residential Social Worker. A member of staff would have slept in each house unit at night. Staff worked a 39 hour week under a split shift rota. In addition to care staff there would have been four teachers, administrative officers, a cook, a caretaker, a swimming pool attendant and a part-time domestic. A nurse and medical officer would also have been available.

18. All appointments and promotions to the staff of St Joseph's including requests for unpaid leave or to attend professional training courses had to be submitted in advance to the Ministry of Home Affairs/ NIO for prior approval.

What records were kept in St Joseph's between 1922 and 1995?

19. Records kept would have changed over time. The school complied with contemporaneous statutory requirements for record keeping. Our records from 1972 onwards are certainly much more detailed than the period prior to this. Prior to 1972 we maintained files on each child with details of their admission and discharge, records of information St Joseph's received from the local authority prior to their admission and in some cases medical reports which would have been more common where a child had a medical condition. We also retained an admission book, a punishment book and from 1961 daily log book. We also have a book recording Board of Management meetings from 1951.
20. From 1970 there was a daily log book retained and completed by the staff each day. This records important events positive and negative such as trip out and where a girl might have absconded. A personal file for each girl was maintained and was much more detailed from this period onwards. These individual files would have contained material such as pre-admission reports, copies of Place of Safety and Training

School Orders, birth certificates, medical certificates, internal assessment reports, care plans, and ongoing recordings made by the school's staff.

21. From around 1977 to 1995 comprehensive daily diaries for each house were maintained. These were completed by staff in the evening and would have recorded much more information in relation to each girl. They were an open, honest log of the events of the day including significant occurrences and changes in a girl's mood.
22. An admissions and discharge register was retained. A major incident book was also maintained by the Director. A daily register book was kept indicating the presence or absence of each girl in the school. Licensing certificate books, relating to children leaving St Joseph's on license, were maintained, and records of fire drills were also kept. The Director also maintained records of correspondence with the Ministry of Home Affairs in relation to all aspects relevant to its oversight role.

Was any form of physical chastisement permitted in St Joseph's between 1922 and 1995?

1922-1952

23. Between 1922 and 1952 which was prior to St Joseph's becoming a training school, the extent to which St Joseph's was permitted to administer physical punishment was regulated by the Children Act 1908. During this period physical punishment was administered to children in St Joseph's and recorded in a Punishment Book. A copy of the punishment book which records all punishments administered between 1883 and 1969 has been provided to HIA.
 - a. It would appear from the records that physical chastisement took the form of slaps to the hand or in rarer cases the posterior of the child or young person using a cane.

- b. From an inspection of the Punishment Book for this period it would appear that the punishment administered depended on the seriousness of the offence and whether it was a first or recurrent offence.
- c. The punishment was administered by the manager of St Joseph's who was the most senior person in charge.
- d. It was recorded in a Punishment Book;
- e. It is my understanding that there was no statutory requirement to provide reports of punishments administered during this period to the Ministry of Home Affairs however we have noted at various points within the Punishment Book that the records appear to have been inspected and signed by various individuals whom I believe were members of the Board of Management or Board of Visitors at the time.

1952-1969

- 24. When St Joseph's was established as a training school physical punishment was regulated by the Training Schools Rules (Northern Ireland) 1952 and in particular rules 38-45.
- 25. In respect of this period the responses at 12 a-d above apply. In relation to e. and in accordance with rule 43 (4) St Joseph's was required to submit quarterly returns to the Ministry of Home Affairs giving particulars of the corporal punishment imposed.

1969 - 1995

- 26. Whilst physical punishment was permitted for part of this period it is my understanding that as early as 1969 but certainly by 1972, the management of St Joseph's decided that it did not need to use physical punishment as a means of discipline and a Punishment Book was no longer used.

Was any other form of discipline employed in St Joseph's between 1922 and 1995, if so what form did this take?

27.

- a. From 1922 - 1952 the Punishment Book records punishments administered such as being made to kneel (not after 1940), deprived of a walk, deprived of lunch or tea or supper (seven instances being 1926, 1927,1936, 1937 (x3) and 1938), deprived of dancing lessons and the cutting of hair.
- b. 1952 to 1969 the Punishment Book records punishments administered such as being made to apologise, deprived of ice cream, deprived of marks, deprived of fruit and deprived of sweets.
- c. Post 1969, physical punishment was not administered. Discipline and order was maintained by loss of privileges in terms of pocket money which was related to a marks system, contractual arrangements with the girls together with care, supervision and vigilance by staff. The marks system was St Joseph's way of taking stock on a weekly basis of the performance of a house unit and of the individual girls who lived together in a particular group. I have set out below an independent assessment of the marks system which was completed by the Department of Health and Social Services (DHSS) and included in its inspection report into St. Joseph's which was published in May 1987.

Marks System

- *6.18 - The marks system referred to at (xi) above is the training schools way of taking stock on a weekly basis of the performance of a house unit and of the individual girls who lived together in a particular group. It points up areas where there has been an improvement and those which require attention. At an individual level it is the method used by management to assess (1) a girl's weekly progress, (2) of helping a girl to look at herself as others see her and (3) of setting limits of individuals and of implementing sanctions for inappropriate behaviour.*
- *6.19 - Each girl can earn up to 100 marks each week i.e. 55 from school (10 from each teacher), 5 for physical education and 10 from the school canteen (and 45 from*

the house unit). The marks allocated are by consensus of the staff, but a girl must always be informed at the time of any infringement that she has forfeited marks and the episodes discussed with her. Marks are awarded for general behaviour, language and politeness, care of one's room and personal belongings, generosity and helpfulness, and for the satisfactory completion of "services". There is also a bonus system (known as a "plus" system by the girls) awarded by staff for extra work, improvement in areas such as relationships, temperament etc. A further bonus may be payable to any girl who achieves maximum marks.

- *6.20 – guidance is provided from management on the operation of the marks system stresses that any reduction of marks must be "fair and reasonable and aimed at maintaining a degree of consistency and fairness and that they are related to the individual's ability and difficulties. It is equally important that improvements in specific areas be duly rewarded".*
- *6.21 – The Inspectors had the opportunity to see the marks being allocated and, while recognising that any such system has limitations in assessing individual performance they concluded that the arrangement was working well in St. Joseph's.*

Were children ever deprived of food as punishment between 1922 and 1995?

28. There are seven entries for the period 1927- 1938 where it is recorded that a child had lunch or tea withdrawn as a punishment. Between 1922 and 1952 the records show that other than these seven entries, the only aspects of food withdrawn as a form of punishment were either sweets, fruit after dinner, ice cream or pastry. I believe this was on the basis that these were considered treats and that in view of the offence of the child or young person such a withdrawal was appropriate. Copies of the extracts from the Punishment Book are attached marked 'CD 3'.

Is your Congregation aware of any contemporaneous complaints made of abuse in St Joseph's between 1922 and 1995?

29. The Congregation is not aware of any contemporaneous complaints between this period.

Is your Congregation now aware of any complaints of abuse at St Joseph's between 1922 and 1995, and when were those allegations first known?

What steps were taken by the Congregation in relation to complaints between 1922 and 1995?

30. I am responding to both these questions together. The Congregation is now aware of complaints of abuse at St Joseph's and details of each are set out below. Copies of all relevant records held by the Congregation are attached and marked 'CD4':

a. [REDACTED] HIA249 (HIA Ref 249)

[REDACTED] HIA249 is the only complainant from the eight applicants before the Inquiry who had previously made a complaint of abuse to the Congregation. The complaint was made in the form of a letter of claim dated 24.11.2010 from solicitors then acting on her behalf alleging physical and psychiatric abuse while at St Joseph's between 1946-1958. This letter enclosed a statement which [REDACTED] HIA249 had made to PSNI on 10.10.2010. The Congregation fully co-operated with the PSNI investigation. The Congregation's solicitors are currently dealing with the defence of the civil claim.

b. [REDACTED] SJM58

The Congregation first became aware of this complaint when it was informed by PSNI in 1988 that a complaint of sexual abuse against a member of St Joseph's staff had been made by [REDACTED] SJM58 who was a resident of St Joseph's in the 1970s. The abuse was alleged to have occurred between January 1976 and December

1977. The Congregation suspended the member of staff on full pay pending the police investigation and co-operated fully with the requests for information from PSNI. I understand that PSNI found no evidence whatsoever to support Ms **SJM58** allegations. In particular I note from the police papers made available to us by HIA [SJM 4012-4016] that the senior investigating police officer noted **SJM58** had made no complaints to the Sisters of St Louis at the time of the alleged abuse and subsequent to it despite the fact that she had many opportunities to do so. A subsequent direction that there should be no prosecution was issued by the Director of Public Prosecutions in January 1999. I have been unable to locate the personal file relating to **SJM58** residence at St Joseph's or her subsequent complaint. I believe the personal file may have been removed from our filing system at the time of the police investigation and was not returned.

c. **SJM59** formerly **[REDACTED]**

The Congregation first became aware of this complaint when it was informed by PSNI on 9th September 2004 that a complaint of sexual abuse against a member of St Joseph's staff **SR259** by **SJM59** formerly **[REDACTED]**. The abuse was alleged by **SJM59** to have occurred between 1954 and 1961. When we checked the admission records we were able to confirm that **SJM59** was admitted to St Joseph's in 1959. The Congregation fully co-operated with the PSNI investigation. A letter of claim was issued by solicitors on behalf of **[REDACTED]** on 16th May 2007 however no proceedings were ever issued.

d. **SJM60**

The Congregation first became aware of this complaint in or around August 2013 when **SJM60** (who was previously a resident of St Joseph's and later a member of staff) made a disclosure of allegations regarding sexual abuse to a member of our Congregation. She told us that the alleged abuse had taken place in or around the swimming pool of St Joseph's involving a lay member of our staff. In accordance with

our protocol on allegations of historic abuse the Congregation contacted PSNI and fully co-operated with the PSNI investigation. Our understanding is that the investigation did not proceed because the alleged perpetrator was dead and Ms SJM60 subsequently died.

e. SJM80

The Congregation first became aware of this complaint when it received a letter of complaint from SJM80 in November 2015 alleging neglect by St Joseph's while she was resident between 1975 and 1977. In accordance with the Congregation's protocol for dealing with historical complaints of abuse our Regional Leader arranged to meet with SJM80 to discuss her complaint and in accordance with her request, she was provided with a copy of papers from her personal file.

f. SJM81 (registered with St Joseph's as [redacted])

The Congregation first became aware of this complaint in October 2015. SJM81 had requested a copy of her personal file in May 2015. A letter of claim was received from Solicitors acting on behalf of SJM81 alleging false imprisonment, physical and mental abuse and neglect. The Congregation's solicitors sent a reply to that letter on 28th October 2015. There has as yet been no response.

Complaints about specific matters between 1922 and 1995:

Was there a policy of separating siblings within the training school?

31. The response to this question requires me to deal separately with separation of siblings at the school which was situated within the training school site and the accommodation of siblings within the residential unit.

32. With regard to the residential unit, it is my understanding that St. Joseph's training school did not have a firm policy about whether siblings should reside together or separately when they were admitted. Between 1952 and 1972 the training school was housed within one building with dormitory style sleeping accommodation made up of 3 dormitories each accommodating 11/12 girls. Each girl would have been placed in a dormitory according to their age so we had a dormitory for senior, intermediate and junior girls. In 1972, there was extensive reconstruction of the training school resulting in four individual housing units. These had formal names but quickly became known by all girls and staff as Houses 1, 2, 3 & 4. There was also an adjoining bungalow which we used as a hostel for older girls to assist them in preparing for the transition to independent life outside of St Joseph's. Every girl would spend a period of around 5 weeks in House 1 undergoing assessment. Houses 2, 3 and 4 were used for longer stays. At the end of the period of assessment for each girl in House 1, staff would have decided which house placement would have best suited a girl. The four houses were each unique in terms of their structures and the respective staff and girls all of whom had a variety of personalities, strengths and skills. I have been informed it was the general view of management during this period that in most cases it was better to have siblings reside in separate houses. It was important for each child to have their own space and to develop their own identity bearing in mind that many of the girls who came to us had been severely neglected in their family units. Often there were particular tensions at home with either parents or siblings (or both) which had contributed to their behavioural difficulties and this would have been an important factor in not housing siblings in the same unit.
33. With regard to the provision of education, we did not have a policy of separating siblings. When St Joseph's operated as an orphanage prior to 1952, the orphanage and the primary school were housed in one building with the classrooms down stairs

and the dormitories upstairs. From the records I believe children in the primary school would have been separated on the basis of age and ability.

34. Between 1952 and 1969 the primary school within the St Joseph's grounds was used by local children and this had a secondary level stream within the school which catered for the older girls in St Joseph's. In 1969, SR240 who later became Deputy Manager and ultimately Director of St Joseph's, established a small educational unit at St Joseph's. From this date until St Joseph's closed in 2000, this unit provided education for approximately thirty girls spread across three to four classes who studied under four teachers. There would have been approximately seven to eight girls in each group. Groups were created according to the age and ability of the girls. For music and games the girls were taught together in one large group.

What chores were children expected to engage in, were chores ever given as punishment?

35. Our information regarding what household chores were carried out by children between 1922 and 1972 is limited as our records do not hold this detail. One of our SR235 has given evidence in response to a complaint from Applicant reference HIA 249 that girls were required to carry out extensive household chores. SR235 was able to recall that between 1947 and 1958 the girls did assist with chores (which in St Joseph's were always referred to as "services") but she was unable with the passage of time to recall the details of tasks which the girls carried out. She did remember that girls had to help polish the floors and that other girls worked in the laundry after school but not in the mornings before school. The laundry only serviced the needs of the orphanage and the convent and it was not

used by the public. Having reviewed the Punishment Book for this period there is no evidence there to suggest that chores were given as punishment.

36. For the period from 1972 we have very good records evidencing the extent to which girls were expected to engage in chores. The day began for the girls when they woke about 8.15 a.m. Between getting up and leaving for school they had their breakfast and carried out their allotted chores or as we referred to them "services". The chores were rotated on a weekly basis and would have involved (1) being in charge of cleaning the dishes after breakfast, (2) wiping up after breakfast and mopping the kitchen floor, (3) cleaning out the fireplace and (4) tidying out the showers in the morning. Each girl was expected to make her own bed after getting up and before she left for school. All of these chores would have been completed with two members of staff working alongside the girls to assist them. The whole point of the requirement placed on the girls to complete their chores was to help the girls learn how to look after a family and home including preparing and cooking meals for themselves and for their families. The services were something that the DHSS Inspection Team looked at closely as part of their inspection in 1987. The report acknowledged as a positive benefit for the girls our long established practice of services being done in the interests of normalising, as far as possible, the daily tasks associated with running a home.

Were children provided with, and/or allowed to buy cigarettes?

37. Our records from 1922-1972 do not record the policy or practice in relation to smoking. From in or around 1972 girls were allowed to purchase cigarettes with their pocket money. These were then handed into the office and a maximum daily allowance of 5 cigarettes was given out to the girls during the following week. Prior to 1987 I believe most of the girls who arrived in St. Joseph's were already smokers and this was recognised by Inspectors during their 1987 inspection. With the benefit

of hindsight and given the knowledge that is now available in relation to the dangers of smoking, the Congregation accepts that permitting smoking was not in the best interests of the girls however our main priority at the time was to deal with the behavioural issues presented by the girls (many of which were extremely complex and difficult) and to try and implement a home and educational structure into their lives rather than trying to reform habits such as smoking.

How were girls prepared for puberty?

38. The practice in relation to this would have changed over time in St Joseph's. Again it is difficult to be definitive as this aspect of the girls' lives has not been recorded. The recollection of SR235 of the practice in the 1950s as set out in her statement responding to Applicant reference HIA 249 is that there were not significant discussions or explanations given to girls about puberty in the 1950s. Girls would have been given the appropriate girdle and sanitary towels when they commenced menstruation. I believe that this would have been consistent with how puberty was dealt with in most families in the 1940s/50s. In terms of education, St Joseph's would have been required to provide appropriate education for the girls in the school in accordance with Rule 27 of the 1952 Training School Rules which would have included providing appropriate sex education when this was required as part of the curriculum. I would refer the Inquiry to the Inspection Report from 1987 and in particular para 10.12:

“General sex education is dealt with in the classroom by a teacher responsible for instruction on social and life skills. However when specific advice on medical matters is required, eg contraception, then this is brought to the attention of the medical officer who may refer the girl to the appropriate clinic. Pregnant girls are taken to the ante natal class by the nurse. “

Was bullying condoned, if not how was it dealt with? How was the issue of self-harm and attempted suicide addressed?

39. The practice in relation to bullying would have changed over time in St Joseph's and again it is difficult to be definitive as we have limited relevant records for the period prior to 1972. It is my belief however that bullying would never have been condoned at any period between 1922 and 1972 as it would have been completely against the ethos of care and respect for girls which was central to the Congregation's approach to its caring responsibilities. The training school looked after girls who came from very disturbed backgrounds and who exhibited a range of difficult behaviours. Disputes between girls would of course have arisen. However, the girls were closely supervised by staff and bullying would never have been condoned. If a serious incident of bullying was discovered it would have been brought to the attention of the Board of Management. For example, On 16th June 1993. This records a serious incident, where a 13 year old girl made allegations about being victimised by the other girls, including fighting, bullying and questionable horseplay. The Head of Unit conducted an inquiry, and girls were made aware of the seriousness of any bullying or horseplay. Staff were asked to monitor the situation closely, and the Board recommended that a Psychologist conduct an independent investigation.

Self-harm and Suicide

40. Relevant records available to the Congregation pre 1968 are limited but do show clearly that girls who were in need of medical treatment because of an incident of self-harming or suicide received immediate medical attention. Record keeping post 1968 was much better. Evidence of how self-harm and attempted suicide were dealt with can be found in the Minutes of the Board of Management meetings and daily diaries. These records show that where girls required medical treatment as a result of self-harm this was arranged, and also that specialist psychiatric and psychological

help was sought for girls where necessary. By way of example, minutes of a Board meeting on 29th September 1989 record concern about a girl who had made five suicide attempts. The girl was admitted to St Luke's psychiatric hospital, and upon her re-admission to St Joseph's it appears that she remained vulnerable. It was decided that the girl would require 24 hour supervision and the Northern Ireland Office was informed that the girl was believed to be at severe risk. The same girl is referred to in minutes of 29th June 1989. The minutes describe support measures put in place, including the engagement of a psychiatric nurse to work with the girl, as well as input sought from a Psychiatrist and Psychologist.

41. Further evidence of the care and attention given to girls in this situation is set out in the witness statements of [SR234] in response to the allegations made by Applicant [HIA198] HIA Reference 198.
42. Where a girl required intensive 24 hour supervision it is possible that she would have been admitted to the intensive care unit (ICU) at St Joseph's. St. Joseph's was required to have a secure unit by the Northern Ireland Office (NIO) to provide secure accommodation for children who absconded or who were potentially a risk to themselves and to others. The NIO had a blue print for how the secure accommodation was to be built, fitted and furnished and our unit was 100% funded by the NIO. The ICU at St. Joseph's was used by staff for very short intensive periods of assessment and treatment through counselling and psychology therapies where the behaviour of girls could not be managed within the house environment.
43. The ICU had three bedrooms, two for the children who had been sent there and one for the member of staff who was allocated to stay with the child. Although there were three bedrooms our Sisters who worked there do not recall ever having two children in the unit at the same time. It also had a living room, a kitchen with a dining area and a bathroom. A member of staff always stayed with the girls. If she was on duty

the key worker went with the girl to the ICU or staff who worked in their House so that they were familiar with the individual who was staying with them. If the key worker was not available or staff allocated to their House then myself or a member of the Senior Team would have stayed with the girl in the unit.

Was there a “time out” room, if so, in what circumstances was it used?

44. There was no time out room in St Joseph’s between 1922 and 1995.

What systems failures, if any, relating to the HIA Inquiry’s Terms of References that you can identify from the material.

45. The contemporaneous records that the Congregation have retained do not support the allegations of physical abuse which have been made by the eight Applicants to the Inquiry.

46. Prior to 1968, allegations have been made by three Applicants that there was excessive physical punishment and cruel behaviour including neglect at St Joseph’s. Whilst records are limited we do have some contemporaneous records of this period including punishment book entries and entries in the daily diary together with evidence from the Applicant’s personal files. None of this evidence is consistent with or supports the allegations made against the staff of St Joseph’s. Whilst the Congregation accepts that the regime in St Joseph’s was much more strict prior to 1968 we do not consider there is evidence to support the conclusion that there were systemic failures. Instead I believe that it is important to view this period in its proper historical context including the fact that corporal punishment was permitted and attitudes towards and understanding of the discipline and the pastoral care of children was very different.

47. From 1968 our records are much more detailed and we have not identified any system failures from the material before us. Moreover we would ask the Inquiry to take account of the conclusions of the 1987 Inspection which described St Joseph’s

as a centre of excellence in relation to the care of young people; a reputation which was developed by our staff over many years and reflects the St Louis ethos of care and support for young people.

Any other relevant information you wish to make the HIA Inquiry aware of in respect of St Joseph's?

48. Eight individuals have come forward to the Inquiry to provide witness statements setting out their recollections of physical abuse which they say they suffered whilst residents of St Joseph's. This equates in percentage terms to just 0.5333 % of the girls who resided in St Joseph's between 1922 and 1995. The Congregation appreciates that the Inquiry takes into account a wide range of additional material including documents from PSNI. The disclosure we have seen includes one further allegation of sexual abuse which was considered by PSNI to be without any foundation. We have also taken into account the other allegations of abuse which have subsequent to 1995 become known to the Congregation. In total this amounts to 12 allegations, a percentage of 0.8 % of former residents. Whilst the Congregation believes a complaint of abuse by even one resident is one too many, we consider that it is important for the Inquiry to take account of the very low numbers of complaints when it is considering the evidence before it and reaching its conclusions in relation to whether abuse occurred and whether there were systemic failures at St Joseph's.

I believe the facts stated in this witness statement are true.

Signed Sister Canice Durkan

Sister Canice Durkan

Dated 1st February, 2016

SJM-26372

ST JOSEPH'S TRAINING SCHOOL
MIDDLETOWN CO ARMAGH BT60 4HZ

TELEPHONE: 01861 568525 FAX NO: 01861 568897

ESTABLISHMENT OF TRAINING SCHOOL

1950 Act Establishing Training School and Remand Homes:

In 1950 St Joseph's became a Training School and Remand Home. Under this Act the Ministry was obliged to set up Remand Homes and Training Schools which ^{would} cater for Catholics and Protestants. The name Training School was the new name given to replace the 1908 Act which designated such institutions as "Reformatories and Industrial Schools". In 1950 St Patrick's, Glen Road, St Joseph's, Middletown, together with two establishments for Protestant girls and boys were in existence and accepting young people from the Courts.

In order to implement the Act the Ministry of Home Affairs required two recognised Catholic Institutions within the terms of the Act. Both St Joseph's and St Patrick's were invited to become Remand Homes and Training Schools. Since they were already doing the work their agreement meant the registration of St Joseph's together with St Patrick's and two Protestant institutions by the Department and the names submitted to the Courts. However, registration under the new Act had certain conditions. These are laid out in the Act. The major changes were:-

- (1) No voluntary children could be taken in and the schools could not refuse to take a child.
- (2) Since St Joseph's was meeting a statutory need 100% revenue expenditure could be met by Department.
- (3) A Board of Management had to be set up to act on behalf of the Trustees. (I enclose some notes on voluntary homes which highlight the difference).

In 1952 Training School rules were drawn up and this completed the establishment of Training Schools. The Management was vested with wide responsibilities - (Rules enclosed). Under the Act Local Authorities could not set up a Training School unless there was evidence of a deficiency of bed space. Actually no further Training Schools have been set up, with the exception of Lisnevin which is jointly managed by the existing Training Schools.

The Act decreed that a Training School could be closed by the Department if it failed to comply with the Act. Since the Trustees of the Catholic Schools owned the property they could also withdraw from the scheme on giving a six month's notice.

In the late 50's early 60's St Patrick's began an extensive building programme. Much of the early negotiations about capital funding and maintaining voluntary status was done with them and the Bishop of Down and Connor. Unlike the arrangement with Maintained Schools where only a certain percentage of capital expenditure was met by the Department the negotiations with Catholic Training Schools agreed to a 100% Capital Expenditure funding under certain conditions which I will enclose as they pertain to Middletown.

In 1965 the Department approached Cardinal Conway who met with Mother Columbanus, Superior General, to discuss the development of the Training School as preparation for new legislation. The outcome of this was that two Sisters were trained (myself and Elizabeth Mitchell). The 1968 Act did not change the status of Training Schools. In 1969 negotiations began about development. To justify the use of 100% funding on Capital Expenditure for a voluntary organisation, the Ministry required some safeguards. These safeguards had previously been negotiated with St Patrick's and were enshrined in 1968 Act enclosed, Section 150.

- (1) The property would be vested.
- (2) The Trustees would undertake to manage the school, etc, and in the event of mismanagement or a withdrawal from the work the Trustees would repay all monies granted.

Before the Home Affairs finalised plans for re-development the Congregation was given three months to consider the implications of 100 % Capital Grant. At that point we could have closed. If, however, we agreed to accept the grant the implications were clearly stated (same as those already agreed with St Patrick's and enclosed Section 150 of the Act).

- (1) In the event of withdrawal all Capital Expenditure to be returned, together with whatever interest had accrued.

- b. Programmes of care are to be made on a daily basis and presented to Senior Staff and girl in advance;
- c. These must be reviewed each day;
- d. Programmes must be individual and demonstrate that they are geared to meet the particular needs of a girl;
- e. In addition to daily monitoring there will be weekly monitoring of the programme by representatives of the Board, the Review Committee, Social Services, Psychologist and Unit Staff.

Intensive Care Unit may in special circumstances be used not as an Intensive Care Unit, but as a facility for independent training, mother/baby etc..

INDEPENDENCE TRAINING

Independence training starts in the long term unit. Most girls at some stage have day release, work sampling, voluntary work in the community built into their plans.

HOSTEL

The Hostel is primarily an Independence Training Unit. Not all the girls go to the Hostel. Those who would most benefit from this provision - who are not able to return home and who are going to have to care for themselves are given preference in going to this Unit - though girls who require limited help in coping with work in the community or are following a Course at the Technical College or in full-time education in the community may also use the Hostel. Independence Training includes learning to budget, shop sensibly, cope with work situations, and in general cope with the every day pattern of the life which will be their future. Perhaps one of the biggest difficulties is to help the girl to cope with her own fears of facing life on her own. Here there is a gentle but determined plan to keep moving towards total independence. Girls learn how to get flats, grants and receive support when moving into flats etc.. Together with the girl learning to budget and live within her limited resources, the Hostel is run on a fairly tight budget for the general housekeeping. Girls in the Hostel join with their contemporaries and friends in the community for recreation, discos etc.. The corner stone of the Hostel philosophy is a flexibility which sees risk taking as an integral part of learning to become independent. Direct entry into the Hostel, if appropriate for a particular girl, is an option. Periodically

[REDACTED]

SJM61

SJM61

SR240

retires officially in October, sister [REDACTED] reported that Cardinal Tomas O'Fiaich had recommended to Rome that [REDACTED] SJM61 he be honoured with the "Beric Morenti" medal in recognition of her long and faithful service to the Youth of the Province.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

SJM-3434

THE BOARD OF MANAGEMENT INVITES

Sister **SR234**

to the conferring of a Papal Award

on

SJM61

by

Cardinal Tomás O Fiaich.

The special Celebration will be in St Joseph's

on

Thursday May 15 at 3.00 pm.

R.S.V.P.

St Joseph's School
Middletown

Telephone :
CANNON 525/6

ST. JOSEPH'S TRAINING SCHOOL
MIDDLETOWN
Co. ARMAGH

17 September 1987

Mr Norman Douglas
Training Schools Branch
Northern Ireland Office
BELFAST

Dear Mr Douglas

RE CAPITAL EXPENDITURE - ASSESSMENT CENTRE

Thank you for your letter of the 24 August.

The Board has examined the needs of the school in the light of present usage, the pending legislation changes and the new problems emerging as a result of the increase in violence in Residential Establishments and the ever increasing number of seriously disturbed, suicidal adolescents who are coming into our care. It is the Board's opinion that it would be impossible at this moment to gauge the likely effects of new legislation on the numbers coming to St. Joseph's. It is their view that it would take some years after the enactment of legislation before any reliable trends could be monitored and or established.

The initial proposal to build a new Assessment Unit was based on the following identified needs:-

- (i) The usage of the present Unit, which over the past few years has been at a daily average occupancy of ten girls to eight beds.
- (ii) the design of the Unit which is ideally suited for six/seven girls makes no provision for such essential facilities as rooms for Case Conferences, family meetings, personal interviews for the girls with unit staff, social workers, psychologists. Due to lack of space these often take place in areas which are totally unsuited for confidential discussions.
- (iii) The other area of major need is the provision of a Small Unit which we call, loosely an Intensive Care Unit. This unit would be used as a temporary respite for a girl or girls who may be emotionally disturbed, suicidal or need safe space in a confidential setting to express grief, anger etc. We have a group of severely disturbed adolescents who indulge in self injury and self mutilation and who at times need a safe secure environment for short periods. We have girls who are the victims of sexual abuse and who require at times a waking staff member during the night to help them cope with their fears and nightmares.

There is, as you are aware, a growth in the incidents of Violence in all Residential establishments, and we have evidence of this in Middletown also.

At present if a girl is seriously disturbed or in need of confidential space we are at times forced to bring the young person to the Convent for a brief period or to use the classroom block which is neither suitable or safe.

What we have in mind is a small Unit where a child can be safe and receive individual support in a time of crisis. It's main security will be the staff presence. When the board envisaged the building of a new Assessment Centre it had in mind the inclusion of such a small Intensive Care Unit as part of this facility.

It is the view of the Board that the provision of a small Intensive Care Unit is an urgent need, and I have been directed to request an urgent meeting to investigate the feasibility of setting up such a Unit.

The board envisages that these discussions would, in addition to planning for the small Unit, encompass the points raised about inadequate space in the Assessment Unit and issues that arise from the General Inspection Report.

We would very much welcome an early meeting.

Yours sincerely

SR240

Director

Copy for Mr PHILIP WILSON — FOR INFORMATION SJM-1577/88



NORTHERN IRELAND OFFICE

Dundonald House

Upper Newtownards Road Belfast BT4 3SU

Telephone BELFAST 63255 Ext

SR240

Director
St Joseph's Training School
MIDDLETOWN
Co Armagh

Your reference

Our reference

W 326/87

Date

12 August 1988

Dear **SR240**

PROVISION OF INTENSIVE CARE UNIT

I have forwarded to DHSS a copy of the plan prepared by Mr G Martin (ESD) on which he based the feasibility study for the proposed additional accommodation. This included a bedroom for one member of staff. Since your discussion with Mr Martin you have had further discussions with Mr Donnell (SSI) and I understand that you indicated to him your thoughts that a second bedroom for a member of staff would be essential in the event of the Unit having two girls who were particularly disordered.

The need for an Intensive Care Unit at St Joseph's is accepted by DHSS who support the proposal on the understanding that the new unit will not be used to provide secure accommodation as defined in paragraph 13 of the consultative paper "Use of Secure Accommodation for Children in Care in Northern Ireland " issued in December 1986, or to restrict the liberty of children in care in any of the ways specified in paragraph 15 of that paper.

This Department agrees to the proposed new Unit for which there is provision in the 1988/89 PES and an approximate cost of £40,000 has emerged from the feasibility study. If you decide to incorporate the second staff bedroom this will add to the cost and there will be in addition fitting out costs. Please confirm immediately your accommodation requirements so that ESD can be instructed to proceed to contract stage.

Yours sincerely

N DOUGLAS
Training Schools Probation Branch

- She generally returns to House One for her evening meal and returns to Unit around 8.00pm.
- We then have a short talk with the entire group and familiarise the new girl with the house rules, pointing out with the other girls that there are few rules rigidly imposed and they are there more for a general guide-line for her own behaviour. We point out what is expected of the group of which she is now a part and use the other girls to highlight this.
- As soon as possible (house meeting) a co-ordinator is designated and she makes herself known to the Social Worker (if any), parents, guardians or other relevant people.
- An initial plan is then drawn up by the staff team after meetings with other interested people.

When girl moves to House there is an approximate leaving date in mind but this often has to be changed with circumstances.

INTENSIVE CARE UNIT

The intensive nature of this Unit is seen as an intensity of staff care rather than any form of security.

Admission to the Intensive Care Unit may be permitted by the Senior Staff on duty in the following situations:

- i. Admission of a new child after 11.00pm or during the night time when such an admission might seriously disturb the Admission Unit.
- ii. The admission of a long term girl during the night who is under the influence of solvents, alcohol etc..

In both cases the girls are to be returned to their Unit in the morning. Long term girls who return during the night should sleep in the Hostel unless they are a danger to themselves or others.

iii. Admission to the Intensive Care Unit may be permitted in a crisis situation for a period not exceeding 24 hours: Reasons for Admission:

- a. Suicidal: There must be sufficient evidence that the girl is in danger of seriously injuring herself
- b. So disruptive or unmanageable that she may endanger others.

Only the Director or Assistant Director may permit a child to be placed in the Unit. In the case of Assessment Children, permission must be sought from the Social Worker. Time in Intensive Care should be for the shortest possible duration. In the event of a period in excess of 24 hours being envisaged a meeting of the following shall be summoned immediately:

- Relevant Social Services,
- Psychologist
- Mr Donnell
- Representative from relevant Review Group
- Chairman of the Board
- Head of Unit
- Key Worker
- Director or Deputy Director

Referring Unit must furnish the Committee with a full report outlining:

- Reasons
- Plan
- Expectations
- Durations
- Review Procedures
- Staffing and Programme

There are no permanent staff in the Intensive Care Unit. The onus of responsibility is on the referring Unit to provide the major input into any programme of care.

GUIDELINES

- a. Two staff members must always be on duty in the Unit;

- b. Programmes of care are to be made on a daily basis and presented to Senior Staff and girl in advance;
- c. These must be reviewed each day;
- d. Programmes must be individual and demonstrate that they are geared to meet the particular needs of a girl;
- e. In addition to daily monitoring there will be weekly monitoring of the programme by representatives of the Board, the Review Committee, Social Services, Psychologist and Unit Staff.

Intensive Care Unit may in special circumstances be used not as an Intensive Care Unit, but as a facility for independent training, mother/baby etc..

INDEPENDENCE TRAINING

Independence training starts in the long term unit. Most girls at some stage have day release, work sampling, voluntary work in the community built into their plans.

HOSTEL

The Hostel is primarily an Independence Training Unit. Not all the girls go to the Hostel. Those who would most benefit from this provision - who are not able to return home and who are going to have to care for themselves are given preference in going to this Unit - though girls who require limited help in coping with work in the community or are following a Course at the Technical College or in full-time education in the community may also use the Hostel. Independence Training includes learning to budget, shop sensibly, cope with work situations, and in general cope with the every day pattern of the life which will be their future. Perhaps one of the biggest difficulties is to help the girl to cope with her own fears of facing life on her own. Here there is a gentle but determined plan to keep moving towards total independence. Girls learn how to get flats, grants and receive support when moving into flats etc.. Together with the girl learning to budget and live within her limited resources, the Hostel is run on a fairly tight budget for the general housekeeping. Girls in the Hostel join with their contemporaries and friends in the community for recreation, discos etc.. The corner stone of the Hostel philosophy is a flexibility which sees risk taking as an integral part of learning to become independent. Direct entry into the Hostel, if appropriate for a particular girl, is an option. Periodically

Glen Road Project

6. Two young people were being accommodated at 144 Glen Road Hostel, Belfast. This new facility can provide for 4 young girls. Most of the girls would come from West Belfast. At present the hostel is overseen by 2 of the after care staff and one temporary worker. Plans are in hand to appoint a further 2½ full time staff to the project and there is provision for an additional ACE worker, who has yet to be appointed. A social work student is presently in placement at the project. The hostel is still in an early stage of development and will be subject to inspection by the Social Services Inspectorate early in 1993. The question of the registration of this hostel is currently being considered and it is likely that the Eastern Health and Social Services Board may be required to register the facility as a home for persons in need.

Physical Resources

7. There are 2 double house units on the campus. The role and function of the units is clearly defined and they operate with considerable autonomy, this providing a wide range of opportunities for the young people. There is an on site hostel, a modern bungalow type building, which can accept up to 8 girls. This unit is used as a flexible resource to meet the needs of individual young people. Considerable emphasis is placed on independence training.

Intensive Care Unit

8. A small 2 bed intensive care unit adjoins the hostel building. This unit has been added to the range of resources since the time of the last General Inspection. It is geared to meet the needs of seriously emotionally disturbed girls for a very short period. According to the schools policy document the unit is described as follows:- "The intensive nature of the unit is seen as the intensity of staff cover rather than any form of security". The unit has the

potential to function as a small secure unit but is not operated as such. It is used only in the following circumstances and with the authority of the senior staff on duty.

1. Admission of a new child after 11pm or during the night time when such an admission might seriously disturb the young people in the Admissions Unit; and
2. The admission of a long term girl during the night who is under the influence of solvents, alcohol etc.

In all cases girls are returned to their own unit in the morning. There are no permanent staff in this unit. Should a girl be placed there it is for the referring unit to provide staff cover which must be a minimum of 2 at all times. This resource appears to be used sparingly. There were only 5 recorded incidents of use since October 1990. The unit may be used for other purposes and on the day of the inspection the young mother and her baby referred to in paragraph 3 were being accommodated there. The unit is self-contained and the accommodation includes lounge, kitchen, bathroom wc etc.

9. Other facilities on the site include the main school building, with classroom facilities providing for domestic science, art, craft, pottery, library and the school canteen. The administrative offices are included in this block. Other facilities on site include the swimming pool, gym/games complex and a small general purpose hall. Several of the school rooms have recently been refurbished to a very high standard. All of the house units were in good state of repair and decor. The staircase in house 2 was being repainted on the day of the inspection. The spacious grounds of the school are well kept with an abundance of trees, shrubs and flowers adding the very pleasant environment that has been created.

4.0 LOCATION AND PREMISES

- 4.1 St Joseph's is located about 10 miles south west of Armagh City on the fringe of the village of Middletown. The main road from Armagh to Monaghan in the Irish Republic, which is about 12 miles from St Joseph's, passes through the village. The training school occupies a large open site and is surrounded by farmland. It stands unobtrusively behind a small wood and is approached by a winding shrub-lined drive. The grounds close to the buildings are set out in well maintained lawns with young trees planted here and there. The centre-piece of the site is the three-storeyed convent of the Sisters of St Louis which is finished in red brick and roofed with Bangor blue slates. The chapel with its distinctive rounded chancel is to the left of this building. To the rear are garages and outhouses an enclosed garden and a small private cemetery. A statue of St Joseph is situated on the lawn at the front of the convent.
- 4.2 Complimenting the convent and in juxtaposition to it is the main school/administrative block. In the past this contained dormitory accommodation for the residents but in recent years the interior was adapted to provide school, office and cooking/dining facilities. The main kitchen is on the ground floor and this provides the midday meal for the young persons. Modern kitchen equipment has recently been purchased and is awaiting installation. There is a serving hatch through to the dining-room which is bright and spacious. Tables and chairs are arranged so as to provide four place settings for each meal.
- 4.3 The main building also includes two classrooms, a domestic science block, a library and an art/craft/pottery centre. On the first floor there is office accommodation for the Director and the three senior staff and a lounge. The administrator's office is on the ground floor and this includes a small telephone exchange. A portacabin to the rear of the building provides an office for one of the administrative staff and for the psychologists who attend the school on a sessional basis.

The House Units

- 4.4 To the left of the convent are the two-storeyed houses in which the girls are accommodated. There are two blocks each comprising of two houses which are linked together by a connecting corridor at ground and first floor levels. The four houses are named as follows:-

HOUSE 1 - LA SALLETTE
HOUSE 2 - LOURDES
HOUSE 3 - FATIMA
HOUSE 4 - BANNEUX

- 4.5 Each house is a self-contained unit for eight girls but can provide for nine or ten in an emergency. All four have the same architectural features and interior design. The ground floor accommodation consists of a large living space including a lounge, dining area, kitchen and utility room. There is also an office and store, two small reception rooms, toilets and a cloakroom. There is an open coal fire in the lounge around which are placed easy chairs resting on a "flotex" carpeted floor. The dining area has a table large enough for the group of staff and children to sit around it together for their evening meal. The kitchen is small but functional with a serving hatch through to the dining area.
- 4.6 A wide well lighted staircase leads from the front hall to the first floor where there are two four-bedded rooms for girls, a staff duty room, two showers, a bathroom and toilets. The girls' bedrooms are divided into single cubicles and have fitted wardrobes, cupboard space, a vanity unit, dressing table and mirror, a chair and a bed. The large bedroom windows and the entrance to each cubicle are curtained with material chosen to match the duvet covers on the beds and to compliment the carpeting on the floors. The cubicle divisions stop short of the ceiling creating an impression of spaciousness and the walls are painted in soft pastel colours. The spare bedrooms and a sewing/laundry room are located along the connecting corridor between the houses at first floor level.
- 4.7 The Inspectors found the house units to be bright, airy, clean and comfortable and tastefully decorated throughout. Wallpaper is used extensively in the living area at ground floor level and the walls have been decorated with pictures, hanging baskets, plants, etc. Television and radio/tape recorders are provided in each lounge. The girls take pride in their own bedrooms many of which have been personalised with soft toys, posters, pop memorabilia, etc.
- 4.8 On the ground floor between houses one and two there is a small medical room occupied by the nurse when she is on duty. It is also used by the medical officer when he calls. The room is equipped with an examination couch, desk, chairs and a locked filing cabinet. There is also a regulation medicine cabinet with a secure inner compartment for storing dangerous drugs. The senior social worker (fieldwork) has an office on the ground floor area between houses three and four.

The Hostel

- 4.9 A modern bungalow situated on a slightly elevated site to the rear of the complex is used to provide independent training for girls who are preparing to leave St Joseph's. Known as the hostel it can accommodate eight girls and amenities provided include a sitting-room, dining-room, a

reception room, kitchen, bathroom and toilets. In addition there are four flats comprised of a bedroom and sitting-room with shared kitchen and bathroom and toilet facilities. This area, which can be separated from the main hostel, can be used flexibly to accommodate a mother and her baby, a particular girl or a group of girls, etc. One of the flats is used by the senior member of staff who is "on call" overnight.

Recreational Facilities

- 4.10 A swimming pool and games hall complex is sited centrally between the hostel and the house units and within easy reach of the school. The games hall is equipped for gymnastics and has a stage at one end suitable for concerts, plays, etc. The swimming pool supervisor's office has a large window on the interior wall overlooking the pool. There is a changing room and showers associated with this area. There is also a service area for filtering, chlorinating and heating swimming pool water. Excess hot water is circulated through the central heating system in the hostel and to the resident staff accommodation for two hours each day.

Staff Accommodation

- 4.11 A number of staff live in accommodation provided on the site. There are 2 semi-detached houses for married couples and eight flats divided between two units. These three two-storeyed buildings are clustered together close to the girls' house units. A detached house situated close to the main entrance is occupied by the caretaker/groundsman and his family. All of the modern buildings are finished in light red brick, with mineral felt roofs and have a well maintained exterior.

Fire/Safety Precautions

- 4.12 The house units are equipped with a break glass fire alarm system and smoke sensors have been installed in the girls bedrooms and in the lounge. There are three types of fire-fighting equipment in each block ie hose reel located on the corridor between each pair of units, fire extinguishers attached to the wall outside of the offices and fire blankets in each kitchen. Smoke detectors, a fire hose reel and a fire blanket are provided in the hostel.

General

- 4.13 The living accommodation for the young persons in St Joseph's meets adequately the standards for space, size of bedrooms, etc set out in the Community Homes Design Guide. Some of the features for example the fireplace, and furniture together with the tasteful use of ornaments, pictures, photographs and the style of the interior

decoration creates an atmosphere which could best be described as "homely". As there are no domestic staff in the house units the upkeep of the premises falls mainly to the girls living there. Clearly these "services" are performed to a very high standard. Furthermore although on occasions there have been outbursts of very disturbed behaviour when property, furniture and fittings can be vulnerable, there were no obvious signs of damage anywhere on the site.

- 4.14 The question of the suitability of the location of St Joseph's was considered carefully by the Inspectors following discussion with the staff and children. Few of the girls come from homes within a convenient distance of the school and therefore a lengthy journey has to be undertaken by families and friends who come to visit them. Also those girls who may become involved in Youth Training Programmes normally have to travel by bus into Armagh at some expense and inconvenience. However, as St Joseph's is providing a service for girls from all over the Province there is no ideal location, ie wherever the school is placed it will not be close to every girl's home. The point was made that most of the young people admitted to St Joseph's had previously been placed in the community in foster care and/or children's homes. Often the young people are referred to St Joseph's because they cannot cope with life in the community and have become involved in episodes of substance abuse, teenage drinking, and frequently, sexual experimentation. Placement in St Joseph's takes the girls away from the immediate availability of these "attractions" to an environment where there is time and space for reflection on the real cause of their problems and where help is available to them. The Inspectors found the latter argument compelling.

BASIC PRINCIPLES

•The only reason Middletown or any house Unit exists is for the Children... to meet the children's needs as far as possible. We are here to provide physical, emotional, psychological and Social Care for the girls in our care. The ultimate aim of the girl's stay in Middletown is to enable them to come to terms with their problems, to slowly accept responsibility for their future and to help them return to the community as soon as is possible and safe.

•Institutions can be dangerous in that a lot of energy can be spent maintaining institutional structures. We must be vigilant that rules, regulations are not first made to keep the Unit running smoothly. We must never forget that for many of our girls St Joseph's is home - the only home they have or are likely to have for some time.

•We will never be "the home" that the good nuclear family provides, but if the overriding ethos of each Unit is one of love, empathy and genuine care then our intervention in each girl's life will be positive and hopefully healing.

•Equally we must not live a pattern of institutional life that is totally remote from the girl's background. Each Unit should be well cared for but we should not have what approximates to a middle class standard of living which is unattainable when the girl leaves.

•The major contribution each staff member has to offer to the Unit is that of her own unique charism and talent. The quality of presence of each is of the utmost importance. When on duty we must be open, listening, using our initiative skills and of course vigilance. As we are dealing with individuals with various presenting problems and hurts whose emotional and social development have been seriously impaired, we have to expect situations to arise whereby intervention and speedy action may be necessary. Staff have to be able to cope with heavy demands, accept ambivalence, help the child express anger and accept misdirected anger. Staff involvement with the child is not merely to supervise and manage difficult situations and circumstances but also to create an atmosphere of understanding, affection and honesty. It is important to be aware of mood changes in the group or individuals or situations that could become dangerous or explosive.

ETHOS

The environment should be one of warmth, openness, acceptance and trust. Each Unit aims to create a progressive programme, within a structured yet flexible environment, so that each girl can develop as far as possible personal and social adequacy, enabling her to work through her difficulties and face the reality of her own individual problems. It is hoped that each girl will achieve a genuine re-adjustment whereby she can lead a 'normal' life and be accepted by social groups at home, at work and in the community.

Whilst it is important to have individual programmes based on each girl's personality, history, abilities and aptitudes, we keep in mind the therapeutic value of the group. We like to make maximum use of the living situation so that girls can enjoy positive experiences in home making, responding to and respecting each other, sharing interests and chores. Often an individual girl's difficulties are lived and manifested in the group. Through group work an individual is very often helped by the group, and the group at times are part of a specialised programme for an individual girl. Each girl has space and room to develop, to experience acceptance, love and trust.

Each girl comes to us with her own history - very often an extremely sad history with deep hurts. We must find a meeting point with each girl. The need to express feelings through aggression, play, discussion, crying is recognised as well as the staff role to arbitrate, negotiate, listen, talk, soothe and console. Initially manipulative behaviour, overt disruptive behaviour may have been the only way some children have learned to get attention. It is important that we do not reinforce learned and disruptive behaviour.

What constitutes acceptable behaviour in the group must be clearly enunciated and understood. Our girls have suffered from a lack of security and constancy. Rules should be few, reasonable and constant. It is very confusing if something that is acceptable today becomes unacceptable tomorrow.

The primary tool is the development of good relationships. Only if a girl feels loved, cared for and secure may we be able to help her through the brokenness and rejection that she experiences. The Key Worker and variations on this is practised in all units.

15. Rule 10 of the 1952 Statutory Rules required that a training school should be visited at least once a month by at least one member of the Board of Management in order to satisfy themselves regarding the care of the girls and the state of the school. The visitor was required to enter their conclusions in a log book or other convenient record kept at the school. Any member of the Board of Management was entitled to visit the school in order to complete their report. A recommendation of the 1987 inspection report completed by the Department of Health and Social Services recommended that a record of the visitor's reports should be maintained and copies of all available reports from this date have been disclosed by the Congregation to HIA. The conclusion of the 1987 inspection in relation to visits by Board Members confirmed that the inspectors were satisfied that the duty on the Board to visit was being fulfilled not only by visiting Board Members but also by the presence of three Sisters of the St Louis Order who represented the Trustees on the Board and who lived in the Covent on the St Joseph's campus.

What were the staffing arrangements between 1922 and 1995?

16. Staffing arrangements changed over time. Prior to 1952 our records confirm that staffing was made up primarily of religious sisters. There were lay members of staff some of whom were qualified teachers. I am also aware of [REDACTED] SJM61 who worked in a semi voluntary capacity for St Joseph's as an after care worker sourcing jobs and accommodation for our girls to assist them when they were leaving St Joseph's. I believe [REDACTED] SJM61 worked in this semi voluntary capacity from the 1950s to the 1970s.

17. From 1952 onwards the numbers and qualifications of staff for St Joseph's was determined by the Ministry of Home Affairs/NIO. The inspection report from 1987 sets out that the staff at that time would have included a Director, an Assistant

original on N.248 (H. J. T. S. Staff)

copy for W. 3066 H. J. T. S. - School Routines.
(Rule 26 of T.S. Rule (N1) 1952)

D/E.C.

Lu 5/3/56.

I visited St. Joseph's Training School to discuss staff arrangements on 2nd February, 1956. I think it will be easier to see how the staff are occupied if I first set out the children's time-table.

- 6.45 a.m. Rise, dress, prayers. Half children get up at this time, half later. (More or less on alternate days, but a longer stay in bed is also a reward for good conduct!) Saturdays, rise at 7, Sundays 7.30 a.m.
- 7.40 a.m. Mass. (Nuns take turns to supervise getting up and coming to Mass, one each morning.)
- 8.25 a.m. Breakfast. (Nun in kitchen, nun supervising, usually Sister SR249.)
- 8.45 a.m. All girls do domestic chores in own quarters.
- 9.30 a.m. Schoolgirls to school. 4 laundry girls to laundry, Monday, Tuesday, Wednesday (Sister SR249).
- 3.30 (about) 5 kitchen girls to kitchen (Sister [redacted]).
2 workroom girls to workroom (Sister M. [redacted]).
The laundry girls join the workroom girls for needlework classes on Thursday and cookery classes on Friday. These classes are taken by Sister [redacted] so that she is on duty each weekday from 9.30 - 3.30.
- 11 a.m. Break and snack, for 10 minutes.
- 12.30 p.m. Dinner. (Sister [redacted] in kitchen, nun supervising usually Sister [redacted])
- 1 p.m. School and work till 3.30.
- 4 p.m. Tea. (Supervised by nuns in turn.)
- 4.30 p.m. Walk or games. (Supervised by nuns in turn.)
to 5.30 p.m.
- 5.30 p.m. Prayers.
- 6 p.m. to 7 p.m. School-children do homework. (Supervised by Sister SR249 [redacted].)
Others have evening classes, supervised by Sister [redacted] on Monday and Tuesday, SR248 on Wednesday and Thursday and SR237 on Friday. Those backward children needing special tuition are taken by [redacted].
- 7 p.m. Supper (cooked meal).
- 8 p.m. to 9 p.m. Recreation. (One sister in charge in turn.)
- 9 p.m. Start to bed. Settled down by about 9.30 - 10 p.m..

The Saturday programme is the same for all girls, some dancing practice, music, games, etc.

On Sunday there is singing, walking, and so on, and between 6 and 7 p.m.

/Sister

Sister [redacted] SR248 sees each girl individually and gives out work money.

Nearly all the girls have individual music lessons several times a week so that sister [redacted] is occupied with them and has a full programme, with six or ten pupils for lessons of 15 or 20 minutes or sometimes 30 minutes every weekday.

The staff programme of duties, then, is as follows:-

- Sister [redacted] SR248: General administrative duties as Manager, also supervises evening classes on two evenings, sees girls individually on Sunday evenings, supervises dancing practice on Saturday, and also relieves others at walks, recreation, meals and dormitory duty from time to time.
- Sister [redacted]: Workroom 9.30 to 3.30 every Monday-Thursday. Cookery classes Friday. Takes her turn at walks, recreation and dormitory duty.
- Sister [redacted] SR249: Laundry 9.30 to 3.30 Monday, Tuesday, Wednesday. Supervises alternate weeks Junior Study (i.e. schoolchildren's homework). Takes turn at recreation, walks, dormitory.
- Sister [redacted]: Music lessons from 9.30 - 3.30 Monday-Friday. Orchestra and choir two hours each at weekends.
- Sister [redacted]: In charge of kitchen. Supervises Junior Study alternate weeks. Takes turn at recreation and walks.
- Sister [redacted]: Nurse. Takes charge of clothing and house-keeping, and supervises some meals.
- Sister [redacted]: P.T. Instructress. Evening class on two evenings. Supervises some meals, and takes turn at recreation and walks. Gives special tuition to backward children. Acts as general relief to members of staff in different departments.
- Sister [redacted] SR237: Clerk. Takes evening class on one evening, teaches handwork. Supervises some meals and takes turn at recreation and walks.

It is difficult to arrive at an exact time-table of hours of duty, as the duties for some of the nuns are so split up. However, I think it is clear that they are somewhat over-staffed at present. I gather that, even if we were to tell them to dispense with the services of one member of staff, the probable outcome would be that she would stay as an unpaid member of the community and still be available. If they have to do without one, they will best spare sister [redacted], whose duties would be spread over other members of staff. I would recommend, then, that the staff be reduced by one, preferably this sister [redacted] SR248, and that the matter be considered again next year, when sister [redacted] SR248 is due to retire. I would not reduce it by more than one at present, as I think [redacted] SR248 is really finding the work very exacting at her age, and yet I would very much deprecate her going before next year. She still has the authority and is the person everyone looks to as the boss.

(290) K.B. FORREST

13th February, 1956.

DAILY SCHEDULE

8.15 - 9.30	Rising Breakfast Chores
9.30	Assembly
9.45 - 10.45	School
10.45 - 11.00	Break (in the Units)
11.00 - 1.00	School
1.00 - 1.30	Lunch (in the Canteen)
1.30 - 2.00	Relaxation in the Units
2.00 - 4.00	School
4.00 - 10.00	Evening activities - optional Girls, in turn, cook evening meal. Do home exercises. Relax, walk, swim, disco..
11.00pm	Lights out - since staff on night duty are residential staff in the Unit, there is a latitude to watch a special programme occasionally.

WEEKENDS

Friday Night	Girls watch midnight movie if they want - usually over by 1.35am
Saturday	Girls have a long sleep (12.30-1.00pm). Girls and staff do a general cleaning of house. Late dinner. Bed around midnight.
Sunday	Mass at 11.30am. Free activities on Sunday. Lights out 11.00pm.

Staff in each Unit generally plan some small outing over the weekend period.

(042) 933 4752 / 933 4753
(042) 933 4751
regionallate@stlouisirl.ie



St. Louis Regional House,
60 Ard Easmuinn,
Dundalk,
Co. Louth.

Strictly Private and [REDACTED]

The Public Protection Unit
The Police Service of Northern Ireland
14 Castlewellan Road, Banbridge BT32 4AX

Sept. 6, 2013

Dear Sir,

Re: [REDACTED] SJM60

I am the Regional Leader of the Sisters of St Louis in Ireland and I am authorised by our Central Leadership Team and by our Regional Team to provide information regarding an historical child protection issue. I am writing to notify the PSNI that the Sisters of St Louis have received information regarding an allegation of historical sexual abuse at an institution which is now closed but at the relevant time was governed by the Sisters of St Louis. The details of the allegation are as follows:-

The individual who has made the allegation is [REDACTED] SJM60, Date of [REDACTED]. Ms SJM60 was resident in St Joseph's Middletown, County Armagh from 6th October 1977 until 5th October 1980. Ms SJM60 has very recently informed one of our Sisters that she was abused by a non- religious member of St Joseph's Middletown staff during her time as a resident.

The Sister was told by Ms SJM60 that she had disclosed this allegation to a nursing professional who has in turn reported it to PSNI. We have also contacted the Chief Executive of Southern Health & Social Care Trust to put the Department of Health on notice of this allegation.

Carson McDowell, Solicitors (Murray House, Murray Street, Belfast BT1 6DN) represent the interests of the Sisters of St Louis in relation to historical allegations. If you wish to discuss the above allegation further, or if you wish us to provide any additional information we would be grateful if you would direct the request for information via Orlagh O'Neill, Solicitor, Carson McDowell, Solicitors, Murray House, Murray Street, Belfast BT1 6DN. Telephone 028 90 34 88 26.

I would be grateful if you would acknowledge receipt of this correspondence.

Yours sincerely,
Anne Kavanagh SSL
Sister Anne Kavanagh
Regional Leader for the Sisters of St Louis Ireland

Cc Orlagh O'Neill, Carson McDowell Solicitor
Cc Sister Uainin Clarke, Central Leadership Team, Sisters of St. Louis

Reformatory and
St. Joseph's Industrial School, Middletown.

I visited this school on the 3rd and the 18th November for the purpose of the annual inspection. On the 18th November there were in residence 30 girls (30 industrial, six reformatory). Details of admissions and discharges during the year are as follows:-

Ind. School.

ADMITTED '48 - '49.

Discharged '48 - '49.

485.
486.
487.

[REDACTED]
SJM178
[REDACTED]

465.
460.
474.
473.
425.
470.

[REDACTED]

and 3
voluntary
cases

Amendments
made after
discussion with
Dr. Simpson.

2/13
1/12
49.

Reformatory School.

23.
24.
25,

[REDACTED]

24.

[REDACTED]

Ind. School.

Discharged 56

Admitted 3

Ref. School.

1

23

No. of inmates at end of Q.E.

[REDACTED]

I.S.
32
30
30

R.S.
5
26
6

VOLUNTARY
4
4
3

General Health of Pupils:

The general health of the girls was well maintained during the year, and there were no serious outbreaks of illness. One child, referred to in the previous report, who was suffering from Tuberculous Glands is still undergoing treatment as advised by the County Tuberculosis Officer who sees her frequently. He has continued to prescribe bed rest for a few hours daily. Although there is no question of any danger of the transference of infection to others, she is nursed in the sick room. She was seen at the time of visit and looked content and cheerful. She is receiving extra diet.

Medical Arrangements:

The general medical arrangements at the school are that Dr. McIlroy of Keady the Medical Officer, visits every fortnight to see any sick. He examines all the children once a quarter; he is available by telephone for any emergencies. All the children attend the primary school situated in the same grounds. This school is also attended by children from the surrounding neighbourhood. All the children attending this school are eligible for all the benefits of the School Medical and Dental Services provided by the Armagh County Health Committee. The Medical and Dental Registers were inspected at the time of the visit, and records were satisfactorily maintained.

Buildings and Equipment:

The buildings and equipment are well maintained. The Dormitory and Workshops are neat and clean; beds, bedding and bedclothes are clean and comfortable. The lavatory and closets are in good order, and the children are provided with separate towels and brushes. There is an Esso stove in the kitchen, and as a result ample supplies of hot water. The building is structurally satisfactory, and well ventilated.

Plans have been drawn up to enlarge the bathroom adjacent to the Sacred Heart Dormitory. The extension of the bathroom accommodation will include the provision of a roof over an existing flat roof which is leaking. This work is urgent, and should be completed as soon as possible.

ST. JOSEPH'S INDUSTRIAL SCHOOL FOR GIRLS,

MIDDLETOWN, CO. ARMAGH.

The Annual Inspection of this School was made on the 13th December, 1926.

On that date there were 43 girls present namely, 40 under detention - of whom 5 were under six years of age - and 3 who have been admitted pending committal. There were no children out on licence.

During the past year there were 14 admissions and 6 discharges.

The health of the children has been very good, only a few trivial illnesses having occurred. The Medical Officer - Dr. Leonard - made 15 visits during the year. The children appear to be well nourished, are comfortably and neatly clothed, and are apparently contented and diligent.

The premises are kept in good condition and in good repair, and the equipment is satisfactory. The lavatory accommodation was increased and four new porcelain hand basins supplied with both hot and cold water, were installed. The dormitories seem to be rather cold in winter, but the bedding and bed-clothes were good and ample. The general character and tone of the institution appeared to be well maintained.

The conduct of the children has been good: breaches of discipline have been few and the punishments mild.

The prescribed books were well kept.

(SD) J. McCloy.

Inspector.

14th December, 1926.

H.815/312

21st December, 1926.

Madam,

I am directed by the Minister of Home Affairs for Northern Ireland to transmit to you, to be laid before the Committee of Management of St. Joseph's Industrial School, Middletown, the accompanying copy of the Report of one of the Medical Inspectors of the Ministry on his annual inspection of the School on the 13th instant.

The favour of an early acknowledgment of its receipt is requested.

I am, Madam,

Your obedient Servant,

R. G. Ronaldson

for SECRETARY.

The Manager,
St. Joseph's Industrial School,
Middletown,
CO. ARMAGH.

/SB

*St Josephs Industrial School
Mullabawn
Co. Donegal.*

Ministry of Home Affairs
NORTHERN IRELAND.
28 DEC 1920
No. H 815/312

24218

23rd Dec. 20

Dear Sir, I beg to acknowledge with
thanks the receipt of Copy of Report
of Medical Inspector of the Ministry
in his annual inspection of this
School, on the 13th instant

I am, dear Sir,
Yours sincerely

SR 267

(all)

W.74

2nd February, 1951

Madam,

I am directed by the Minister of Home Affairs to enclose, for your information, copy of a joint report which the Ministry has received from Miss Forrest and Doctor Simpson following their inspection of St. Joseph's Training School on 20th December, 1950.

I am, Madam,
Your obedient Servant,


for SECRETARY.

The Manager,
St. Joseph's Training School,
MIDDLETOWN,
County Armagh.

Ministry of Home Affairs,
Stormont, Belfast.

Reference.....W.74.....

St. Joseph's Training School

Joint report of inspection by Miss Forrest
and Dr. Simpson on 20.12.50.

A/S.C.

P.O.

This report reflects credit on the management and staff.

Matters to which specific attention has been drawn by the Inspectors are dealt with hereunder:-

██████████ and **SJM178**

Extracts from the report in its relation to these two girls have been placed on the respective files, W.2040 and W.2077. Dr. Simpson had already furnished a separate note about the **SJM178** girl and a report from Mr. Martin about her condition is now being awaited. W.2077 (4.1.51) refers.

Uniform Medical Record Cards

This question is still under consideration at the Ministry.

Concrete Area

In view of the statement that repairs have not been effected, Mr. MacRandal, the Architect, might be asked for his observations having regard to our letter of 1.9.50 (on W.189) addressed to Mr. Farrar, Ministry of Education.

Entrance Drive

The Inspectors' remarks confirm the view expressed in the Technical Officer's report of 16.11.50 on W.189. No immediate action is therefore necessary.

/Electrical Installation

In view of terms of my Education letter of 13/6/50 and subsequent correspondence any action should be taken through my Education. L.S.

Done per W.189 (2.2.51) S.J.

Handwritten mark

Electrical Installation

This matter is receiving attention. See W.189 (29.1.51).

Provided you see no objection a copy of the report might now be sent to the Manager for her information.

Yes

Handwritten initials

31st January, 1951.

Seen Thanks

1/2/51

Mr. *[Redacted]*

Thanks. PR. follow up the two points noted in margin as suggested.

L.A. 1/2/51

ST. JOSEPH'S TRAINING SCHOOL, MIDDLETOWN

We inspected this School on 20th December, 1952. On that date there were 30 girls in the Training School, 22 Junior and 8 Senior. 5 Juniors and 2 Seniors were admitted during the year, and 6 Juniors and 4 Seniors discharged. There was no instance of absconding.

General Health

All the children seen looked well and happy. There has been no outbreak of infectious illness. The new Medical Record cards are now in use.

Buildings and Equipment

The premises were in good order throughout. Some painting has been done on the hall and stairways, so that the whole place looks very bright and clean. The laundry facilities have been much improved, especially for drying the clothes. The concrete area and drive have been repaired.

Activities

We have been very much impressed on our visits by the high standards reached in all departments, both in work and leisure activities. The bigger girls are not kept too long at one job, changing from kitchen in the morning to sewing-room in the afternoon, for example. The work in music, dancing etc. is excellent. Miss Forrest was particularly impressed on an earlier visit by the percussion band, which was conducted by an older girl, and in which even the youngest child (a 4-year old voluntary girl) could join, and did, with obvious enjoyment.

After-care

The new system of after-care by **SJM61** appears to be working well, and the staff are well satisfied with the results. **SJM61** is able to visit the girls regularly and also to visit the School so as to get to know her future charges.

General

The standards of care and training in this School remain excellent. It is evident that all the Sisters have the children's interests very much at heart. We inspected and signed the statutory books, which were up to date. The punishment book shows a very occasional record of 2 slaps or 4 slaps, but mainly punishment is by deprivation of privileges. In general the impression is one of firmness and kindness in the right proportions.

Thomas J. Simpson
Kathleen P. Forrest

31st December, 1952.

copy for W 187.

W. 74.
W. 32/W. 189.

26th March, 1952.

Madam,

I am directed by the Minister of Home Affairs to enclose, for your information, extracts from the joint report made to the Ministry by Miss E.B. Farrest and Dr. H.J.Y. Simpson, following their inspection of St. Joseph's Training School on the 20th November last, and a further visit made on the 8th March, 1952. (The report was delayed pending the visit made this month to see the medical record cards.)

The Ministry is pleased to note that all the children seen looked healthy, sturdy and well-cared for, and that the usual happy atmosphere continues to prevail throughout the School. This is a very satisfactory state of affairs which reflects credit on everyone concerned.

In the course of their remarks the inspectors refer to the absence of towel rails in the new bathroom and the need for some minor repairs and decorative work in the hall and stairs and landings leading to the dormitories. Will you therefore please report what action it is proposed to take in regard to these matters, and also indicate the present position respecting the electrical work approved by the Ministry on 9th October, 1951, and repairs to the concrete area to which approval was given by the Ministry of Education on 14th September, 1951.

I am, Madam,
Your obedient servant,

for Secretary.

The Manager,
St. Joseph's Training School,
MIDDLEBROWN,
Co. Armagh.

ST. JOSEPH'S TRAINING SCHOOL, MIDDLETOWN.

We inspected this School on 12th November, 1953. On that date there were twenty-nine girls in the Training School, twenty juniors and nine seniors, plus eight Welfare Authority cases. One junior and two seniors were admitted during the year, and three juniors and one senior were discharged. There was no instance of absconding during the year, and SR248 reports that there is very little trouble of any kind with the present girls.

C.W.,

St. Joseph's girls.

high standards continue to be well maintained

She is able to allow a greater degree of freedom than formerly. For example, some girls are now allowed to go unaccompanied to Armagh to do shopping, and the children are free to spend their pocket money in the village.

General Health:

Please arrange for suitable extracts to be sent to the Manager for her information

We saw the Medical Records, which were well maintained and up-to-date. The children are having every care. We saw them all at dinner and they looked sturdy and well. There has been no outbreak of infectious illness and the sick-room is rarely used.

Buildings and Equipment:

All parts of the building are well maintained and in excellent order. Some re-decoration of dormitories has been done and as usual the whole place looked bright and clean and cheerful. Plastic curtains have been provided for the new baths. A large Prestcold refrigerator has been installed in the dining-room (it was decided that it would take up too much room in the kitchen). We saw the clothing and household stores, which are very well kept. New rails have been put in for hanging up coats and dresses.

Activities:

Earlier in the year we had each visited separately and seen the new playing-field with swings, etc., which is a great acquisition. The children have received some instruction in camogie and also play basket-ball. At a later date it may be possible for them to meet local teams for matches. They also play tennis.

We saw the products of the handwork class, of a high standard as always, and we were told that many girls are sufficiently interested in knitting to do some in bed before lights-out.

Miss Forrest, on an earlier visit, saw the children put on a very creditable entertainment of music, dancing and recitation.

Cinema shows are given every few weeks.

General:

We were very much interested to hear that Rev. Mother and SR248 on a recent visit to England had made what were evidently most happy contacts with several of their old girls now married and doing well in life.

It is evident that the same high standards of care and training prevail as in former years.

We inspected and signed the statutory books, which were up-to-date.

Kathleen
November 1953
3-

ST. JOSEPH'S TRAINING SCHOOL, MIDDLETOWNANNUAL INSPECTION BY INSPECTORS OF THE MINISTRY OF HOME AFFAIRS ON
12TH NOVEMBER, 1953Extracts from the Inspectors' Report1. General Health:

We saw the Medical Records, which were well maintained and up-to-date. The children are having every care. We saw them all at dinner and they looked sturdy and well. There has been no outbreak of infectious illness and the sick-room is rarely used.

2. Buildings and Equipment:

All parts of the building are well maintained and in excellent order. Some re-decoration of dormitories has been done and as usual the whole place looked bright and clean and cheerful. Plastic curtains have been provided for the new baths. A large Prestcold refrigerator has been installed in the dining-room (it was decided that it would take up too much room in the kitchen). We saw the clothing and household stores, which are very well kept. New rails have been put in for hanging up coats and dresses.

3. Activities:

Earlier in the year we had each visited separately and seen the new playing-field with swings, etc., which is a great acquisition. The children have received some instruction in canoeing and also play basket-ball. At a later date it may be possible for them to meet local teams for matches. They also play tennis.

We saw the products of the handwork class, of a high standard as always, and we were told that many girls are sufficiently interested in knitting to do some in bed before lights-out.

Miss Forrest, on an earlier visit, saw the children put on a very creditable entertainment of music, dancing and recitation.

Cinema shows are given every few weeks.

4. General:

There was no instance of absconding during the year and SR248 reports that there is very little trouble of any kind with the present girls. She is able to allow a greater degree of freedom than formerly. For example, some girls are now allowed to go unaccompanied to Armagh to do shopping, and the children are free to spend their pocket money in the village.

We were very much interested to hear that Rev. Mother and SR248 on a recent visit to England had made what were evidently most happy contacts with several of their old girls, now married and doing well in life.

It is evident that the same high standards of care and training prevail as in former years.

The needs and problems of the young people

- 2.5 The view expressed by the staff of St Joseph's was that none of the young people were inappropriately placed there. It was pointed out that as many as 85% of the short-term admissions to the school have been returned to the community or re-routed to a setting which is more appropriate to their needs. The remainder who are provided for in St Joseph's are generally disturbed adolescents, some of whom have a tendency towards self-destruction/mutilation and aggressive behaviour. A number of the girls come from deprived circumstances and several have been assaulted, sexually abused, and/or are the survivors of incestuous relationships. The following vignettes are indicative of the type of presenting problem confronting St Joseph's staff:-

██████████

"Reports say ██████████ is beyond control but here she has settled very well and gives the impression of being mature, self-possessed etc. She responds in the way she "thinks" is acceptable. On both admissions she was severely bruised in the thighs - inner and outer - as a result of a beating from her father. She refuses to go home. There is a possibility that she may have been sexually abused."

██████████

"██████████ is a seriously disturbed girl, she is either in a continuous whirl or in a depression. She has no in-built limits. She makes lots of promises - believes them herself but cannot carry them out. She is a real runner. She programmes herself into running - it may be her safety valve. The staff are never very sure whether ██████████ initiates mischief or gets carried away at the suggestion of others. She has a very short attention span and does not cope with group activities."

██████████

"██████████ is seriously disturbed and promiscuous. Although admitted to St Joseph's for non-school attendance she has been the victim of incest for which her father was convicted. She has few social skills, is a poor communicator and seems incapable of coping on her own. She has no home to return to."

[REDACTED]

" [REDACTED] has had several previous admissions to residential care. She is seriously disturbed and may have a psychiatric illness. She is violent, has severe mood swings and indulges in dangerous horseplay. She has no inner limits or controls and relates poorly. She continually talks about hating everybody and gets very angry. She functions at the same level as a 3 or 4 year old child. She practices self-injury and says she wants to be dead. She has been a victim of sexual abuse but cannot talk about it. She desperately needs security in her life. Her parents are unstable and really do not want [REDACTED] but continually give her false messages. Several plans have been made but all have ended in failure."

- 2.6 In general it would appear that girls referred to St Joseph's in recent years are more likely to have more intractable problems than those who were sent to this school in the past. Several of the young people were recipients of health, education and personal social services and came to the training school because they had failed to respond to "treatment". In most cases this involved periods of care in community resources including children's homes. Some of the girls are apprehensive on arrival because they had been "threatened" with referral to St Joseph's each time they misbehaved, refused to conform or failed to meet the expectations of others. They bring with them layers of learned behaviour which have to be "removed" before rehabilitation can take place. This is often a slow painful process punctuated with setbacks but in which rejection of the young person has no place.

Views of the Children

- 2.7 The Inspectors met most of the girls at some time during their stay in St Joseph's. Some of these contacts happened informally but others were initiated by the young people who invited the Inspectors to come to their "house" for a meal or an evenings entertainment. Some of the girls were poor communicators, but others freely gave their perceptions of life in St Joseph's and compared it with previous placements. Their views were wide-ranging but a consistent theme emerging was their high regard for the St Joseph's staff. Generally they were content with the treatment they received in the school and had no complaints.

Children's Files

- 2.8 The children's files are held in secure filing cabinets in the deputy director's office in the main school/administrative building. These are suspended

MANAGEMENT BOARDSt. Joseph's Training School, MiddletownConditions of Appointment of Child Care Residential Staff

1. APPOINTMENT The appointment will be made by the Management Board, and will be subject to the approval of the Northern Ireland Office.
2. SALARY Salary is in accordance with the scales fixed by National Joint Council, and Joint Negotiating Committee.
3. Emoluments The emolument charges are those laid down by J.N.C.
4. DUTIES All staff are required to work a 39 hour week. Duty is on a rota basis and will include week-end work, and sleeping-in-duty. Sleeping in allowance is payable for nights outside the primary hours of duty only.
5. The following will be dealt with as laid down by N.J.C.
 - (a) Hours of Duty
 - (b) Leave whether annual, special, compassionate, sick, maternity.
 - (c) Sleeping in Duties
 - (e) Travelling Expenses.
6. The employee shall before, during and after her employment treat with complete confidence and secrecy all information coming into such employees knowledge and possession whether as to staff, pupils or otherwise howsoever in connection with the employees employment.

Compliance with Training School Rules

10. **Rule 10(3) - At least monthly visits by a member of the Management Board.**

The Management Board of St Joseph's meets quarterly. Records show that since January 1991 meetings were held in January, April, June, September 1991 and January and April 1992. Formal visits to the school by a member of the Board was carried out as follows; September 1990, December 1990, February 1991, March 1991, April 1991, June 1991, January, April and June 1992. Records shows that no formal monthly visits were carried out between June 1991 and January 1992. X
The Northern Ireland Office should satisfy itself that the Board business can be adequately conducted on a quarterly. There was no indication that the Board was not meeting its obligations through the activities of its staff and licensing sub committees. Regular monthly visiting by a member of the Board, who has the opportunity to satisfy himself regarding the care of the young people and the state of the school. Such visits are important and should provide opportunities for members to meet and talk to the young people. It is recommended that routine monthly visits as required by Rule 10(3) be introduced accordingly.

11. **Rule 14(b) and (c) - Fire Precautions**

A new fire alarm system has recently been installed in the school. This very sophisticated system has had a number of teething problems, resulting in a number of false alarms. Each time the alarm has gone off the incident was recorded. The system was formally taken over from the contractors in June 1992 and appears to have settled down. Drills are held monthly in all units. It is recommended that a separate fire drill register be established, as opposed to all matters related to the fire alarm system being recorded in the same book. A separate fire drill for each unit should give details of the date and time of the drill, the staff and young people involved and

particularly useful to the review, licensing and placement process of the school. Both Committees report to the Management Board who ratifies their decisions. All young people are encouraged to attend these review meetings and the uptake is quite high. The deliberation of these Committees are recorded and an examination showed that the records are up to date.

20. Rule 50 - Medical Arrangements

Long established medical arrangements continue to function in the school. A local general practitioner acts as medical officer and attends the school regularly. He carries out the duties required by the School including making quarterly returns to the NIO. A daily medical record, which gives details of illnesses, medical complaints and treatments was provided for examination.

21. Rule 51(1) - Dental Arrangements

There is no on site dental treatment available in the school. The young people attend a community dental practice in Armagh. Regular check ups are carried out every 6 months. All appointments, check-ups and other treatments are arranged by the nurse in the school and she also maintains all on site dental records.

22. Conclusions

During the course of the 12 hour visit to St Joseph's the Inspector had the opportunity to meet with all grades of staff, mingle freely with the young people and visited most parts of the complex. He attended the daily assembly, visited the young people in class, saw them at lunch time and spent 3 hours visiting them in their house units in the evening. Much informal discussion took place between the Inspector and the young people. It was evident that the young people had been prepared for the visit. They knew who the Inspector was, why he was visiting, and their right to see him privately to

2. CONCLUSIONS AND RECOMMENDATIONS

- 2.1 The first major inspection of St Joseph's took place in May 1987. At that time the Inspectorate was impressed with the standard of care provided for the young people. Since that inspection a number of changes have taken place. In physical terms a new intensive care unit has been provided and the educational provision has been substantially refurbished. There have been changes in staff, in physical provision and the Community of St Louis has suffered in the loss of [REDACTED] SR243 [REDACTED]. Despite the changes [REDACTED], St Joseph's has continued to provide child care of a very high quality and the Inspectors are pleased to note the maintenance of such standards.
- 2.2 The credit for much of the success of the school and the standard of care provided rest with the staff. From the Director and the senior management team to the unit care staff a feeling of commitment to the children and loyalty to the organisation is very evident. There are a number of features that contribute to the effective provision of care. Operational policies in the school are straightforward, unambiguous and understood by all. The members of staff, at all levels, have a sound knowledge of the young people and a consistent approach underpins the approach to care. The staff are encouraged to take initiative and to accept responsibility for their actions. A management structure exists which directs practice and brings maximum support to the care staff and to each other.
- 2.3 A major feature in the smooth and effective running of St Joseph's is the style of leadership which stimulates, gives confidence and brings together collective effort. Good practice in the school depends to a large extent on the unswerving commitment and support of the senior management team. The Inspectors cannot stress too strongly the importance of this group. The team of 4 staff provide an all day, all year round cover to the staff and young people alike. The Inspectors had some minor concerns about the ability of the senior staff group to continue with this burden of management. Although some relief has been gained by including the teacher leader on the senior staff roster the Inspectors feel that additional ways may need to be explored to spread the burden of pressure on the senior team.
- 2.4 Since the last inspection a community care hostel on the Glen Road in Belfast has been established. The hostel, apart from its residential role, has become the focus of providing a caring outreach to the young people from West Belfast who have left St Joseph's and are making efforts to become reintegrated with their family and community.
- 2.5 The Management Board, through its sub-committee structure continues to carry out its functions and responsibilities of management and monitoring in an efficient and business like way. It provides a framework of management and support and enables the senior staff team to carry out the day to day functions of the school with the maximum delegation and with a high level of

7. MISCELLANEOUS MATTERS

USE OF SECURE ACCOMMODATION

- 7.1 The use of secure accommodation is unfortunately not covered by the current Training School Rules or any other legislation in spite of its proliferation in recent years. As mentioned above St Joseph's has a small intensive care unit which is intended to meet the needs of emotionally disturbed girls for only quite short periods. The unit is self contained with three bedrooms, living room, kitchen, bathroom, etc. It has no staff of its own and if a young person has to be admitted it is the responsibility of the staff of the unit involved to look after her while she remains in it.
- 7.2 It is normally used for short periods with the authority of the senior member of staff on duty in the following circumstances;
- i. admission of a new child after 11 pm when the admission might unduly disturb the young people in House 1;
 - ii. the readmission of an existing resident who returns to the school late at night under the influence of solvents, alcohol, etc.

In these circumstances the girl is transferred to her own unit first thing the next morning.

- 7.3 Every time the unit is used, even though the girl may not be locked in, full reports are prepared giving details of the situation, who was involved and the decisions that were taken. These reports were made available to the Inspector. This material is also collated to give a picture of the use of the unit of a year. In 1993 there were 29 admissions of whom 14 simply slept in the unit without it being locked. Only 5 of the admissions were for 24 hours or more. Two of the five were for one day, one for 2 days, one for 3 days and one for a week. The latter was at the request of the court and social services. Since then use of the unit has declined and there have only been 8 admissions in 1994. There had been none between 15 June and the time of the inspection.

ABSCONDING

- 7.4 The Director told the Inspector that she views absconding as falling into several different categories. Firstly there are girls who walk out of the gates on impulse without permission and come back without on their own volition after a short time. The second group are similar but may need to be followed by a member of staff who talks to them until they also decide to return voluntarily. She felt that both these mild forms of absconding are usually a healthy response to stress. More seriously the third group may need to be followed, persuaded to return and then require considerable effort to resettle

Return IXa

St. Joseph's Training School, Middletown.

List of boys/girls under Supervision on 31st December, 1953

Reg. No.	Name	Date of Birth	Date Supervision is due to terminate	Remarks
1 452 ✓	[REDACTED]	[REDACTED]	19.5.1955 ✓	
2 468 ✓	[REDACTED]	[REDACTED]	28.1.1954 ✓	
3 469 ✓	[REDACTED]	[REDACTED]	14.11.1955 ✓	
4 476 ✓	[REDACTED]	[REDACTED]	12. 8.1954 ✓	
5 483 ✓	[REDACTED]	[REDACTED]	13.6. 1955 ✓	
6 22 ✓	[REDACTED]	[REDACTED]	22.1. 1954 ✓	
7 24 ✓	[REDACTED]	[REDACTED]	8.12.1954 ✓	
8 S.6 ✓	[REDACTED]	[REDACTED]	21.12.1955 ✓	<i>Committed</i> Readmitted ✓ 4/8/51.
9 S.8 ✓	[REDACTED]	[REDACTED]	21.11.1955 ✓	<i>Committed</i> Readmitted ✓ 4/8/51.

RETURN NO. II

Return showing the Counties and County Boroughs from which the children or young persons came who were admitted into the St. Joseph's Training School during the year ended 31st December, 1953.

Counties and County Boroughs	Number ordered to be detained	School Register Numbers
Belfast City	2	812. 59.
Londonderry City	1	811
Antrim		
Armagh		
Down		
Fermanagh		
Londonderry County		
Tyrone		
TOTAL	3	

N.B. Transfers from other Training Schools and re-calls or re-committals are not to be included in this Return.

17/12/125/11/51.

Return No. VI

St. Joseph's
Training SchoolMedical Officer's Report on the Health of the Children and Young
Persons for the year ended 31st December, 1953

TO BE RETURNED TO THE MINISTRY OF HOME AFFAIRS FOR N.I.

(Cases of deaths, and their causes, and of infectious diseases, to be specially noted)

Names and Register Nos. of Children and Young Persons to be quoted in every case

*No Deaths. No Infectious Diseases.**Some children had slight colds and Influenza.**Charles West entered his arm 8-5-53. X-ray report**Strained ligaments of shoulder.**All other children enjoyed good health
during the year.**J. J. J.*

✓

JUDICIAL STATISTICS

St Joseph's

Training School

Number Discharged or otherwise Disposed of, and Number Released on Licence during the Year 19 *54*

Children and young persons discharged or otherwise disposed of. (Including discharges, etc. while on Licence, but exclusive of Releases on Licence, Escapes, and Deaths).										LICENCES		
Discharged on expiration of period of detention (1)	Discharged by Order of Minister of Home Affairs		Apprenticed, Joined H.M. Forces, Emigrated, etc., before expiration of period of detention (4)	Transferred to (other Training Schools by order of Minister) <i>Special Care</i> (5)	Committed to Borstal Institution for Misbehaviour or for escaping (6)	Boarded-out (7)	Committed to Prison or Committed to another Training School (8)	Total (of Columns 1 to 8) (9)	Revocations of Discharges <i>by Recall</i> (10)	Releases on Licence during the year		Revocations of Licences during the year before expiration of period of detention (Children Act, 1908 Sec. 67(2) (3)). (13)
	Absolutely (2)	Conditionally (3)								Number Licensed for first <i>year time</i> (11)	Number Licensed after Revocation of previous Licence (12)	
<i>25</i>	<i>25</i>			<i>2</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>78</i>	<i>1</i>			

REGISTER NUMBERS

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<i>S. 3 x</i> <i>443 x</i> <i>477 x</i> <i>g. 2 x</i> <i>S. 5 x</i>				<i>S. 7 x</i> <i>446 x</i>				<i>S. 3 x</i> <i>443 x</i> <i>446 x</i> <i>477 x</i> <i>g. 2 x</i> <i>S. 5 x</i> <i>S. 7 x</i>	<i>S. 2 x</i>			

12/125/11/51.

82. Discharged & recalled inside year 1954

ST JOSEPH'S TRAINING SCHOOL SJM-26761
MIDDLETOWN CO ARMAGH BT60 4HZ

TELEPHONE: 0861 568525 FAX NO: 0861 568897

MINUTES OF HOUSE 3 MEETING 24 FEBRUARY 1993

PRESENT: [REDACTED]

We discussed at length the dynamics of the group of girls - [REDACTED] found the group to be quite unintegrated. The group had changed dramatically since [REDACTED] and [REDACTED] left - they had a normalising influence.

[REDACTED]

Since the incident with [REDACTED], [REDACTED]'s mother would not accept her home. However, we hope mother will take her home this weekend. [REDACTED] is ambivalent about home but overtly wants to go home. She managed fairly well the time when her mother refused to have her. [REDACTED] will address the situation with mother again. The plan forward will be every second weekend home until Easter - every weekend after Easter, with, hopefully, a YTP when school closes - 21st.

[REDACTED]

[REDACTED] has been through a bad patch - Review Thursday 27th - [REDACTED] demanding and unco-operative. She is due back this evening. We are not certain what is going on in [REDACTED]. She is loudly protesting that she wants to be at home but actually doing everything possible to push limits both at home and here. We hope to get her back on the rails and proceed with plan to try home at end of June.

[REDACTED]

[REDACTED] had a trial period at home - so far so good - though the situation is very volatile. [REDACTED] trying to keep a handle on school - [REDACTED] on the home situation. [REDACTED] spending a lot of time round 144 Glen Road. We will continue to monitor the situation.

[REDACTED]

Whilst we have the plan in hand for [REDACTED], Befriender/NIACRO, [REDACTED]'s, [REDACTED] is breaking every aspect of it. Disappointed in the befriender, very difficult to get her to go to [REDACTED]'s. Anything that takes [REDACTED] out, she will sabotage. We agreed we had to keep [REDACTED] looking outwards and that we would follow the plan doggedly.

House Meeting 30th Sept 92 House 2.

Present: [redacted] SR235, [redacted] 7

Agenda.

1. Looked at the house & its needs.
2. Talked about each girl individually.

Girls will possibly have a weekend
16th - 18th Oct

Halloween Break:

Mon 30th Oct - Mon 3rd Nov 92

111
As part of a team we looked and talked through the Aims & Objectives of House 2 and some areas we added extra. Anyone with other ideas can add to these. 1 1 1

We hope to have all our needs for the house e.g. sheets, cups, plates and all the pieces of cookware

Possibility of us making a light breakfast before mass on Sunday or delaying the Sunday dinner until 3pm.

We would hope to be able to leave dinner cupboard open on the corridor so sheets put we need to make sure that the dividing door between here and House 1 is at all times locked

[redacted] these notes are fine - except the Aims & Objectives need to be put on a separate sheet - with the added detail. Then you could leave all to [redacted] for turning.

23.4.60.

Spring in the air, Spring in the hearts of the Sisters and children here.

The bright touches of new growth in the gardens are equalled by the brightness and gaiety of dining hall, T.V. room, kitchens and dormitories.

8/5/1960.

Paid my first visit to Abiddeleton Convent today. The happy relationship which exists between the Sisters and children struck me as being something very wonderful. The welfare of the children, spiritual and physical ~~welfare~~ is very obviously the Primary object of the Sisters.

.B.C.

14 June '60.

Many improvements have taken place here since my last visit. I understand that many more are planned.

No wonder that so many past pupils of this school whom I have met from time to time regard it as their real home where they found security, happiness and the love which was denied them in their Natural home.

Minutes of Meeting - January 8th 1970

Present:

Rev. Fr. [REDACTED]

Rev. Fr. [REDACTED]

Rev. [REDACTED]

Mr. [REDACTED]

Dr. [REDACTED]

Dr. [REDACTED]

Dr. [REDACTED]

SR240

Apologies were received from Cardinal
Conway. Rev. Brother [REDACTED] Brother
[REDACTED] Dr. M. [REDACTED] Dr. [REDACTED]

Mr. [REDACTED]

Rev. [REDACTED] read the minutes of the
previous meeting. Adoption of minutes
was proposed by Mr. [REDACTED]
and seconded by Dr. [REDACTED]

Minutes were paid to Brother [REDACTED]
[REDACTED] P.I.P. by [REDACTED] and [REDACTED]

[REDACTED] name had been

copy was primarily requested by Senior Civil Servants it was felt that rather than send a copy of the proposals, a presentation by those involved in the working party was crucial. Training School representatives presented the document to Senior Civil Servants in July. The joint submission signed by The Chairpersons of the Respective Boards was sent to the Secretary of State on August 19th 1983. The next step envisaged would be a meeting with the Secretary of State.

School Report.

SR240

Reported on the school year. There were 49 children on the campus - official bed accommodation 40. Seventy children had been assessed since the beginning of the year most of whom had not remained in Middleton. Fourteen girls did to S.E. in several subjects. Results were very good. Seven girls got "O" levels some managing grade B.

Drug Incident.

In September, whilst the girls were in Runkerry there were suspicions that one of the girls - [redacted] may have had cannabis 'here'. The girl was immediately brought back to Middleton and an

investigation started. A substance found in her possession was sent to the Drug Squad for analysis. Results of this was being awaited. Preliminary enquiries revealed that the girl had brought with her a quantity of things in May. SR240 assured the Board that a

full investigation would be undertaken into the source and channels of the drug and any breach in supervision here which resulted in the smoking of the drug going undetected.

If the substance being analysed was found to be cannabis the police would most likely prosecute. The alternatives included the Board prosecuting the girl or seeking permission to remove the girl under Section 140 of the Children & Young Person Act.

Since the investigations were at a preliminary stage no decision could be reached. SR240

would consult with the Board if a Section 140 became necessary.

A full report would be made to the next Board meeting. Board advised SR240 to seek help

with Drug Squad.

Next Board Meeting was set for January 26th at 3 PM. [REDACTED]

26.1.84.

because of the high number of seriously disturbed girls and the increase in the level of violence towards staff. This Secure Unit is envisaged as short term intervention for girls who are into self-injury or attempt to injure other girls or staff.

SR240

reported on incidents of violence and of assaults on Care Staff. These are all recorded in the incident books kept in the Units and in the special book used by the Senior Staff on duty.

Licensing Committee Report:

Sr [REDACTED] reported on the meeting held on 23 March 1988. The Committee interviewed the following 8 girls.

[REDACTED] DOB [REDACTED] DOA 12/08/86

Permission to place her in an approved Land Lady Scheme was granted.

[REDACTED] DOB [REDACTED] DOA 21/01/87

[REDACTED] was permitted extended leave in January. She is working in a Chemist shop as part of a YJT Programme. The Board approved the proposal to license her.

[REDACTED] DOB [REDACTED] DOA 11/08/87

The Committee interviewed [REDACTED] and agreed to review her case in June together with a review of her behaviour in respect of the conditional discharge she received in March.

ST JOSEPH'S TRAINING SCHOOL
MIDDLETOWN CO ARMAGH BT60 4HZ

SJM-25202

TELEPHONE: 0861 568525 FAX NO: 0861 568897

MINUTES OF REVIEW COMMITTEE

HELD ON 27 NOVEMBER 1991

SUB-COMMITTEE I

Present: [REDACTED]

1. [REDACTED]

During the summer [REDACTED]'s home contact collapsed. At present she has weekend contact and is making satisfactory progress in school. The aim is to get her working towards home.

To be seen by Review Committee at Easter.

2. [REDACTED]

A gentle interview: [REDACTED] answered well and evoked a lot of sympathy. Review Committee recommended that her involvement with St Patrick's High School, Keady should end soon, but that her formal education should continue in some shape. [REDACTED] expressed a great interest in returning home - her reasons were very obvious.

3. [REDACTED]

[REDACTED] is a capable, intelligent girl, but presently displays delinquent tendencies. Her situation is static at the moment but requires maintaining. Decision to be made as to when she will appear before Review Committee.

4. [REDACTED]

Immature and well marked by her experiences, lacks motivation; work to continue with St Joseph's.

Return to Review Committee at Easter.

5. [REDACTED]

Discussion only. [REDACTED] gave birth to a baby girl yesterday. [REDACTED] will return home.

Review in June 1992.

6. [REDACTED]

[REDACTED]'s arrangement with her aunt in London collapsed. She is currently studying at College in Derry. Special meeting to interview [REDACTED] at Easter 1992.

MINUTES OF THE BOARD OF MANAGEMENT MEETING

HELD ON THURSDAY 29 JUNE 1989

PRESENT

[REDACTED] (Chairman)

SR240 [REDACTED]

APOLOGIES

1 The minutes of the last meeting were approved and signed by the Chairman

2 MATTERS ARISING

[REDACTED]

SR240 [REDACTED] reported on her visit to Douglas, Isle of Man to see [REDACTED] on 8 June 1989. The foster placement for [REDACTED] had broken down and SR240 [REDACTED] brought [REDACTED] back and placed her with her mother in Belfast. Whilst [REDACTED] was distressed she acknowledged that she had benefited greatly from the placement. [REDACTED] said she would seek work in Belfast.

3 SPECIAL REPORT ON [REDACTED]

[REDACTED] (16) returned to Middletown from St Luke's Psychiatric Hospital, Armagh on 6 June 1989. [REDACTED] had spent seven months in Craigavon ETU, and after several attempts at suicide she had attacked a Ward Sister. She was then removed to St Luke's Hospital, Armagh - Ward 3 (total closed unit). Dr Mayne requested that St Joseph's take [REDACTED] back and she is now under 24 hour supervision in the Hostel. She is still under Section 47 of the Mental Health Act; and if there is any further attempt at suicide she will be re-admitted to St Luke's immediately.

[REDACTED] spends three days a week on a YTP Scheme in Jenny's Row, Armagh. This is a very intensive programme.

The Northern Ireland Office gave permission to SR240 [REDACTED] to engage additional staff to supervise [REDACTED] - Miss [REDACTED] a psychiatric nurse who is on loan from Youth Link, Belfast and Miss [REDACTED] from Dublin.

[REDACTED] is a very good worker. She shows an interest in swimming, badminton, painting, etc.

Dr Burns - Psychiatrist and Mr M Lenaghan - Psychologist continue to work with [REDACTED] and her mother.

4 STAFFING

(a) Resignations

Sr [REDACTED] tendered her resignation from the post of Residential Social Worker as of 25/07/1989.

(b) Courses

Mrs [REDACTED] applied for permission to attend a CSS Course beginning in September, 1989.

MINUTES OF THE BOARD OF MANAGEMENT MEETING

HELD ON THURSDAY, 28 JANUARY 1993

PRESENT:

Mrs [REDACTED]
Sister [REDACTED] SR240

APOLOGIES:

1

In the absence of the Chairman, the Vice-Chairperson, Mrs [REDACTED] took the chair for this meeting.

The minutes of the meeting held on 1 October 1992 were approved and signed as a true record.

2

MATTERS ARISINGFirst-Aid Training for Staff

[REDACTED] gave the Board details of a basic first-aid course organised by the Knights of Malta in Armagh. The course lasts for 16 hours and can be attended over 3 days or over 8 weeks. A certificate is awarded at the end of the course which is valid for 3 years. The course costs £30.

[REDACTED] SR240 will consult with [REDACTED] on sending staff on this course.

Training for Nursing Staff

The Royal College of Nurses will send out a prospectus on courses. To remain on the Register nursing staff must undertake 5 study days each year. [REDACTED] and [REDACTED] will pursue training for our nurse.

Health & Safety at Work

St Joseph's has an obligation to draw up a policy document on health and safety at work. We also need a form to record any accidents or injuries which happen on the campus. It was agreed that Mrs [REDACTED] and Mr [REDACTED] would form a working party to draw up these documents.

3

APPOINTMENT OF NEW MEMBER

(a) [REDACTED] has been ill but will visit the school before the next meeting and then inform us if she wishes to join the Board of Management.

(b) [REDACTED] SR240 received a letter from Cardinal Daly informing her that he will appoint his representative soon.

Government of Northern Ireland
 Ministry of Home Affairs
 Stormont
 Belfast, 4

Ref. W.3339
 Circular No. TC.3/1964

12th June, 1964.

Dear Sir or Madam,

Financial assistance for visits to boys and girls at training schools

1. It has come to the Ministry's notice that parents receiving national assistance are sometimes unable to afford the fares to visit their children in Training Schools.
2. Arrangements have accordingly been made, in consultation with the National Assistance Board, for application to be made in appropriate cases, for the grant of a travel warrant to enable a visit to be made once in three months.
3. Where parents in receipt of assistance from the National Assistance Board ask for help to enable them to visit their child and the School Manager considers that it is in the child's interests for the visit to take place, the parents may be sent a note in the following terms for production to the Board's Manager responsible for their weekly assistance grant:-

Name and address of parent

"The above-named, who is in receipt of national assistance, tells me that he/she is unable to afford the fare to visit his/her son/daughter, who is detained at this school. I consider that it is in the child's interests for him/her to be visited by both parents, if possible, on about.....(The last visit was on) I should be grateful if you would consider whether a travel warrant can be issued."

(Signed) Manager

The Board's Manager will notify the school whether or not a travel warrant has been issued.

4. A note on the lines indicated may be given to parents every three months, subject to their continuing to be in receipt of assistance from the Board.
5. Exceptionally, the Board may also be able to assist parents who are not in receipt of a regular weekly grant, provided that they are not in full-time work and their resources are roughly at the national assistance level. Parents who ask the school for advice and who, although not in receipt of national assistance, appear likely to be eligible for consideration under these arrangements should be advised to approach the Board's local office and may be given a letter indicating (if this is the case) that the School Manager considers it desirable in the child's interests that they should visit the school.

Ref. W.252

Ministry of Home Affairs,
Stormont,
Belfast, 4.Circular No. T.C.9/1962

19th December, 1962,

Dear Sir/Madam,

Training Schools - After-Care Allowances

1. I write with reference to the Ministry's Circular No. T.C.37/1954 dated 19th January, 1954, and to inform you that after-care allowances for boys and girls who are released on licence or who are under supervision from training schools may be paid in accordance with the following revised conditions with effect from 1st December, 1962.

2. When placing boys and girls who are not wage-earners in foster homes or lodgings, Managers may pay, at their discretion, after-care allowances up to the following maxima:-

- (1) age under 11 years - 35/- a week
- (2) age 11 to 14 years - 37/6 a week
- (3) age 15 and over - 40/- a week

3. In the case of a young person who is a wage-earner, Managers may pay, at their discretion, an allowance up to the maximum by which net earnings fall short of the following:-

	<u>Per Week</u>
(1) board and lodgings - actual but not to exceed	45/-
(2) travelling expenses - actual	
(3) pocket money	10/-
(4) clothing	10/-
(5) savings	5/-

"Net earnings" means gross wages less National Insurance contributions and income tax (if any). Managers should satisfy themselves in all cases that the wages paid are not less than are usually paid in the industry concerned to juveniles of the same age and sex.

4. Allowances may be given not only to assist boys and girls who have been found foster homes or lodgings away from home, but also, where necessary, to assist those who reside with their parents or other relatives. In the latter class of case, special care will be essential to ensure that assistance is justified and that the boy or girl derives benefit from the payment.

5. The National Assistance Board has recently made representations to the Ministry about the financial responsibility for young persons (aged 16 or over) who are released on licence from training schools without being placed in employment or who lose employment soon after release. It has been agreed in these cases that Managers shall assume financial responsibility for any periods of unemployment which occur during the first eight weeks immediately following release. If at the end of the eight-week period the young person is still unemployed and if the Managers are satisfied that circumstances otherwise warrant continuing release on licence, the National Assistance Board will assume financial responsibility.

In order that this arrangement may operate smoothly the Managers should notify, towards the end of the sixth week of the period, the local Area Office of the National Assistance Board for the area in which the young person resides of the following details of the case:-

/(1) Name

St. Joseph's (Name of Training School)

RETURN OF CORPORAL PUNISHMENT IMPOSEDDURING THE QUARTER ENDED 30th September, 1958.

(To be furnished to the Ministry of Home Affairs, Children's Branch, Stormont, Belfast, during the first week succeeding the end of the quarter to which it refers.)

Name of Training School (1)	Date (2)	Name and age of Child or Young Person Punished		Offence (5)	Nature of Punishment - if a cane is used the number of strokes and the part of the body on which it is applied should be stated. (6)	By Whom Inflicted (7)	Remarks (8)
		Name (3)	Age (4)				
St. Joseph's,	15.7.1958	SJM178	10	Bold & Disobedient.	<u>One Slap</u> and deprived of Sweets.	Manager.	
	24.7.1958		12	Disobedient	<u>One Slap.</u>	"	
	2. 8.1958		16	Slovenly & Careless.	Deprived of Pocket Money	"	
	17. 8.1958		14	Rough & Rude	Deprived of Outing	"	
	17. 8.1958		13	Rough & Rude	Deprived of Outing	"	
	4. 9.1958		18	Impertinent	Reprimanded and Deprived of Pocket Money.	"	
	21. 9.1958		18	Impertinent	Deprived of Outing	"	

NOTE: If no punishments were inflicted during the quarter a "nil" return should be furnished to the Ministry on the form provided for that purpose.

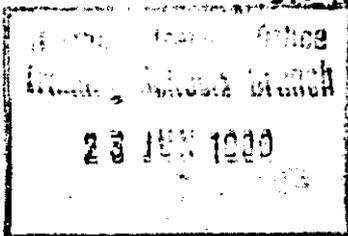
In each case where corporal punishment has been imposed due regard has been paid to the Rules and Regulations governing the Administration of such punishment.

(Signature of Manager or other responsible officer.)

W362/88 SJM-2092 Injury

Telephone :
CALEDON 568525/6

ST. JOSEPH'S TRAINING SCHOOL
MIDDLETOWN
Co. ARMAGH



16 June 1989

Ms R Mercer
Training Schools Branch
Northern Ireland Office
Royston House
34 Upper Queen Street
BELFAST
BT11 6HV

Dear Ms Mercer

RE: [REDACTED]

Subsequent to my telephone conversation with Mr Alex Ireland prior to his departure on holiday, I confirm the situation regarding the re-admission of [REDACTED] who has been a patient at the E.T.U. Craigavon Area Hospital and Ward 3 (Closed Ward) at St Luke's Psychiatric Hospital since February. [REDACTED] was admitted to the E.T.U. because of serious suicide attempts. She continued the pattern of self-injury, making several attempts whilst at the E.T.U. until she was finally admitted to the adult Psychiatric Hospital. We have continued to work closely with the Doctors and Psychiatrists. There has been no appreciable change in [REDACTED]'s condition but in a final effort we have been asked to take her back and work on an intensive programme with her. She is still considered a high suicide risk. Because our Intensive Care Unit is not complete we have placed [REDACTED] in the Hostel where she will receive 24 hours supervision on a one-to-one basis.

The Board of St Joseph's has accepted [REDACTED] back in the knowledge that she is a very high risk case and whilst in the final analysis we may not prevent her committing suicide, at this point in time the Board accepts the responsibility providing we take all reasonable and possible steps to prevent self-injury.

Supervising a girl on her own places heavy demands on our staffing resources. I indicated to Mr Ireland that we would have to get some extra help between now and the end of August but would do so on the minimum financial expenditure.

I enclose a list of our proposals.

Yours sincerely

PP [REDACTED]

SISTER [REDACTED] SR240
Director

Enc

***St Joseph's Training School
Middletown***

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ST JOSEPH'S

HISTORICAL BACKGROUND

The foundation stone for St Joseph's was laid in 1876 and the Industrial School/Orphanage was opened on 25 June 1881. It was the second Industrial School in Ireland, The school serviced Ulster (nine counties) but there were also quite a number of admissions from Dublin and Carlow. We have the records of all children admitted since 1881.

The early records give us some idea of the poverty of the times. Most of the children were described as "destitute orphans" found begging, many as young as four years old.

There was a rapid development in the first 50 years. On the same campus (using and sharing the same facilities) was an exclusive Boarding School and the Industrial School/Orphanage and Primary School. The records are very much a mirror of the history of the times. The flow of children from the South ended with Partition. Many of the children emigrated to the USA.

The Sisters, quite against the trends of the times, chose to close the Boarding School in 1946 and concentrate their efforts on the Industrial School/Orphanage.

In 1950 the then Ministry of Home Affairs invited St Joseph's to become a Training School, within the terms of the new Children and Young Persons Act and as such join the Statutory Services. It then became a Voluntary Home with Statutory Obligations. St Joseph's officially became a training School Remand Home in 1952 and the Orphanage closed.

In 1965 Cardinal Conway and the Superior General of the St Louis Order met officials of the Ministry of Home Affairs to plan the reorganisation of St Joseph's. The agreement included

"a commitment by both sides that they would honour the Deed of Trust drawn up in 1950."

BASIC PRINCIPLES

•The only reason Middletown or any house Unit exists is for the Children... to meet the children's needs as far as possible. We are here to provide physical, emotional, psychological and Social Care for the girls in our care. The ultimate aim of the girl's stay in Middletown is to enable them to come to terms with their problems, to slowly accept responsibility for their future and to help them return to the community as soon as is possible and safe.

•Institutions can be dangerous in that a lot of energy can be spent maintaining institutional structures. We must be vigilant that rules, regulations are not first made to keep the Unit running smoothly. We must never forget that for many of our girls St Joseph's is home - the only home they have or are likely to have for some time.

•We will never be "the home" that the good nuclear family provides, but if the overriding ethos of each Unit is one of love, empathy and genuine care then our intervention in each girl's life will be positive and hopefully healing.

•Equally we must not live a pattern of institutional life that is totally remote from the girl's background. Each Unit should be well cared for but we should not have what approximates to a middle class standard of living which is unattainable when the girl leaves.

•The major contribution each staff member has to offer to the Unit is that of her own unique charism and talent. The quality of presence of each is of the utmost importance. When on duty we must be open, listening, using our initiative skills and of course vigilance. As we are dealing with individuals with various presenting problems and hurts whose emotional and social development have been seriously impaired, we have to expect situations to arise whereby intervention and speedy action may be necessary. Staff have to be able to cope with heavy demands, accept ambivalence, help the child express anger and accept misdirected anger. Staff involvement with the child is not merely to supervise and manage difficult situations and circumstances but also to create an atmosphere of understanding, affection and honesty. It is important to be aware of mood changes in the group or individuals or situations that could become dangerous or explosive.

ETHOS

The environment should be one of warmth, openness, acceptance and trust. Each Unit aims to create a progressive programme, within a structured yet flexible environment, so that each girl can develop as far as possible personal and social adequacy, enabling her to work through her difficulties and face the reality of her own individual problems. It is hoped that each girl will achieve a genuine re-adjustment whereby she can lead a 'normal' life and be accepted by social groups at home, at work and in the community.

Whilst it is important to have individual programmes based on each girl's personality, history, abilities and aptitudes, we keep in mind the therapeutic value of the group. We like to make maximum use of the living situation so that girls can enjoy positive experiences in home making, responding to and respecting each other, sharing interests and chores. Often an individual girl's difficulties are lived and manifested in the group. Through group work an individual is very often helped by the group, and the group at times are part of a specialised programme for an individual girl. Each girl has space and room to develop, to experience acceptance, love and trust.

Each girl comes to us with her own history - very often an extremely sad history with deep hurts. We must find a meeting point with each girl. The need to express feelings through aggression, play, discussion, crying is recognised as well as the staff role to arbitrate, negotiate, listen, talk, soothe and console. Initially manipulative behaviour, overt disruptive behaviour may have been the only way some children have learned to get attention. It is important that we do not reinforce learned and disruptive behaviour.

What constitutes acceptable behaviour in the group must be clearly enunciated and understood. Our girls have suffered from a lack of security and constancy. Rules should be few, reasonable and constant. It is very confusing if something that is acceptable today becomes unacceptable tomorrow.

The primary tool is the development of good relationships. Only if a girl feels loved, cared for and secure may we be able to help her through the brokenness and rejection that she experiences. The Key Worker and variations on this is practised in all units.

PHYSICAL RESOURCES:

BUILDINGS, RECREATIONAL FACILITIES, EDUCATIONAL FACILITIES, HOUSE UNITS

There are four separate independent House Units whose role and function are clearly defined and because of their separateness and autonomy can provide a wide range of options in the care of adolescent girls. Each Unit is self-contained and can accommodate up to eight girls which may be stretched to nine or ten in an emergency. Accommodation includes sitting cum dining room, kitchen/utility room, two small reception rooms, two showers, bathrooms, and two extra bedrooms in each unit.

One of these Units is a reception assessment and short term unit and the other three are long term units.

HOSTEL

This is a modern bungalow which accommodates eight girls and is primarily an Independence Training Unit. Accommodation includes sitting room, kitchen, dining room, bathrooms, reception room, and in addition to the eight bed places, there is a complex which comprises four flats. Each flat has a bedroom and sitting room. The kitchen, bathroom/toilet are shared. This Unit can be separated from the main Hostel building and is a flexible type of accommodation which can be used to meet the needs of a particular girl or group of girls.

INTENSIVE CARE UNIT

This is a small two-bed unit to meet the needs of seriously emotionally disturbed girls for a very short period.

ADMINISTRATION AND EDUCATION

Accommodation in the main building includes School Facilities - classrooms, Domestic Science block, Art/Craft/Pottery, Library and a School canteen. This latter facility is used only for a midday meal when the school is in progress. Our school operates on the same basis as a Secondary School. Other facilities in this building include a small Conference Room, Offices etc...

RECREATIONAL FACILITIES

These include a Swimming Pool, Gym cum Games Complex and a small General Purpose Hall.

ROLE AND FUNCTION

We see ourselves as a regional facility for adolescent girls whose emotional needs, behavioural problems and/or acute educational problems cannot be met or catered for suitably or adequately within the range of options or facilities available in Northern Ireland. We see our role expressed in dual functions.

ASSESSMENT

SHORT TERM CARE

Our experience shows us that there is a growing number of girls who require in-depth assessment, intensive one-to-one help and counselling before decisions can be reached as to what form of care they may require or what support systems may be needed to help them grow and cope in the community. Assessment cannot reasonably be separated from help, and it is on the basis of the close association of these two that we offer an intensive short term care programme.

LONG TERM CARE

We also provide a longer term care programme for girls who have severe emotional problems, behavioural problems and who need intensive programmes on an individual basis. In general our aim is to provide a specialist regional service for a group of girls, whose individual needs cannot be met elsewhere.

ADMISSIONS

All referrals would come through the Area Boards. It is also conceivable that a Care Court might request a full assessment before finally making a decision about a Care Order. We would be prepared to meet this need within the legal framework of a new Children and Young Persons Act. We would hope to be part of a whole range of Care Services for young people in the Province. We feel it is important that the young person should get the appropriate help he or she requires at a given time. Our experience has been that sometimes we only get the girl when all kinds of interventions and residential placements have failed. The young girl at this stage is feeling deeply rejected and may be more hurt and damaged than when first admitted to care.

We would foresee discussion with the Boards on criteria for admission. However, part of that criteria for admission would be that we are the appropriate placement for the young person at this point either in the use of

- a. our assessment facilities to establish needs and methods of meeting them
- or
- b. use of our long term units as the most appropriate help for this young person.

(Later I will refer to the need for monitoring our services and indeed all services on a very regular basis).

The flexible and separate nature of our Units means that the role and function of any unit may be changed to meet a new need, or terminated if no longer required, without necessarily interfering with the work of other Units.

ASSESSMENT: SHORT TERM CARE

- The functions of this Unit are:
- a. Assessment
 - b. Planned Individual Programmes
 - c. Short Term Intervention

REASONS FOR REFERRAL

- a. Behavioural Problems in School or Home or Children's Home
- b. Not coping within the family
- c. Emotional disturbances - depression, leading to self injury in all its forms
- d. Incest - Family Violence, Non-Accidental Injury
- e. Phobias - School or Others
- f. In need of Care because of patterns of behaviour:
 - drinking, running away from home, promiscuity, solvent abuse
- g. Persistent absenteeism from school

The main function of this Unit is to assess the nature and depth of a girl's problem and to advise how and where the girl may be helped and what specialised help and support systems she requires to help her cope in the community. In doing this we work closely

with the girl, her Social Worker, parents or substitute parents if available and other significant people in the girl's life. We use our own psychological service and liaise with school psychological services and any other professional services involved.

ASSESSMENT REPORT

An assessment report would include:

Personal History: As much previous information as possible is gathered on the girl's life at home, in school, how she views herself.

Social Background Report: Much of this is made available by the Social Worker. The sort of important information would include the girl's attitude to family and the family's response to the girl; relationships and factors or events leading to admission.

Progress Report: Based on her period of time here, her coping skills, strengths, difficulties, disturbances. This would also include new information as to what may be the cause of the difficulties/disturbance. Such information often emerges in the course of meeting with the family and/or Social Worker.

Psychological Assessment: This is provided by the Training School Psychological Service. Psychological Assessment consists of objective psychometric data on educational and clinical features of the girl's personality and functioning. The Psychological Reports are geared to optimal intervention and treatment either within the family or in Residential Care. The service is biased towards Clinical Psychology and liaises with Child Psychiatric Services and Psychiatrists. On occasion we have been able to use such facilities as Windsor House to help with the Assessment. Conversely, Windsor House has used us as long term care for an adolescent referred to them.

Analysis of the Assessment findings is an important function of the Assessment Team. A conference involving Residential Staff, Social Services Staff, Psychologists, Staff from other Residential Establishments, where appropriate, School Teachers, Parents etc.. is set up to discuss the findings and to point the way forward by initiating plans to meet the girl's needs.

As previously stated, Assessment cannot reasonably be separated from help and it is because of the close association of these two that we offer an intensive short term care programme. The range offered on a short term programme includes:

- a. Intensive work with the girl on a one-to-one basis with a Key Worker
- b. Individual work with the Psychologist
- c. Counselling
- d. Family therapy in conjunction with Social Worker, Psychologist, Residential Staff
- e. Behaviour Modification Programmes
- f. Contractual Arrangements between Parents, Girl/School
- g. Planned entry back in to the Home using a variety of methods:

Five Day Care, Weekend Care, variations on this.

Where school is part of the problem, joint planned entry into school and home, perhaps initially on a two days a week basis.

- h. Day Attendance: Attending school here if living in vicinity. Day attendance for the purpose of Assessment if required.
- i. Use of Community-based support groups
- j. Use of the Short Term Unit as part of the support system for periodic weekend returns.

As far as possible the main objective is to return the girl to her community as soon as possible and to harness all the help and support possible to maintain her there.

Over 70% of our admissions are helped through this short term intervention and return to the community or are re-routed to other facilities and options in the Province. As part of a help to maintain the girl in the community we offer a "Crash Pad" facility so that the girl may return for an overnight stay or weekend stay to avert a crisis or breakdown. This would be a mutual agreement between Girl/Parents/Social Worker. Where return to the community is impossible, a range of options is advocated, depending on the need of the girl:

- i. Fostering
- ii. Children's Home
- iii. Hostel
- iv. Admission to one of our Long Term Units

The Social Worker is fully involved in the programme and no decisions are ever made without the full involvement of the Social Services, who would in Care Orders carry the ultimate responsibility.

REVIEW OF THE PROGRAMME

This is done at least once a week by the Staff, Social Worker, Psychologist and at least two Case Conferences with all those involved, would be held to monitor the progress during any Assessment/Short Term Programme. Normally the programme takes from five weeks to the maximum length of fifteen weeks.

ADMISSION PROCEDURE

REFERRAL

- Is usually made by a Social Worker or Senior Social Worker - to Senior Staff on Duty or directly to Assessment Unit Staff
- Occasionally a girl is admitted directly from Juvenile Court e.g. for persistent non-school attendance or, very rarely, for an offence such as theft.

ACTUAL ADMISSION/ARRIVAL

If planned admission we ask that the girl be brought at a time when assessment unit staff are on duty and in day-time. We accept that if a girl is missing or there is a major family crisis it will be necessary to admit her as soon as she is found, day or night.

We recognise that admission into a new environment is a traumatic experience. Everything possible is done to ease the girl's anxiety and/or distress. She is greeted with warmth and acceptance. Staff members are sensitive to the girl's feelings. She is often upset, lonely, frightened, anxious, hurt... They do their best to reassure her and encourage her to talk.

Usually the staff member admitting the girl meets the group (girl, social worker, parent) together first. If there is only one staff member on duty the senior person on duty is called. When the Social Worker, parent and others have left, the staff member talks with the girl if the later is open to talking - shows her to her room - sees that she has basic requirements such as toiletries, clothing etc.. - introduces her to the group. It is of the utmost importance that the child is accepted as she is clothing etc.. and whilst a bath may be desirable, it is suggested sensitively and at a later time.

At some stage an inventory of personal belongings is taken.

These first few hours in Care are often the ones that will colour the child's perception of her new placement. Therefore filling forms or medical examinations should be avoided. Staff will be alert to any signs of infection etc.. The girl will see the Doctor on his next visit (which is always within a couple of days). If there are any doubts as to the girl's medical history, or if she is on medication, the nurse will be consulted and she will take such action as she deems necessary (talk to girl's GP, ask our MOH to see her etc..). The staff member will explain to the girl the policy of the Unit regarding smoking, letters, visitors etc..

If a parent has not accompanied a child, staff will make every effort to make contact with home or some significant person in the child's life as soon as possible.

ADMISSION MEETING

As soon as possible after the young person's arrival a meeting will be convened and the following people shall be in attendance:

- Intake Social Worker
- Senior Member of Staff
- the Key Worker from the Unit
- the child or young person
- the natural or foster parents of the child or young person
- the Social Worker and/or other representative of the Board
- the Social Work Manager from the H & SSB

It is essential that effective communication exists in relation to admission to Admission Units. At an early stage the Key or Primary Worker should be identified for the child and their worker should remain the link person between the Care Unit and the Social Worker from the H & SSB. It is acknowledged that problems or difficulties may arise outside normal working hours. Therefore after-hour contact points need to be established so as to ensure that, where necessary, appropriate action can be taken, speedily and effectively.

LONG TERM UNITS

All children admitted to Long Term Units spent some time in our Admission/Assessment Unit. Girls admitted to our Long Term Units are by definition some of the most hurt, deprived and rejected adolescents in Care. Many of the girls have been the victims of incest, child abuse, extreme family violence, total family breakdown, a long history of disturbance. Many would have previously been in Care in Children's Homes and have severe emotional disturbance. Some would have had a series of failed interventions. Many would have dropped out of school completely.

Many of our children have no inbuilt limits. On the whole they would have been beyond the control of parents/guardians/Children's Homes. Many of them have never lived with any form of structure or discipline.

We are not a Children's Home. Many of our Children have failed in Children's Homes because:

- they are unable to cope with the degree of freedom available;
- there is an inadequate control system to set limits or to deal with disruptive, violent behaviour.

It is important, therefore, that limits which are set are just and accepted by staff and girls. We must start where the girl is... Very often there are layers of learned behaviour which somehow we have to work through before we may be able to reach the core of the problem or the real child.

POLICY ON ADMISSION OF CHILDREN: HOUSES

- Initially there is a preparation meeting between House One and House staff which involves giving over personal files and any other relevant information.
- House staff prepare the existing group of girls for the new member. They recall to them their own fears and anxieties at the time of their move and ask girls to support the new girl. Possible difficulties may be pointed out to the girls at this stage as we have found that this leads them to identify more with the staff and the group.
- House One staff bring the new girl and all her belongings and volunteers from the group help her to settle into her new room.

- She generally returns to House One for her evening meal and returns to Unit around 8.00pm.
- We then have a short talk with the entire group and familiarise the new girl with the house rules, pointing out with the other girls that there are few rules rigidly imposed and they are there more for a general guide-line for her own behaviour. We point out what is expected of the group of which she is now a part and use the other girls to highlight this.
- As soon as possible (house meeting) a co-ordinator is designated and she makes herself known to the Social Worker (if any), parents, guardians or other relevant people.
- An initial plan is then drawn up by the staff team after meetings with other interested people.

When girl moves to House there is an approximate leaving date in mind but this often has to be changed with circumstances.

INTENSIVE CARE UNIT

The intensive nature of this Unit is seen as an intensity of staff care rather than any form of security.

Admission to the Intensive Care Unit may be permitted by the Senior Staff on duty in the following situations:

- i. Admission of a new child after 11.00pm or during the night time when such an admission might seriously disturb the Admission Unit.
- ii. The admission of a long term girl during the night who is under the influence of solvents, alcohol etc..

In both cases the girls are to be returned to their Unit in the morning. Long term girls who return during the night should sleep in the Hostel unless they are a danger to themselves or others.

iii. Admission to the Intensive Care Unit may be permitted in a crisis situation for a period not exceeding 24 hours: Reasons for Admission:

- a. Suicidal: There must be sufficient evidence that the girl is in danger of seriously injuring herself
- b. So disruptive or unmanageable that she may endanger others.

Only the Director or Assistant Director may permit a child to be placed in the Unit. In the case of Assessment Children, permission must be sought from the Social Worker. Time in Intensive Care should be for the shortest possible duration. In the event of a period in excess of 24 hours being envisaged a meeting of the following shall be summoned immediately:

- Relevant Social Services,
- Psychologist
- Mr Donnell
- Representative from relevant Review Group
- Chairman of the Board
- Head of Unit
- Key Worker
- Director or Deputy Director

Referring Unit must furnish the Committee with a full report outlining:

- Reasons
- Plan
- Expectations
- Durations
- Review Procedures
- Staffing and Programme

There are no permanent staff in the Intensive Care Unit. The onus of responsibility is on the referring Unit to provide the major input into any programme of care.

GUIDELINES

- a. Two staff members must always be on duty in the Unit;

- b. Programmes of care are to be made on a daily basis and presented to Senior Staff and girl in advance;
- c. These must be reviewed each day;
- d. Programmes must be individual and demonstrate that they are geared to meet the particular needs of a girl;
- e. In addition to daily monitoring there will be weekly monitoring of the programme by representatives of the Board, the Review Committee, Social Services, Psychologist and Unit Staff.

Intensive Care Unit may in special circumstances be used not as an Intensive Care Unit, but as a facility for independent training, mother/baby etc..

INDEPENDENCE TRAINING

Independence training starts in the long term unit. Most girls at some stage have day release, work sampling, voluntary work in the community built into their plans.

HOSTEL

The Hostel is primarily an Independence Training Unit. Not all the girls go to the Hostel. Those who would most benefit from this provision - who are not able to return home and who are going to have to care for themselves are given preference in going to this Unit - though girls who require limited help in coping with work in the community or are following a Course at the Technical College or in full-time education in the community may also use the Hostel. Independence Training includes learning to budget, shop sensibly, cope with work situations, and in general cope with the every day pattern of the life which will be their future. Perhaps one of the biggest difficulties is to help the girl to cope with her own fears of facing life on her own. Here there is a gentle but determined plan to keep moving towards total independence. Girls learn how to get flats, grants and receive support when moving into flats etc.. Together with the girl learning to budget and live within her limited resources, the Hostel is run on a fairly tight budget for the general housekeeping. Girls in the Hostel join with their contemporaries and friends in the community for recreation, discos etc.. The corner stone of the Hostel philosophy is a flexibility which sees risk taking as an integral part of learning to become independent. Direct entry into the Hostel, if appropriate for a particular girl, is an option. Periodically

the Hostel staff have also been working with unmarried mothers, who have opted to keep their children and who need help and support at times to be able to cope.

As mentioned earlier the Hostel has a flat complex which we would hope to use perhaps in the care of single parents, which seems to be a growing need - or as a temporary total independence trial for girls with particular difficulties.

Staff in the Hostel work closely with Social Workers, Youth Officers etc.. Where there is no Social Worker involved, our own Senior Social Worker and staff are actively involved with girl, parents and outside agencies. In a post Black situation they would work closely with Social Services.

REVIEW

There is a monthly review with each girl. A plan of the proposed stages of movement into the community is made with each girl which includes a broad time scale for different stages.

In the Hostel there is continuous monitoring of each girl's progress and plan and close liaison with Social Services, Youth Training Programme Organisers, Employers, Schools and Housing Executive.

THROUGH CARE/AFTER CARE

Full time field work support is available to girls who need this in the community. Because many of our girls have been the victims of sexual abuse and are very emotionally damaged, a good after care service is essential if the work done whilst in Residential Care is to come to fruition. For severely emotionally disturbed young people the integration into community can require several years' support. We have a house at ■■■ Falls Road which serves as a base for our After Care. It is a crash pad facility, a refuge for girls who are victims of family violence and it is used for limited periods for girls who need intensive support.

An important part of our After Care is what we term a "networking system". This includes befriending families, voluntary workers, close collaboration with voluntary agencies and Women's Groups and a commitment from our Staff to continue to support some girls over a long period of time.

SUPPORTED HOUSING

Homelessness is an ever growing problem for young people leaving care. We are at present experimenting with a house for girls who were experiencing exceptional difficulties.

LIMITS AND NURTURE

Here in St Joseph's School we provide a caring and structured environment - a therapeutic milieu - for adolescents who are disturbed or maladjusted. In psychological terms, we provide the two prerequisites essential for healthy emotional and psychological growth, development and well being viz.

Limits and Nurturing: In the experience and lives of many of the girls here limits and/or nurturing have often been inappropriately provided and sometimes almost completely absent.

Limits and nurturing enable the development and fostering of a balanced and positive sense of self for the child, as an individual and in relationships. We provide limits and nurturing through an environment and relationships which are open, honest, authentic and caring and in which we use both the more formal "professional" and the natural caring, helping skills and resources.

Some of our children need to regress. Others need to relive painful experiences of childhood - to deal with unfinished business - Every girl is helped and encouraged to form at least one trusting relationship with an adult who cares for her - with whom she can share her past history, to whom she can tell her story. Some of our girls return after two-five or more years to talk with a trusted staff member - to share what, in adolescence, they were not ready to do.

LIMITS AND CONTROLS

We allow our children less freedom than a Children's Home because for most of them freedom is something they cannot handle. One of the principal reasons why they are here is because they need to experience a warm, caring, structured environment. They need to learn limits and get the necessary help to gain self-control. It is important therefore that a girl has an understanding of what is acceptable. Sometimes it is necessary to work out a

behaviour modification programme e.g. if a girl is persistently destructive of self or others. Our psychologists provide valuable guidance and support to staff members in such cases.

MEANS OF ESTABLISHING LIMITS AND CONTROLS

The most effective control is established through good relationships and in the context of nurturing. Staff members make every effort to reach a child and to establish trust.

It is important for staff to be aware of mood changes in individuals or in the group and alert to situations which could become dangerous or explosive. Staff members usually exercise control in an unobtrusive way e.g.:

- i. by being alert to where the girls are and what's going on for each one;
- ii. removing potentially dangerous objects such as knives when situation calls for such action;
- iii. channelling of energies into activity e.g. cooking, games, swimming etc.. so preventing trouble at times;
- iv. taking a girl aside to talk through her feelings or difficulties;
- v. locking outer doors after dark and on occasions where it is felt that a locked door will deter a girl from absconding.

USE OF PHYSICAL RESTRAINT

At times it may be necessary to physically hold a girl to prevent her from injury to herself or others. The use of physical restraint is as a last resort. To physically restrain a girl two staff members must be present. In the event of only one member of staff being present, she must call for help before attempting to restrain, or as soon as it becomes evident that restraint may be necessary. Physical restraint should be used only for the minimal time which it takes to calm the girl. Once the girl is calmed the staff member sits down with the girl and explains the reasons for the restraint and helps her to talk out her problem.

USE OF SANCTIONS AND REWARDS:

- i. Loss of pocket money based on Mark system
- ii. Loss of cigarettes
- iii. Cancellation or diminution of home leave - only on grounds of absconding
- iv. Exceptionally - loss of special privileges such as late Friday night movie. This

would only be used for serious misdemeanour by the group after lights out at night.

REWARDS

Rewards are also an important part of establishing control as well as encouraging effort to change. Children respond to rewards, to challenges to work for, to acknowledgements and affirmation of effort etc..

DISCIPLINE

Within each Unit in the daily living situation the emphasis is placed on creating a relaxed informal atmosphere. Here again good personal relationships is the all important factor. Discipline and order is maintained through:

- i. a clear policy in each Unit which both girls and staff clearly understand
- ii. The care, supervision and vigilance of staff
- iii. A unity between staff and girls and a mutual support in implementing policy
- iv. Contractual arrangements with individual girls
- v. A weekly meeting with the girls to assess individual and group progress
- vi. Loss of privileges in terms of pocket money which is related to a mark system

WEEKLY REVIEW AND ASSESSMENT - MARK SYSTEM

Every Saturday evening Staff and girls together with Senior Staff on duty review how the week has been in the Unit. This involves looking at each girl's individual marks and a general overview of how the group has been; areas that have improved and areas requiring attention.

THE MARK SYSTEM

The mark system is one method of:

- a. assessing a girl's weekly progress;
- b. helping a girl to look at herself;
- c. setting limits and assessing them;
- d. implementing sanctions for inappropriate behaviour.

Each Unit divides out its own marks and has its own criteria. Generally each girl has 100 marks per week:

55 of these come from school 10 each for four teachers
 5 PE
 10 Canteen

45 come from the Unit and are allocated according to the Unit's system.

Areas covered are.... General behaviour
 Language and Politeness
 Chores
 Care of one's room and personal belongings etc..
 Generosity or helpfulness

The marks allotted are by consensus of the staff, but a girl must always be informed at the time of the infringement that she has forfeited marks and the episode discussed with her.

There is also a bonus system - (or plus system as the girls call it). Extra bonuses may be given by any staff member for extra work, improvement in certain areas such as relationships, generosity, temper. Each bonus (plus) is worth 5p. Periodically there is an added bonus of £2 for girls who earn 100 marks.

We have no grade system as such, so with the exception of Remand/Assessment Girls, all others can obtain top pocket money immediately. Grades relate to attainment each week:

Grade I	95	-	100
Grade II	85	-	95
Grade III	75	-	85
Grade IV	Under 75		

It is very important that any reduction of marks is fair and reasonable and aimed at maintaining a degree of consistency and fairness and that they are related to the individual's ability and difficulties. It is equally important that improvements in specific areas be duly rewarded.

PLANS, REVIEWS, REPORTS

1. Prior to admission to a long term Unit of any girl a meeting shall be held between the Assessment staff and staff from the long term Unit. The purpose of the meeting is to share important information regarding history, home situation, special difficulties, final assessment reports, suggested programmes etc....
2. Based on this report the staff from the long term Unit make the first tentative plans.
3. It is important that plans should be realistic. For some girls it may be to try and break a cycle of self abuse or undo the first layer of learned behaviour.
4. It must always be remembered that whatever goals the residential experience is trying to achieve it cannot or must not be unrelated to a girl's family, or substitute family.
5. From the beginning every effort shall be made to keep the girl in touch with her family or other significant relationships in the community. As most of the families are multiple problem families this will also require intensive work with the family either in co-operation with Social Services or when appropriate on our own. Where incest or non accidental injury is suspected - all parties, Social Services, Psychologist, Residential Staff, Senior Staff should meet before plans are initiated.
6. As soon as a girl is admitted to a long term Unit, the Social Worker involved in the case is informed that the girl has been transferred and is invited for a meeting. Where Social Services are actually involved with a family, all plans to visit home or to return there on leave are discussed with the Social Worker and a general agreement drawn up as to their length, frequency and supervision.
7. Where the degree of commitment by the Social Services is in doubt, or where the Social Worker has experienced difficulties with the family, the Unit may request Tessa Digby to work with the family.
8. Each girl's key worker co-ordinates communication between all the involved parties. She sees that plans made are implemented.

An increasing number of girls cannot return home... or don't want to go home... or have no home to go to. These girls present us with very great problems... and often there is no place in the community for many of them for some time.. Every effort should be made to find ways of giving these girls a break from Middletown.

REVIEWS

1. Every week each girl's performance and behaviour is reviewed at a meeting with the teachers. This includes observation, assessment, difficulties the girl may experience. The review takes place with SR240 and is passed on to Unit staff on Saturday morning.
2. There is a weekly review in the Unit with the girls of how the week has been and how individuals have coped.
3. Every child in a Unit is reviewed at the Unit's monthly meeting with the Senior Staff.
4. Informal reviews take place regularly. These usually are set up by the key worker to review particular plans.
5. There may be a full review of a particular case with Social Services on a weekly basis, fortnightly basis, monthly basis, bi-monthly basis.
6. Every three months there is a review of a girl's progress and assessment of plans.
7. Many of the plans worked out with girls will be in the form of a contract.
8. The Licensing Committee meets approximately every three months.

DIARIES

The most important notes kept are those that are recorded in the diary every night. The diaries should be an open, honest log of the events of the day, the atmosphere in the Unit, significant occurrences, mood changes in each child. Diaries are not meant to be a masterpiece in English or to be edited, otherwise they lose all their value.

When writing the diary if we are overly conscious about the syntax of the sentence or the use of appropriate social work/psychological terms the diary is likely to be edited, unreal and at times valueless.

REASONS FOR KEEPING A DIARY

1. To record incidents in the Unit and the daily life of each girl.
2. To help us see patterns in girls' behaviour or patterns in particular circumstances in the group.
3. The diary may throw light on a particular girl's reaction before going home or returning. It is a help in assessing the effect of certain plans or situations on a girl.
4. It highlights flash points, explosive situations and our own reactions to these.
5. It is a reference point for the next staff member coming on duty.
6. Incidents such as difficulties upstairs at night or the feeling that you had been played up should never be omitted. (Sometimes new staff may feel that recording such instances or feelings may cast doubts on their ability or practice). It is of the utmost importance that all such instances be recorded.
7. Finally, after a long day and/or night with children we ourselves need to express the tensions we feel, the hopelessness we feel in a particular circumstance or the impossibility of a certain situation. The diary is not a book that will be used to judge staff's performance in report writing. It is merely each person's honest assessment of how children have been. When reviewing children's progress the diary is invaluable.

COMPLAINTS PROCEDURE

COMPLAINTS OF CRIMINAL NATURE, for example physical or sexual abuse:

The girls have access to:

- residential social workers in their own and other Units
- teachers
- secretaries
- psychologists
- senior staff

their own social worker or family social worker
their family
licensing committee

In the event of a serious allegation the person receiving it should report to the Senior Residential Social Worker in charge of the Unit who should inform the Senior Management Staff with special responsibility for the Unit.

It will be investigated immediately and a report submitted to the Director... who then has to follow guidelines set by Board of Governors of the School.

COMPLAINTS THAT ARE NOT OF A SERIOUS OR CRIMINAL NATURE

1. Girl complains to staff member;
2. Staff member discusses complaint with other staff member of unit to ascertain full extent of complaint, i.e. what happened? and why?;
3. Staff check the facts with the accused party;
4. Staff attempt to resolve issue e.g. by bringing the two parties together;
5. If issue not resolved call on Senior Staff.

PROCEDURES TO PROTECT THE GIRLS FROM THEFT, SELF-INJURY ETC..

1. On admission, inventory of all belongings taken.
2. If girl has valuables she is asked if she wishes to have them placed in safe-keeping. If she does, it is our responsibility. If not, it is her responsibility.
3. There is a rule in the house that borrowing and swapping of clothes is not permitted. Staff try to ensure that this rule is observed
4. When girls are going home for weekend or for good, bags are checked to ensure that nobody else's belongings are packed
5. In extreme cases, e.g. here there is a lot of theft, staff members carry out a search of bedrooms, each girl accompanying staff while her room is searched
6. When there is a reason to suspect that there is untoward activity - e.g. smoking, tattooing - going on upstairs, rooms are searched to ensure that cigarettes, matches, solvents, tablets, blades are not hidden or available.

GUIDELINES IN CASES OF SEXUAL DEVIANCE

Incidents of this nature fall into the following categories:

1. those involving a member of staff and a girl
 2. those involving a girl and an outsider
 3. those involving two or more girls
 4. those involving two or more members of staff
-
- 1.i. On receipt of a complaint by a girl, the member of staff receiving it must report it without delay to her immediate senior and the message must be relayed up to the Director without any loss of time.
 - ii. The girls concerned must be made aware of the gravity of the charge. If she persists she shall make a written allegation and sign it in the presence of two senior members of staff who shall also sign it. The report shall be presented to the Director.
 - iii. If after a basic preliminary investigation there appears in the view of senior staff to be the possibility of substance in the allegation, then the member of staff accused will be interviewed by the Director, or in her absence the Chairman of the Board. She will be suspended on full pay. This shall be done without prejudice to the eventual outcome of the investigation.
 - iv. The member of staff concerned, the Chairman of the Board, the Northern Ireland Office and the Police shall be informed.
 - v. If the girl withdraws the charge, she shall do so in writing in duplicate in the presence of two senior members of staff and all present shall sign it. For the future protection of the school and the person concerned, one document shall be placed in a confidential file kept for the purpose. The fact of the withdrawal shall be made known to all, who had official knowledge of the original charge.
 - vi. The member of staff accused may, if she so wishes, ask that the Police be invited to investigate the charge even though the girl has withdrawn.
-
- 2.i If a girl in conversation refers to an incident which had occurred prior to her

admission or the school suspects an incident from the terms of a report from an outside agency on her, enquiries shall be made - probably from the agency which had been dealing with the girl. It may be necessary to get advice from our own Medical Officer.

- ii. The Chairman of the Board and the Northern Ireland Office shall be notified and the Director shall inform the Director of the appropriate Area Board and ask him/her to investigate and report back.
- 3.i. If a member of staff has reason to be suspicious of two or more girls, that suspicion shall be relayed to her immediate superior and finally to the Director with out delay.
 - ii. The girl shall be questioned to ascertain if there is any ground for the suspicion.
- 4.i. If a member of staff expresses suspicions of a colleague's conduct, the suspicion shall be relayed to the Director without delay.
 - ii. If the Director satisfies herself that there is no ground for suspicion, she - accompanied by another senior staff member - shall inform the complainant of her findings and invite her to read a record of the complaint and of the findings, which shall be signed by both senior members of staff. The complainant shall be asked to sign a statement at the foot of the document that she has read it and is satisfied with the findings.
 - iii. The Chairman of the Board shall be informed and he will arrange to have the matter discussed at the next appropriate meeting.
 - iv. If the complainant is not happy, she shall be asked to make a written statement to that effect so that the Police may be invited to investigate the matter.
 - v. The Chairman of the Board and the Northern Ireland Office shall be notified.

GENERAL POINTS TO REMEMBER

- a. Never keep knowledge or suspicion to oneself. Always share it with a senior member of staff;
- b. Document all details of every step taken;
- c. Telephone calls must be followed by letters;

- d. The Director must always be accompanied by another senior member of staff while conducting any interview.

CLIENT ACCESS TO FILES: POLICY AND PROCEDURE

POLICY

With certain specific exceptions, children in our care over the age of 14 will have access to the information contained in their case records.

FILES

After October 1993 one record file will be kept on each girl currently in care. Some files will contain a restricted section. There will be no secondary system of confidential files.

OLD FILES AND RETROSPECTIVE ACCESS

New files will be started on all children in our care after October 1993. There will be no right of access to old files, but requests for access to them will be met where possible. Where this is done the old file will be carefully vetted before any material is released as it is not practicable to recast all existing files.

ACCESS

After October 1993 any girl over the age of 14 will normally have the right of access to information recorded on their file after the above date with the exception of the restricted section (if any). In general, children over the age of 14 years should be regarded as having the capacity to understand. However, where they lack the capacity to understand the information in the records, the social worker or key worker could read and help the young person to understand. No relative or guardian should have access to a child's file where such access could be contrary to the child's best interests.

EXEMPTIONS

A restricted access section will be in use for reports from doctors, clinical psychologists, nurses, police and any other persons or other sources who, in the knowledge that the school has an open access policy, have nevertheless requested confidentiality.

ACCESS MAY BE REFUSED

- a. Where access in the opinion of the Board of Management or the Senior Management of the school, designated by the Board to exercise this judgement, would be likely to result in serious harm to the girl or some other person.
- b. Where access might enable a girl to know or deduce the identity of another person to whom the information in the records relates or identify that other person as the source of the information.

WITHHOLDING ACCESS

In considering whether to withhold access, staff will need to assess whether access should cause serious harm to the physical, mental or emotional health of the young person or other persons. This might arise where the records contain information to the effect that the young person, or another person, is suspected of or is a victim of child abuse or neglect, or where a young person is suffering from mental illness. The aim of our work is to enable young people to come to terms with the facts, but this needs care and sometimes prolonged counselling, which will not always succeed.

PERSONAL HEALTH INFORMATION

"Health professionals" - doctors, clinical psychologists, nurses, dentist, health visitors: Where any of the above information is in a professional capacity, access to their information can only be permitted after their consent has been officially granted.

STATUTORY REQUIREMENTS OF CONFIDENTIALITY

All statutory requirements of confidentiality or information must be observed:

- a. Records held by us in adoption cases;
- b. Reports provided under Rules of Court to an Adoption Agency or a Guardian ad Litem etc..
- c. Any statement of a child's special education needs.

CONTENTS OF THE FILE

Files will contain:

- a. Referral documentation, Admission Forms, Legal Orders, Social Workers' Admission Reports, Court Reports
- b. Family History
- c. Birth Certificate
- d. Baptismal Certificate
- e. All Reviews, Case Conferences, Notes. This would contain material on the child's development, progress etc...
- f. Parental Agreements
- g. Psychological Reports, Psychiatric Reports
- h. Education Records
- i. Correspondence

GUIDELINES ON FILES

Files first of all contain

- a. **Facts:** These provide a source of reference and should be set out clearly and readily accessible. Any materials which cannot be authenticated should be annotated accordingly or omitted.
- b. **Diagnostic Materials:** This includes observations, analysis and impressions, personal opinions and projections. There is no substitute for honesty but there are ways of recording facts, however unpleasant, in an acceptable manner. In particular; cases as referred to under Paragraph 6 or 7, some of this material for the reasons given, may be termed restricted.
- c. **Reports:** These are the primary means of communication between residential workers, Courts and other agencies.
- d. **Reviews and case Conferences:** These are the written accounts of a review of the girl's developmental needs and expressed desires, plans to be implemented and an assessment of previous plans.
- e. **Letters and Memoranda:** Careful consideration needs to be given to what is written,

bearing in mind the child, the family, the nature of the problem and the recipient of the correspondence.

PROCEDURES

- a. All files in the school are the responsibility of a member of the Senior Management Team.
- b. When a child requests to see her file - this request will be submitted in writing.
- c. All requests shall be passed on to the Senior Staff member, who will keep a record of the request.
- d. Immediately on receiving this request the Senior Staff member shall consult with the key worker, and/or the social worker.
- e. In the case of children who are on assessment, any request for access to files will be passed on to the Social Services department responsible for the girl.
- f. In the case of long-term children, written permission to release materials supplied by other agencies or Health Professionals will be sought.
- g. The Senior Staff member will aim to make the file available within 40 days of the request for access, (except the restricted access section if it exists) unless there are grave reasons for refusing access.
- h. The file and its contents are the property of the Board and must not be removed from the premises.
- i. The girl should be helped to understand the contents of the file. In certain circumstances, it may be important to offer special counselling or to disclose the contents of the record in stages commensurate with the girl's ability to understand or cope with it.
- j. The Senior Staff member will tell the child of any restricted access section and explain why the information is not available. If the child insists on access to the restricted section the Senior Staff member will write to any individuals and agencies who have provided the information and request their permission to release it.
- k. Information from the restricted access section will be released only on their written permission and this written permission will be retained on record.

REFUSAL OF ACCESS

Where a refusal of access is contemplated the Senior Staff member should inform the Director of the reasons. Careful consideration should be given before refusal. At times, suggesting deferral of access for a period of 12 months may be a solution.

THE APPEALS PROCEDURE

If access is refused the child has a right of appeal to the Board. If this appeal is unsuccessful, the child may then appeal to a committee made up of two members of the Board, the Director, the appropriate Social Services Inspector and a NIO Official. This committee will give their verdict within two months of the initial appeal to the Board. If the appeal is unsuccessful the child will have the right to make a fresh application after one year from her first application.

CHILD REPRESENTATION

The child has a right of representation (at her own expense/under free legal aid). In certain circumstances a child's representative may request access on her behalf. The Senior Management Staff will decide on whether to accede to this request. The appeals procedure will apply over the age of 16 - parents have not the right of access to a child's file.

RESOURCE CENTRE FOR THE LOCAL COMMUNITY

We are situated in a community in a border area which could be described as a deprived area. We see ourselves in a unique position as a resource centre in this Community. In addition to being available in a counselling, supportive role, we have two small projects to help to meet the needs of the elderly and pre-school children. In the case of the elderly, the girls organise and host the annual Senior Citizens' Christmas Party. They raise the money and are responsible for the organisation of functions etc..

There are no facilities for the pre-school children in the locality. We have a group for pre-school children two days per week. This is run by two girls and is supervised presently by a voluntary retired teacher.

Other areas of involvement include the use of our Swimming Pool by all the local schools, special swimming sessions for the mentally handicapped, patients from St Luke's Psychiatric Hospital etc.. Girls are involved in all programmes when appropriate.

DAILY SCHEDULE

8.15 - 9.30	Rising Breakfast Chores
9.30	Assembly
9.45 - 10.45	School
10.45 - 11.00	Break (in the Units)
11.00 - 1.00	School
1.00 - 1.30	Lunch (in the Canteen)
1.30 - 2.00	Relaxation in the Units
2.00 - 4.00	School
4.00 - 10.00	Evening activities - optional Girls, in turn, cook evening meal. Do home exercises. Relax, walk, swim, disco..
11.00pm	Lights out - since staff on night duty are residential staff in the Unit, there is a latitude to watch a special programme occasionally.

WEEKENDS

Friday Night	Girls watch midnight movie if they want - usually over by 1.35am
Saturday	Girls have a long sleep (12.30-1.00pm). Girls and staff do a general cleaning of house. Late dinner. Bed around midnight.
Sunday	Mass at 11.30am. Free activities on Sunday. Lights out 11.00pm.

Staff in each Unit generally plan some small outing over the weekend period.



ST JOSEPH'S TRAINING SCHOOL

Inspection Report

May 1987

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INTRODUCTION

This inspection of St Joseph's Training School was carried out by the Social Services Inspectorate of the Department of Health and Social Services under the powers contained in Section 168 of the Children and Young Persons Act (Northern Ireland) 1968 and Rule 55 of the Training School Rules (SRO) 1952 No 132. The inspection was requested by the Northern Ireland Office. The team comprised of Dr K F McCoy, Assistant Chief Inspector, Mr D P O'Brien and Mr C W Donnell. The Inspection took place during the period from 18-29 May and during the weekend of 6-7 June 1987. A total of 101 hours was spent in the school covering all times of the day.

The Inspectors would like to record their sincere thanks and appreciation to the Management Board, the Director, **SR240** and all the staff for their unstinted co-operation and hospitality. A special word of thanks and appreciation is due to the girls of St Joseph's for the manner in which they made the Inspectors welcome and their willingness to co-operate fully in this first major inspection.

1. PURPOSE OF THE SCHOOL

- 1.1 Section 138 of the Act gives the Ministry power to "provide training schools and the Ministry may make arrangements with other bodies or persons for the provision of such schools." St Joseph's Training School is a training school as defined in Section 137 Children and Young Persons Act (NI) 1968.
- 1.2 The Sisters of St Louis came to Middletown on 21 June 1875. Mother Genevieve, the Irish Foundress had, in 1859 led the first group of Sisters to Ireland. The Sisters came to Ireland at the request of the Bishop of Clogher to open a reformatory in Monaghan town to care for deprived children. At that time the problems of child neglect and juvenile delinquency were serious in an island broken by landlordism, emaciated by famine and demoralised by poverty.
- 1.3 The foundation stone for St Joseph's was laid in 1876 and the Industrial School/Orphanage was opened on 25 June 1881. It was the second industrial school in Ireland. On the opening day the Sisters received the first 8 girls committed to the newly finished industrial school/orphanage. In those days the school drew its children mainly from the ancient Province of Ulster but the original group of girls came from as far apart as Dublin, Belfast and Donegal. Records of the first group of children admitted to the school show the reasons for committal, the time spent in the school and some of the early comments give a vivid picture of the social history of the day. Most of the children were described as "destitute orphans" found begging, and many of these were as young as 4 years of age. Historical documents show that there was extensive development in the first 50 years. On the same campus, sharing the same facilities, were an exclusive boarding school, industrial school/orphanage and a primary school. With the Partition of Ireland the admissions of children coming from the South virtually ceased.
- 1.4 The need for change was recognised and in 1942, the Sisters of St Louis Order who are radical and enlightened in their thinking, decided to close the boarding school and to concentrate their efforts on the industrial school/orphanage.
- 1.5 In 1950 the then Ministry of Home Affairs invited St Joseph's to become a training school, within the terms of the Children and Young Persons Act (NI) 1950. This led to St Joseph's becoming a training school and the orphanage closed. In 1965 the late Cardinal Conway and the Superior General of the St Louis Order met officials of the Ministry of Home Affairs to plan the reorganisation of St Joseph's. The outcome of these discussions included

a commitment by both sides that they would honour a Deed of Trust drawn up in 1950.

- 1.6 From its creation as a training school in 1952 the Trustees of the school were drawn from the Order of St Louis. A Management Board was in existence which appeared to be advisory in nature but the full legal powers and accountability lay with the Trustees who were members of the Board of Management as of right. When the re-organisation was planned in 1965, it was felt necessary, because of the considerable financial investment in the school by Government, to restructure the constitution. Consequently on 5 May 1972 an Indenture between the Management Board of St Joseph's Training School, Middletown and their successor or successors and the Ministry of Home Affairs was drawn up.
- 1.7 The functions of the Management Board are set out in the Training School Rules (SRO) 1952, No 132. The Board is required to meet "as far as practical once a month". The St Joseph's Board meets quarterly and its sub-committees much more frequently. There are 2 standing sub-committees, staffing and licensing. Further reference to the role and responsibility of these 2 sub-committees will be made elsewhere in this report. A finance and general purposes committee is convened when matters pertaining to capital works or development are to be considered. Financial matters of a routine nature are overseen by the full Board. Board meetings consider the full range of management responsibilities including staffing, financial matters, policy for children, contractors, disciplinary issues and reports from sub-committees.
- 1.8 The Management Board is comprised of 16 members, including representatives of the St Louis Order, who conduct the affairs of the training school on behalf of His Eminence Cardinal Tomas O'Fiaich. **SR240**, Director of St Josephs, is also Secretary of the Management Board. The role of the Sisters on the Management Board remains a live issue, especially when changes in senior personnel become necessary. The minutes of the Board meeting held on 25 April 1985 clearly show that, "Northern Ireland Office on hearing of **SR260**'s pending resignation had reminded (the Director) that the post of assistant director should be filled by a Sister. The Deed of Trust between the Trustees and the Department could only be guaranteed if the senior management of the school were answerable to the Congregation and through whom the Trustees could discharge their obligations."
- 1.9 The general provisions and the administration of the training schools, and the treatment of persons sent thereto are set out in Schedule 5 of the Children and Young Persons Act (NI) 1968. The main areas covered by legislation are inter alia, treatment of pupils, power to

place out pupils, misconduct of pupils, discharge and transfer and superannuation of officers.

- 1.10 In a document presented to the Inspectors by the Director the role and function of the school is described as follows:-

"We see ourselves as a regional facility for adolescent girls whose emotional needs, behavioural problems and/or acute educational problems, cannot be met or catered for suitably or adequately within the range of options or facilities available in Northern Ireland. We see our role expressed in dual functions.

(i) **Assessment - Short-term care**

Our experience shows us that there is a growing number of girls who require in depth assessment, intensive one-to-one help and counselling before decisions can be reached as to what form of care they may require or what support systems may be needed to help them grow and cope in the community. Assessment cannot reasonably be separated from help, and it is on the basis of the close association of these 2 that we offer an intensive short-term care programme.

- (ii) We also provide a longer term care programme for those girls who have severe emotional problems, behavioural problems, and who need intensive programmes on an individual basis. In general our aim is to provide a specialist regional service for a group of girls, whose individual needs cannot be met elsewhere."

- 1.11 This statement had been developed over a period of time by senior management. It acts as a general operational policy and philosophy document, provides a framework for the activities of individuals and describes the nature of work undertaken with children. During the inspection the Inspectors attempted to examine how far social work practice measured up to the philosophy set out above.
- 1.12 The Inspectors conclude that the activities in the school accurately reflect to the general statement of aims and objectives. In essence, St Joseph's presently provides a regional service for Catholic girls, who have been made the subject of a Training School Order or who have been admitted under a Place of Safety Order. The document, which has been endorsed by the Management Board, is known to all staff.
- 1.13 Having regard to the pending changes in legislation, the Inspectors ~~recommend~~ that the Management Board should re-examine this document and consider the special

contribution that the school can make in the future. Allied with this it will be necessary to include, inter alia, admission criteria, bearing in mind the special skills available within St Joseph's in dealing with disordered adolescent girls.

2.0 THE CHILDREN AND YOUNG PEOPLE RESIDENT

- 2.1 On the 15 May 1987 St Joseph's was responsible for 32 girls aged between 12 years and 11 months and 17 years and 9 months. Two of the girls were sisters. There was a concentration of 22 young people of 16 years or over at the upper end of the age range with 9 others aged between 14 and 16. One girl was under 14 years of age. Twenty five were in residence on the above date, 6 were on extended leave and one was spending the weekend away from the school.
- 2.2 Twenty-nine girls were the subjects of Training School Orders, two of Interim Detention Orders and one had been admitted to St Joseph's on a Place of Safety Order. One girl was a juvenile offender and 3 others had been committed for non-school attendance.
- 2.3 Twenty-five girls were deemed to be in need of "care protection and control" and sent to the training school under Section 95(1)(a) of the Children and Young Persons Act (1968). In the case of the latter group and 3 others who were in St Joseph's on short term Orders, the proceedings had been instigated by the Health and Social Services Boards. All four Boards had been involved, ie Eastern - 11, Southern - 9, Western - 6 and Northern - 2. Some of this group of girls had experienced several placements during their careers in care. Ten had come to St Joseph's from their own homes, one from hospital and another from a hostel. However sixteen girls had been living in children's homes just before their admission to the training school. Of these one girl was being held in St Joseph's on an Interim Detention Order while a full assessment was undertaken. Ten others had been in a training school at some other stage in their careers and prior to being committed on Training School Orders. However five girls had been sent directly to St Joseph's by the Court following proceedings instigated by social services.
- 2.4 Nine girls (28%) had been living in St Joseph's for six months or less including the most recent admission who had only been there for one day. Fourteen others (44%) were there for more than one year including 4 girls (12%) who had been admitted more than 2 years prior to the inspection. However, of the girls who were there longest, 2 had been recalled to the training school from licence and one was in the hostel preparing for a placement where she would live independently. The home circumstances of another girl made it impracticable for her to return home and she was going out each day to work on a training scheme.

The needs and problems of the young people

- 2.5 The view expressed by the staff of St Joseph's was that none of the young people were inappropriately placed there. It was pointed out that as many as 85% of the short-term admissions to the school have been returned to the community or re-routed to a setting which is more appropriate to their needs. The remainder who are provided for in St Joseph's are generally disturbed adolescents, some of whom have a tendency towards self-destruction/mutilation and aggressive behaviour. A number of the girls come from deprived circumstances and several have been assaulted, sexually abused, and/or are the survivors of incestuous relationships. The following vignettes are indicative of the type of presenting problem confronting St Joseph's staff:-

██████████

"Reports say ██████████ is beyond control but here she has settled very well and gives the impression of being mature, self-possessed etc. She responds in the way she "thinks" is acceptable. On both admissions she was severely bruised in the thighs - inner and outer - as a result of a beating from her father. She refuses to go home. There is a possibility that she may have been sexually abused."

██████████

"██████████ is a seriously disturbed girl, she is either in a continuous whirl or in a depression. She has no in-built limits. She makes lots of promises - believes them herself but cannot carry them out. She is a real runner. She programmes herself into running - it may be her safety valve. The staff are never very sure whether ██████████ initiates mischief or gets carried away at the suggestion of others. She has a very short attention span and does not cope with group activities."

██████████

"██████████ is seriously disturbed and promiscuous. Although admitted to St Joseph's for non-school attendance she has been the victim of incest for which her father was convicted. She has few social skills, is a poor communicator and seems incapable of coping on her own. She has no home to return to."

██████████

"Whilst in house 1, it was seen that ██████████ had a great need to be liked and accepted by the rest of the group, and was willing to act as "scapegoat" on many occasions to enable herself to be on favourable terms with the rest of the girls. She did this to extreme, eg cutting her hair to become "one of the group". Additionally she displayed at times, physical violence and temper tantrums during which it was felt that ██████████ was in total control of her behaviour, and perhaps calculated it. After such incidents ██████████ showed no real signs of remorse. She was seen as a very demanding child who required and responded to much individual attention. Her mother has been found to be unco-operative. On different occasions she has been verbally abusive to staff, and has been known to make false promises to ██████████ regarding her future. Her attitude to her daughter's situation is an unrealistic one."

██████████

"██████████ is a tough girl, whose size intimidates others. She is deeply hurt and rejected but knows no way of expressing it except in toughness. She is promiscuous. Her father is violent, and her parents separate on a regular basis. ██████████ is totally rejected and has not been able to go home since admission. Social Service do not wish her to go into the home. ██████████ is kicking hard, we are in a hopeless situation with her. It is impossible to get her parents to take her and our efforts to influence social services have failed. ██████████ refuses to look at any other option. She is continuously in motion, has poor concentration powers, is always bored and indulges in dangerous horseplay or activities. She rejects before she is rejected. It will be a long road. Her future looks hopeless at the moment."

██████████

"██████████ was admitted from a psychiatric hospital. She has attempted suicide on several occasions, indulges in self-injury and has severe behavioural problems. She has been the victim of incest, horrifying sexual abuse and was forced to participate in occult-nites. She has no base in the community and has not been able to leave St Joseph's since she was admitted. It is impossible to make plans for her future at this point."

██████████

"██████████ has had several previous admissions to residential care. She is seriously disturbed and may have a psychiatric illness. She is violent, has severe mood swings and indulges in dangerous horseplay. She has no inner limits or controls and relates poorly. She continually talks about hating everybody and gets very angry. She functions at the same level as a 3 or 4 year old child. She practices self-injury and says she wants to be dead. She has been a victim of sexual abuse but cannot talk about it. She desperately needs security in her life. Her parents are unstable and really do not want ██████████ but continually give her false messages. Several plans have been made but all have ended in failure."

- 2.6 In general it would appear that girls referred to St Joseph's in recent years are more likely to have more intractable problems than those who were sent to this school in the past. Several of the young people were recipients of health, education and personal social services and came to the training school because they had failed to respond to "treatment". In most cases this involved periods of care in community resources including children's homes. Some of the girls are apprehensive on arrival because they had been "threatened" with referral to St Joseph's each time they misbehaved, refused to conform or failed to meet the expectations of others. They bring with them layers of learned behaviour which have to be "removed" before rehabilitation can take place. This is often a slow painful process punctuated with setbacks but in which rejection of the young person has no place.

Views of the Children

- 2.7 The Inspectors met most of the girls at some time during their stay in St Joseph's. Some of these contacts happened informally but others were initiated by the young people who invited the Inspectors to come to their "house" for a meal or an evenings entertainment. Some of the girls were poor communicators, but others freely gave their perceptions of life in St Joseph's and compared it with previous placements. Their views were wide-ranging but a consistent theme emerging was their high regard for the St Joseph's staff. Generally they were content with the treatment they received in the school and had no complaints.

Children's Files

- 2.8 The children's files are held in secure filing cabinets in the deputy director's office in the main school/administrative building. These are suspended

files, each of which contains a number of separate manilla folders. There is a file for each girl and all relevant staff have access to them through the senior member of staff on duty.

2.9 Six files were examined in detail by the Inspectors. Generally they appear to consist of up to 3 separate folders as follows:-

- (a) pre-admission reports received by the school, legal documentation, birth certificates, medical certificates, immunisation forms, etc;
- (b) internal assessment reports, care plans, reports for and minutes of reviews, process records of family meetings, "contracts" between the school's staff, the girl and her family;
- (c) ongoing recordings made by the school's staff and summaries of same.

The amount of material held on each file is variable according to the length of time the girl was in the school and consistent with the intensity of the programme of care being followed. While the Inspectors were satisfied with the content of the files, it is recommended that senior management take steps to improve their general order. The following suggestions are made to assist this process. Ideally files used should have separate divisions which can be labelled to facilitate easy access to particular information eg reports from social services, formal/legal documents, etc. Alternatively if a folder without divisions has to be used, all papers held on file should be numbered and a contents list with corresponding numbers should be held to the front. Inside the front cover of each file there should be a "face sheet" giving basic factual information on the child, ie name, date of birth, next of kin, legal status, date of committal, date of admission to be used to achieve it.

Recording

2.10 In the three long term houses recording is done almost daily by the staff on the late evening/early morning shift. Entries are made on foolscap sheets held in a ring binder (one section for each girl) and when sufficient material has accumulated the recordings are summarised and transferred to the main files. The Inspectors found these recordings were a blend of factual information and an honest account of the feelings of the staff at the time the entries were made. In the short term house daily recordings are conscientiously made in a large diary (a page per day) though not in the same detail as in the other 3 houses. This is because the girls may move elsewhere and assessment/court reports are also undertaken by the residential staff.

3.0 THE STAFF

- 3.1 A staff questionnaire for each member of care staff in post at the time of the inspection was completed which provided information on sex, age, designation, length of service, previous career experience, qualification and other training opportunities. At the time of the inspection, the total staffing complement in St Joseph's was as follows:-

Director
 Assistant Director
 Deputy Assistant Director
 Senior Assistant
 5 Senior Residential Social Workers
 19 Residential Social Workers
 1 Senior Field Social Worker (after care)
 1 Part-time Nurse/Residential Social Worker

Staff are allocated to house units and the hostel in the following manner:-

House 1 - one senior residential social worker and 4 residential social workers.

House 2 - One senior residential social worker and 3 residential social workers.

House 3 - One senior residential social worker and 3 residential social workers.

House 4 - One senior residential social worker and 3 residential social workers.

Hostel - one senior residential social worker and 2 residential social workers.

In addition two residential social workers are designated as floaters, in that they are allocated to specific units to increase the staffing levels as and when required; a useful and effective use of their time. At the time of the inspection there were two students working in the school. Of the above number two residential social workers are currently undertaking professional training. Full details of the care staff and senior management structure are given in Appendix A.

- 3.2 In addition to the care staff there are 4 teachers, one part-time physical education teacher, one administrative officer, one assistant administrative officer, cook, caretaker, swimming pool attendant and a part-time domestic, who is responsible for cleaning the school building. The school does not employ a senior teacher but **SR240**, who is also a qualified teacher is responsible for having oversight of the education programme and acts as the formal link between care and education.

- 3.3 The ages of the all female care staff range from 6 in the 20-29 age band to 4 in the 50-59 age band. Staff come from a variety of backgrounds, ie children's homes, primary schools, nursing, both general and psychiatric, and some have been recruited immediately following their professional social work training. Their length of service in the training school varies between one and 24 years, with many having had considerable experience in other areas of residential child care.

Staff Training

- 3.4 The staff have a variety of qualifications. There are 7 CQSW holders, one CSS, 4 SRN/SEN, one CRCC, one diploma in applied social studies, 5 miscellaneous degrees and 4 with certificates in education. One member of staff has attended a post-qualifying course in management studies. Two members of staff are currently on CQSW training.
- 3.5 As part of a general programme of staff development, staff are encouraged to take part in in-service courses and other seminars of interest. SR240 and the senior assistant, [REDACTED] are responsible for the organisation of in-service courses in the school. The courses attended cover a range of subjects and include child sexual abuse, sexuality in residential care, drugs and counselling. All but four members of staff have participated in in-service courses. In addition almost all members of staff have taken part in a [REDACTED] personality typing. The latter exercise was mounted within the school using external resources. It aims to examine personality traits, attitudes etc and help staff groups identify, to some extent, their own strength and weaknesses.

Staff Rotas

- 3.6 Unlike many children's homes a two-shift system does not operate within St Joseph's. Staff work a 39 hour week and the average hours of work is calculated on the basis of the 4-week cycle. The house units are covered as follows:
- 2 members of staff are always on duty from 8.00 am - 10.00 am, one of these having slept-in the previous night. The same two members of staff, generally cover the units until 2.00 pm when the member of staff who slept-in finishes duty. With the exception of house one (admission) which is covered by the nurse, all of the units are closed between 2.00 pm and 4.00 pm, excluding school holidays and weekends. Staff return to duty at 4.00 pm and continue until 10.00 pm and when possible 3 members of staff are always on duty at this particularly important time of day. Staff are not paid overtime, generally time off in lieu is given when possible. The senior assistant, who has responsibility for making out the duty rotas indicated that there is a high level of co-operation and reciprocity between staff and senior management, thus ensuring adequate

staff cover at all times. A member of staff sleeps in each unit at night and retires at the same time as the children with lights out at 11.00 pm.

- 3.7 Each senior member of staff, in addition to other specific duties, has responsibility for a house unit or the hostel. Although the day to day management of the units is a matter for the senior residential social worker on duty, reviews on children and general staffing matters are dealt with by the appropriate senior member of staff.
- 3.8 A job description is prepared for each member of care staff in the school, together with details of main terms and conditions of service, disciplinary and grievance procedures. All staff sign an agreement which clearly spells out the duties of the post and the binding nature of the conditions of employment form the basis of a contract between management and staff.
- 3.9 Although there is no formal structure of professional supervision there are a number of systems by which staff have the opportunity to reflect upon their performance and bring problems to be aired. Each of the designated members of senior staff meets with the unit staff monthly to review the progress of all the children. The school has the services of Father [REDACTED] who has a particular interest in young people and provides a counselling service on spiritual matters to both staff and young people. The use of an external resource person is extremely valuable to the general informal support systems that operate throughout the school. A fortnightly general meeting is held when all staff, care and education meet. Detailed minutes are kept and agendas circulated. A variety of subjects are discussed and the minutes show that matters such as staff development, school issues, notes from residential social workers for particular children to be excused physical education, swimming etc, the structure of social services departments, Barnardo's professional fostering scheme, have been covered during the course of the meetings. The Inspectors were present at one such meeting which was conducted in a business-like manner.
- 3.10 St Joseph's has an all female care staff. Apart from the caretaker, pool attendant and a disc jockey, who runs the school roller-disco twice weekly, there are no other male members of staff. From time to time male social worker students have had placements in the school. The need for mixed care staff has long been recognised as a necessary element in residential care. Children benefit from the opportunity of relating to mature adults of both sexes. The ethos of St Joseph's provides the opportunity for the girls to take an active part in the day to day running of the house units. Staff assist and supervise the girls with the preparation of food in the units, ie breakfast, evening meals and suppers during the week and throughout the weekends and holiday times. In addition staff

supervise the girls with washing their personal items of clothing. The girls are involved in the day to day living in the units and this is an important concept. Instead of setting independence training aside, as a module that children should pass through at some stage in their "in-care" career, they are involved in having to cope with the real life domestic situation from the day of admission to the school.

- 3.11 Staff sleep in each unit at night with the girls and they are responsible for supervision during the night and dealing with the frequent outbursts of emotionally disturbed children. When the girls bath or shower and wash their hair, the staff are responsible for the oversight of this area of personal hygiene. The Inspectorate accept that despite the desirability of having a mixed staff group there would be practical problems in implementing such a concept in St Joseph's as it is presently constituted. It is understood that the Management Board is mindful of the desirability of employing mixed staff and that in the past they have not been able to implement this concept. Nevertheless, it is recommended that management re-examine, the possibility of employing male staff in the residential setting without endangering the quality of care presently being provided.
- 3.12 All staff appointments to the school are overseen by the staff sub-committee of the Management Board. The Director does not take part in the interview process. This is an unusual policy but one that has been established for many years in the school. In effect it means that there are many safeguards for the Director and her senior staff as the responsibility for appointments and where necessary, discipline or dismissal, rests properly with the Management Board. When one looks more closely at the staff group, in terms of suitability, experience, age, maturity, commitment, charisma and the special qualities that appear to permeate many of the residential social workers, it reflects favourably in the Management Board in their understanding of the special needs of the school and of the calibre of staff which can be moulded together to form such an effective group.
- 3.13 There is a very low turnover of staff which may indicate a happy cohesive and committed group. All of the staff have an open and easy relationship with SR240 and other members of the senior management group. There is a total acceptance of the children in the school. The level of discussion and exchange that takes place between staff, their availability to the girls and concerns about sharing information, indicate clearly that the care of the child is central to all activities in the school.
- 3.14 From the profile of the girls and their problems, the level of emotional disturbance, the pain and suffering that they have experienced through rejection, sexual abuse and incest

and the fact that some other residential settings had failed them, clearly show that staff have to cope with a wide range of need. The girls can be volatile with emotional outbursts which occasionally result in physical confrontations between themselves. Throughout the staff manage to keep cool heads, engender a sense of calm and never lose sight of the basic concept that no child, no matter how difficult will ever be rejected or transferred to another unit or elsewhere.

- 3.15 There is only one volunteer in the school. This is an International Voluntary Service volunteer whose main function is to oversee premises owned by St Joseph's at 553 Falls Road in Belfast. Although the Inspectors did not visit these premises it is understood that they were established many years ago as a traditional hostel for girls in the Belfast area. Now it is used in a variety of support roles, including "crash pad" accommodation, accommodation for girls who are being phased back into their own families, respite care and a focal point for the aftercare function in West Belfast. The volunteer is closely supervised and visits Middleton frequently, to spend time in the hostel there where many of the girls on licence or extended leave return temporarily when crisis situations occur in their lives or that of their families.

Staffing Levels

- 3.16 The present level of staff suggest that the management is capable of providing effective cover at all times. However, much depends on the good will of staff, which appears to be present in abundance. SR240 is all too well aware of the dangers of burn-out and exhaustion amongst care staff. The Sisters' commitment to the total process and their availability is much in evidence. Staff at all levels appear to be prepared to help out and to co-operate, changing their off-duty times to help ensure that staff levels are maintained at times of crisis or illness amongst staff.
- 3.17 The Inspectorate have examined the present staffing levels in relation to the need for 4 separate federal type units and a hostel. It has been necessary, in the calculations to make certain assumptions in relation to staff holidays, attendance at in-service courses and sick leave. The calculations apply to staff who have less than 5 years service with appropriate leave allocations. In the case of the house units a waking week of 75 hours has been assumed and for the hostel 70 hours.
- 3.18 In arriving at an appropriate ratio of staff to children the Inspectors referred to the Castle Primary guidelines and concluded that a ratio of 1 staff to 4 children was appropriate for Units 1-4 and a ratio of 1 staff to 5 children for the Hostel. In order to maintain an acceptable level of staff cover during the working day

Units 1-4 require 1 Senior Residential Social Worker and 4 Residential Social Workers and the Hostel 1 Senior and 3 RSWs ie a minimum of 24 staff. St Joseph's currently has an approved establishment of 4 Senior staff 24 RSWs (including Senior RSWs), one nurse and one senior social worker (after care). Of the 24 RSWs 2 are presently on full-time professional training and they have not been replaced. At the time of the inspection their duties were being covered by the Sisters working extended hours and by all staff carrying out additional work on a voluntary basis.

- 3.19 In deciding upon a final calculation of staff in St Joseph's it has been necessary to take into account 3 additional factors. Unlike the other training schools St Joseph's does not have: (1) night supervisors (2) house mothers or domestics and (3) the calculation for the holiday element is based on the lowest allowance ie 32 days. In relation to holiday staff with 10 years service or more they are entitled to 40 days leave per year. In the circumstances therefore it is **recommended** that the present establishment be increased to 26 RSW; an addition of 2 RSWs.

4.0 LOCATION AND PREMISES

- 4.1 St Joseph's is located about 10 miles south west of Armagh City on the fringe of the village of Middletown. The main road from Armagh to Monaghan in the Irish Republic, which is about 12 miles from St Joseph's, passes through the village. The training school occupies a large open site and is surrounded by farmland. It stands unobtrusively behind a small wood and is approached by a winding shrub-lined drive. The grounds close to the buildings are set out in well maintained lawns with young trees planted here and there. The centre-piece of the site is the three-storeyed convent of the Sisters of St Louis which is finished in red brick and roofed with Bangor blue slates. The chapel with its distinctive rounded chancel is to the left of this building. To the rear are garages and outhouses an enclosed garden and a small private cemetery. A statue of St Joseph is situated on the lawn at the front of the convent.
- 4.2 Complimenting the convent and in juxtaposition to it is the main school/administrative block. In the past this contained dormitory accommodation for the residents but in recent years the interior was adapted to provide school, office and cooking/dining facilities. The main kitchen is on the ground floor and this provides the midday meal for the young persons. Modern kitchen equipment has recently been purchased and is awaiting installation. There is a serving hatch through to the dining-room which is bright and spacious. Tables and chairs are arranged so as to provide four place settings for each meal.
- 4.3 The main building also includes two classrooms, a domestic science block, a library and an art/craft/pottery centre. On the first floor there is office accommodation for the Director and the three senior staff and a lounge. The administrator's office is on the ground floor and this includes a small telephone exchange. A portacabin to the rear of the building provides an office for one of the administrative staff and for the psychologists who attend the school on a sessional basis.

The House Units

- 4.4 To the left of the convent are the two-storeyed houses in which the girls are accommodated. There are two blocks each comprising of two houses which are linked together by a connecting corridor at ground and first floor levels. The four houses are named as follows:-

HOUSE 1 - LA SALLETTE
HOUSE 2 - LOURDES
HOUSE 3 - FATIMA
HOUSE 4 - BANNEUX

- 4.5 Each house is a self-contained unit for eight girls but can provide for nine or ten in an emergency. All four have the same architectural features and interior design. The ground floor accommodation consists of a large living space including a lounge, dining area, kitchen and utility room. There is also an office and store, two small reception rooms, toilets and a cloakroom. There is an open coal fire in the lounge around which are placed easy chairs resting on a "flotex" carpeted floor. The dining area has a table large enough for the group of staff and children to sit around it together for their evening meal. The kitchen is small but functional with a serving hatch through to the dining area.
- 4.6 A wide well lighted staircase leads from the front hall to the first floor where there are two four-bedded rooms for girls, a staff duty room, two showers, a bathroom and toilets. The girls' bedrooms are divided into single cubicles and have fitted wardrobes, cupboard space, a vanity unit, dressing table and mirror, a chair and a bed. The large bedroom windows and the entrance to each cubicle are curtained with material chosen to match the duvet covers on the beds and to compliment the carpeting on the floors. The cubicle divisions stop short of the ceiling creating an impression of spaciousness and the walls are painted in soft pastel colours. The spare bedrooms and a sewing/laundry room are located along the connecting corridor between the houses at first floor level.
- 4.7 The Inspectors found the house units to be bright, airy, clean and comfortable and tastefully decorated throughout. Wallpaper is used extensively in the living area at ground floor level and the walls have been decorated with pictures, hanging baskets, plants, etc. Television and radio/tape recorders are provided in each lounge. The girls take pride in their own bedrooms many of which have been personalised with soft toys, posters, pop memorabilia, etc.
- 4.8 On the ground floor between houses one and two there is a small medical room occupied by the nurse when she is on duty. It is also used by the medical officer when he calls. The room is equipped with an examination couch, desk, chairs and a locked filing cabinet. There is also a regulation medicine cabinet with a secure inner compartment for storing dangerous drugs. The senior social worker (fieldwork) has an office on the ground floor area between houses three and four.

The Hostel

- 4.9 A modern bungalow situated on a slightly elevated site to the rear of the complex is used to provide independent training for girls who are preparing to leave St Joseph's. Known as the hostel it can accommodate eight girls and amenities provided include a sitting-room, dining-room, a

reception room, kitchen, bathroom and toilets. In addition there are four flats comprised of a bedroom and sitting-room with shared kitchen and bathroom and toilet facilities. This area, which can be separated from the main hostel, can be used flexibly to accommodate a mother and her baby, a particular girl or a group of girls, etc. One of the flats is used by the senior member of staff who is "on call" overnight.

Recreational Facilities

- 4.10 A swimming pool and games hall complex is sited centrally between the hostel and the house units and within easy reach of the school. The games hall is equipped for gymnastics and has a stage at one end suitable for concerts, plays, etc. The swimming pool supervisor's office has a large window on the interior wall overlooking the pool. There is a changing room and showers associated with this area. There is also a service area for filtering, chlorinating and heating swimming pool water. Excess hot water is circulated through the central heating system in the hostel and to the resident staff accommodation for two hours each day.

Staff Accommodation

- 4.11 A number of staff live in accommodation provided on the site. There are 2 semi-detached houses for married couples and eight flats divided between two units. These three two-storeyed buildings are clustered together close to the girls' house units. A detached house situated close to the main entrance is occupied by the caretaker/groundsman and his family. All of the modern buildings are finished in light red brick, with mineral felt roofs and have a well maintained exterior.

Fire/Safety Precautions

- 4.12 The house units are equipped with a break glass fire alarm system and smoke sensors have been installed in the girls bedrooms and in the lounge. There are three types of fire-fighting equipment in each block ie hose reel located on the corridor between each pair of units, fire extinguishers attached to the wall outside of the offices and fire blankets in each kitchen. Smoke detectors, a fire hose reel and a fire blanket are provided in the hostel.

General

- 4.13 The living accommodation for the young persons in St Joseph's meets adequately the standards for space, size of bedrooms, etc set out in the Community Homes Design Guide. Some of the features for example the fireplace, and furniture together with the tasteful use of ornaments, pictures, photographs and the style of the interior

decoration creates an atmosphere which could best be described as "homely". As there are no domestic staff in the house units the upkeep of the premises falls mainly to the girls living there. Clearly these "services" are performed to a very high standard. Furthermore although on occasions there have been outbursts of very disturbed behaviour when property, furniture and fittings can be vulnerable, there were no obvious signs of damage anywhere on the site.

- 4.14 The question of the suitability of the location of St Joseph's was considered carefully by the Inspectors following discussion with the staff and children. Few of the girls come from homes within a convenient distance of the school and therefore a lengthy journey has to be undertaken by families and friends who come to visit them. Also those girls who may become involved in Youth Training Programmes normally have to travel by bus into Armagh at some expense and inconvenience. However, as St Joseph's is providing a service for girls from all over the Province there is no ideal location, ie wherever the school is placed it will not be close to every girl's home. The point was made that most of the young people admitted to St Joseph's had previously been placed in the community in foster care and/or children's homes. Often the young people are referred to St Joseph's because they cannot cope with life in the community and have become involved in episodes of substance abuse, teenage drinking, and frequently, sexual experimentation. Placement in St Joseph's takes the girls away from the immediate availability of these "attractions" to an environment where there is time and space for reflection on the real cause of their problems and where help is available to them. The Inspectors found the latter argument compelling.

5.0 DAILY LIFE

- 5.1 The day begins for the girls when they are called at approximately 8.15 am. Between rising and departing for school they have breakfast and carry out their allotted "services" or chores. Assembly in the school is held at 9.30 am and this takes the form of a short talk, drawing upon current issues, and sometimes references are made to specific incidents which may have occurred during the previous day.
- 5.2 School continues until 10.45 am when the girls have a 15 minute break in the units. Lunch is served at 1.00 pm in the school canteen and this is followed by a period of relaxation in the units from 1.30 pm to 2.00 pm. The school finishes each day at 4.00 pm. From 4.00 pm until 10.00 pm there is time for evening activities, which are unstructured and optional. Girls take their turn at cooking but apart from that task, which comes one week in six or seven depending on the number of children in the unit, evenings are a time of relaxation. The girls are free to walk, swim, attend the discos, listen to music, talk with each other, play or do whatever appeals to them. Time is spent over the evening meal, the pace of the day is slowed down and staff and girls have the opportunity to talk of serious issues and the everyday events such as TV, fashion, school and whatever is current in the unit.
- 5.3 Supper is served around 9.15 pm and usually consists of tea, biscuits, toast, light snacks or perhaps some baking that the girl on kitchen duty may have done during that evening. Supper is taken round the fire, the girls in their nightdresses possibly following a shower or hair washing or an activity such as swimming. Supper is a quiet unwinding time of the day, a time for discussion or just being quiet. The girls go up to bed at between 10.00-10.30 pm out follows half an hour later. Since the night staff sleep in the unit they go upstairs with the girls at 10.30 pm. In general there is a degree of latitude in bedtimes for example if there is a particularly interesting programme on TV they are allowed to stay up to see the end of it. This is more evident on Friday nights when it is established practice to allow the girls to stay up until the end of the late night movie, usually around 1.30 am.
- 5.4 Saturday is a completely relaxed and unstructured day. The girls usually have a long lie-in getting up between 12.30 pm and 1.00 pm. There are some general housekeeping duties to be performed and the girls do this with the staff. The afternoons are spent in a variety of ways. The girls can play cards, listen to music, spend time walking or lying about outside if the weather is good. Sometimes shopping trips are organised into the nearby towns of Armagh or Craigavon. Trips are made to forest parks, leisure centres or perhaps a picnic is organised. The girls have a say in

- what they do, there is ample opportunity for freedom of action.
- 5.5 A daily newspaper is delivered throughout the week and one or two papers are taken on Sundays. In addition teenage magazines, such as "Jackie" are available to the girls. With the exception of house 1, the girls are free to write and receive uncensored letters and make and receive telephone calls between 5.00 pm and 10.00 pm each evening. They are encouraged to have their boyfriends to visit. In the case of the hostel the residents there make use of the pay phone in the staff flats.
- 5.6 House 1, because of its role as a reception/assessment, unit has a slightly different policy in relation to telephone calls and letters. In this house girls are not encouraged to make telephone calls. They can receive calls provided that the staff felt such calls would not be detrimental to the girl. If a recently admitted girl is unsettled or anxious she is allowed to make a call home but seemingly it has been the experience of staff that telephone calls can be unsettling, some intentionally so, and this has caused girls to abscond or present problems of difficult behaviour. In the case of letters in house 1 the staff read them before they are sent or received by the girls.
- 5.7 In general terms the environment and the daily life in St Joseph's is child centred. The staff are always available, supportive and involved in the lives of the girls. Some of the issues, such as the interception of telephone calls and letters have caused the Inspectors to reflect on the current practices in children's homes and inevitably to draw comparisons. The Inspectors are all too aware of the difficulties that many of the girls have faced before their admission to St Joseph's. The school has a duty to protect the vulnerable, abused girls in their care, they must be vigilant against those who would write or telephone and who might cause even more hurt or disruption to the young lives. To this end the Inspectors recognise the need for policies that are peculiar to dealing with this group of highly disordered and damaged adolescents. They accept the judgement of a group of very experienced staff and would be reluctant to recommend changes that possibly might lead to the creation of even more problems for girls or staff. The practice of censure in letters and telephone calls, even in a limited fashion, is an emotive subject and one that senior staff must exercise continuing oversight of to ensure that the rights of the individual to privacy are not infringed.
- 5.8 A feature of the daily life in St Joseph's is the degree of supervision that is exercised by staff. Supervision is not punitive or authoritarian but it is clear that staff usually know where the girls are, either in the units or on the way to and from school. Supervision is essential in

dealing with a group of disordered girls, who may at any time, abscond, get involved in fights or disagreements or perhaps injure themselves. There are few constraints on the girls in terms of freedom of movement. They are free to walk around the grounds, and by pre-arrangement, to visit the village. However unobtrusive the supervision may be it is always present and it is an essential part of the caring task.

6.0 CARE OF THE INDIVIDUAL

- 6.1 All new arrivals at St Joseph's are placed in house 1. This unit specialises in short term work ie reception/assessment and preparation for onward placement. There is prior consultation with referring agencies in some cases eg where social services are considering removing a child on a Place of Safety Order. However it is possible for the courts to send a young person to the training school either on a remand warrant or on a committal order without any notice. St Joseph's staff prefer to make admission during the daytime but are always prepared to cope with an emergency admission at any time day or night.
- 6.2 Coming to St Joseph's for the first time is understandably a traumatic experience for most girls and they may arrive in an anxious or distressed state. Staff greet them with warmth and acceptance and employ skills which put them at their ease. If family, friends or a social worker bring the girl to the school they are encouraged to stay for a while to give her support. When they leave the staff show the girl her room, see that she has all the basic requirements eg clothing and toiletries, and introduce her to the other girls in the group. Later in the evening the girl is encouraged to speak to her parents on the telephone to let them know that she is alright.
- 6.3 The importance for the child of the first few hours following admission to the home is stressed. Staff have been advised to accept the girl as she arrives and to approach matters such as personal hygiene, clothing, medical matters etc with sensitivity. Administrative procedures, taking an inventory of the girl's possessions etc are attended to after she has had time to settle. If a bath is required this is taken before retiring for the evening which is the normal practice and if there is any possibility that the girl may have an infection the nurse will be consulted.
- 6.4 Reports from agencies who have previously been involved with the girl and her family are normally made available to St Joseph's within a few days of her admission. Indeed, where there has been consultation prior to the referral a good deal may be known about the girl before she arrives in the training school. This information is made available to the staff of the house unit and discussed at the weekly staff meeting.
- 6.5 The main function of house 1 is "to assess the nature and depth of a girl's problem and to advise how and where the girl may be helped and what help and support systems she requires to help her to cope in the community". The method used requires an integrated approach, ie assessment and rehabilitation are not separated, and is dependent upon the co-operation of the other professional services.

- 6.6 Staff strive to maintain a facilitating ethos in the house unit ie an environment where there is warmth, openness, trust and acceptance. It is recognised that to create the proper climate for work in which a valid assessment can be made staff need to build a relationship with the girl. All staff of the unit are involved though one of them is identified as the case co-ordinator with specific responsibility for liaising with the girl's family, working jointly with other professional staff, contacting other agencies, etc. A contribution may also be made during the assessment period by the St Joseph's field social worker. The psychologists who come to the school two days each week, made a significant contribution to all assessment reports.
- 6.7 Normally the assessment/short term programme takes between 5 and 15 weeks. Progress is reviewed weekly by the staff of the training school and, if the maximum period is used, two case conferences are called with representatives from all agencies involved. Where appropriate an assessment report is prepared by the deputy director for the Court. If the girl is transferring to another agency or remaining in St Joseph's for a longer period then an initial plan is made for her future care.

Long Stay Houses

- 6.8 Following assessment in house 1 a girl who is to remain in St Joseph's for a longer term is placed in one of the three long stay houses. While each house functions within the framework set by management there are discreet differences in approach. Often these can be attributed to the talent and charisma of the staff involved and to the type of training which they have undertaken. The regime within a particular house is determined by the staff and tailored to meet the needs of the girls who are in the group. These matters are carefully considered when a transfer from house 1 is being arranged. Placement will be made where it is felt that the girl's needs can best be met but also taking into consideration the effect that her placement may have on the other girls in the group.
- 6.9 A few days after the decision has been reached a transfer between house I and one of the long stay houses is arranged using the following procedures:
- i Initially there is a preparation meeting between house 1 and the staff of the long stay house which involves giving over personal files and other relevant information.
 - ii The long term house staff prepare the existing group of girls for the new member. They ask them to recall their own fears and anxieties at the time of their move and ask the girls to support the new girl. Possible difficulties may be pointed out to the girls

at this stage as this helps them to identify more with the staff and the group.

- iii house 1 staff bring the new girl and all her belongings and volunteers from the group help her settle into her new room.
- iv The new girl generally returns to house 1 for her evening meal and returns to the unit around 8 pm.
- v There is a short group meeting when the house rules are discussed and with the help of the girls the staff's expectations of the new arrival are pointed out.
- vi As soon as possible a co-ordinator is designated and she makes herself known to the girl's social worker, parents/guardians or other relevant people.
- vii An initial plan is drawn up by the staff team after meetings with other interested parties.

6.10 All three houses provide nurturing and set limits for their residents. Many of the girls have had painful experiences, broken relationships and have developed maladapted behaviour patterns. They need time to recover and to develop confidence to share their feelings with the adults who care for them. Relationships with staff develop through honest communication, sharing in the daily routine of the house and through the development of specific programmes to meet the individual's needs. The children are supervised throughout the day and they are expected to spend most of their free time in their own house. Their energy is channelled into creative activities like cooking, baking, sewing and home-making and they have the opportunity to take part in games, swimming, etc. There are times set for getting up in the morning and retiring in the evening. After dark the outer doors of the house are locked and they may also be locked on other occasions if it is felt that it would prevent a girl from absconding.

Visiting

6.11 Every effort is made to maintain links between the girls and their families. Most of the young people spend a number of weekends at home during the course of a year. At other times family and friends are encouraged to visit them in St Joseph's. Parents may come at any time but weekend visiting is encouraged as this is less disruptive to the routine of the school. If relationships between a girl and her parents/guardians have broken down then staff may undertake intensive family work to bring them together again. However it is recognised that some girls have come to St Joseph's for protection from close relatives and in these cases visiting may not be possible. Some of the girls are introduced to foster parents while in St Joseph's

and may spend weekends with them. The programme for others may entail transfer to the hostel for a period prior to moving to accommodation in the community.

Social Workers

- 6.12 Many of the young people spend a number of weeks in St Joseph's on short term orders before a final decision is made about their future. During this period there is a good deal of co-operative working between St Joseph's staff and social workers from the referring agency. They provide the background information eg family composition, home circumstances, reason for referral and will also have made clear their expectations from the placement. Social workers continue to visit the girls regularly during this period and often become involved in joint working/planning with the residential staff.
- 6.13 The situation changes when a Training School Order is made. Responsibility for committed girls falls to the Director of St Joseph's who is in loco parentis while the Order is in force. In this situation it is sometimes difficult to get the staff of other agencies to give priority to these cases in the face of competing demands for social workers' time.

Reviews

- 6.14 All of the children in the house unit are reviewed monthly by the residential staff. The meeting is chaired by the senior manager responsible for the unit and the field social worker or psychologist may be in attendance. Progress is monitored and strategies are reviewed. Minutes of the monthly meetings are taken and relevant sections placed in the girls personal files. Informal reviews are also held when the case co-ordinator wants to review a particular plan.
- 6.15 A formal review involving staff from agencies external to St Joseph's as well as the residential staff are held on individual cases every 3 months. Specific plans are made and following the meeting these are set out in contract form and may be formally signed by the girl, the case co-ordinator, the fieldworker and other relevant parties.
- 6.16 The St Joseph's Board has also appointed a Licensing Committee to review each child's case each quarter. The Licensing Committee is comprised of 8 persons 2 of whom are Board members. Individual cases are reviewed by a sub group of 4 including one Board member. A short report is prepared for the Licensing Committee and the girls are also given the opportunity of writing their own report for this meeting. All of the children who are the subject of review, attend the Licensing Committee. The Committee scrutinises plans made for the young people, advises upon them and make a recommendation to the Management Board.

The responsibilities of the Board and the functions of the Licensing Committee are set out in Appendix B.

Behaviour/Discipline

6.17 Many of the girls come to the training school from situations where their behaviour was regarded as uncontrollable and where they were not made amenable for breaches of discipline. Within St Joseph's the importance of maintaining a relaxed informal milieu is emphasised and the development of appropriate relationships is given priority. When good communication with the girls has been established then it is easier for staff to influence them. Discipline and order is maintained by:-

- i A framework in each unit which both girls and staff clearly understand.
- ii The care, supervision and vigilance of staff.
- iii A unity between staff and girls and a mutual support in implementing policy.
- iv Contractual arrangements with individual girls.
- v A weekly meeting with the girls to assess individual and group progress.
- vi Loss of privileges in terms of pocket money which is related to a mark system.

A sample of a contract made with one of the residents (see iv above) is provided at Appendix C.

Marks System

6.18 The marks system referred to at (vi) above is the training school's way of taking stock on a weekly basis of the performance of a house unit and of the individual girls who live together in a particular group. It points up areas where there has been an improvement and those which require attention. At an individual level it is the method used by management to assess (1) a girls weekly progress, (2) of helping a girl to look at herself as others see her, (3) of setting limits for individuals and of implementing sanctions for inappropriate behaviour.

6.19 Each girl can earn up to 100 marks each week ie 55 from school (10 from each teacher, 5 for physical education and 10 from the school canteen) and 45 from the house unit. The marks allocated are by consensus of the staff, but a girl must always be informed at the time of any infringement that she has forfeited marks and the episode discussed with her. Marks are awarded for general behaviour, language and politeness, care of one's room and personal belongings, generosity and helpfulness, and for

the satisfactory completion of "services". There is also a bonus system (known as a "plus" system by the girls) awarded by staff for extra work, improvement in areas such as relationships, temperament, etc. A further bonus may be payable to any girl who achieves maximum marks.

- 6.20 Guidance provided from management on the operation of the marks system stresses that any reduction of marks must be "fair and reasonable and aimed at maintaining a degree of consistency and fairness and that they are related to the individual's ability and difficulties. It is equally important that improvements in specific areas be duly rewarded".
- 6.21 The Inspectors had the opportunity to see the marks being allocated and, while recognising that any such system has limitations in assessing individual performance they concluded that the arrangement was working well in St Joseph's.

Pocket Money

- 6.22 Senior girls have £3.00 per week pocket money but the rate is reduced to £2.60 for those under 15 years of age. In either case the pocket money is reduced by £1.00 if the young person fails to achieve 90 marks. Conversely the amount of money may be increased by the payment of a bonus ie 5 pence is payable for each "plus" received and a £1.00 or £2.00 bonus is added for attaining 100 marks.
- 6.23 Generally children in care of the Health and Social Services Boards receive a higher rate of pocket money - on an age related scale - than those residing in the training schools. They also receive their pocket money as of right ie without reductions as a sanction. However Rule 29(a) of the Training School Rules advocates "forfeiture of rewards or privileges (including pocket money) for minor acts of misbehaviour". As stated above the amount of pocket money paid to girls in St Joseph's is set by the Northern Ireland Office and may be reduced as a disciplinary measure in accordance with the Training School Rules. The different approaches of the Health and Social Services Boards and the Training Schools may need to be addressed at some time in the future before new child care legislation is introduced.

Birthdays

- 6.24 A girl's birthday is celebrated in her house unit with a "birthday tea" including cake, candles, and cards received from staff and from the other girls. An allowance of £5.00 is made available from the school for a birthday gift and this is usually supplemented by staff out of their own pockets. The Inspectors were impressed by the generosity of the staff and by their commitment to the girls on such occasions. However the amount of money made available for a girl's birthday gift by the training school is small and

it is recommended that it should be increased to a more realistic level.

Smoking

6.25 Many of the girls in St Joseph's are regular smokers. The number of cigarettes they can purchase is restricted only by the amount of pocket money they receive. However smoking is strictly controlled by the staff and limited to 5 cigarettes each day. These are issued at set times and it was apparent that in some houses the girls only received their cigarettes upon satisfactory completion of their "services". The Inspectors recognise that many of the girls have acquired the smoking habit before coming to the training school and that restricted smoking is perhaps better than "free smoking". Nevertheless it is recommended that management should review the current policy and practice in this area and give some consideration to introducing incentives for non smoking.

Clothing

6.26 The girls in St Joseph's wear casual clothing during weekdays but they are not permitted to wear jeans to school. Most of them wear something a little more stylish on Sundays and when going on outings. The girls are responsible for taking care of their own clothes including washing, ironing etc.

6.27 A clothing allowance of £45.00 is available to purchase clothing for a girl who has just been committed to the training school. Thereafter cash is made available three times yearly for replacing worn clothing. Girls who must spend Christmas and Easter at St Joseph's get new clothing at these times. Also, a girl may buy new clothes for a special occasion such as attending a wedding, christening, or First Holy Communication. When clothes are being purchased by the girls, staff take them shopping and give them advice on suitability, style and sizes.

7.0 OPERATION OF THE GROUPS

7.1 In considering St Joseph's Training School and its physical provision it would be easy to think of it in terms of 5 units of accommodation. In practice all of the units are used differently, creating their own ethos and enjoying a large measure of independence. To examine the working of the group living concept in the school it is necessary to divide the units of accommodation in 3 viz house 1 (short-term and assessment), houses 2, 3; and 4 (long-term) and the Hostel.

7.2 House 1 (Assessment and Short-term Care)

Each girl coming into St Joseph's, either on Remand (Police or Place of Safety), or who are committed, as the result of the Courts making a Training School Order is placed in house 1. The main function of the unit is

- a. assessment,
- b. planned individual programmes, and
- c. short-term intervention.

The reasons for referral to the unit are many and include behavioural problems in school or home or children's home, not coping within the family, emotional disturbance, incest, persistent absenteeism from school, in need of care because of patterns of behaviour - drinking, running away from home, promiscuity, drugs and solvent abuse. The main function of the unit is to assess the nature and depth of the girl's problem and advise as to how and where she may be helped and what specialised help and support system she requires to enable her to cope in the community.

7.3 The period of assessment varies greatly. In the case of remands the programme can be anything from 5-15 weeks, whilst committed girls may spend a longer period there. The latter is extremely important because it is on the outcome of the assessment that the girl will be allocated to one of the other house units. In keeping with the basic philosophy of the school that no matter how difficult, a girl will never be moved to another unit or rejected, a detailed, unhurried assessment is vital.

7.4 During the period of assessment the programme is reviewed at least once per week by residential staff, social workers and psychologists and at least 2 case conferences are held, with all those involved to monitor the progress during any assessment/short term programme.

Ethos of the Unit

- 7.5 The ethos of the unit, as outlined in the pre-inspection documentation is described as follows:

"To arrive at a valid assessment of a girl and her needs our first aim is to build a relationship with the girl. The environment is one of warmth, openness, trust and acceptance. Our children come to us with their own very personal history - very often an extremely sad history with deep hurts. Our job is to try and find a meeting point with the child, give space for the expression of feelings, often very negative feelings. Staff therefore have to cope with heavy demands, both emotional demands and time demands, accept ambivalence, help the child to express anger and accept misdirected anger. The atmosphere of this unit is one of flexibility, understanding and affection. However within this open environment there are unobtrusive structures which help to limit a child's destructive behaviour. There is stability in a child knowing the limits, knowing that they will never be rejected from the unit. We have no system whereby a child is ever removed from the unit."

- 7.6 House 1 plays a central role in the operation of the school. When a child arrives in St Joseph's many with fears of the unknown, it is the reception process, in terms of the unhurried, kindly and humane approach, devoid of stigmatising and depersonalising rituals of bathing, medical examination and changing of clothing, that sets the tenor of behaviour during the time in the school and gently eases them into a life there.

Long Term Units, Houses 2, 3 and 4

- 7.7 Girls admitted to long term units are, by definition, some of the most hurt, deprived, rejected adolescents in the care system. Many have been the victims of incest, violence, family breakdown, rejection and have experienced failure in other parts of the child care system. The girls usually present major problems of control, many of them have never lived in any form of structure or discipline. Therefore the staff in the long term units have to begin by total acceptance of the girl and start the process where she is, whilst at the same time setting clearly the limits, physical and emotional, that are the necessary part of the curative process.

- 7.8 The ethos of the long term units is described as follows.

"The environment should be one of warmth, openness, acceptance and trust. Each unit aims to create a progressive training programme, within a structured yet flexible environment, so that each girl can develop as far as possible personal and social adequacy, enabling her to work through her difficulties and face the reality of her

own individual problems. It is hoped that each girl will achieve a genuine readjustment whereby she can lead a "normal" life and be accepted by social groups at home, at work and in the community."

- 7.9 It is difficult to specify the uniqueness of each of the long term units. House 2 has a concentration of girls, who had been sexually abused, some of them having horrific experiences within and outside their families. House 2 was not established to deal specifically with girls who had experienced some degree of sexual abuse. However the staffs strengths and the structure of the unit seemed to be the most appropriate to meet the needs of these girls. The unit has a "structure within a structure" where the girls are given a framework of security and support. There are rules, that are peculiar to House 2; no TV before 5.00 pm during week days, no smoking before Mass on Sunday, no music after 10.30 pm. In this house there is a great tradition of entertaining, singing and dancing, which was experienced at first hand by the inspectors.
- 7.10 Houses 3 and 4 each have their own particular strengths or skills in dealing with very difficult, disordered girls. The staff in house 3, in their own quiet way, deal mainly with children who have experienced the worst excesses of long term institutional care in other establishments. This house was recently restructured with staff changes and it has taken hard work to mould together an effective team that enables the unit to function in a dynamic way.
- 7.11 House 4 probably has the biggest concentration of volatile, border line mentally ill adolescents. The staff group in this house, where the services residential social worker is a trained psychiatric nurse, deal exceptionally well with the girls resident there.

Hostel

- 7.12 In the past the hostel played a traditional role seeing girls through the final stages of their time in St Joseph's. However, its functions have changed with the changing needs of the girls. All of the girls leaving the school now, do not automatically progress to the Hostel. It is now used in a much more flexible way. There is an ongoing programme of independence training, helping with budgeting and obtaining work. Many of the girls who pass through the hostel experience a sense of hopelessness, fear of the future, coupled with separation and anxiety which is often projected onto the staff in terms of anger and hostility.
- 7.13 In the hostel there are considerable demands made upon the senior field social worker in trying to arrange accommodation, finding jobs, trying to re-integrate the girl with her family again. Another flexible role that the hostel plays is one of respite care. Girls (and their babies) often return to the hostel as a means of escape

for a time from the pressures of family life or when they experience rejection. Sometimes they return for a weekend or overnight, just sufficient time to resolve some difficult situation at home or basically just a breakaway to relieve tensions.

7.14 So all the units make their unique contribution to the caring process, the staff use a variety of style of intervention, group work, family therapy, individual counselling and role play, always seeking to promote a continuum of care which is capable of responding to the needs of the girls, from the day they enter St Joseph's until the strong bond that is forged, is finally broken and they go on to lead as independent a life as possible.

7.15 The Inspectors saw all of the units in operation at all times of the day, including the weekend. The concepts set out in the philosophy document on openness, warmth, acceptance, non-judgemental attitude and movement at the girls pace, were all apparent. The relationship between staff and girls is honest and trusting, supportive and controlling as and when the need arises. The Inspectors were impressed by the quality of care provided for the girls and conclude that the leadership, at all levels throughout the school, have managed to engender a sense of commitment and service that is worthy of the highest praise.

8.0 EDUCATION/VOCATIONAL TRAINING

- 8.1 Education is provided on the premises and school attendance is compulsory for all girls under 16 years of age. There are 4 full time teachers and one who works part time on a sessional basis. The Director takes responsibility for the school but one of the senior staff is always on supervisory duty when the girls are changing classrooms. If a pupil is disruptive in class then the senior staff member will withdraw her for a period of counselling.
- 8.2 The school day commences at 9.30 am with assembly taken by the Director or one of her senior staff. Morning prayers are said followed by a brief talk on a christian theme. The school day is divided into 4 one hour periods with a 15 minute break at 10.45 in the morning. Lunch is between 1.00 and 2.00 pm and the school day ends at 4.00 pm.
- 8.3 There are 4 classes and the curriculum followed is similar to that of a secondary school. However there is remedial teaching in the basic subject areas of English and Maths and as the girls progress to third form more emphasis is placed on teaching social and life skills. Physical education, art and craft, nature study and social studies are also taught and typing is available for girls with an aptitude for commercial subjects. All of the girls are brought together for choir practice between 12.00 and 1.00 pm on Fridays.
- 8.4 The Director meets with the teachers in the school each week to review the behaviour and performance of each girl in the classroom. SR240 passes on the teacher's observations to the staff in the house units on Saturday mornings when they meet with the girls to discuss how they have coped over the past 7 days. Marks are allocated by both groups of staff and pocket money is awarded pro rata.

9.0 EMPLOYMENT

- 9.1 For many years it was the policy for the training schools management to ensure that, as far as possible, suitable employment was found for a young person before they were licensed or discharged. In the Ministry of Home Affairs "Handbook for Guidance: Juvenile Offenders and those in need of Care, Protection or Control", paragraph 80, it sets out the Manager's statutory duty "to ensure that the person under supervision is visited, advised and befriended and they are required to give him assistance (including financial assistance if necessary) in maintaining himself and finding suitable employment".
- 9.2 Unfortunately because of the present levels of unemployment in the Province it is not always possible to find "suitable employment". Indeed if a child were to be detained until a suitable long term job could be found many would not be licensed or allowed home on extended leave as early as is otherwise desirable. Nevertheless, job finding is an important consideration in the planning and discharge of a girl from St Joseph's and in general this function is the responsibility of the senior social worker responsible for fieldwork. The girls unit staff help where necessary in preparation for work and over the years it has been possible to establish, even with all the present difficulties, a number of outlets for employment in areas adjacent to the school, particularly in Armagh.
- 9.3 The structure and role of the Licensing Sub-Committee of the Board is referred to elsewhere in the report. It has been possible through the membership of that Committee to negotiate job placements for girls leaving the school. Placements have been found on YTP schemes through the good offices of one of the Committee members and this has proved invaluable to the school. Normally placements on YTP's are full time and require a fairly structured commitment from the young person concerned. Many of the girls in the school, because of the acute nature of their problems find it difficult, initially to sustain a full-time attendance on the YTP. Such is the usefulness of the present arrangement between the school and the local schemes that it is possible to negotiate attendance with a degree of flexibility that is relative to the girls' needs and state of preparation for work.
- 9.4 Other job placements have been found in the local Health and Personal Social Services facilities in Armagh. Domestic type work has been found for girls in old people's homes, St Luke's Psychiatric Hospital and in facilities for the mentally impaired. During the course of the inspection, one girl began work in the kitchen of St Luke's Hospital, Armagh, 2 days per week and the placement appeared to be working out quite satisfactorily.

- 9.5 Despite the difficulties in finding employment the school appears to have been quite successful in making arrangements locally and further afield when the girls eventually return home or to other places of residence in the community.

10.0 HEALTH CARE

- 10.1 A local doctor has been appointed medical officer to the school by the Management Board and he carried out the duties prescribed by Section 50 of the Training Schools Rules which includes making:
- (1) a thorough examination of each girl on admission and before leaving the school;
 - (2) a quarterly inspection of each girl;
 - (3) a quarterly general inspection of the school from the hygiene point of view and advice as to dietary and general hygiene;
 - (4) the examination of all sick and ailing girls;
 - (5) the keeping of medical records;
 - (6) the making of reports/certificates as required by the Board.
- 10.2 In pursuance of the duties set out above the doctor comes to the school each week and will also attend to sick girls at any other time as required. He holds his surgery in the medical room which was described in paragraph 4.8 above. The medical officer compiles a quarterly report for the Northern Ireland Office, which is sent to the Department of Health and Social Services, where it is seen by the Chief Medical Officer and by a Social Services Inspector.
- 10.3 The medical officer is a general practitioner and the girls in St Joseph's are transferred to his panel of patients following their admission to the school. When they are the subjects of short term Orders temporary transfers are arranged but full registration is completed for all girls on a Training School Order.

Dental Treatment

- 10.4 The Management Board has made arrangements with a dentist in Armagh for the examination and treatment of the girls teeth. They are taken to see him by appointment following their admission to the school and have a further examination every 6 months. If preventive dentistry is required subsequent visits are made by appointment. Where necessary the dentist refers girls to an orthodontal clinic for rectification of abnormalities of the teeth.

Nursing Staff

- 10.5 The day to day oversight of the girls' health is provided for by the employment of a qualified nurse. She is on duty between 1.00 pm and 8.00 pm on weekdays to attend to

sick residents, to treat minor ailments, render first aid and administer medicines. The nurse accompanies girls to the dentist and to their appointments at out-patient clinics. In an emergency she will also take them to the casualty department of a local hospital.

Medical Records

- 10.6 If a girl admitted to St Joseph's has previously been in the care of a Health and Social Services Board then in some cases the girl's social worker will bring a Certificate of Health/Free From Infection Certificate to the school. Social Services may also have obtained "parental consent to medical treatment and/or vaccination/immunisation." Following admission the girl is seen by the nurse who asks her about her medical history, takes her height and weight and notes this information on Medical Record Form RHM. This pro-forma is also used by the medical officer to record his observations when making a general medical inspection and to make clinical notes at the onset of an illness and its treatment, etc. A completed Form RHM was held for each girl residing in the training school.
- 10.7 As stated in 10.3 above the medical officer is also the general practitioner to all the girls in the school. When they join his panel of patients then the clinical records/notes held by their previous doctor are transferred to him through the Central Services Agency in the normal way. However, these medical records are not held in St Joseph's.

Special Needs

- 10.8 Two girls were receiving out-patient treatment at an enuresis clinic on a regular basis. None were in hospital at the time the inspection took place. However, the Inspectors were advised that when this occurs the girl is normally visited by staff from the house in which she resides. If consent to surgery is required then this may be given by the Director, who is in 'loco parentis', or by her nominee.
- 10.9 None of the girls in St Joseph's had an obvious physical or mental handicap. However, at times the disturbed behaviour of some of them is indicative of a deep emotional disorder/mental illness. They display bouts of anger and experience depression and may resort to violent or suicidal behaviour much of which has to be confronted by the staff. However, in extreme cases referrals can be made through the medical officer to consultant psychiatrists at St Luke's Hospital, Armagh and/or at the Belfast City Hospital. The more usual practice is for the staff to persevere with the support and advice of the clinical psychologists who provide a service to the school.

Psychological Service

10.10 A service is provided by two clinical psychologists from the Adolescent Psychology and Research Unit on two days each week ie one attends each day. A priority is providing an assessment/diagnostic service including reports for the court on all new admissions to the short term unit. However they have a much wider role and contribute extensively to the girls programmes through providing individual treatment/casework with their families. The psychologists also contribute to staff training mainly by making an input at case discussions and through co-working on arrangements with the residential staff. They undertake individual casework with girls and also meet with their families.

10.11 The skills of the psychologists are particularly valuable when they are working intensively with emotionally disturbed girls whose propensity for self destruction is manifest to bring them to a point where they can understand the logic of their behaviour and help them to adapt. They have also developed skills to help girls who have been sexually abused to make disclosures and to raise their self esteem. Where appropriate they can make direct referrals to a consultant psychiatrist who specialises in working with adolescents.

Sex Education

10.12 General sex education is dealt with in the classroom by the teacher responsible for instruction on social and life skills. However, when specific advice on a medical matter is required eg contraception, then this is brought to the medical officer who may refer the girl to an appropriate clinic. Pregnant girls are taken to ante natal classes by the nurse.

Accidents

10.13 Section 52(1) of the Training Schools Rules requires the Director to notify the Northern Ireland Office of "any occurrence of death, infectious disease or accident". The parent or guardian of the girl should also be informed. Any such notification is accompanied by an explanation and a report from the medical officer "as to the extent of the injuries sustained". There were no recent accident reports held in the school.

11.0 DIET

- 11.1 The arrangements for the provision of food in St Joseph's is unique in relation to other training schools and children's homes. Lunch during the school day is provided in the canteen which is part of the educational building. The kitchen of the canteen is about to undergo a major refit and a new cooker, fridge and other cooking equipment is already on site in the school. It is hoped that the work will be completed during the school summer holiday. Lunch is the only meal that is served in the school canteen.
- 11.2 For many years St Joseph's has had the reputation for the provision of excellent food. The school is fortunate in having the excellent services of a cook, who has been part of the organisation for many years. She is the wife of the caretaker/groundsman and they live in a house within the grounds of the school.
- 11.3 The menus for the school canteen are made out on a 4 weekly cycle. The planning is a joint exercise between the cook and the Director. Attached in Appendix D is a copy of the menu. Lunch consists of 3 courses, soup, main course and sweet. A wide variety of meat, fish, poultry, fresh vegetables and salads are part of what appears to be a balanced and varied menu. Sweets include apple tart, coconut cake, jelly, trifle, baked Alaska and ice cream.
- 11.4 The meal is served in the canteen with the girls occupying tables arranged on a "unit" basis. The meal is supervised by a Sister from the Convent, thus relieving both teaching and caring staff from that duty. After the meals the girls return to the house units for a cigarette and to relax before school resumes at 2.00 pm. Lunch time is a relaxed and leisurely period of the day.
- 11.5 A copy of the monthly school canteen menu is circulated to all the house units, so that when evening meal and suppers are being planned it is possible to ensure that there is no duplication in the food being provided for any particular day. This is a sensible and important consideration. It is one of the duties of the medical officer (Rule 50) to carry out quarterly "an inspection of the school from the hygiene point of view and advise as to dietary and general hygiene". A record of this inspection, which includes a range of duties as specified in Rule 50 is, made to the Northern Ireland Office quarterly. The comments are seen by a senior medical officer and a social services inspector of the Department of Health and Social Services and the deputy principal in the training school branch of the Northern Ireland Office. A copy of the report is retained in the school. These records, together with back copies of the menus were inspected and found to be satisfactory. In addition to the advice from the medical officer the school, through the organisational arrangements between Northern Ireland

Office and the works unit of the Department of Health and Social Services, have access to the chief catering officer in the Central Services Agency as to diet, preparation and presentation of food and kitchen equipment.

- 11.6 Apart from lunch in school, all other meals are planned, prepared and served in the house unit and the hostel. The house units enjoy a considerable measure of autonomy, a feature of the organisation in the school. A consequence of this is the planning of individual meals. Each week a member of staff along with the girls plan the meals for the evening and at weekends. An order for the main non-perishable items of food is placed with one of the Sisters, who acts as a bursar and who purchases food and supplies in bulk from local traders. However, each day the unit staff order fresh meat, milk and bread from the local purveyors, who call at the individual house units and make deliveries. This has been a long established practice and is done in the interests of normalising, as far as possible, the purchasing of essential daily items of food.
- 11.7 The girls in the units are allocated, on a weekly basis, a series of daily tasks or "services", one of which includes the cleaning of the kitchen and the preparation of food. This task is done with the help of the care staff on duty. The arrangements allow for a greater degree of flexibility in the choice of meals. The girls all in turn have the opportunity to acquire some basic skills in cooking and the preparation of food.
- 11.8 The Inspectors, were invited to share a meal in all of the house units during the inspection. There was quite a variety of food provided which included curries and salads etc. The girls and staff sat down together around a large, sturdy family table, and share the food. Grace is said before and after each meal which seems to be quite a social occasion. Even allowing for the initial presence of the Inspectors at the meals, the girls responded in a very natural way. Conversation flowed easily and naturally. Not all the girls, enjoy all of the food all of the time; a natural adolescent trait. However, the taking of meals in each unit, together with the staff and visitors is a homely and natural experience and one which was enjoyed by the Inspectors.
- 11.9 Thus, the Inspectors sampled evening meals and daily had the same lunch as was provided in the school canteen for the children and teaching staff. The food in St Joseph's is of an exceptionally high standard and this reflects favourably on those who plan, cook and serve the evening meals in the house units.

12.0 RELIGION

- 12.1 St Joseph's was founded and is maintained by the Sisters of St Louis mainly for Roman Catholic girls. It was indicated in paragraph 4.1 above that the position of the convent where the religious community live is central to the school. Public Mass is said in the chapel on Sundays and Holy Days and the girls are expected to attend and to participate in the service. The local parish priest is the appointed chaplain to the school. When a pupil of a different religious persuasion is accepted by the school a clergyman of the same denomination is informed and asked to visit her. A Christian ethos pervades the school and due attention is given to the performance of religious duties.
- 12.2 Morning prayers are said at the school assembly and the girls are encouraged to pray again in the house units before retiring for the night. They also say grace before and after meals. Once or twice a year Mass is celebrated in the house units for the children and staff who live there. One or two clergymen who specialise in counselling young people are invited to visit the home periodically when they are available to minister to any girl on request.

13.0 RECORDS

13.1 Rule 53 Training School Rules (SR0132) 1952 states that "the Management Board shall arrange for the keeping of all registers and records required by the Ministry and shall cause to be sent to the Ministry such returns, statements and other information as may be required from time to time".

13.2 Admissions and Discharge Register

An admission and discharge register is maintained in which are details of all the children admitted to and released from the school. The record shows that during the past 12 months 21 children on Training School Orders were admitted and in the same period 21 children were discharged from the school. Of the 21 discharges 6 were released on licence, 12 on extended leave and 3 cases were discharged on appeal. In an attempt to evaluate the actual length of time spent "in school" the number of Training School Orders made since June 1985 was examined. This period represents the legal duration of three years of a Training School Order. The longest time spent in the school, although not necessarily continuously, was two years and nine months and the shortest time was three months. This would represent a mean of one year and four months. However since February 1985 the period of residence has reduced significantly which would suggest that the period of stay is now more closely related to individual needs and home circumstances.

During the past 12 months 42 girls were admitted on remand to the school. The outcome of these admissions is as follows:-

Committed (Training School Order)	-	14
Returned to Children's Homes	-	15
Discharged to Rathgael Training School	-	2
Returned home	-	5
Foster parents	-	1
Absconded	-	1
Still in school	-	<u>4</u>
		42

These figures suggest that only 14 of the original 42 remands resulted in a Training School Order being made. In terms of diversion this is in the order of 66% which is a development that is to be welcomed and highlights the gatekeeping function of the school. Of course many children are sent to the schools from children's homes for assessment. This indicates clearly the presence of an effective multi-disciplinary assessment facility that is available in the training schools and which some social workers wish to use. It points to a gap in the existing provision for services for all children in terms of

assessment and in particular access to psychological/psychiatric evaluation.

13.3 Major Incident Book

A major incident book is maintained by the Director. The book is a detailed record of major or untoward incidents. The incidents include serious abscondings, difficulties in house units, suicide attempts, abductions from the campus, formal reports to the police of serious allegations of physical or sexual abuse, extreme behavioural problems with girls and approaches from the press regarding miscellaneous issues. The record is presented to the Management Board for inspection.

13.4 Punishment Book

As corporal punishment is not carried out in St Joseph's no punishment record is kept.

13.5 Record of Fire Drills

A record of fire drills and precautions is kept. In August 1986 a meeting was held with an officer from the Northern Ireland Fire Authority. A number of points, designed to improve fire precautions was discussed. This included the establishment of a new fire assembly point, overhaul of the smoke detector system and the appointment of members of staff in each unit, whose function was to co-ordinate the fire precaution activities. As a result of the meeting a senior member of staff was appointed as fire officer and in each unit a member of staff was given the responsibility to ensure that children and staff are familiar with fire drills and precautions. This is particularly important in house 1 (admission unit) where there is a greater turnover in children.

13.6 All of the recommendations made by the Northern Ireland Fire Authority in January 1986, regarding doors, glass, fabrics and ceilings have been updated and it is understood that during the next two years further modification, in relation to the alarm system and indicator board will be carried out.

13.7 Fire prevention equipment in all house units is tested regularly. Fire drills, including full evacuations are held out at varying times of the day and in the early night hours. The record of fire drills varies from the date only, to a more detailed account of the names of staff and children present and the time taken to evacuate the building. Recently during an accidental triggering of the alarm system during the night, the house units were evacuated in under 2½ minutes. It is suggested that full details of evacuations become the standard entry in the record book. Details of the written procedures for dealing with fires is attached in Appendix E.

13.8 Licensing Certificate Book

Each child on leaving St Joseph's on licence is given a formal certificate of licence, giving details of conditions as to resident and date of release. The licensing register book was examined and found to be up to date.

- 13.9 The school is required to submit to the Northern Ireland Office a series of returns and statistics, daily and weekly, numbers in the school and those on remand, exits (including admissions to hospital), extended leave etc. It seemed to Inspectors, from discussion with senior staff that there may be some areas of duplication in the returns required by Northern Ireland Office. It was apparent that some of the forms and the terminology used are out of date. For example there were references to Local Authority responsibility for maintenance and referring to the girls "inmates". The latter term is out of date, institutional and stigmatising and quite inappropriate in describing the girls currently resident in the school. It may be necessary to recommend changes in this area of record keeping in future but this is an issue that will be raised with Northern Ireland Office in another place.

14.0 OFFICIAL VISITORS

- 14.1 Senior personnel from the Northern Ireland Office Training Schools' Branch visit the school regularly to discuss policy and administrative matters. Support and advice on matters of professional practice pertaining to the school and on problems arising in difficult cases are given by an Inspector from the Social Services Inspectorate. When capital projects or major maintenance work is undertaken at St Joseph's technical staff from the Works Unit of the Department of Health and Social Services supervise the contracts.

Visits by Board Members

- 14.2 Rule 10(3) requires that the school be visited, at least once a month by at least one member of the Board of Management, who shall satisfy himself regarding the care of the boys or girls and the state of the school and shall enter his conclusions in the log book or other convenient record kept at the school. The Inspectors are satisfied that this duty is fulfilled, not only by "visiting" Board members but also by the presence of three Sisters, who represent the trustees on the Board, and who live in the convent on the campus. A report of the visit(s) by Board members is not maintained and it is **recommended** that a record of these formal visits to the school be kept. This could be in the form of a brief report, commenting upon the general conditions, matters of interest/concern, complaints etc and tabled at each Board meeting.
- 14.3 In October 1983 the Department of Health and Social Services issued a circular on the monitoring of residential homes for children provided by Area Boards and Voluntary Organisations. Management within each agency was requested to introduce procedures for the regular and ongoing scrutiny of the range and quality of the service which it provided. Thereafter Area Boards and Voluntary Organisations were expected "to introduce annual monitoring statements outlining the elements monitored, the methods used, the trends observed, the areas of concern identified and the action taken to remedy deficiencies".
- 14.4 The persons involved in monitoring includes members of management boards as well as senior members of staff. Within the training schools there is already a system of reporting to Board members and of scrutiny by them of statutory records. However the Inspectors perceive a need for a formal system of monitoring to be adopted akin to that which is used within the Health and Social Services Boards in respect of their residential child care services and this is **recommended**. A copy of Circular HSS(CC) 6/83 is attached at Appendix F.

15.0 INTEGRATION WITH THE LOCAL COMMUNITY

- 15.1 Middletown is a small village right on the border with the South of Ireland. It comprises of some old dwellings and one or two recent housing developments. In addition there is a post office, supermarket, hairdresser, filling station, 2 public houses, parochial house, Gaelic Athletic Association club, primary school, 3 churches and a population of approximately 250 people. At the southern end of the village is a joint army/police station outside of which is a permanently manned vehicle checkpoint. There are a number of young families, many of whom are single parent type, with husbands being employed on long distance lorry driving. There is quite an elderly population in the village and the surrounding countryside. The village is lacking in social/recreational amenities. When girls arrive in St Joseph's, especially those from as far afield as Belfast and Londonderry, it comes as something of a culture shock to them.
- 15.2 Because of its rural isolation the Order felt that, as far as possible it would make its resources available to the local community. To this end the splendid Gothic style chapel which adjoins the convent is used as a Parish Church, where the local populace attends Mass and other services.
- 15.3 A pre-school playgroup, which meets twice weekly is held in a small recreation hall in the grounds of the school. This group is organised and run by the Sisters and from time to time some of the girls have helped out as part of their social skills training. Unfortunately, over the last year, because of the serious behavior problems of many of the girls it has not been possible to pursue this practice. Nevertheless the availability of the playgroup facility for 2 hours per day, twice weekly is a valuable resource to the village. Many of the young mothers in the village have attended a variety of Workers Educational Association courses which have been organised in the school and run by the Sisters during the winter evenings.
- 15.4 The availability of a modern swimming pool and changing rooms is a great asset to the local community. The pool is used extensively, mainly during the day by a number of local schools and groups of patients from St Luke's and Tower Hill Hospitals in Armagh.
- 15.5 The girls arrange a party and show for the elderly of the community at Christmas and this is always seen as a highlight during the year. In terms of the use of local resources the girls make use of the supermarket, mainly on Mondays after they have received their pocket money. The girls usually visit the supermarket in small groups under supervision as there have been one or two problems in the past. The local supermarket owner was requested to relocate glue-based products in the shop so that they

could be more closely supervised when the girls were visiting.

- 15.6 In the past when girls were residing in the hostel they often went out to discos on a Friday night, mainly in Monaghan, 8 miles away. The hostel staff took them by car, and as any good parent would, collected them at the end of the evening. This practice however has now ceased for a variety of reasons. The discos in Monaghan apparently had become somewhat rundown and expensive and are thought by the staff to be undesirable for the girls. Travelling along border roads late at night has always been hazardous and the events of recent years, in particular recent mortar bomb attacks on the joint army/police station has resulted in the stopping, for good reasons of the girls going out to discos late at night.
- 15.7 From time to time thought has been given to having "open" discos in the school inviting in the local youth. However management felt that the problems of supervision of a group of vulnerable girls, many with histories of high levels of promiscuity would not be a wise or prudent course of action.
- 15.8 To summarise, the school's physical resources are well used by the local community. The Convent, having been in Middletown for 100 years is well accepted by the locals. If some of the villagers saw girls from the schools in suspicious circumstances, possibly trying to abscond they would telephone the school. Similarly there is a good relationship between the local police and the school staff. However in terms of the girls, many of whom are part of a transient group, actually becoming integrated with the local community, this does not seem to happen. The problems associated with this are accepted by the Inspectors. Integration with the local community, as part of a process of normalisation is highly desirable but in the case of St Joseph's difficult to achieve. It is suggested that the issue be kept under review and where possible avenues of opportunity for greater mixing with the local community be explored.

16.0 FEATURES OF SPECIAL INTEREST**Fieldwork**

- 16.1 A feature of St Joseph's is the availability of a senior social worker (fieldwork) on the Home's staff. Initially appointed to supervise girls on after care arrangements, her role has developed over the years as a link between the school and the courts, social services, voluntary organisations, employers and the girls' families. She makes a substantial contribution to the process of through care, being a frequent visitor to the house units to assist with, in the main, the aspects of the girls care that relates to their families or other contacts in the community. The senior social worker often accompanies the girls on shopping trips, when something special is being purchased. If a girl has to appear in court she often accompanies her in a supportive role. During the inspection she was engaged in dealing with an adoption case helping the girl concerned through the traumatic experience of signing consent papers and appearing in court.

Priest Counsellor

- 16.2 Father [REDACTED] comes to St Joseph's every 3 or 4 weeks at the Director's invitation to provide spiritual support to the girls and staff. He will also counsel girls who ask to see him but always at their own pace and without taking a strong moral line. This approach is particularly important to girls who sometimes have deep feelings of guilt even when they have been victims of abuse by adults. The Inspectors regret that they were unable to interview Fr [REDACTED] but in talking to the girls and to the St Joseph's staff the impression was given that he makes a positive and useful contribution to the work of the training school.

17.0 CONCLUSIONS

- 17.1 Since 1968 St Joseph's has gone through a considerable period of change. The site has changed dramatically with the provision of the two double units and, in the early 1970s, the additional staff houses and flats and the swimming pool and games hall. SR240 has been in charge of the school for the past 15 years and under her leadership, the ethos has changed, many of the staff have become professionally qualified and the care process has embraced current social work thinking and practice.
- 17.2 Because of pending changes in legislation, it is necessary to (1) evaluate the current operation and practice in the school and (2) reflect upon some issues that will have to be addressed when the methods, by which children will get to the school, will change. St Joseph's has been evaluated against the now outdated Training School Rules which sets out the regulations for the operation of the school, but more importantly it was seen within the context of the pre-inspection material provided and in a comparative way with other child care establishments.

The Present

- 17.3 The Inspectors identified a number of important factors that they feel contribute towards the effectiveness of the care provided at the school. The concepts, in themselves, are not unusual or unique but the collective nature of them bring about a quality of care that is of a high order.

Security

- 17.4 In this context there are no locked doors in St Joseph's but the staff have managed to create in the minds of the girls a sense of emotional security, which, for some, has been absent from their young lives. Many of the girls have experienced a sense of rejection from parents, peers and other residential establishments. They have tried by a variety of means to acquire friendship, a sense of belonging, seeking security. In St Joseph's a girl, when she is committed, spends a considerable period of time in House 1. Whilst there she is "assessed" as to her special needs and which of the three long-term units are the most appropriate for placement. Once the decision has been made and she is allocated to a unit she will not be transferred nor will she ever be rejected. Children go through a time of testing out when they are placed in any new setting. For many, previous testings have led to rejection and for some ultimate committal to St Joseph's. But the concept of emotional security brings, after many conflicts and set backs, a sense of belonging for the first time in their lives. To promote and practice this concept places heavy demands upon staff and it is only by

the support and encouragement from management that this important objective can be achieved.

Supervision

- 17.5 Staff closely supervise the girls throughout the day. Supervision is unobtrusive but its presence is clear to the observant eye. So many of the girls indulge in self-mutilation, the scar tissues on their arms bearing testimony to this. Attempted suicides and drug overdoses are a common occurrence. Therefore the need for supervision of an intensive nature is essential. Staff have to create a balance between close supervision and at the same time allow for privacy and the opportunity for a girl to have quiet moments. It appears that this fine balance is achieved, most of the time.

Provision of a framework

- 17.6 The presence of a framework that sets boundaries, that enables girls to test out behaviour, express anger and know the limits, is a stabilising factor in their lives. A framework must set parameters, while at the same time not be top heavy with rules. In St Joseph's the rules are kept to a minimum but those that exist are not negotiable.

Communication

- 17.7 Open and honest communication exists between staff and the girls. The Inspectors saw this concept being pursued time and again. Much is stressed about the importance of communication but often only lip service is paid to it. In St Joseph's full and open communication ensures that an "us and them" atmosphere which often creates major problems for management, is not allowed to flourish.

Small Group Living

- 17.8 Staff and children live together in small co-operative units. The staff are fully involved with the girls in many of the day to day activities, cleaning, washing, cooking and a general training for life and social skills. The staff are always available to the girls, seeing them through happy and difficult times. However, the staff influence predominates, which ensures that standards are maintained, behaviour supervised and that sub-cultures, the scourge of many institutions, are not allowed to develop.

Counselling

- 17.9 The school have managed to create a system of counselling for the girls at a variety of levels. Senior staff are available when some traumatic experience has to be faced by a girl. Alternatively she can have access to a

psychologist or if the need exists to a psychiatrist. The house staff are the main counselling support for girls and this takes place in many settings often after meals, during washing dishes, late at night during sleepless periods or just when the need arises. The availability of senior staff throughout the day ensures that if a girl is being disruptive in class she can be removed for a time and supervised/counselled by the senior member of staff on duty.

Staff Support

- 17.10 For staff working with a group of girls who are demanding, who have experienced physical, emotional and sexual abuse the stresses are high and the possibility of burn out is never far away. To this end management have created a series of support systems, both formal and informal. A member of senior staff is always available to help resolve difficult issues. Staff draw much support from each other through formal staff and house meetings while at the same time much informal support is given and received over a cup of coffee. Some staff have to deal with particularly distressing situations, where their own beliefs and values are challenged. When this occurs, spiritual support and counselling is available.

Commitment/Leadership

- 17.11 St Joseph's is exceptionally fortunate in having as its Director **SR240** and her team of senior staff. They give a degree of support and guidance that ensures, as far as possible, a smooth and effective delivery of service. The Inspectors were impressed by the level of staff commitment to the residential social work task, within the school, which can be described as being of a very high order. Staff are totally involved with the school and the girls. They have a sense of professional dedication and pride in their work and this is reflected in the atmosphere that permeates the campus.
- 17.12 The Inspectors conclude that St Joseph's must be seen, in child care terms, as a centre of excellence. The practice of residential care throughout the Province has much to learn from St Joseph's. To this end it is recommended that the Management Board give thought to the development of a training base from which good child care practice can be disseminated. The Inspectors appreciate the demands that training generates and such a development will have to be so managed that practice in the school will not be affected and staff overburdened. The Social Services Inspectorate will be available for consultation and assistance when the Management Board has had time to consider this recommendation.

The Future

- 17.13 The inspection of St Joseph's took place against a background of negotiations about the future role of the training schools whenever new child care legislation is introduced. It is anticipated that it will provide for movement in and out of the training schools by young persons who are the subjects of Care Orders without further recourse to the Courts. Whatever administrative structures evolves it is clear that the boundary between the training schools and the rest of the child care system will not be as clearly drawn. It follows that whatever the regime in the different residential units the young people living there should have the same basic entitlements. As indicated in paragraph 17.2 above the Inspectors made comparisons between St Joseph's and residential homes for children provided by Health and Social Services Boards and voluntary organisations and a number of issues emerged. These are set out below as points requiring further consideration by the management and staff of St Joseph's.

Letters and Telephone Calls

- 17.14 In certain circumstances letters sent to the girls are intercepted and read by the staff. Some of these may be withheld and others may not be sent on to their intended destination. Also all telephone calls in and out of the house units are carefully monitored by the staff, the only exception being calls made by girls residing in the hostel who have access to a payphone. The rule of thumb which appears to operate is that mail and calls to the long stay units are only intercepted in cases where their content may be harmful to an individual girl. However, in house 1, the short term unit, all mail and calls are vetted by the staff. It can be argued that the girls in this unit are not as well known to the staff and that the agencies who have referred them to St Joseph's may have requested that their contact with specific persons is curtailed. While accepting the validity of these reasons the Inspectors take the view that the application of a policy of 'censorship' in the case of all the girls in a particular unit may be an infringement of the rights of an individual girl.

Smoking

- 17.15 Much publicity has been given in recent years to the harmful effects to health of smoking cigarettes particularly in the long term. However many of the girls admitted to St Joseph's already have a well established smoking habit which has not been discouraged by their parents. The policy currently followed in St Joseph's is to allow these girls to continue smoking but to keep it under control. This is effected by limiting the availability of cigarettes to certain periods during the

day when there is supervision by staff and by confining the activity to the downstairs living rooms in the house units. However the Inspector's observed that to an extent smoking had become ritualised and was sometimes associated with the successful completion of a task or with relaxation, leisure, etc. In these circumstances smoking could be regarded by the girls as a rewarding and attractive pastime.

Pocket Money, etc

- 17.16 The amount of money made available to St Joseph's for the provision of the girls' pocket money, birthday and Christmas presents and for the purchase of clothing for them, falls short of that which is provided in the rest of the child care system. The reason for this is unclear but it may have derived from the tradition within the justice system of "rewarding" good behaviour by "inmates" rather than regarding them as being entitled to an adequate level of provision.

Complaints Procedure

- 7.17 Residential child care staff are in a powerful position vis-a-vis the children in their care and unfortunately on occasions this has been misused. The Department of Health and Social Services promulgated discussion on how to prevent this arising and concluded that children coming into residential care and their parents were entitled to have explained to them what type of environment the children were being brought into and the purpose and role of the staff caring for them. They were also to be made aware of types of treatment which under any circumstances would not be acceptable and which would give grounds for making a complaint. Channels for making complaints and procedures for recording and investigating them were set out in a Circular on 30 April 1985. The provision of a complaints procedure has been universally accepted in principle and with some adaptation could be extended to the training schools including St Joseph's.

18.0 RECOMMENDATIONS

The following is a list of recommendations arising out of this report.

1. It is recommended that the present policy document be re-examined by the Management Board and consideration given to the special contribution that the school can make in the future (Para 1.12).
- ✓ 2. It is recommended that senior management take steps to improve the general order of files (Para 2.9).
- ✓ 3. The Management Board should re-examine the possibility of employing male staff in the residential setting, without endangering the quality of care presently being provided (Para 3.11).
- ✓ 4. It is recommended that the establishment of residential social workers be increased by two (Para 3.19).
5. The amount of money available for girls' birthday gifts should be increased to a more realistic level (Para 6.24).
- ✓ 6. The Management Board should review the current policy and practice in this area (smoking) and give some consideration to including incentives for non-smoking (Para 6.25).
- ✓ 7. A record of formal visits by Board members to the school should be kept (Para 14.2).
- ✓ 8. It is recommended that a formal system of monitoring be adopted (Para 14.4).
9. It is recommended that the Management Board give thought to the development of a training base within the school from which good child care practice can be disseminated (Para 17.12).

- Programme of incentives for non-smoking - by suits etc.
2. Not to be done - not N/A/SS1
 4. Not N/A - not to be done - will be done
 3. Only 1 effort with year, very careful, for quiet effort no off
 2. Being seen as part of what success
 - (a) Day of July about a 1st success to deal down of by then

STAFFING

Director [redacted] SR240
Assistant Director [redacted] SR234
Deputy Assistant Director [redacted] SR260
Senior Assistant [redacted]

Senior Residential Social Workers

[redacted]

Residential Social Workers

House One
Senior Residential Social Worker: [redacted]
Residential Social Workers: [redacted]

Social Work Field

[redacted] SJM 107 (Senior Social Worker)

House Two

Senior Residential Social Worker: [redacted]
Residential Social Workers: [redacted]

Floater:

[redacted]

House Three

Senior Residential Social Worker: [redacted]
Residential Social Workers: [redacted]

Students

[redacted]

House Four

Senior Residential Social Worker: [redacted]
Residential Social Workers: [redacted]

Temporary:

[redacted]

Hostel

Senior Residential Social Worker: [redacted]
Residential Social Workers: [redacted]

LICENSING COMMITTEE

Board Responsibilities:

The Board of Management ~~is~~ legally responsible for the long term Children in the Training School. The Board ~~is~~ required by law to ensure that:

- (a) The welfare of each girl in care is guarded
- (b) That their needs are being met
- (c) That the requirements of the Children & Young Persons Act regarding length of stay, licensing and supervision are fully implemented.

The Training School Rules suggest that an official sub committee be set up as a Licensing Committee to discharge this duty. The Board may co-opt people with special expertise to these Committees. At all times however there must be Board Representation on such Committees. The Board members are responsible for reporting b ack to the Board.

The Licensing Committee was set up over twenty-five years ago. The then Board used their discretionary powers to form a Licensing Committee which would include people with particular expertise and or experience in the field of Adolescents.

Functions of the Licensing Committee:

Legally this Committee must review the case of each long term girl on the completion of one year in the Training School and at regular intervals there-
after until the Young Person is licensed.

This Review Includes:

1. A Personal Interview with each Young Person
2. An assessment of the girls needs, advice as to how these may be met.
3. Review of Progress.
4. Approval of plans for the future and help where appropriate to implement these plans.
5. Objective help and assessment of particularly difficult cases.

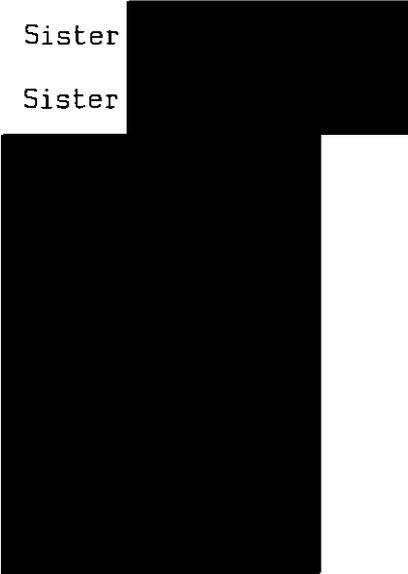
The Licensing Committee must ensure that the requirements of the Children and Young Persons Act regarding length of stay, etc are fully implemented.

COMMITTEE MEMBERS

Sister

Sister

Board Representatives



Telephone :
CALEDON 525/6

ST. JOSEPH'S TRAINING SCHOOL
MIDDLETOWN
Co. ARMAGH

CONTRACT FOR HOME VISITS

██████ agrees to visit home and stay overnight on 15 September.

She will travel on 3.15 pm Bus.

██████ will meet the Bus at 4.40.

██████ will stay in during this overnight stay.

██████ will also forego their nightly darts matches.

██████ will shop with Mother but not visit Divis.

██████ will return on 4.00 pm Bus to Middletown.

Key Worker will ring ██████ at 9.15 pm.

The visit will be reviewed by ██████ on 18 September.

If this is successful -

██████ will have further visits - and a week-end on 26 September under a new Contract.

NEW CONTRACT

1. [REDACTED] will continue to travel by public transport.
2. She may go out until 10.30 on Friday and Saturday night.
3. She will visit 553 Falls road on Saturday at 4.00 pm. [REDACTED] will take [REDACTED] to visit the Children's Home.
4. [REDACTED] will return on Bus at 5.30 on Sunday.

Week Four

Monday 24

Soup
Cornish Pasties
Peas
Chips
Jelly & Icecream

Tuesday 25

Soup
Roast Beef
Turnips
Boiled Potatoes
Roast Potatoes
Appletart & Icecream

Wednesday 26

Soup
Lamb Chops
Carrots
Creamed Potatoes
Trifle

Canteen closed 27,28

Change of
Menu

Week One

Monday 4

Soup
Brown Stew
Cream Potatoes
Appletart & Custard

Tuesday 5

Soup
Sausage Rolls
Beans
Chips
Coconut Cake & Custard

Wednesday 6

Soup
Roast Beef
Peas
Roast & Boiled Potatoes
Gravy
Trifle

Thursday 7

Soup
Roast Chicken
Carrots
Creamed Potatoes
Jelly & Icecream

Friday 8

Soup
Fish
Cauliflower & Parsley Sauce
Creamed Potatoes
Cream Horns

Chan of
Menu

Week TwoMonday 11

Soup
Mince in Pastry
Creamed Potatoes
Beans
Appletart & Cream

Tuesday 12

Soup
Roast Beef
Carrots
Roast Potatoes
Gravy
Trifle

Wednesday 13

Soup
Chicken Maryland
Corn
Boiled Potatoes
Jelly & Icecream

Thursday 14

Soup
Boiled Bacon
Cabbage
Boiled Potatoes
Baked Alaska

Friday 15

Soup
Fish
Beans
Chips
Coconut Cake & Custard

Change of
MenuWeek ThreeMonday 18

Soup
Shepherd's Pie
Gravy
Creamed Potatoes
Jelly & Icecream

Tuesday 19

Soup
Lamb Chops
Carrots
Creamed Potatoes
Appletart and Custard

Wednesday 20

Soup
Roast Beef
Cauliflower & White Sauce
Roast & Boiled Potatoes
Baked Alaska

Thursday 21

Soup
Chicken Maryland
Peas & Corn
Creamed Potatoes
Apple Crumble & Custard

Friday 22

Soup
Fish
Beans
Chips
Trifle & Cream

Change of
Menu

FIRE OFFICERS MEETING WITH STAFF ON TUESDAY 25 NOVEMBER 1986In case of fire

1. Raise alarm - set off bell and evacuate starting at point nearest fire.
2. Person on duty in other unit dial fire brigade (999), give address and phone number (568525) and then evacuate starting at point nearest fire.
3. All go to assembly point - Statue of St Joseph.
4. Do a head count.
5. Keep everyone out.
6. Do not go back into building unless you are confident you can attempt to do something about fire. Leave this to Fire Brigade - at no time risk life.

USE OF EQUIPMENT

Three types in each house block.

1. Fire Hose
2. Fire Extinguisher
3. Fire Blanket

FIRE HOSE

One on lower and top corridor between houses.

Open door and get hold of nozzle, go towards fire and turn nozzle on.

Pour water on fire.

Read instructions on door of Hose now and be familiar with them.

FIRE EXTINGUISHER

Situated on wall outside each office above three steps.

These are for live electrical appliances.

Chip Pans, Cookers, T.V. etc **NEVER** use water on live electrical appliances.

Pull ring to break seal.

Point horn towards fire and squeeze handle - Do not hold horn when in use, because you will suffer from frost bite.

Extinguisher contains 2 Kg of C.O. Gas. It is very noisy and a cloud of white gas comes from it. When using on T.V. do not use continuously, squirt on and off.

If you cannot put fire out with one extinguisher, it is too big and you need the Fire Brigade.

2.

FIRE BLANKET

Pull blanket and hold with both hands about six inches of it draped over both hands to protect hands.

Hold in front of you so you can just look over it.

Lay it gently on top of Chip Pan.

Only then turn heat off and leave for half an hour.

If under ring grill pan goes on fire, close door, turn off electricity and place fire blanket over rings

GENERAL INSTRUCTIONS

Keep your head at all times - do not panic.

Aerosol tins should never be left on windows

Don't dry Tea Towers over cooker.

Don't dry clothes too near a fire.

Fire Guard should always be in front of fire.

Unplug all electrical appliances at night except those designed to stay on e.g. fridges, alarm clocks, videos.

Don't leave things that could impede exit at front or back door e.g. milk bottle crate.

Don't ever put your own life at risk beyond reasonable level.

FIRE DRILL

Each house leave by nearest exit door away from fire.

Staff check all girls are present.

Go to assembly point - statue of St Joseph - and remain on grass so that Fire Brigade and Officers can freely drive on and off the premises.

Always try to remain cool, calm and collected.

**GENERAL INSPECTION OF
ST JOSEPH'S TRAINING SCHOOL
MIDDLETOWN**

JUNE-JULY 1993

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APPENDICES

**GENERAL INSPECTION OF ST JOSEPH'S TRAINING SCHOOL MIDDLETOWN,
CO ARMAGH****1. Introduction**

- 1.1 The first major inspection of St Joseph's Training School was carried out in May 1987. In July 1992 a Regulatory Inspection of the school was conducted. This General Inspection of the school is the first of what will be a continuing round of inspections of training schools. A General Inspection will be carried out every 4 years with Regulatory Inspection being carried out annually during the intervening years. This inspection took place during the period 23 June-1 July 1993. The team consisted of Mr H V McElfattrick, Project Manager, Mr C W Donnell, Lead Inspector and Mr P Denley, Inspector. During the inspection some time was spent in the school during the evenings.
- 1.2 The Social Services Inspectorate wishes to record its appreciation of the assistance given to the inspection process by the Chairman and Management Board of the School, the Director, staff and children who were present at the time of the inspection.

2. CONCLUSIONS AND RECOMMENDATIONS

- 2.1 The first major inspection of St Joseph's took place in May 1987. At that time the Inspectorate was impressed with the standard of care provided for the young people. Since that inspection a number of changes have taken place. In physical terms a new intensive care unit has been provided and the educational provision has been substantially refurbished. There have been changes in staff, in physical provision and the Community of St Louis has suffered in the loss of [REDACTED] SR243 [REDACTED]. Despite the changes [REDACTED] St Joseph's has continued to provide child care of a very high quality and the Inspectors are pleased to note the maintenance of such standards.
- 2.2 The credit for much of the success of the school and the standard of care provided rest with the staff. From the Director and the senior management team to the unit care staff a feeling of commitment to the children and loyalty to the organisation is very evident. There are a number of features that contribute to the effective provision of care. Operational policies in the school are straightforward, unambiguous and understood by all. The members of staff, at all levels, have a sound knowledge of the young people and a consistent approach underpins the approach to care. The staff are encouraged to take initiative and to accept responsibility for their actions. A management structure exists which directs practice and brings maximum support to the care staff and to each other.
- 2.3 A major feature in the smooth and effective running of St Joseph's is the style of leadership which stimulates, gives confidence and brings together collective effort. Good practice in the school depends to a large extent on the unswerving commitment and support of the senior management team. The Inspectors cannot stress too strongly the importance of this group. The team of 4 staff provide an all day, all year round cover to the staff and young people alike. The Inspectors had some minor concerns about the ability of the senior staff group to continue with this burden of management. Although some relief has been gained by including the teacher leader on the senior staff roster the Inspectors feel that additional ways may need to be explored to spread the burden of pressure on the senior team.
- 2.4 Since the last inspection a community care hostel on the Glen Road in Belfast has been established. The hostel, apart from its residential role, has become the focus of providing a caring outreach to the young people from West Belfast who have left St Joseph's and are making efforts to become reintegrated with their family and community.
- 2.5 The Management Board, through its sub-committee structure continues to carry out its functions and responsibilities of management and monitoring in an efficient and business like way. It provides a framework of management and support and enables the senior staff team to carry out the day to day functions of the school with the maximum delegation and with a high level of

accountability for their practice.

- 2.6 Finally the Social Services Inspectorate wishes to offer their warmest congratulations to **SR240** the Director of St Joseph's upon being awarded the Order of the British Empire for services to children.

Summary of Recommendations

- 2.7 Three recommendations are to be found in this report. They are as follows:

1. It is recommended that management proceed with the introduction of a formal system of staff appraisal which should also include a training needs assessment (para 6.7).
2. The psychological input to the school should be increased as soon as resources permit to allow work in the long term units to be expanded. (Para 9.18).
3. It is recommended that additional ways be explored to further relieve the pressure of work on the senior management team. (Para 9.24).

3. METHODOLOGY

- 3.1 Prior to the inspection a brief was drawn up and shared with Criminal Justice Services Division, NIO and the senior staff of the school. The brief was agreed and became the working document for the inspection. The Chairman of the Management Board was advised by letter of the inspection, the approach to be used and the pre-inspection information required. In addition copies of the questionnaires to be completed by the children and parents were also made available to and agreed by the Management Board.
- 3.2 Documentation on a range of matters was obtained and studied in advance of the inspection. This included a comprehensive 34 page document on the school which addressed major issues such as basic principles, ethos, physical resources, role and function etc. The document also set out the complaints procedure in operation in the school, guidance in the case of sexual deviance and information about client access to records. A Census Day, Tuesday 22 June was set for making returns on the children. Information was gathered by the completion of an SSI Children's Form which was completed in respect of each child on roll on Census Day.
- 3.3 The inspection was conducted on the basis of observation, interviews and examination of records. Structured interviews were conducted with all senior staff, senior residential social workers and available residential staff. An attempt was made to evaluate the quality of life of the young people through an examination of their personal records, observation of their interaction with staff and informal interviews with them during recreation and leisure time. The views of the young people about their life in the school forms an important part of the inspection process.
- 3.4 In addition to the informal interviews with the young people, they were asked to complete a questionnaire "What do you think of care in St Joseph's Training School". (Appendix I). Similarly the parents or guardians of the young people in the school were advised of the inspection by letter and asked to complete a simple questionnaire on their views of St Joseph's. (Appendix II). An analysis of the questionnaires is given in Section 7.
- 3.5 All of the children were told of the inspection and were offered the opportunity to speak with the inspectors on any matters that were causing them concern. One child who has subsequently returned home asked to see the inspectors on a specific issue. This request was not identified until the questionnaires were being collated after the inspection. The Lead Inspector wrote to her offering her the opportunity to meet with the 2 Inspectors. Similarly parents who made an unspecified complaint about the school were also written to. No response has been received from either the child or the parents in question.

4. BASIC PRINCIPLES

- 4.1 The policy document provided for the inspection by St Joseph's sets out the role and function of the school and the basic principles underpinning the operation of the care process. "We see ourselves as a regional facility for adolescent girls whose emotional needs, behavioural problems and/or acute educational problems cannot be met or catered for suitably or adequately within the range of options or facilities available in Northern Ireland."
- 4.2 The document also sets out for staff guidance on the expectations of management as follows:-
- "The only reason Middletown or any house unit exists is for the children and to meet their needs as far as possible. We are here to provide physical, emotional, psychological and social care for the girls' in our care. The ultimate aim of the girls' stay in Middletown is to enable them to come to terms with their problems, to slowly accept responsibility for their future and to help them to return to the community as soon as is possible and safe.
 - Institutions can be dangerous in that a lot of energy can be spent maintaining institutional structures. We must be vigilant that rules, regulations are not first made to keep the unit running smoothly. We must never forget that for many of our girls St Joseph's is home - the only home they have or are likely to have for some time.
 - We will never be "the home" that the good nuclear family provides, but if the over-riding ethos of each unit is one of love, empathy and genuine care then our intervention in each girl's life will be positive and hopefully healing.
 - Equally we must not live a pattern of institutional life that is totally remote from the girl's background. Each unit should be well cared for but we should not have what approximates to a middle class standard of living which is unattainable when the girl leaves.
 - The major contribution each staff member has to offer to the unit is that of her own unique charisma and talent. The quality of presence of each is of the utmost importance staff have to be able to cope with heavy demands, accept ambivalence, help the child express anger and accept misdirected anger. Staff involvement with the child is not merely to supervise and manage difficult situations and circumstances but also to create an atmosphere of understanding, affection and honesty."

5. MANAGEMENT AND MONITORING ARRANGEMENTS

- 5.1 The Chairman and the Management Board are responsible to the Northern Ireland Office for the overall management of the school. The Board performs this function as a corporate body and also through a number of sub-committees. The Board membership is drawn from a wide range of professional backgrounds, with interests in education, nursing, medicine, the legal profession and the clergy and members of the St Louis and De La Salle Orders.
- 5.2 Members of the Board are responsible for monitoring the operation of the school. This function is carried out through monthly visits to the school and also through the operation of 2 Review committees. Records showed that these visits are taking place in accordance with the Training School Rules and reports of the visits were made available to the Inspectors.
- 5.3 The day to day management of the school is vested in the Director who is assisted by a Deputy Director, Deputy Assistant Director, and a Senior Assistant. Each house unit is managed by a Senior Residential Social Worker. The educational component is provided by a Teacher Leader and 4 Teachers. In addition to acting collectively as a Senior Management Team the Director, Deputy Director, Deputy Assistant Director and the Senior Assistant have specific responsibility for individual house units. It is to this group that also falls the responsibility for providing senior management cover on the campus throughout the year. The functions of this group and the demands made upon them collectively and individually will be referred to in Chapter 6.

6. STAFFING

6.1 Thirty three returns were made in respect of care staff in post and the structure is as follows:-

Director -	1
Deputy Director -	1
Deputy Assistant Director -	1
Senior Assistant -	1
Community Care Team -	2
Team Leaders -	4
Residential Social Workers -	22
Nurse -	1
TOTAL	33

6.2 The all female staff ages range from 22-57 years, the average age is 34.8 years. The length of service of those in post varies from 1½ to 20 years. Forty two per cent of all staff have been in post in excess of 5 years. This reflects a low turnover resulting in a stable, experienced and mature staff group. The 4 senior residential social workers are all very experienced with a combined service of 51 years.

Qualifications

6.3 The qualifications held by care staff are as follows:-

CQSW -	6
CSS -	2
Nursing (including psychiatric) -	4
Teaching/education -	4
Degrees -	9
No qualifications -	8
TOTAL	33

Some of the staff have dual qualifications in social work, teaching or nursing. In these cases their social work qualification is given for the purposes of the statistical return.

Training Opportunities

6.4 Two members of staff are currently seconded to full time social work training. One staff member is undertaking post qualifying training and during the last 12 months 20 members of staff have taken part in a variety of in-service courses including those with a focus on team building, sexual abuse and face to face work with young people.

- 6.5 For many years the Management Board of the School has promoted an on-going programme of full time staff training in an effort to provide a high quality service. Where possible qualified staff have been recruited and whereas the appointment of such staff results in considerable savings, it has not always been possible to find qualified staff to fit into the ethos of the school. The Chairman and Director of the school expressed in the strongest possible terms their concerns about the present lack of resources for training which has resulted in their inability to sustain their programme of secondments. Their concerns have already been drawn to the attention of the Northern Ireland Office. The Inspectorate is aware of the lack of resources for training purposes but take this opportunity to reflect in this report the strongly held views of the Board and to support their stance in this important area of residential care.

Supervision

- 6.6 A formal system of supervision does not operate in St Joseph's. However the system operated by the Senior Management Team through house staff meetings and daily contact, throughout the period of 24 hours and the system of sharing information ensures that staff receive a tremendous amount of daily supervision. Through the meetings with the team leaders individual staff performance is constantly reviewed and staff who are not performing to the maximum of their ability soon come to notice. Team leaders and senior staff are always readily available to residential social workers.

Staff Appraisal

- 6.7 For some time the question of a regular annual staff appraisal has been considered. The Inspectors feel the introduction of such a system would do much to enhance the present system of "supervision". It is **recommended** that the management proceed with the introduction of a formal system of staff appraisal which should also include a training needs assessment.
- 6.8 In addition to the staff listed above the school has the services of a part-time cook and a part-time ancillary cleaner, maintenance officer, pool supervisor and a part-time groundsman who is employed under ACE conditions. The Education component in the school is provided by a Teacher Leader and four teachers. The Education/Vocation aspect of St Joseph's is described in Section 11.

7. CHILDREN AND YOUNG PEOPLE

- 7.1 On Census Day, the 24 June 1993 there were 31 girls on the roll. Their ages ranged from 12 years 2 months to 16 years and 9 months. Only one girl was under 13 years of age at the date of admission to the school. There were, however, only 17 girls on campus on the census day. Ten were at Runkerry, two on leave and there were two absconders. The distribution of the children was as follows:-

In St Joseph's -	17
At Runkerry Centre -	10
Absconders -	2
Home (shared care) -	1
Extended leave -	1
TOTAL	31

Legal Status

- 7.2 The majority of the girls were on TSO but three were on POS and 3 on IDO.

Training School Orders	Place of Safety Orders	Interim Detention Orders
25	3	3

Previous Residence

- 7.3 Twenty of the girls were admitted from Children's Homes, nine from their own homes and two from other training schools.

Own Home	Children's Home	Other Training Schools
9	20	2

NB: 64.5% of the total population came to the school from children's homes.

- 7.4 The children were referred from the following areas:

EHSSB	WHSSB	SHSSB	NHSSB
12	10	5	4

- 7.5 The Eastern Health and Social Services Board still remains the highest contributor to the population of St Joseph's with the Western Board a close second. All of the children were admitted on care grounds.

Children's Questionnaires

7.6 In an effort to provide the young people with an opportunity to comment on the care provided in the school questionnaires were sent out to each young person. They were returned to the SSI in a pre-paid envelope ensuring that the children could comment as openly and honestly as possible. Although there were some minor complaints the young people generally were happy in St Joseph's. All had a say in the clothes they wore and the food they ate. With the exception of 2 girls all felt there was someone in the unit they could talk to. All knew of someone they could complain to if they had a problem or concern. The senior staff section were frequently mentioned in this section as the ones to whom the girls felt they could talk which is an indication that senior staff are readily available to all the young people. Some of the young people wanted more freedom, to be able to stay out at night! The "complaints" could be summarised as follows:-

- wished for doors and locks on the bedrooms;
- St Joseph's too far from home;
- more cigarettes required please;
- more weekends please;
- some felt lonely.

On the positive side all felt they were fairly treated and were not picked upon. Rather sadly one felt that the best thing about St Joseph's was being away from home. One young person felt she was lonely and her main worry was "going home and Dad". This first time use of the questionnaire produced an interesting response and provided an opportunity for the young people to set out their response to the care in St Joseph's. It also helped the Inspectorate form a view which was tested out by other methods such as interviews and observations.

PHYSICAL RESOURCES**8. House Units**

- 8.1 The physical accommodation at St Joseph's remains unchanged since the first Social Services Inspection in May 1987. The buildings include the main school block, which also houses the administration of the school, four separate house units, a hostel which adjoins the small intensive care unit and the games hall/swimming pool complex. There are a number of staff flats and houses. The centre piece of the campus is the three storeyed convent building of the Sisters of St Louis. Adjoining the convent is the chapel which is used, not only by the Order and the young people in the school, but also by the local community. The extensive grounds are well maintained and overall an impression of neatness, order and peacefulness extends throughout the campus.
- 8.2 The swimming pool and the games hall were out of commission for re-wiring and major maintenance. The maintenance work on the pool and games hall was being completed towards the end of the inspection and the pool was being refilled on the last day of the inspection.
- 8.3 The school canteen has been completely refurbished in the last 3 years through painting, carpet, new curtains and furniture. The colour scheme is pleasant to the eye and the use of the furniture and fittings has created a pleasant atmosphere for the young people who have their main meal there on each day of the school term.
- 8.4 The domestic science room has had a major refit with all new equipment. A new science block has been adapted from a disused laundry and this unit includes a fully equipped hairdressing salon for training purposes. All of the classrooms have been refurnished. The last area of the school resources to be refurbished is the library and plans are already well advanced to have this work completed.
- 8.5 Overall the school provides a pleasant environment with a tasteful use of colours and classroom layouts all of which are conducive to enabling the young people to approach their education in a positive and constructive manner.

APPRAISAL OF THE HOUSE UNITS

9. Living Accommodation

- 9.1 There are 4 independent house units each with a capacity for accommodating up to 10 adolescent girls if necessary, but ideally limited to 8 avoiding the use of the 2 rooms in the corridor adjoining the main sleeping accommodation. Over and above the sleeping and bathroom facilities each house includes a sitting/dining room, a kitchen, a utility room, 2 small reception rooms, an office and a sleep-in room for staff.
- 9.2 A hostel, which is a modern bungalow can accommodate up to 8 girls. In addition to the 8 bed spaces the bungalow provides a sitting room, a kitchen, a dining room, a reception room and bathroom. The Hostel provides 4 flatlets each with a bedroom and sitting room and shared kitchen and bathroom facilities. A small 2 bed Intensive Care Unit is provided immediately adjacent to the hostel.

Physical Appearance of the Living Accommodation

- 9.3 There is a rolling refurbishing programme in place at St Joseph's which ensures regular redecoration and replacement on a 4 year cycle. This is backed up by annual cosmetic attention to decoration where necessary. Together with routine cleaning by the girls and house staff the refurbishment programme has resulted in good physical standards being maintained throughout all the accommodation. It is particularly pleasing to note the way the girls are encouraged to personalise their individual bedrooms and take collective responsibility for maintaining the hygiene, cleanliness and homeliness of the common areas.

Use Made of the House Units

- 9.4 Management views the assessment process and short term care intervention as closely associated if not inseparable. These related functions are catered for in House 1. The staff in House 1 are faced with a need to find responses to a range of problems presented by its residents which at any one time may include:-
- their inability to cope with the family;
 - their persistently unacceptable behaviour patterns;
 - their personal emotional disturbances, depression, reactions to rejection and their self injurious behaviour;
 - their reaction to the experience of sexual abuse, other family violence or non-accidental injury;

- their phobias including school refusal;
 - their alcohol abuse and/or solvent abuse;
 - their running away from home; and
 - their promiscuity.
- 9.5 The main function of House 1 is to form an assessment of the nature and extent of each individual's range of problems. It aims to provide advice on how and where each individual girl might best be placed to receive the necessary specialised help which will most effectively prepare her for coping in the community. This approach directly involving the girl and in co-operation with parents, social workers and psychologists has resulted in 70% of all girls received being returned to the community within a period of 5-15 weeks. The remaining 30% have been deemed to be in need of a longer term care programme within St Joseph's.
- 9.6 House units 2, 3 and 4 provide longer term care programmes for those girls who are committed to St Joseph's on Training School Orders and who collectively can be described as some of the most damaged, deprived and disturbed adolescents in the care system of Northern Ireland. The long term care units each have distinctive regimes which seem to reflect the extensive experience of the respective team leaders. Together the regimes form a continuum from "firm but fair" at one end to "quite flexible" at the other. The common thread running through all unit regimes is one of warmth and belief in the individual.
- 9.7 The variation in regimes in the long-term care units is a distinct advantage in deciding which unit is best placed to meet the assessed needs of each individual girl. Transfer from House 1 to any of the long-term units is invariably a planned and phased process which all staff are concerned to make as painless as possible for the girl concerned.
- 9.8 The aim of the long-term units is to provide for the planned return of each girl to the community at the optimum time. The 2 central objectives in achieving this aim are firstly to assist the girl to come to terms with the reality of her own future and to help her develop the personal skills needed to deal with that future. The second aim is to seek and secure the best possible support systems to help the girl re-establish and maintain herself in the community. The views, opinions and wishes of each girl are central to her treatment plan.
- 9.9 Influence on the behaviour of girls is effected in the main through consistently warm and sound personal relationships. Discipline is maintained within a policy of balanced reward and sanction related to behaviour. The main controls are the vigilance of staff and the consistency of staff team responses to each girl and her needs.

Hostel

9.10 Whilst the main purpose of the hostel is to provide opportunities for independence training it serves a number of other purposes. It provides:-

- a stepping stone from the supportive life in a long term unit in the school and for those girls heading for independent accommodation in the community;
- a means of reducing the dependence which can develop in a long-term unit;
- a mother and child facility;
- accommodation for planned returns to St Joseph's for overnight stay;
- a "crash-pad" to accommodate emergency returns.

9.11 The hostel has a flexible regime which is suited to preparing girls for accepting self responsibility. Warm and caring relationships with staff are much in evidence. As the hostel is only used when there is a specific need for it, can fluctuate from full to empty in a short space of time.

The Intensive Care Unit

9.12 Policy governing the use of the Intensive Care Unit is unambiguous, clearly understood and implemented. The policy is aimed at ensuring that the use made of the unit is both limited and controlled. The evidence that the policy is applied and works can be seen in the recorded infrequent incidence of its use. A close scrutiny of the records show that the transfer of girls from House units to the Intensive Care Unit is infrequent and this may be an indication of a staff tolerance and their ability to defuse difficult behaviour on a daily basis. Of those infrequent occasions when the intensive care unit is used security relies on the intensity of staff contact as much as, if not more, than, physical securing of the premises.

9.13 The Intensive Care Register is held centrally by the Director. Since the unit became operational in October 1990 there have been 31 admissions. Of these 26 were of children who returned to the school late at night and were unsettled or were under the influence of drink or drugs and had to be kept separate from their house group until the next morning. On only 5 occasions had children to be removed from their units because of disruptive behaviour. Of the 31 admissions 14 placements were attributable to 6 young people.

Social Care

- 9.14 Social training and socialisation are part and parcel of daily living and are the foundation of independence training at the school. Each unit is quite self-sufficient depending on the contribution of its occupants for its standards of hygiene and cleanliness, for organisation of its food and supplies and of its leisure time activities all of which provide valuable learning opportunities. Group and individualised holidays are arranged as part of life at the school. Within each individual care plan efforts are made to provide opportunities for development of individual social talents. St Joseph's has a healthy outward-looking approach and has developed strong links with the local community and further afield. An emphasis on including parents, social workers, psychologist and significant others in assessment, care planning, progress reviews and as regular visitors to the school is a clear indicator of the professional focus of the school.

Psychological Care

- 9.15 Two psychologists from the Adolescent Psychology Research Unit each attend and provide a service to the school on 2 days per week. Psychological input has seen some disruption during recent months because of staff shortages and staff changes in the APRU. A freeze put on an additional agreed post in APRU has meant that the intended increase from 4 to 6 days psychological input per week has not materialised.
- 9.16 A high proportion of the available time of the psychologists is concentrated on assessment, the formulation of care plans and short-term treatment. Assessment leads to the provision of a report which serves the purposes of informing the court and guiding treatment either in the family or in residential care. Treatment is pursued through one-to-one work between psychologists and young people and by residential staff with the young people, under the guidance of a psychologist. In a case where one-to-one work has been agreed the psychologist meets with the young person at 2 weekly intervals. The longer established psychologist has a current workload of 12 such cases. Treatment programmes invariably include work with families. It involves work with social workers and schools where appropriate.
- 9.17 The psychologists provide an open door consultancy service responding to residential staff needs for guidance in handling difficult behaviours of individuals and groups. Psychologists also provide a valuable support to residential staff in helping them develop personal strategies for coping with job related stress. The APRU staff have established liaison contacts with the child psychiatric services which provides another dimension of intervention where appropriate.
- 9.18 Residential staff put a high value on the work of the psychologists and the support provided by them for their own work. The Inspectors take the view that the APRU staff make a vital contribution to the life and work of the

school. It is **recommended** that the psychological input be increased as soon as resources permit, to allow work in the long-term units to be expanded.

Emotional Care

- 9.19 It soon becomes evident to the observer that promoting the emotional health of girls is an important and integral part of care provision at St Joseph's. Every effort is made to minimise the fears and uncertainties of each new arrival. There is a sensitive approach to helping new arrivals settle in and providing information for them. It has already been mentioned that transfer within the school is handled in a similarly sensitive way. Without undue pressure being exerted each girl is encouraged to form a relationship of trust with at least one adult in whom she can confide and discuss personal matters such as family problems, personal difficulties, anxieties, fears, hopes and ambitions. There is no obvious "professional distance" between staff and girls, indeed it is not unusual to witness healthy touching contact between staff and girls. Perhaps the underlying mainstay impacting on the emotional wellbeing of the girls is the natural blend of care and control which exists and its consistent application.
- 9.20 The stark future for many girls demands that "they grow up quickly" and become more self-sufficient. Those same girls because of poor nurturing and multiple bad experiences in their upbringing need to savour the comforts of dependence on others before they can hope to be truly independent. St Joseph's faces the dilemma of knowing that high standards of care promote dependency and that the emotional attachments created are often at their strongest when a girl's time at the school is running out. This dichotomy is recognised by staff who strive to find the best balance between these competing demands.

Spiritual Care

- 9.21 Although strongly influenced by a religious order religion does not seem to be over-emphasised in the daily life of the school. School assembly from Monday to Thursday during term time has a Christian rather than a religious emphasis and provision is made for attendance at mass each Sunday morning.
- 9.22 Contact with senior staff, residential staff and the girls together with opportunities to freely observe life in the school leads the Inspectors to describe care at St Joseph's as being of exceptionally good quality. The ingredients that seem to make up the recipe for high quality care revealed by the inspection are as follows:-
- i. Operational policies of the school are straightforward, unambiguous, accessible and seem to be understood by all concerned. These policies shape and guide day to day practice.

- ii. Work with girls is well informed. Staff at all levels have a sound and intimate knowledge of the needs of each girl and the agreed approach to meet the needs of each individual. Staff have helpful advice and guidance from the psychologists.
- iii. Consistency of approach with each girl is greatly assisted by open and timely communication between disciplines and between management and the house units.
- iv. A non punitive approach with obviously high levels of tolerance within a regime which blends warmth with structured security.
- v. Freedom and encouragement for staff to take the initiative and take responsibility together with support for their actions from management. A willingness to take calculated risks and learn from mistakes is much in evidence. An unusual blurring of roles where Manager is practitioner and practitioner provides management support is in evidence. A staff support network permeates the whole school. There is evident loyalty and commitment which extends far beyond the boundaries of the job. This is particularly evident in the senior staff group.
- vi. A management structure and management practice which brings maximum support to residential staff.
- vii. A style of leadership which stimulates, gives confidence and binds together the collective effort.

9.23 Apart from the induction, in-service training and development supervision of first year staff there are no visible signs of a formal staff supervision structure. However close and frequent contact of senior management with residential staff creates ample opportunity to maintain an awareness of the strengths and weaknesses of staff performance. There is no formal appraisal system in place but there is open and constant affirmation of good practice and critical comment where needed.

9.24 Good practice at St Joseph's depends to a large extent on the unswerving commitment and support of the Management Team. It is the view of the Inspectors that the burden of providing round the clock cover by the senior management team should be shared with others. Recently some relief has been gained by including the teacher leader on the senior staff roster but it is recommended that additional ways should be explored to further relieve this pressure on the senior team.

10. PARENTAL ATTITUDES

10.1 In all 28 questionnaires were sent out to the parents/guardians of the young people in the school. This was the first attempt in an inspection of a training school to get a user perspective of the experience of parents in their dealings with the school.

10.2 There was a 50% response to the survey, which is regarded as a good response rate. The response of the survey was as follows:-

1. Have you been able to visit your child in St Joseph's?

YES	NO
13	1 (too far to travel)

2. Were you made welcome?

YES	NO
14	-

3. Were you able to speak with your child in private?

YES	NO
14	-

4. Do you feel your child is well cared for?

YES	NO
13	1 (too easy to abscond from the school)

5. Invitation to review meetings.

YES	NO
12	2 (would come if invited!)

6. If you attend review meetings can you make your views known?

YES	NO
12	-

7. Do you have any complaints to make above the care of your child in St Joseph's?

YES	NO
2*	12

10.3 Of the 2 "complaints" made one said the young people did not get a big enough allowance (£1 per day) when they are on home leave. (A safeguard

operated by the school to protect the young people's finances as the average pocket money allowance is £7 per week). The other parent said she had made a complaint to the RUC, in Belfast but did not specify the nature of the complaint. Efforts to determine the nature of this latter complaint have so far been unsuccessful. Although the original questionnaire sent to the parents was completed a follow up letter sent to the parents has been returned as marked "not known at this address". It has been suggested that the family still reside there.

- 10.4 Of the questionnaires returned 12 (85%) made helpful and complimentary remarks about the staff, the friendly atmosphere that prevailed and generally they felt that their children were well cared for and were benefiting from the placement in the school.

11. EDUCATION/VOCATIONAL TRAINING

- 11.1 A Teacher Leader and 4 teachers are responsible for the provision of education at St Joseph's. The Teacher Leader is directly responsible to the Director for the day to day management of the school programme.
- 11.2 Twenty-nine children were receiving education on site in the school, one was attending a secondary school and one was in training/employment.
- 11.3 The domestic science department has been completely refurbished and a new science block has been developed from an old disused laundry building. The overall refurbishment programme in the school building has been very successful and the end result is a pleasant stimulating environment in which the young people can pursue their studies. In the past 3 years the vast majority of available capital has gone into the educational side of St Joseph's.
- 11.4 A wide range of subjects is available to the young people. The subjects include Art, Craft, Technology, Maths, English, Child Care, Home Economics, Science, Religious Education and Hairdressing. The school is committed to implementing the National Curriculum in as far as it relates to the educational needs of the young people in the school. The educational component of St Joseph's was last inspected by DENI in 1989/90. Although some curriculum changes were identified and equipment shortages were highlighted the Inspectors commented on the good relationship that existed between staff and the girls which undoubtedly led to the promotion of higher levels of self-esteem and self-confidence.
- 11.5 The Social Services Inspectorate would endorse the comments of the DENI in relation to the ethos of the school and the atmosphere that prevailed during this inspection. From observation the Inspectors formed the opinion that a stimulating environment exists where the young people have the opportunity to learn and develop intellectually. From discussion with the teachers and residential social workers it became evident that good working relationships exist between the staff in the school and in the care units. Such a situation is of paramount importance in a setting such as St Joseph's.

12. COMMUNITY CARE

- 12.1 The Community Care (formerly after-care) service to the school is provided by 1½ staff. According to the Director these 2 members of staff work well in excess of the hours for which they are formally employed. Since the opening of the Glen Road Hostel the community care team have been directing their efforts towards the organisation and management of that project. The result has been that Ms [REDACTED], the full-time member, has been spending less time in direct after-care work with the young people. Although she still carries a small caseload of more difficult young people, her primary role is now one of overseeing the work of keyworkers in undertaking supervision and support of the young people during phased trial periods spent at home. This role in relation to the residential staff ensures that they are supported and supervised in dealing with the young people, for whom they are responsible, whilst they are at home.
- 12.2 Sister [REDACTED] who has part time responsibility for community care works also directs most of her efforts in community care towards the Glen Road Hostel. In addition to working with the young people in residence in the hostel, Sister [REDACTED] also provides an outreach service for young people from West Belfast who have returned home from St Joseph's and who may be experiencing difficulties in reintegrating with the family and the community. Such a method of working and providing after-care support is a good example of how the community care staff have had to modify their approach to meeting the changing needs of the young people in their care.
- 12.3 In addition to the after-care function Ms [REDACTED] is also the co-ordinator of the review committees which meet 8 times annually or more often in cases of emergency. She attends all of the meetings and is responsible for the implementation of decisions taken in relation to individual children.
- 12.4 Ms [REDACTED]'s role as manager of the Glen Road project includes responsibilities for finance, staff support, supervision and training and planning for the young people in residence. At present the Management Committee of the Hostel (quite separate from the School Management Board) is seeking charitable trust status for the project.

13. RECORDING AND REVIEWS

- 13.1 Twenty-eight personal case files of young people were examined. All of the files contained the Training School Order committing the young people to St Joseph's. They contained evidence of family contact, social services involvement and their contribution, progress in school, short and long-term plans and details of family and individual work.
- 13.2 Each case is reviewed every month with written reviews being prepared by the keyworker every 3 months. The Review Committee encourages each young person to take an active part in her own review by submitting a written report. In this report the individual sets out her feelings about her life in St Joseph's, her view about the progress she is making and any plans or hopes she may have. In addition to the written report the young person is encouraged to attend the Review Committee. Most of the girls avail of this opportunity and do not seem to find this all that threatening.
- 13.3 The detailed recording in the files is of a good standard and plans for the young people are clearly set out. For some time staff in training schools have spoken of the considerable numbers of young people coming to their attention who have experienced some form of sexual abuse. In examining the files in St Joseph's in this General Inspection particular attention was paid to evidence of sexual abuse. In 50% of the 28 files examined there was information confirming some aspect of sexual abuse against the young person. In some other files there were reports of suspected abuse but these had not been verified. The fact that 50% of the young people in St Joseph's had confirmed experience of some aspect of sexual abuse highlights one set of problems faced by staff in the school.
- 13.4 Over the past few years Sister [REDACTED] has been involved in examining and updating the present record system in the school. This has resulted in the school now having a comprehensive system which has stored the records of all the young people who have passed through St Joseph's since the 1950s. Such a system represents a considerable amount of time and effort on the part of the staff member concerned. This commendable work ensures that all the records are readily available at any time should they be required.

14. STATUTORY RECORDS

- 14.1 The Training School Rules requires the Management Board to maintain a series of registers and records and cause details of such information to be sent to the Northern Ireland Office as may be required from time to time.
- 14.2 In past inspection reports the Social Services Inspectorate has stressed the necessity for management boards to pay particular attention to their role in carrying out the monthly visits to the school as required by the Training School Rules. Such visits are an important part of the monitoring role of the Board. A scrutiny of the record of visits by Board members indicated that this function is being carried out regularly. The last visit to the school by a Board member, carrying out their formal monthly visit, took place at 4.00 pm on 21.6.93. This visit was conducted by Sister [REDACTED]. All of the records examined were of a high standard and demonstrated that the visits were being carried out in a thorough manner. All the reports of the visits indicated satisfaction with what was found except for a visit by a Board Member on 23.2.93 who expressed concern about an increase in the numbers of admissions to Intensive Care. A recommendation was also made in that report that some modifications be carried out to the wardrobes and wash hand basins in the rooms and radiator covers in these rooms. The Management Board has had the suggestions implemented.
- 14.3 The Admission and Discharge Register was examined and details of all the young people entering and leaving the school have been recorded in a satisfactory manner.

Record of Menus

- 14.4 A record of menus of meals served in the school canteen is maintained. During term-time the young people have their lunch in the school canteen. All other meals are prepared in the house units. Each unit also maintains a menu record. There is close liaison between the canteen and the house units to ensure that a proper variety of meals is maintained. The school menu showed that a wide and nutritional range of food is provided for lunch. Teas and suppers in the house units reflect the tastes of the young people with such meals as lasagne, spaghetti bolognese, salads, fish and chips and from time to time Chinese take-away food being brought in.

School Routine

- 14.5 Details of the educational routine which includes class groups, timetable and subjects is clearly displayed in the entrance hall to the school and in each classroom.

Religious Instruction

- 14.6 As mentioned earlier in this report the school day begins with assembly which has a Christian theme and in addition Religious Education is taught as a GCSE subject.

Licensing Committee

- 14.7 The record of activity of the 2 Review Committees (who perform the pre-licensing function) shows that the Committees meet regularly. Minutes of Sub-Committee 1 show that they met on 25.5.93 and 2.6.93 whilst Sub-Committee 2 last met on 16.6.93. In the vast majority of cases the minutes confirmed that the young people took up the option to attend their own reviews. The records gave details of decisions taken and action required. Both sets of records were up-to-date and are satisfactory.

Meeting of the Management Board

- 14.8 The last meeting of the Management Board took place on 29.4.93. The minutes contained reports from the various Sub-Committees and details of monthly visits by Board members.

Incident Book

- 14.9 This record is maintained by the Director and the entries refer to matters of an untoward nature. Most recent entries refer to minor disturbances and disagreements between the girls. There were also some incidents of a sexual innuendo for example, pulling down pyjama bottoms etc. The record is presented at each Board meeting for scrutiny. It was initialled by the Chairman at the last Board meeting on 24.6.93.

15. HEALTH AND SAFETY REQUIREMENTS

15.1 The Management Board has provided a policy statement in compliance with the Health and Safety at Work (Northern Ireland) Order 1978 with the directive that all staff must conform to the Board's policy and carry out their responsibilities in this respect. The Director is responsible for the effective arrangements for health and safety within the school. A Health and Safety Committee has been established to review and update policy. In practical terms the responsibility for oversight of the day to day health and safety requirements are delegated to the Teacher Leader for the school complex, the Senior Residential Social Worker in each of the house units, the Nurse for the medical unit, Swimming Pool Attendant for the pool and the Cook for the kitchen.

Fire Safety and Drills

15.2 The fire equipment was last checked by the Fire Protection Agency on 31.3.93. R Taylor Services Ltd checked the fire alarm system on 27.5.93 and found the system to be working satisfactorily. No recent Fire Clearance Certificate was available as the issuing body were awaiting completion of the major rewiring operation in the swimming pool and games hall before a certificate could be issued.

Health Care Arrangements

Medical

15.3 Dr Kelly, a general practitioner from Keady, provides medical cover to the school. He visits weekly on Thursdays and his practice provides an on-call services at all times. The young people are medically examined by the nurse upon arrival in the school and the medical officer gives them a full examination on his first visit following their admission.

Dental Care

15.4 The school has the services of a dentist in Armagh City. Each girl has an initial examination after admission. Treatment is provided on a need basis. All the young people have regular dental check-ups at 6-monthly intervals.

Nursing Care

15.5 The school has the services of a full-time nurse who usually works between 1.00-8.00 pm Monday-Thursday and 1.00-6.00 pm on Fridays. She maintains the medical records, provides medical cover for the young people and arranges appointments at the dentist and outpatient clinics. The medical room is located in the unit between houses 1 and 2 and the presence of the nurse in the building ensures that someone is always available during the afternoon period when most residential staff are off duty and whilst the young people are at school.

WHAT DO YOU THINK OF CARE IN ST JOSEPH'S TRAINING SCHOOL

THIS IS YOUR CHANCE TO GIVE YOUR VIEWS TO THE INSPECTOR WHO IS COMPLETELY INDEPENDENT OF THE SCHOOL. YOU DON'T NEED TO SIGN YOUR NAME AND ANYTHING YOU WRITE WILL REMAIN CONFIDENTIAL

1. Do you have a say about

	YES	NO	SOMETIMES
what clothes you wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the food you eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bedtimes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nights out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your hobbies or interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contact with your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contact with your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you want to explain more about your answer use this space

ABOUT YOUR RESIDENTIAL WORKERS

3. Is there someone in the unit who especially looks after you
(like a key worker or primary worker)

YES NO

4. What things do you like about her?
5. What things do you not like about her?
6. Are you encouraged to put forward your views about St Josephs?

YES NO

If you would like to, please explain your answer.

7. Do you think your wishes are considered by the staff?

SOMETIMES YES NO

If you like, would you please explain the reasons for your answer.

HOW YOU GET ON WITH OTHERS

8. How well do you feel you get along with

a. the other young people

WELL OK MOST OF THE TIME BADLY

b. the staff

WELL OK MOST OF THE TIME BADLY

9. Do you feel you are fairly treated or picked on by others?

YES NO

If no, please explain.

10. If you are upset or worried is there someone, you trust whom you can talk to about your worries?

YES NO

11. Who would you talk to? Your keyworker
 Another member of staff
 Another resident
 Your parent
 Anyone else (specify)
 No one at all

12. Is there anything which has been particularly worrying or upsetting for you since you come here?

YES NO

13. Do you know how to make a complaint if you are dealt with wrongly or unfairly?

YES NO

14. Is there anyone special in the school whom you can go to to make a complaint?

YES NO

If yes, please write down his/her name _____

15. If you want to make a complaint to someone outside the school is there a telephone you can have used in private?

YES NO

16. If you were able to change anything about St Josephs training school what would it be?

17. Is there anything about which you would like to complain?

YES NO

If yes. please give further details

THINGS WHICH HAPPENED IN THE WORLD AROUND YOU?

18. Does living in a training school affect your schooling or work?

YES NO

If so, how?

19. Are you able to see members of your family as often as you wish?

YES NO

20. If no how could contact with family and friends be made better?

MAKING DECISIONS

21. Do you attend reviews or case conferences?

YES NO SOMETIMES

22. Are you asked what you would like when plans are being made for your future?

YES NO

23. What more can be done to give you a say in decision and plans?

24. Do you learn how to look after yourself
(eg washing, ironing, tidying up etc.)

YES NO

25. What is the best thing about being in St Josephs?

26. What is not so good about being in St Josephs?

27. Is there anything else you want to say? If so please use the following space.

28. Which house unit do you live in?

ABOUT YOU

29. How old are you? _____

When you have filled in this form please return it in the addressed envelope provided.

SIGNED: _____

(You do not need to give your name if you prefer not to). Only general comments will be made from the questionnaires. Any individual views which might identify you will not be used.



DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Dundonald House Upper Newtownards Road Belfast BT4 3SF

Telex 74578

Telephone 0232 (Belfast) 650111 ext

Please reply to The Secretary

Your reference

Our reference

Date

Dear

An inspection of St Joseph's Training School is taking place and what you have to say is very important.

For example, have you been able to visit your child in St Josephs?

YES NO

If you answer is no, was it because:

- it is too far to travel? YES NO
- the fares are too much? YES NO
- you are working? YES NO
- you have been ill? YES NO
- you have children to look after? YES NO
- any other reason YES NO

.....
.....
.....

If you have visited the school, were you made welcome? YES NO

When you visit are you able to talk to your child without other people hearing what you say? YES NO

Do you feel your child is well cared for at St Joseph's YES NO

If no what are you concerned about?
.....
.....
.....
.....
.....

Have you been invited to the meetings (Reviews) where plans are made for your child?

YES NO

If the answer is no, then if you were invited would you come?

YES NO

If you do attend the meetings, do you have the chance to make your views known?

YES NO

If you don't have your say, what would help to make it easier? -----

Do you wish to make a complaint about any aspect of care in St Joseph's?

YES NO

If yes, have you already made this complaint to anyone?

YES NO

If your answer is yes, to whom did you make the complaint? -----

What do you find helpful about St Josephs? -----

Thank you for answering my questions. Please put this letter in the enclosed envelope and post it back to me not later than
If you'd like to speak to me, just phone 02342 524219 and ask for Wesley Donnell. I'd be very pleased to hear from you.

Yours sincerely

Wesley Donnell.

WESLEY DONNELL

Enc

**REGULATORY INSPECTION
OF
ST JOSEPH'S TRAINING SCHOOL
DECEMBER 1994**

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REPORT OF A REGULATORY INSPECTION OF ST JOSEPH'S TRAINING SCHOOL, MIDDLETOWN, CO.ARMAGH - 6TH AND 7TH DECEMBER 1994.

1. INTRODUCTION

- 1.1 This regulatory inspection of St Joseph's Training School was carried out by Chris Walker as part of a programme of inspections of training schools conducted by the Social Services Inspectorate. Regulatory inspections are conducted on an annual basis in schools which are not subject to a general inspection during the course of the year. This inspection was carried out on 6th and 7th December 1994. The Inspector would like to take this opportunity to express his thanks to the senior management, staff and girls of the school for their co-operation and hospitality during his visit.

2. TERMS OF REFERENCE

2.1 The core purpose of a regulatory inspection is to monitor adherence to selected requirements of the Training Schools Rules (SRO No.132 1952) which is primarily done by an examination of the relevant records and interviews with senior staff. The rules selected are those governing practice issues affecting the lives of the young people. However, a number of other topics are also examined. They include:-

- a. the number of children on the roll and their whereabouts at the time of the inspection;
- b. the adequacy of the staff arrangements in operation including supervision by management;
- c. the state of the premises and grounds and
- d. any representations the children wish to make.

Since this was the Inspector's first formal visit to St Joseph's he spent longer in the school talking to the staff and girls than would be normal in order to acquaint himself with its ethos and practices.

3. THE PREMISES

3.1 St Joseph's is situated on the edge of the village of Middletown which is a short distance from the border between Co. Armagh and Co. Monaghan. It is a quiet rural area 60 or 70 miles away from the urban homes in Belfast and Londonderry of the majority of the girls who are placed there. Very few of them come from the local area. This location is contrary to most current thinking in terms of the placement of children and young people in care and the philosophy underlying the new legislation. Article 27(8) of the draft Children Order states:

"Where a Board provides accommodation for a child whom it is looking after, the Board shall, subject to the provisions of this Part, and so far as is reasonably practicable and consistent with his welfare, secure that-

(a) the accommodation is near his home..."

3.2 However, it is probably inevitable that any specialist establishment serving the whole of Northern Ireland will be situated at a considerable distance from the homes of many of its residents. Furthermore, the senior staff of the school argue that its location has significant advantages. Many of the girls have been abused in their own communities and respond well to both being away from them and the quietness of the rural surroundings. Others have been drawn into delinquent activities in their home areas and the move away both cuts off some of the negative influences on their lives and reduces the opportunities for such behaviour. Nevertheless the geographical separation of the girls from their homes must inevitably create other problems in terms of maintaining positive links while the girls are in the school and reintegrating them when they leave.

3.3 The facilities on the campus consist of the Sisters' convent, the school which also houses the offices for the management and administrative staff, four house units arranged in two semi detached blocks, a hostel for girls preparing to leave the school or who have returned following breakdowns in the arrangements made when they left the school, a small two bedroom intensive care unit which is, in effect, a low key secure unit plus other facilities such as the swimming pool.

3.4 The school also has a small hostel capable of accommodating four girls at 144, Glen Road, Belfast which is rented from a housing association, Belfast Improved Houses Ltd. At the time of the inspection there were two girls living in it but it was also providing after-care services for a number who had moved out to other accommodation.

3.5 The four house units consist of a short term reception one for girls who are subject to Place of Safety and interim orders and three long stay ones for young people who are subject to Training School Orders. The move is

usually made shortly after the TSO is made. The long stay units work with considerable autonomy and over the years have developed their own distinctive regimes in terms of the amount of structure which is imposed in the girls' lives. This enables the staff of the assessment unit to recommend in which long stay house a girl should be placed in accordance with her perceived needs.

- 3.6 The house units are built, decorated and furnished in a domestic scale and style. While giving a comfortable impression of being "lived in" they are well maintained as are the rest of the buildings on the site.

4. THE CHILDREN AND YOUNG PEOPLE

- 4.1 On the days of the inspection there were 31 girls on the campus of the school. Eight of them were living in House 1, the assessment unit, and were subject to Place of Safety Orders or interim orders for detention. The other 23 girls were all subject to Training School Orders. Four of them were in House 2, nine in House 3, seven in House 4 and three in the Hostel. All these children and young people, who were between 13 and 16 years of age had been placed in the training school for care, protection and control reasons or, in the cases of four of them, for non-school attendance. One offender had been returned home early in November.
- 4.2 The geographical spread of the home areas of the girls was fairly even. Thirteen of them came from the Eastern Health and Social Services Board area, four from the Northern Board area and seven from each of the Southern and Western Boards. There does, however, appear to be a limited number of Board and voluntary children's homes referring children to St. Joseph's. Twelve of the girls were admitted directly from their own homes and one from a foster home. The remaining 18 came from 7 children's homes. There were 5 from St Joseph's children's home and 2 from Willowfield, both in Belfast; 2 from Coneywarren, 2 from Harberton House and 3 from Fort James, all in the Western Board and 3 from Bocombra and one from Orana in the Southern Board.
- 4.3 During the inspection the Inspector was told of a new tendency for girls to appeal against Training School Orders often on the advice of their solicitors although they are quite content to remain in the school. The courts are increasingly dealing with these appeals by adjourning the cases for several months and allowing the girls to go home on trial to see how they get on. At the time of the inspection there were five girls in this situation. There were also ten girls on extended leave. There were another ten girls whose training school orders have expired but were receiving significant help and support from the staff.
- 4.4 The Inspector met most of the girls either during breaks in the school day or during the evenings of his visit. They all appeared relaxed and content and made no complaints about their treatment. In fact, while in his presence they appeared to be a remarkably quiet group of teenagers. There was little noise and they presented few signs of the disturbed behaviour that the records show they can display.

5. STAFF

- 5.1 The staff of St Joseph's consists of four managers, four senior residential social workers who act as heads of the house units, 17 residential social workers based in the house units, three in the hostel and two "floaters" who can be deployed where they are most needed. There is a small community care team, consisting of an assistant principal social worker who also is responsible for training and the Glen Road hostel and a part time social worker. There are five teachers including the teacher leader; the pool manager; four administrative staff, three of whom work part time; a cook and an ancillary worker.
- 5.2 With the exception of the pool manager and one part time residential social worker all the members of staff are women. Given that a high proportion of the girls have been sexually abused and that, in the majority of cases, it will probably have been by a man or men, there are some advantages in having a staff group who will not be perceived by them in a threatening light. The employment of men in either mixed sex residential units or ones solely for girls also inevitably creates additional problems in arranging satisfactory duty rotas. However, it is also important that girls who have had such experiences should be able to benefit from normal, healthy contacts with men who will not try to abuse them. The Director told the Inspector that the low level of healthy male influence in the school is recognised but that attempts to recruit men in the past have been unsuccessful, either because the candidates have been unsuitable or because they have not received satisfactory security clearance. Nevertheless it is recommended that the need to employ men should continue to be borne when filling posts in the future.
- 5.3 During his visit the Inspector had discussions with three of the four senior management staff. They were the Director, SR240 the Deputy Director, Sr SR234 and the Assistant Deputy Director, Mrs [REDACTED]. The fourth member of this team, SR235, was on unpaid leave having returned to a former post in Nigeria temporarily. At least one of the management staff is always on duty and contactable by mobile telephone.
- 5.4 The Inspector also met the four senior residential social workers, a number of the RSWs and three of the teachers who all helpfully told him about their roles in the school. As mentioned above each of the house units is headed by a senior and has four or five RSWs. Unlike any other children's home or training school in Northern Ireland the care staff work split shifts which means that the house units are unstaffed at some times of the day when the girls are in school but allows for additional staff to be on duty in the evenings when the girls are there. A duty rota for one of the long term houses is reproduced at Appendix A. It will be seen that it involves some members of staff working some quite long hours broken by short, rather unsocial periods off duty. This arrangement causes some resentment among staff but is

Rule 14(c) The Board of Management shall ensure that fire drills are carried out at regular intervals so that staff and pupils are well versed in the procedure for saving life in case of fire.

- 6.4 Records of fire drills start in October 1992 following the installation of a new sophisticated fire alarm system. Initially it had a number of teething problems and there were a number of false alarms. They have declined in number but the records show that there were three false alarms during 1994 and there was another in the early hours of the morning during the inspection. It meant that the senior staff on duty had to get up in the early hours of the morning to check that nothing was amiss in the school block.
- 6.5 The record of fire drills shows that in addition to the three false alarms mentioned above the alarm set off on three occasions by smoke from cooking in the house units. There were only three evacuations as a result of drills and only one of them was in House 1. The Inspector recognises the difficulties that can be created by fire drills among a group of unsettled young people but given the high "turnover" of young people in an assessment unit he suggests that there is a particular need for more regular drills in House 1.

Rule 19(2) requires the Manager to "keep a Register of Admissions and Discharges, licences, revocations of licences, recalls, releases and discharges; a log book in which shall be entered every event of importance connected with the school; a daily register of the presence or absence of each boy or girl; and a punishment book..."

- 6.6 Admission/ Discharge Register. St Joseph's has two registers one of which dates back to the opening of the school in the early 1950s and a newer one that replaced it when it was full. The first one fully complied with the requirements of the regulations but the current one is only designed to record admissions and there is no specific provision for recording licences, discharges etc. There is, however, ample space in the section headed "Family Details" and it is recommended that it should be used to record this information.
- 6.7 A synopsis of the number of admissions and other information in the register is also kept. It provides interesting information on the changing pattern of admissions to the school over the years. In the 1950s and 60s the number of admissions varied between 4 and 13 per annum. Since then it has risen steadily and during the last decade the average number has been around twenty.
- 6.8 Short term admissions on remands and Place of Safety Orders are recorded separately in a hard covered exercise book. There have been between 19 and 29 each year over the last decade. This arrangement of keeping a separate record of short term admissions does not appear to comply strictly with the requirements of the rules which specify "a" register for "all" admissions. However, the Inspector was told that it is necessary because girls cannot be

allocated a number in the main register unless they are subject to a Training School Order.

- 6.9 Record of Events of Importance. Untoward incidents are recorded in a hard covered exercise book. Given the nature of the girls there are surprisingly few entries; far fewer than in most children's homes. It is not clear whether this is because behaviour which would be considered to be untoward in a children's home is so commonplace in a training school that it goes unremarked or, possibly more likely, that the type of care given at St Joseph's minimises such outbursts. Seven incidents had been reported since September 1993. In brief they were:

17-9-93	A girl's finger was trapped in a door.
22-9-93	There was a fight involving some of the girls.
8-10-93	Tracer bullets were fired through the window of House 3.
24-10-93	Girls found to have taken drugs (Ecstasy) believed to have been brought into the school by a boyfriend. One girl was removed to the intensive care unit and the RUC were informed.
7-3-94	A row led to a fight between two girls. One was removed to the intensive care unit, the other was taken to hospital.
16-4-94	There was an incident in the swimming pool when one girl tried to drown another.
20-5-94	There was an incident which lead to a girl being placed in the intensive care unit.

- 6.10 A daily register is kept indicating the presence or absence of each girl.
- 6.11 A punishment book is not kept in the school. Traditionally punishment books in the training schools were used to record the administering of corporal punishment which has not been permitted for a number of years. Consequently the practice of keeping records has fallen into disuse. In St Joseph's the usual method of indicating pleasure or displeasure at a girl's behaviour is through a marks system linked to the award of pocket money. It is on a scale that allows marks to be gained as well as lost and therefore is difficult to see its use in terms of punishment. On occasions, however, other sanctions are applied such as the loss of a trip out, home leave or other privilege. In the Inspector's view it would be appropriate to record such sanctions in a punishment book so that senior staff, Board Members and others can monitor whether such sanctions are being applied fairly and consistently.

Rule 25 Sufficient and varied food, based on a dietary scale to be drawn up by the Board of Management after consultation with the manager and the medical officer shall be provided. The dietary scale shall include a list of dishes and a table of quantities to be supplied to each pupil.

The dietary scale shall be subject to the approval of the Ministry and, except as provided for by Rule 39(c), no substantial alteration shall be made in it without the Ministry's approval. A copy shall be kept posted in the school dining room.

6.12 Over the years both adherence to this rule and the need for it have declined. Dietary scales are no longer drawn up by the Board of Management and consequently they are not approved by the Northern Ireland Office. Strictly speaking while the rules remain in force they should be observed but it does appear to be an unnecessary requirement. Lunches, which are of exceptionally high quality, are served to the girls at school. Other meals are prepared by the care staff and the girls in the house units. Records are kept of all the menus.

Rule 26 The daily routine of the school (including the hours of rising, school room instruction and practical training, meals, recreation and retiring) shall be in accordance with a scheme drawn up by the Board of Management and approved by the Ministry.

A copy of the daily routine shall be posted in some conspicuous place in the school.

6.13 As in the case of meals such a degree oversight is no longer considered necessary or even desirable since it would inhibit the development of the type of flexible regime that would be the hallmark of good residential care of children. Nevertheless, a copy of the school timetable is posted in the school building.

Rule 31 Each day shall be begun and ended with prayer. So far as is practicable arrangements shall be made for the attendance of the pupils at a public place of worship.

Holy days shall be observed in such a manner as the Board of Management deem appropriate.

Where adequate arrangements can be made religious instruction shall be given suited to the age and capacity of the pupils.

6.14 Each day an assembly is held before the start of the school day at 9.30. Prayers are said and the girls are invited to think about the day ahead. Formal prayers are not held in the evenings but each house has its own way of marking the end of the day. The girls attend Mass in the convent chapel every Sunday and four periods of religious instruction in the school every week.

Rules 32, 33, 34 and 35. Recreation, visits and letters.

6.15 These rules require adequate provision to be made for free time, holidays and contact with home and parents. The girls are not usually permitted to have

unsupervised free time or to leave the campus unaccompanied but a wide range of activities, including discos and swimming are held in the school. At weekends the staff usually take the young people out to visit shops or to get a take-away meal in Armagh or Monaghan.

- 6.16 Every year Summer holidays are provided with each house unit going at a different time or to a different place. A recent innovation is to encourage some of the older girls to take part in adventure and other holidays run by outside organisations. The arrangements for them place a heavy burden on staff who have to transport girls all over Ireland but the benefits are considered to make it worthwhile. Occasionally some of the girls travel to them unaccompanied on public transport, particularly if they are returning somewhere they have visited previously.
- 6.17 Contacts with parents are encouraged and they may visit at any time although preferably not during school hours. Letters are not censored although the staff do try to monitor from whom correspondence is being received to try to minimise the risk of unsuitable contacts. Similarly, the girls may make and receive telephone calls but incoming calls are usually taken first by a member of staff to try to monitor them.

Rule 46 It shall be the duty of the Board of Management to place out on licence each boy or girl as soon as he or she has made sufficient progress in his or her training; and with this object in view they shall review the progress made by each boy or girl and all the circumstances of the case (including home surroundings) towards the end of his or her first year in the school and thereafter as often as may be necessary and at least quarterly.

At each review the Board of Management shall consider the date at which the boy or girl is likely to be fit to be placed out on licence and for this purpose they shall receive and consider a report from the manager made after consultation with the staff.

- 6.18 In St Joseph's the reviews of the young people's progress are not undertaken by the Board of Management but by two Review Committees comprising independent people, usually with a professional knowledge of children, and one Board Member. When a girl is admitted to the school she is given a card which includes the names and telephone numbers of the members of the committee that will be taking an interest in her progress. This is to enable them to act as a point of contact if the girl wants to make a complaint or representation. The Review Committees consider each girl every three months. They talk to a member of staff with special knowledge of the girl, see her in person and then talk to the staff again to clarify any points that the young person has raised. Apparently most of the girls are very keen to meet the committee members.
- 6.19 The Review Committees make decisions about extended leave and licensing on behalf of the Board of Management. These decisions are recorded in detail

and then ratified by the Board. The Inspector was told that this arrangement has brought a range of knowledge and experience to bear on making decisions about the girls and that it worked very well. Nevertheless it does not completely conform to the requirements of the Training School Rules. Given that decisions about licensing could be contentious and possibly open to judicial review the Inspector thinks that it is important that the manner in which they are made should not be open to challenge. Consequently he recommends that the provisions of Rule 56 should be used and the Northern Ireland Office requested to approve the current arrangements.

Rule 49 It shall be the duty of the Board of Management to ensure that adequate arrangements are made for the aftercare of every pupil released from the school...

6.20 St Joseph's after care service is provided by Miss [REDACTED] and Sister [REDACTED]. In addition to supervising the Glen Road hostel they provide individual support for the young people. Miss [REDACTED] also has a significant training responsibility and arranges in service courses for the staff as well as supervising social work students placed in the school.

Rule 50 Medical Officer

6.21 The school's medical officer is Dr Kelly, a general practitioner from Keady. He visits the school every Thursday to conduct medical examinations and advise the staff but girls requiring treatment are usually taken to his surgery. He carries out the duties required by the rules including making quarterly returns to the NIO.

Rule 51 Dental Treatment

6.22 Dental services are not provided on the school campus and the young people are taken to a practice in Armagh. Regular check ups are carried out every six months.

7. MISCELLANEOUS MATTERS

USE OF SECURE ACCOMMODATION

- 7.1 The use of secure accommodation is unfortunately not covered by the current Training School Rules or any other legislation in spite of its proliferation in recent years. As mentioned above St Joseph's has a small intensive care unit which is intended to meet the needs of emotionally disturbed girls for only quite short periods. The unit is self contained with three bedrooms, living room, kitchen, bathroom, etc. It has no staff of its own and if a young person has to be admitted it is the responsibility of the staff of the unit involved to look after her while she remains in it.
- 7.2 It is normally used for short periods with the authority of the senior member of staff on duty in the following circumstances;
- i. admission of a new child after 11 pm when the admission might unduly disturb the young people in House 1;
 - ii. the readmission of an existing resident who returns to the school late at night under the influence of solvents, alcohol, etc.

In these circumstances the girl is transferred to her own unit first thing the next morning.

- 7.3 Every time the unit is used, even though the girl may not be locked in, full reports are prepared giving details of the situation, who was involved and the decisions that were taken. These reports were made available to the Inspector. This material is also collated to give a picture of the use of the unit of a year. In 1993 there were 29 admissions of whom 14 simply slept in the unit without it being locked. Only 5 of the admissions were for 24 hours or more. Two of the five were for one day, one for 2 days, one for 3 days and one for a week. The latter was at the request of the court and social services. Since then use of the unit has declined and there have only been 8 admissions in 1994. There had been none between 15 June and the time of the inspection.

ABSCONDING

- 7.4 The Director told the Inspector that she views absconding as falling into several different categories. Firstly there are girls who walk out of the gates on impulse without permission and come back without on their own volition after a short time. The second group are similar but may need to be followed by a member of staff who talks to them until they also decide to return voluntarily. She felt that both these mild forms of absconding are usually a healthy response to stress. More seriously the third group may need to be followed, persuaded to return and then require considerable effort to resettle

them back in their units. The fourth group abscond but don't go very far. They may steal glue and some have tried to intimidate local residents. All these children are returned to their own units unless they are under the influence of alcohol, drugs or solvents in which case they will be taken to the school and supervised by the senior staff. Finally and most seriously there are persistent absconders who encourage other children to go with them and if picked up by the Police may be violent. If they have not settled down by the time they are returned they may be admitted to the intensive care unit.

- 7.5 If staff know where a girl is she is not counted as an absconder even if she is not where she is supposed to be. However, if a girl is missing and a check fails to reveal her whereabouts the Police are informed immediately. Under this definition St Joseph's has a low rate of absconding. During the Autumn term there were no absconders from Houses 2 and 4. One girl went twice from House 3 and another once. Three girls absconded together from House 1.

8. CONCLUSIONS

- 8.1 Although the Inspector has known St Joseph's for about fifteen years and has been aware of the reputation it has developed for work with difficult and disturbed teenage girls this comparatively brief visit was his first formal inspection of the school. It was pleasing to be able to note that at least many of the positive things he had heard were confirmed. The school has many assets; a staff of both practitioners and managers, who are dedicated to their task; a range of living accommodation that is pleasantly domestic in style, well maintained and comfortable; school facilities that would be the envy of many teachers in mainstream education and, perhaps most importantly, an atmosphere that can best be described as peaceful.
- 8.2 This report makes a number of recommendations most of which are of a minor nature and largely made necessary by trying to make the requirements of the Training Schools Rules more relevant to the changed circumstances of today. It is hoped that they will be helpful.

9. RECOMMENDATIONS

1. It is recommended that the current staffing arrangement of having only one person on duty in the long stay house units after 8pm on Saturdays and Sundays should be reviewed. (Paragraph 5.4)
2. It is recommended that the provisions of Rule 56 of the Training Schools Rules should be used to seek the Northern Ireland Office's consent to the Board of Management meeting at quarterly rather than monthly intervals as specified in the Rules. (Paragraph 6.1)
3. It is recommended that care should be taken to ensure that visits by Board members take place at monthly intervals. (Paragraph 6.3)
4. It is recommended that more frequent fire drills should be held, particularly in House 1 where there is a high "turnover" of girls. (Paragraph 6.5)
5. It is recommended that details of discharges, licences etc should be recorded in the family details section of the admission/discharge register in the absence of a section with specific provision for the. (Paragraph 6.6)
6. It is recommended that a punishment book should be maintained to record the use of any sanctions. (Paragraph 6.11)
7. It is recommended that the Northern Ireland Office's consent should be sought to the arrangements whereby the Review Committees undertake the Board of Management's responsibilities in terms of reviewing the girls' cases and considering their suitability to be placed out on licence. (Paragraph 6.19).

HOUSE: 4

MONTH: DECEMBER 1994

SATURDAY: 12 November
 10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

SUNDAY: 13 November
 10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

OFF: [REDACTED]

	8 - 10	10 - 2	2 - 4	4 - 10	OFF
Monday 14 [REDACTED]		[REDACTED]		[REDACTED] DR	[REDACTED] (H)
Tuesday 15 [REDACTED]		[REDACTED]		[REDACTED]	[REDACTED]
Wednesday 16 [REDACTED]		[REDACTED]		[REDACTED]	[REDACTED]
Thursday 17 [REDACTED]		[REDACTED]		[REDACTED] DR	[REDACTED]
Friday 18 [REDACTED]		[REDACTED]		[REDACTED] DR	[REDACTED]

SATURDAY: 19 November
 10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

SUNDAY: 20 November
 10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

OFF: [REDACTED]

	8 - 10	10 - 2	2 - 4	4 - 10	OFF
Monday 21 [REDACTED]		[REDACTED]		[REDACTED]	[REDACTED]
Tuesday 22 [REDACTED]		[REDACTED]		[REDACTED]	
Wednesday 23 [REDACTED]		[REDACTED]		[REDACTED] DR	
Thursday 24 [REDACTED]		[REDACTED]		[REDACTED]	
Friday 25 [REDACTED]		[REDACTED]		[REDACTED]	

HOUSE: 4

MONTH: DECEMBER 1994

SATURDAY: 26 November

10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

SUNDAY: 27 November

10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

OFF: [REDACTED]

8 - 10	10 - 2	2 - 4	4 - 10	OFF
Monday 28 [REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
Tuesday 29 [REDACTED]	[REDACTED]		[REDACTED] OR	[REDACTED]
Wednesday 30 [REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
Thursday Dec 1 [REDACTED]	[REDACTED]	House Meeting	[REDACTED]	[REDACTED]
Friday 2 [REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]

SATURDAY: 3 December

10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

SUNDAY: 4 December

10 - 4: [REDACTED]
 2 - 8: [REDACTED]
 4 - 10: [REDACTED]

OFF: B [REDACTED] (H) [REDACTED]
 B [REDACTED] CALL Sun 12pm --

8 - 10	10 - 2	2 - 4	4 - 10	OFF
Monday 5 [REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
Tuesday 6 [REDACTED]	[REDACTED]		[REDACTED]	[REDACTED] (H)
Wednesday 7 [REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
Thursday 8	[REDACTED]	2pm - 8pm	4pm - 10pm	[REDACTED]
Friday 9	[REDACTED]	[REDACTED] - 1pm-7pm	[REDACTED]	[REDACTED]