

furnished and had only beds in them. The beds were of a solid wooden construction and mounted on the floor so that they could not be moved. On this floor there was also a staff bedroom. The care and teaching staff took it in turns to staff a rota of "sleeping in"⁷, for which they were paid an additional fee⁸. These staff were only woken by the night staff if there was a disruption or emergency. The night staff would have been on duty from 22:00 until 07:30 the next morning and would have stayed awake all night. There would have been at least one night staff member on each bedroom floor, and one on the ground floor. They would have taken it in turns to relieve each other.

9. The top floor had a similar arrangements and layout to the first floor, but had more of an attic feel to it. It provided bedrooms for the Assessment Unit boys. In both cases the bedrooms were only accessed for sleeping purposes and were not in use during the day.
10. There was a large, wide staircase leading to the upper floors. It was "netted" to prevent any of the boys jumping over it. In my memory there were no suicide attempts during the time Lisnevin was in Newtownards.
11. Apart from having reinforced glass windows and the netting on the staircase, the main building had the feel of a large domestic building. There were then two separate wings, made of temporary sectional buildings. The first housed the school with a series of small classrooms and workshops plus some offices for the senior staff. Classes were rarely larger than three or four boys and a full range of subjects were available, including woodwork, metalwork, art, and PE. A highly individualised curriculum based on the needs of each boy was in operation.
12. The second wing housed the dining room and kitchens. On this corridor, but after descending a flight of stairs, was another corridor which housed the nurses/medical room, purpose built dental surgery, social worker and psychologists offices and a large case conference room.
13. Later there were two additional sectional classrooms which were placed outside on their own at the back of the main building. These classrooms were for general subjects.

Services provided at Lisnevin

14. The reasons for referral of the boys to Lisnevin differed according to the unit they were admitted to. The Special Unit was designed to cope with those boys, who because of court appearances, for reasons such as non-attendance at school, being in need of care protection and control, and juvenile offending, were already in the care of the existing training schools but who were regarded as being in

⁷ Exhibit 6 – Night staff operational procedures

⁸ Exhibit 7 – National Joint Council for Local Authorities' Administrative, Professional, Technical and Clerical Services; Scheme of Conditions of Service (8th Edition) 1975

need of more secure conditions⁹. The decision to transfer to secure conditions was an administrative arrangement and agreed by the respective managements of the schools and was not a court decision. Some of the boys had no record of criminal offending before being transferred to Lisnevin.

15. It was a medium to long term facility with boys living in the unit for between nine months to three years, with a median of around 15 months. As I explained in my 1982 thesis¹⁰ by far the most common reason for transfer to the Special Unit was persistent absconding from the open schools (69 per cent), with need of care protection and control the next most common (18 percent) and beyond control (5 percent); other reasons included need of intensive care, special educational facilities and no progress being made in the open school or a combination of these reasons.
16. The opening of the Special Unit met a need which had been apparent since the passing of the 1969 Children and Young Persons Act in England and Wales. This Act abolished the Approved School Order and replaced it with a Care Order under which the young person became subject to the care of the local authority rather than the Home Office. This meant that because of the new legislation it was no longer possible to have “problem” boys removed from training schools in Northern Ireland to the “closed” facilities in England. In the past it had been possible to have a small number of boys, perceived as difficult, transferred to the Special Units at Kingswood in Bristol, Redhill in Surrey and Red Bank in Lancashire. The increase in civil unrest in Northern Ireland since 1969, which had been coupled with an increase in serious juvenile crime, also indicated a need for Northern Ireland to have its own Special Unit.
17. The Assessment Unit catered for a different range of boys. All were remanded by the juvenile courts for assessment after a finding of guilt or a case proven. The reason for the assessment was to assist the courts in deciding on an appropriate disposal. A small number of boys would also have been remanded because of their need for care, protection and control. The main legislation in use was the Children and Young Person's Act 1968¹¹.
18. This time was very rarely extended but did happen on occasion when a young person was charged with a very serious offence, such as murder. A significant number of the boys remanded for assessment were charged with “scheduled” offences relating to the Troubles. Some were charged with paramilitary activity and some with offences, such as riotous behaviour. Around 50 percent were charged with “ordinary” juvenile crime, such as theft, burglary and criminal damage, although some were still there for not attending school or being out of control in a children's home. Most had already pleaded or been found guilty of an offence and the court was trying to decide on a suitable sentence.

⁹ SPT-100587

¹⁰ Exhibit 8 – Controlled study into the effectiveness of individual client-centred counselling for young offenders in residential care. Chapter 1. Thesis submitted for Doctor of Philosophy by B Lockhart 1982

¹¹ SPT-100587

Assessment on arrival

19. On arrival, a fairly comprehensive assessment process began. This included developing a social profile of the young person and their family. The main responsibility for this fell to a senior social worker, seconded from one of the local Health and Social Services Boards. There was then an educational assessment carried out by the teachers and a fairly detailed psychological assessment carried out by the psychologists. These various reports were then collated and discussed at a multi-disciplinary case conference. From this a final recommendation was made to the courts. Anecdotal evidence suggests that the courts found these reports very helpful. One finding to emerge was that after several years of operation, the Assessment Unit at Lisnevin was recommending that some 80 percent of the boys should receive a community disposal on return to court. This was in stark contrast to the reception units at both Rathgael and St Patrick's who, after conducting their assessments, recommended that around 80 per cent of boys should receive a Training School Order. This finding ultimately led the NIO to close the Assessment Unit at Lisnevin and set up a day assessment unit at Whitefield House in Belfast. The Assessment Unit staff at Lisnevin moved to Whitefield, leaving Lisnevin operating for a period as solely a Special Unit for approximately two years.

Medical and dental care

20. Lisnevin had a fully equipped medical room of three nurses, and usually at least one was on duty between the hours of 9am and 9pm each day. They could deal with minor medical complaints and ailments. They would have also inspected all boys on arrival and after they returned from weekend or other leave. They would have noted any bruises or other evidence of injury on any part of the body. In addition, a local GP acted as medical officer. He would have visited at least once per week or otherwise on demand. Boys would have had full medicals, especially on arrival. In emergency situations, boys would have been taken to the Accident and Emergency Unit in Ards Hospital¹².

21. There was also a full dental room. An outside dentist visited on a weekly basis¹³. All boys admitted to Lisnevin would have a dental inspection and were given treatment, as required, when there. I remember it being noted that many boys' teeth were in a poor state when they arrived but in a much better state when they left.

Food and clothing

22. All boys were provided with clothing on arrival by the institution. This was of quite good quality. It consisted of jeans, checked shirt, pullover, suede boots, etc. and

¹² Exhibit 9 - Incident report - [REDACTED] LN 13 taken to hospital for an x-ray on 1974

¹³ Exhibit 10 - Examples of Medical & Psychiatric Care

Part ONE: History of Lisnevin

Background of Lisnevin in Newtownards¹

3. In October 1973, the then Ministry of Home Affairs (MoHA) (later to become the Northern Ireland Office (NIO) and now the Department of Justice (DOJ)) opened a training school, known as Lisnevin Training School, on the outskirts of Newtownards, at the bottom of Bradshaw's Brae (in an area known as Kiltonga), then the main thoroughfare from Belfast to Newtownards. The name Lisnevin was a term of historical connection to Newtownards and was believed to be one of the old names by which the town was known. Until that time there had been four existing training schools in Northern Ireland: one each for Roman Catholic Boys, Non-Roman Catholic boys, Roman Catholic girls and Non-Roman Catholic girls. Each catered for children aged 10-17 inclusive, who were sent to them under a court order. The four schools were provided and maintained under provisions contained in the Children and Young Persons Act (Northern Ireland) 1968², and were the equivalent to the former "approved schools" in England and Wales.
4. Lisnevin, which catered for boys between the ages of 10-17 years, was the first integrated training school, in that it was non-denominational and had both Catholic and non-Catholic boys. It was established in response to the need for additional facilities to serve the needs of the Juvenile Courts and the existing training schools. At that time it had two separate functions³ which were catered for by two separate units – a) an Assessment Unit for 20 boys whom the courts considered might be in need of residential training and b) a Special Unit for 20 boys who did not respond to the "open" non-secure environment of the existing training schools (many of these boys would have had an extensive record of absconding from the existing schools; although some were there by virtue of violent or very disturbed behaviour). The annual throughput of the Special Unit was quite small with most boys remaining there for around 15 months. It was normally running at full capacity of 20 boys. The throughput of the Assessment Unit was quite steady. Again it ran at full capacity and I would estimate that it had a throughput of more than 100 boys per year⁴.
5. Lisnevin⁵ was built around a refurbished nineteenth century mansion house (which I think had been known as Kiltonga House). It was situated within its own extensive grounds of probably around 5 acres. It had a long driveway from the main road. An 8 foot wire fence had been built around the perimeter of the gardens. This fence was alarmed so that a bell would ring within the main

¹ Exhibit 1 – MoHA –Development of Lisnevin at Kiltonga - Operational Policy August 1972

² SPT-100587

³ Exhibit 2 - Lisnevin Training School – SSI Inspection Report 1988, pp??

⁴ Exhibit 3 – Admissions – An analysis of admission to Lisnevin remand Unit 1985-92

⁵ Exhibit 4 - Map of Lisnevin

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Dundonald, as they omitted to take the keys from one of the staff members and the alarm was quickly raised.

31. At the second Public Inquiry in November 1978, the neighbours maintained their objections concerning threats of having a training school for difficult offenders sited in a residential area. As a result, the report of the Inquiry recommended that as the role of the school had not changed substantially and it still had its share of “dangerous and thoroughly aggressive boys” it should be discontinued at its present site. It was recognised in the report that the need for a secure training school or similar unit still existed in Northern Ireland.
32. It should be noted from the above that Lisnevin at Newtownards always functioned under a degree of stress and uncertainty. The temporary nature of some of the buildings were far from ideal. The feelings of pressure on the staff and boys because of the uncertain nature of the school were at times almost tangible and were certainly detrimental to the smooth running and emotional security of those in the school. One factor which many would have predicted as likely to cause problems was the inter-denominational character of the school, but this in fact did not cause problems. There were examples of friendships formed between young people in Lisnevin that otherwise would have been highly unlikely. Certainly compared with later frictions when Lisnevin moved to Millisle, this period could be described as “nirvana”. My memory of it was of a happy place where staff and young people got on well. On many occasions I have met boys in later years who were in Lisnevin in Newtownards and their memories were mainly positive.

Philosophy under which Lisnevin in Newtownards operated

33. The philosophy under which Lisnevin operated is described in an unpublished staff handbook, which was made available to staff during training before the Special Unit opened. It made it clear that the aim of Special Unit was treatment rather than punishment. A quotation from this handbook under the question: *What is a Special Unit?:* stated as follows:

The Unit is special in so far as the treatment we offer is special and we are dealing with children whose needs are both special and individual with the result that our staff have special qualities required to understand, treat, and relieve the pressures which are causing their severe maladjustment.

The building itself is special in that it is unobtrusively secure, relieving the worries of absconding both from our children and staff. Security is in this sense a positive factor which affords the staff the opportunity to operate the full treatment programme without the additional worries of absconding and affords the children the opportunity to receive treatment for the first time, without the temptation of absconding because of fear or sheer habit. In this sense we are special and thus need special staff with ability to give all and expect little in return.

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**

- 6.20 Because the secure unit was built on penal lines, it was, in many ways, unsuitable for use as a Special Unit for adolescent boys, where the philosophy was based upon child care considerations and the environment was not conducive to the furtherance of those principles. However, a major programme of refurbishing brought about considerable improvements to the building, in terms of colour scheme, use of fabrics, carpeting and the covering-in of the heavy iron doors which were a feature of the original building. Although the decor has been softened there are still problems left with the physical provision.
- 6.21 Pedestrian access to the building is via an entrance hall which is constantly manned between the hours of 7.00 am and 10.00 pm. Beyond the electronically controlled doors the reception area, dining room and a suite of offices which includes the offices of the 2 deputy directors. On the ground floor are 2 wings of sleeping accommodation, which are occupied by the Remand Unit. Associated with the ground floor accommodation are 2 common rooms, classrooms, snack kitchen and other offices. To the rear of the building, adjoined by an interior corridor, is the gymnasium and games room.
- 6.22 On the first floor are 2 wings of sleeping accommodation. These are used by the boys in the Special Unit. Other accommodation on the first floor comprises of office space, living rooms, hobbies room, TV room and classroom accommodation.

The background and history of Lisnevin in Millisle

45. The move to Millisle (September 1980) was to mark a major change in the culture and management of Lisnevin. As noted above, the original plan was to move to a purpose built site at Rathgael in Bangor. Why this change to Millisle happened I am not sure. It may simply have been that a vacant site became available when the Borstal closed in Millisle and the Young Offenders' Centre opened in Hydebank. In any event, the building which had been designed as a Category C prison was totally unsuitable to house children. The environment changed completely and with it the culture.
46. From the outset staff were against the move. At this time there was a change in relationship with the Training School Branch in NIO. Wesley Pugh had become the Principal Officer of the Branch. His style was completely different than his predecessors. He visited the school frequently and it is my view that he took greater involvement in the running of the school than his predecessor.
47. The actual planning and implementation of the move from Newtownards to Millisle was, in my view, a disaster. I remember arriving down on the day of the move and finding the boys in a bare common room with no chairs, tables or television. I, personally, had to organise some of the care staff to go and look for the brand new chairs, which we found in a room above the gatehouse. We had to carry the chairs through the building to the common room. We found the television but it could not be connected to the outside aerial. I had to go down to an electrical shop in Millisle and buy a connecting lead to give the boys access to television.
48. There were many other problems with the move. When I was involved in the planning of the Juvenile Justice Centre at Rathgael to the newly built adjacent site around 2007 it was the subject of meticulous planning and change management. It took months to plan and involved almost all the staff in planning groups. By contrast, little planning appeared to have gone into the move of Lisnevin.
49. Another happening, which is scarcely credible, was that it took from September until the next May before the school resumed in Millisle. The teachers had decided that they would have to redesign the whole curriculum and took that time to do it. In the meantime a culture of the boys sitting watching television during the day emerged.
50. The move to Millisle was only about 10 miles but it might have been a million. Millisle was much more isolated from a public transport perspective. There were few direct buses from Belfast to Millisle and even fewer going on down the coast past Lisnevin. This made it very difficult for parents and families to visit the boys. It took much longer, was more expensive and often meant changes of bus and a walk of at least a mile outside Millisle. Similarly, it had a big impact on the number of home visits made by staff. Psychologically, Millisle seemed more isolated and being locked in the building had an adverse impact on staff.

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1 **relaxed in my view, but because the place itself seemed**
2 **like a prison -- and I think it was at one time classed**
3 **as a grade 3 prison -- I think that was the perception**
4 **of most people.**

5 Q. But did that physical manifestation of the building,
6 being, you know, a former prison, did that affect how
7 staff treated the boys?

8 A. **I would have said no. The only thing I think the staff**
9 **felt safer, because the boys couldn't sort of run about**
10 **outside the way they did in Kiltonga.**

11 Q. But you certainly -- I mean, you said to me that you
12 felt that -- Kiltonga certainly you felt that the --
13 I beg your pardon -- Lisnevin was casually run. It was
14 quite a low key sort of --

15 A. **Oh, yes.**

16 Q. -- way it was run. You didn't see any change when it
17 moved to Millisle.

18 A. **No, I didn't.**

19 Q. One thing you do remember, though, is that families,
20 when they came to visit, did complain to you personally
21 that the change in location made it hard for them to get
22 there.

23 A. **Yes. Obviously Millisle was a lot further away than**
24 **Newtownards, but the centre decided to put a bus on from**
25 **the centre to Millisle to bring the parents into**

INTRODUCTION

Lisnevin Training School was inspected by the Social Services Inspectorate largely during the period 18 April-29 April 1988. The team comprise of Dr K F McCoy, [REDACTED] P [REDACTED] and Mr C W Donnell. During the course of the inspection time was spent in the school during evenings and at weekends. A programme of meetings and agendas was arranged with L J [REDACTED] the Director and extensive background information was supplied to the team. The inspection proceeded on the basis of an examination of the premises, resources and records and involved the Inspectors in observation and evaluation of current work being undertaken by the staff. The views of the young people, about their life in the school were collected and assessed.

The Inspectors would like to express their thanks to the Chair Mrs D M P Sandford, DLJP, the members of the Management Board, the staff and the young people at the school for their co-operation. They would especially like to thank the Director and senior staff for the generous hospitality and the full assistance offered throughout the inspection.

It is hoped that this report and the appraisal of the school which it constitutes, will contribute to the future of Lisnevin as a specialist resource within the juvenile justice system.

4. LOCATION AND PREMISES

- 4.1 Lisnevin Training School is located on the coast of Co Down, approximately 2 miles south of Millisle. The building presently occupied by the training school, stands within the grounds of the former borstal training establishment at Woburn. In the early 1970s a decision was taken to build a secure provision adjacent to the open Borstal. The secure unit was built to Penal Category 3 standards and the building and the extensive grounds are enclosed within a 7 metre high perimeter fence. Following a change in penal policy in Northern Ireland, borstal training was dispensed with as an option to the courts, with the opening of the Young Offenders Centre at Hydebank. Shortly after this policy change, and as a result of a public inquiry, the Lisnevin Management Board were required to vacate the premises occupied by them at Newtownards. A feasibility study group reported upon the 2 available buildings at Woburn and they opted for the use of the vacant secure borstal as the new home for Lisnevin Training School.
- 4.2 Because the secure unit was built on penal lines, it was, in many ways, unsuitable for use as a special unit for adolescent boys, where the philosophy was based upon child care considerations and the environment was not conducive to the furtherance of those principles. However, a major programme of refurbishing brought about considerable improvements to the building, in terms of colour scheme, use of fabrics, carpeting and the covering in of the heavy iron doors which were a feature of the original building. Although the decor has been softened, there is still problems left with the physical provision.
- 4.3 Details of the lay out of the building are given in Appendix B. Pedestrian access to the building is via an entrance hall which is constantly manned between the hours of 7.00 am and 10.00 pm. Beyond an electronically controlled door is the reception area, dining room and a suite of offices which includes the offices of the 2 deputy directors. On the ground floor are 2 wings of sleeping accommodation, Drumfad and Woburn, which are occupied by the Remand Unit. Associated with the ground floor accommodation are 2 common rooms, classrooms, snack kitchen and other offices. Opening off the main corridor, which runs from the front to the rear of the main building, are the medical block and the punishment blocks. These 2 units are described in detail later in this report. To the rear of the building, adjoined by an interior corridor, is the gymnasium and games area.
- 4.4 On the first floor are 2 wings of sleeping accommodation known as Kiltonga and Copeland. These are used by the boys in the Special Unit. Other accommodation on the first floor comprises of office space, living room, hobbies room, TV room and classroom accommodation.

- 6.20 Because the secure unit was built on penal lines, it was, in many ways, unsuitable for use as a Special Unit for adolescent boys, where the philosophy was based upon child care considerations and the environment was not conducive to the furtherance of those principles. However, a major programme of refurbishing brought about considerable improvements to the building, in terms of colour scheme, use of fabrics, carpeting and the covering-in of the heavy iron doors which were a feature of the original building. Although the decor has been softened there are still problems left with the physical provision.
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- 6.22 On the first floor are 2 wings of sleeping accommodation. These are used by the boys in the Special Unit. Other accommodation on the first floor comprises of office space, living rooms, hobbies room, TV room and classroom accommodation.

428. Furthermore, the choice of Millisle was undoubtedly driven by public expenditure considerations, given the availability at that location of a vacant facility containing many of the amenities necessary for a training school.
429. The need to improve the Millisle facility was obvious to management and the Inspectors noted at the time of their visit that *“a major programme of refurbishing [had] brought about considerable improvements to the building”* although it was recognised that some problems still remained with the physical provision (LSN - 13726).
430. The Inspectors reflected on the various challenges which the school had encountered in its short history, including the movement from Kiltonga to Millisle and the opening of the Special Remand Unit within the school (LSN - 13764, para 16.2). The Inspectors commented that since the opening of the Remand Unit *“life has not been without its problems,”* and identified *“disturbances, barricades, damage, fire, assaults on staff and acute problems of control of very difficult behaviour”* as features of the Lisnevin environment.
431. Nevertheless, the school had many successes. The inspectors paid tribute to the Director and his team for the fact that *“so much has already been achieved and that the operation [of the Remand Unit] continues despite all the problems”* (LSN - 13747, para 7.20).
432. Having spoken with and observed the boys in the Remand Unit the Inspectors felt able to say, *“They had no complaints about the way they were treated...staff provide a good standard of care.”* (LSN - 13744, para 7.8). The Inspectors did identify some concerns about the use of separation (discussed further below) but overall, in relation to the whole school, the Inspectors were satisfied with the standards of care being delivered to the young people at Lisnevin (LSN - 13764, para 16.2).
433. In 1992, SSI carried out a thematic inspection of Lisnevin’s Secure Unit in light of the concerns expressed following the publication of the Pindown Report. The report of the thematic inspection can be found at LSN 13809 - 13849. The Inspectors reported on the progress which had made since the 1988 inspection in relation to the practice of separation (see further below), and the use of early bedtimes. The

-21-

4. CONCLUSIONS

4.1 Between 1985 and 1992 there were 1057 admissions to Lisnevin Remand Unit. The numbers have increased from a low of 98 admissions in 1985 to a peak of 153 in 1992. Numbers generally between 1986 and 1991 varied between 118 and 148 admissions per year, with an average 132 remands per year being received into Lisnevin Remand Unit. (cf para. 3.1)

4.2 Of these 1057 remandees, 165 have been admitted on five week orders - 94 from Rathgael and 71 from St Patrick's . 1988, 1989 and 1990 showed significantly lower number of five week orders with only 10, 14 and 15 admissions. (cf para. 3.21)

4.3 Remands from Belfast Juvenile, Magistrates and High Courts dominated the Court remands with, collectively, 361 (40.5%) of the 892 total court remands between 1985 and 1992. Craigavon, Londonderry, Bangor and Antrim Juvenile Courts with 64, 49, 47 and 46 remands in this period were also significant. Surprisingly low numbers of remandees were sent to Lisnevin from Ballymena, Armagh and Newry Juvenile Courts with 16, 11 and 7 remandees, respectively. (cf para. 3.22)

4.4 On average over the period 1985 to 1992, Lisnevin remandees were 15.25 years old on admission. Admissions in 1985, 1989, 1990 and 1991 tended to be slightly older than the other years with proportionate increases among 16 and 17 year olds. 234 (or 22.2%) of all admissions throughout the period, were aged 14 or under and the peak years for admissions in this age group were 1986, 1987, 1988 and 1992. (cf para. 3.3)

4.5 Juveniles whose most serious charge is theft dominate the offence profiles of remandees with 268 (32.5%) of all those remanded between 1985 and 1992. Motoring remands are also prominent with 217 cases (26.3%) as well as burglary remands with 95 (11.5%).

Motoring remandees have increased from 10 in 1985 to 41 in 1992 and remandees on theft charges have decreased steadily from a high of 50 in 1989 to 16 in 1992. (cf para. 3.41 to 3.45)

- 6 -

3. Findings

3.1 Admissions 1985 to 1992

Figure 1 shows the yearly breakdown of admissions to Lisnevin Remand Unit. During the 8 years between 1985 and 1992 there have been 1057 separate admissions to remand unit, 165 of whom were admitted on 5 Week Orders and 892 remanded by the Courts on criminal charges. After a low start of 98 admissions in 1985, levels have remained quite uniform thereafter except for slight highs in 1989 and 1992 of 148 and 153 admissions. The average number of remandees admitted to Lisnevin remand unit per year is 132. The number of admissions between 1986 and 1992 has remained reasonably constant.

3.2 Sending Court or Training School

Juveniles can arrive in Lisnevin Remand Unit by three routes. Firstly they may be sent to Lisnevin from one of the Open Training Schools because it has been decided that their behaviour is such that placement in a secure setting is required for a period of 5 weeks. These referrals are scrutinised and adjudicated by an independent Admissions Panel, chaired by a member of the Lisnevin Board and attended by independent representatives from Social Services, APRU and NIO. Secondly, and most frequently, juveniles are remanded to Lisnevin Remand by the Courts either for what may be regarded as more serious offences or because placement in a secure setting is desirable to ensure that the juvenile is available to attend his next Court appearance. Thirdly juveniles may be admitted to Lisnevin remand unit under the PACE legislation on an overnight remand (The incidence of PACE remands since 1990 are considered in section 3.8).

-21-

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-20-

3.10 PACE Admissions

YEAR	1990*	1991	1992
NUMBER OF PACE REMANDS	69	31	61

* First PACE entry in 1990 was on 3rd March

Since the first PACE admission to Lisnevin on 3 March 1990 until the end of 1992, there were 161 cases of boys being admitted on overnight remands under the PACE legislation. Those remands are separate from Court remands as it is the RUC who place the boy in Lisnevin in preparation for a Court appearance the following day.

The yearly distribution of Pace admissions is shown on the above table. The 1990 figure is made even more significant when we consider that it covered only a 10 month period. Clearly PACE admissions are a fluctuating phenomenon dependent on external circumstances one of which is the availability to the RUC of secure accommodation.

Of the 161 PACE admissions the sending Police Station was found for a sample of 49 remandees (13 in 1990, 17 in 1991 and 19 in 1992). These showed that Belfast Police stations were overwhelmingly responsible for sending PACE remands to Lisnevin, with 44 of the 49 PACE remands coming from Belfast Stations. Antrim Road RUC and Grosvenor Road RUC dominated the intra Belfast pattern with 15 and 12 of the 49 PACE remands respectively. What is slightly surprising are the lack of PACE orders received from the RUC stations, which are geographically close to Lisnevin. For example Bangor and Newtownards RUC stations accounted for only 1 and 3 of the 49 PACE Orders respectively. Despite this small sample it is clear that Belfast RUC stations make most use of Lisnevin Remand Unit as a holding centre for PACE remandees.

-5-

identified and addressed.

3. To furnish the support of medical , psychological and social work expertise as appropriate.

2. Methodology

2.1 When a boy is admitted to Lisnevin Remand Unit, personal details and other relevant information are recorded in a large admissions book. This book is the primary source of all data contained in this report. The book typically contains the following information for each boy:- name, date of birth, address, date of admission, reason/ offence on admission, religion, relevant section of Children and Young Persons Act , date of next Court appearance and after a final decision has been reached on the offence/s remanded for, details of the Court outcome or placement. However this admissions book does not contain details of admissions under the PACE legislation - this information is kept separately and is not considered in the main body of the findings but in a separate section. The PACE admissions are analysed in terms of yearly admissions and a sample of 49 for which the sending RUC station was available.

2.2 In all there were 1057 admissions to Lisnevin Remand Unit between 1 January 1985 and 31 December 1992. This figure includes boys who were re-remanded for the same offence(s) or remanded for subsequent offences. Some data sets, for example, alleged offences for which remanded are reduced because the figures of 1057 includes 5 week orders which are not strictly Court Remands and do not have any offence information. Also some information, for example, alleged offences on admission, the number of offences is not available at the time of admission and is therefore not considered.

- 3 -

Lisnevin Remand Unit Admissions 1985 to 1992

1. Introduction

1.0 This research project was requested by Mr Jack McCloskey (Director, Lisnevin) and approved by the Research Officer Monitoring Group and NIO. The terms of reference specified by the Director and the Department are to descriptively study all admissions to Lisnevin Remand Unit between 1 January 1985 and 31 December 1992 in terms of numbers per year; alleged offences for which admitted; sending Court or Training School and the subsequent Court decision .

1.1 In completing this study we wish to acknowledge the assistance of the following people: [REDACTED] LN 56

[REDACTED] LN 56, [REDACTED] LN 42, [REDACTED] [REDACTED] RG 16
(Temporary Acting Director).

1.2 Lisnevin has been in existence since 1973, when the campus was located at Newtownards, Co Down. In 1977 the residential assessment unit moved to Black's Road, Belfast to become Whitefield Day Assessment Centre and in 1981 the long term treatment facility (Special Unit) moved to Millisle, Co Down, its present location. In 1985, a 10 bed secure remand facility was introduced on the Millisle campus to replace the Juvenile Remand Unit, formerly located at the Young Offenders Centre, Hydebank which closed in 1985. The Remand Unit at Lisnevin now offers 25 bed spaces due to increased demand since 1985, whilst Special Unit nowadays has 15 beds.

Boys between the ages of 10 and 17 may be held in the Remand Unit after the Court has deemed that remanding them in a secure setting is desirable. However, the ultimate power of placement of any boy in this category is the responsibility of the Secretary of State.

Remand boys do not mix with Special Unit boys, as a rule, on the Lisnevin campus, except for religious observance. The duration of remands to Lisnevin is highly variable.

since the present building is physically incapable of accommodating increased numbers of staff and pupils.

6. Mr LN 80 suggested that the former punishment block could be refurbished for use as an Intensive Treatment Unit. In the longer term this would provide additional facilities. In the short term NIO will be provided with a list of all boys in Lisnevin at present together with an explanation of the reason for their committal and whether there is an underlying Training School Order. It may be possible to consider transferring certain of the remandees to an open training school setting.

Staffing Levels

7. As already mentioned in para 4, L [REDACTED] pointed out that Lisnevin's facilities were designed for 25 boys and the appropriate staffing levels to manage them. Because of present pupil numbers in the Remand Unit the school is severely overcrowded.
8. LN 80 pointed out that at present members of staff have no recreation/staff rooms and he suggested that such provision should be considered as a matter of priority.

Sensitive Issues

9.
 - i. [REDACTED] claim for compensation has been rejected at Tribunal.
 - ii. LN(RG)190 [REDACTED] case is due for hearing in Spring 1995.
 - iii. Due to present levels of overcrowding it has been necessary to lock up children during the waking day. This action has potential for complaint from pupils, parents or independent representatives.

NOTE OF THE MONTHLY MEETING BETWEEN NIO AND LISNEVIN'S SENIOR
MANAGEMENT AT LISNEVIN ON TUESDAY 15 NOVEMBER 1994 AT 10.00 AM

Those present:

LN 80 Director Mr John McCartney, NIO, Chairman
Mr LN 42 Deputy Director Mr Bill Gallagher, NIO
Mr Donal Gordon, Board Secretary

1. Mr McCartney began the meeting and it was agreed to deal with business in the agenda order.

Finance

2. Mr Gordon indicated that expenditure to date is greater than expected due to pressure on staffing because of increased pupil numbers. Pupil numbers in the Centre show a 20% increase on the numbers for the same period last year. It is too early to draw conclusions but it has been suggested that the increase in remands to Lisnevin may be connected to the "peace dividend".

Emergency Fund

3. Estates Services Division has been asked to provide costings for the provision of personal alarms for each member of staff on duty in the Centre and to estimate the cost of providing a covered walkway, with a metal detector facility, between the workshops and the main building.

Remand Unit - Population

4. LN 80 reported that the Remand Unit is accommodating 41 boys at present. Every available room is being used. The present high pupil numbers are presenting management with severe problems since the school is licensed for 25 remand pupils only.
5. LN 80 stated that increasing staff numbers to cope with increased pupil numbers only served to exacerbate the problem

Pupil Numbers

5. L [REDACTED] informed the meeting that pupil numbers had not risen as expected. It is difficult to explain why numbers have not risen but it may be due to a number of factors ie the policy of processing the more difficult pupils through the courts and on to the YOC; and the Department's written approach to the courts pointing out Lisnevin's overcrowding problems.

6. Mr McCartney suggested that a close scrutiny should take place to build up a profile of all persons referred to Lisnevin from other training schools from now on. It was agreed that this approach should be helpful.

BDS Admin Report

7. Mr Gordon reports that Lisnevin management is unable to employ at this time the number of staff recommended in the BDS report because of a lack of space to accommodate the additional members of staff. However, in the interim it has been decided to convert to full time the confidential secretary post and to recruit an additional Account Clerk. The recommended Grade I clerical post will not be filled but an additional seven hours per week will be added to the existing clerk/typist's duties.

8. The overall effect of these measures will result in a nett loss of 30 hours per week against the staffing recommendations of the BDS report. The report will be put before the Lisnevin Board on Monday 6 March 1995.

Lisnevin Development Plan

9. It was reported that Mr Brian Ingram of MDC has a copy of Lisnevin's Development Plan together with Mr McCartney's letter on the subject. When he has had an opportunity to respond to these papers the discussion process can continue.

basically the comments made there apply also to the Remand Unit.

Appraisal of Remand Unit

- 7.19 When the decision was taken by Government, some time ago, to bring about a situation where, as far as possible, no young person would be held on remand, within a penal setting, the Management Board and staff of Lisnevin embarked upon the achievement of a quite unique concept. There was no precedent elsewhere in Great Britain for "offenders", no Remand Home Rules and consequently policy had to be developed on an unwritten, ad hoc basis and in some cases, this has continued. Consequently the time is now opportune to reflect upon some of the established policies.
- 7.20 Since the opening of the Remand Unit life has not been without its problems. Disturbances, barricades, damage, fire, assaults on staff and acute problems of control of very difficult behaviour have all had to be faced by management and staff. It is a considerable tribute to the Director and his senior management team, that so much has already been achieved and that the operation continues, despite all the problems. Lisnevin has been the repository of some of the most difficult young people in the country. The staff have had to develop new practice roles and policies to enable the Remand Unit to function. The quality of care provided is of a satisfactory standard and the suggestions, criticisms and recommendations, in relation to staff training and the use of sanctions, are made in the hope that they will be of assistance to management and enable them to reflect and improve upon the already established policy and practice within the Remand Unit.

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)

FUNCTIONAL MANAGEMENT

- 3.16 There are 3 tiers to the Lisnevin management system ie (a) Director, (b) deputy directors/board secretary and (c) unit administrators. The Director is accountable to the Lisnevin Management Board for the effective management of the training school, within the constraints of the Board's policy and in accordance with statutory provisions. He manages, through the deployment of resources, a senior staff team, who are accountable to him for the social work and education programmes and for the administration of the school. The Director has an integrated style of management ie he involves other members of the management team through frequent meetings and discussions. He induces their commitment to objectives, and co-ordinates their approach to the residential task.
- 3.17 The Director is supported by a deputy director (education), a deputy director (care) and the board's secretary. The deputy director (education) has specific responsibility for the internal organisation, management and control of the school including the deployment of the teaching staff. In addition he has oversight of the medical and catering staff and deputises for the Director in his absence. The deputy director (care) manages the care provision in both the Special and Remand Units and is responsible for the development of the care and social work programmes followed in the school. He manages the residential social work staff and the night supervisors to give effect to a high standard of child care practice.
- 3.18 Unique to Lisnevin, within the training school system, is the involvement of the Board's secretary as a member of the director's management team. In terms of the structure the Board secretary is a second line manager with an equivalent place in the hierarchy to the deputy directors. He takes responsibility for the administrative, security, maintenance and domestic staff and supervises their work. He participates in the senior management group meetings, is conversant with all aspects of the school's operation and has developed a financial information system which keeps the director and other senior officers apprised of spending under different budget headings. He is also responsible for the financial control of Whitefield House and the Adolescent Psychology and Research Unit. The Board's secretary also supervises works and maintenance contracts and capital development projects. The Inspectors were impressed by his involvement in the management of Lisnevin and commend these arrangements to the other training schools.
- 3.19 Two unit administrators, working on opposite shifts, have day to day responsibility for the operation of the training school. During "office hours" their work is confined

Minute Book

2. Pupils:

- (a) Roll at 29th August 1991

Remand UnitSpecial Unit

16

10 plus 12 off campus

- (b) T Marley received a three year Y.O.C. sentence on 20th June 1991.
- (c) Gerard Marley absconded whilst being returned from leave by his father and his uncle. He swam to an off shore island at Millisle but later returned to Lisnevin.
- (d) On 9th August four boys and two staff went on a successful weekend holiday to Runkerry.
- (e) Senior Managers were concerned about the number of offensive weapons (table knives etc.) found in boys' bedrooms. Search procedures are being revised.
- (f) Three boys absconded from the campus on 1st September 1991. The boys were returned later that day and staff involved have been disciplined.

3. General:

- (a) The school library was opened officially on 13th June 1991.
- (b) In accordance with the Board's revised staff selection procedures for Lisnevin, shortlisting for our interviews is being arranged by Senior Managers for Care and Teaching posts. The Board agreed that Mr Ginn would be in attendance at the Teacher interviews and that Mrs Caldwell would be in attendance at the R.S.W. interviews.
- (c) Rev. H Armstrong (Parish Priest), Bangor confirmed that he was no longer interested in the old administration building.
- (d) A Lisnevin procedural document on vetting landlords has been requested by N.I.O.
- (e) The police have requested staff escorts with "difficult boys". The matter is being considered by N.I.O.
- (f) Stuart Johnston, a former pupil, had alleged assault by Mr Iain Hamilton (a former employee) on 7th July 1989. After investigation the D.P.P. has confirmed that there is no case to answer.

Chairmans
Initials

7/13/94

(b) D Leckey - Alleged Assault:

Darren Leckey, Special Unit pupil alleged that he was assaulted by a member of staff on 2nd March 1994.

The boy was permitted to speak to his solicitor and the police (Donaghadee) were called in to investigate the incident.

The N.I.O. was informed in writing, of the incident.

L [redacted] reported that the allegation had since been withdrawn but nevertheless written reports were being sought from all concerned.

The Board will be kept informed of developments.

DARREN
LECKEY -
ALLEGATION
OF STAFF
ASSAULT

7/13/94

4. A.P.R.U. - Death of boy in Residential Care:

The Board was saddened to hear that Nial Stanton, a boy in residential care had hanged himself in St Joseph's Children's Home (Nazareth Lodge) and it was noted that A.P.R.U. Psychologist Dr R Kilpatrick had some professional involvement with the deceased through the St Patrick's West Side Project.

Mr Curran presented the Chairman with a comprehensive report which was completed by Dr Kilpatrick.

Miss Nicholl informed the Board that the psychologist would likely be asked to provide a statement for the inquest and went on to ask Mr Curran to be present at any meeting in which Dr Kilpatrick is involved. The Head of A.P.R.U. stated that he was confident that Dr Kilpatrick had exercised reasonable judgement throughout this sad affair.

It was acknowledged that the psychologist would need sound professional and legal support at this time. It was agreed that the Board's legal advisers would be made available to assist and advise if Mr Curran and Dr Kilpatrick felt it necessary.

Mr Curran will keep the Board informed of developments.

DEATH
OF BOY IN
CHILDREN'S
HOME WHO
HAD CONTACT
WITH
PSYCHOLOGY
DEPT

18/4/94

3. Untoward Incidents:

(a) On 5th March 1994 three Special Unit boys got onto the roof of the main building and proceeded to break several windows - See Minute 697 A(1)c.

(b) Darren Leckey - Special Unit boy made a complaint of physical assault against a member of staff. He later withdrew the complaint.

INCIDENT
ON
ROOF

See
above

18/4/94 cont.

Full reports will be made available to the Staff Committee of the Board.

- (c) Alexander O'Donnell a Remand Unit boy, made a complaint of physical assault against a member of staff. He later withdrew the charge.

ALLEGATION
OF STAFF
ASSAULT

Full reports will be made available to the Staff Committee of the Board.

- (d) William Ireland a Special Unit boy, made a complaint to his Solicitor that staff used illegal holds in order to restrain him during an incident over the Easter period. Despite requests from the Director and Deputy Director the boy refused to make a complaint to senior management in the Centre.

ALLEGATION
OF "ILLEGAL
HOLDS" USED
DURING RESTRAINT

The Board noted that nothing could be done in this case until a communication was received from the boy's Solicitor.

- (e) On 23rd March 1994, four boys barricaded themselves in Mr MacNamara's classroom and proceeded to cause approximately £6,000 worth of damage to furnishings, stationery and equipment. Three boys were remanded to the Y.O.C. under Schedule 5 Para. 11(b) of the Children and Young Persons Act (N.I.) 1968. The fourth boy was returned to Lisnevin because of his age.

BARRICADING
INCIDENT

- (f) On 30th March three boys from the Remand Unit used snooker balls as missiles and broke three panels of reinforced glass in the lower modular office.

DAMAGE
TO CENTRE

- (g) On 31st March two Remand Unit boys ran off from staff and ramsacked the isolation wing office.

DAMAGE
TO CENTRE

- (h) On 2nd April four Remand Unit boys barricaded themselves in a bedroom. One boy came out in response to staff advice but the other three remained and attempted to barter for extra cigarettes in return for coming out. When this ploy did not work they caused considerable damage to the room and its contents. Despite staff requests to the contrary the boys remained in the room until 10 30 a.m. the following morning.

BARRICADING
INCIDENT/
DAMAGE TO
CENTRE

- (i) On 3rd April three Remand Unit boys barricaded themselves in a bedroom but responded to staff persuasion and left quietly twenty minutes later.

BARRICADING
INCIDENT

- (j) On 4th April a Special Unit boy when challenged by a member of staff for throwing

Minute Book

- (e) On 2nd July 1991 Mr C W Donnell (S.S.I.) did a follow-up inspection, seeking answers to questions related to recommendations made following the Staffordshire Inquiry. The Director will present a more detailed report at the next meeting.
- (f) Mr W Schumacher P/T. Care Worker received his sixth unsatisfactory assessment report. Disciplinary action is being considered.
- (g) Mrs E Bates, a successful candidate for the teaching post (English) decided not to accept the offer of employment.
- (h) Mr Flanagan, D.E.N.I. Inspector (Science), saw Mrs Ashe on 6th August 1991. Whilst the inspector was pleased with the Science teachers attitude and ability, senior managers are concerned that her lack of mobility is causing problems of control and supervision.
- (i) Miss L Farrell (Casual Care Worker) was found to be unsuitable and her employment was terminated.
- (j) Mrs H Doudican has been successful in her application for a Q.U.B. Management Course.
- (k) Mrs H Doudican who was unsuccessful in recent applications for the post of Senior R.S.W. has alleged that she was discriminated against on the grounds of her sex and/or marital status and on the grounds of religious belief or political opinion. The matter has been placed in the hands of the Board's legal advisers, J.W. Russell and Co. (Solicitors).
- (l) The Board accepted the Director's recommendations that Mrs N Adams Probationary Confidential Secretary and Miss J Gwilliam Probationary Clerk/Typist (p/t) be confirmed as permanent members of staff.
- (m) The Board granted Mr J Hazel permission to pursue a place on a Diploma in Social Work course at the University of Ulster in the 1992/93 academic year. It was accepted that the financial and staffing implications at the time would determine whether or not the R.S.W. could attend. In this respect the final decision was left in the hands of Senior Management.

Chairmans
Initials

12.0 OFFICIAL VISITORS

12.1 Senior personnel from the Northern Ireland Office Training Schools Branch visit the school to discuss policy and administrative matters. Support and advice on matters of professional social work practice and problems arising in difficult cases is given by an Inspector from the Social Services Inspectorate. An Admissions Panel, unique to Lisnevin, which screens all application for admission to the Special Unit has been established for the past 4 years. The Social Services Inspector and officials from the Northern Ireland Office also sit in this panel. The detailed operation of the Admissions Panel is described in Chapter 6 of this Report.

VISITS BY BOARD MEMBERS

- 12.2 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 and the state of the school and shall satisfy himself that his duty is fulfilled. A scrutiny of the records show that this duty was performed on 6 occasions during the past 12 months. A pro forma is used to record the visits which concentrate on comments on "areas" visited with a small section for general comments. The Inspectors accept that, because of the composition of the present Board, difficulty has been experienced in carrying out the monthly visits without placing undue demands on a small section of the Board. Nevertheless it is recommended that the frequency of visiting be increased to comply with Rule 10(3) and that management address the problems of compiling a rota that will spread the visiting more equally amongst Board Members.
- 12.3 In October 1983 the Department of Health and Social Services issued a circular on the monitoring of residential homes for children provided by Health and Social Services Boards and Voluntary Organisations. Management within each Unit was requested to introduce procedures for the regular and ongoing scrutiny of the range and quality of the service which it provided. Thereafter 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".
- 12.4 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 a 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

training to enhance staff skills and competences for which accreditation can be obtained under the NVQ award system. The programmes of in-service training currently being provided are focused on the development of skills relevant to the nature of the task to be performed. The Inspectors commend the approach, which they feel is fundamental to the provision of an improved service to young people. The development of a comprehensive training strategy will have implications for staffing in terms of the use of their time. The needs for staff training and the proposals to reduce the working week of residential social workers to 37 hours by 1994 will have resource implications for the future. The budget which will support the developing training strategy should address the first issue, but there is a need to forecast future staffing needs commensurate with any reduction of staff hours available to management.

- 4.7 From a perusal of a variety of records within the school it is clear that the Senior Management Team exercise close scrutiny of the records and have put a number of internal monitoring systems in place to facilitate this. This approach is mirrored in the practices of middle managers. The Inspectors feel that this is important, especially in relation to recording instances of separation and the frequency and nature of communication with the resident during separation. New forms covering these areas of work have been designed by the Director. The regular scrutiny, signing and dating of records, spot visits to residential units and other areas of the school are an indication that management maintain a close check on the standards of care provided by staff.

*Regular
was often
this could
be helpful
usually?*

VISITS BY BOARD MEMBERS

- 4.8 Details of monthly visits to the school by Board members were presented for scrutiny. Recent visits had been carried out on 6 November, 3 December and 3 January. They are completed using a standard pro-forma (Appendix 2). The records were completed in a variety of styles and members reported on such matters as administration and physical conditions. These reports are presented to the Management Board and the Director is responsible for taking appropriate action. It was clear from 2 of the reports presented that Board members had seen the young people in the school, held conversations with them and recorded the activities being undertaken. Many of the issues raised by the boys, for example a need for breaks (outside exercise), insufficient pocket money, "the hair shampoo causes dandruff" are matters for management. Reference to the need for outside recreation will be referred to by the Inspectors later but it is evident that Board members are carrying out their duties regularly and effectively bringing to this duty the benefits of their particular experience and background.

- 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 LN(SPT)16 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

**SOCIAL SERVICES INSPECTION REPORT
ON LISNEVIN 1988**

S.S.I. INSPECTION

LISNEVIN

1988

D.F.G.

Date: 28th June 1991

FOR INFORMATION:

Chairman (Lisnevin Management Board), Mr W. Donnell (S.S.I), LN 42
LN 44 & appropriate Lisnevin Staff; Mr Burton (NIPSA Rep Lisnevin)

Mr Wesley Donnell visited Lisnevin on 28th June 1991 to discuss the implementation of SSI recommendations contained in the SSI Report on Lisnevin, which had been presented in April 1988.

In the interim I had communicated with Dr. K. McCoy (Head of the SSI) about the recommendations (3rd November 1988).

In December 1989, Mr H. V. McIlpatrick (Assistant Chief Inspector (SSI)) requested a further statement on the extent to which the recommendations had been implemented.

In January 1991 Mr W. Donnell (SSI) wrote to me and referred to my comments on the recommendations which I had sent to Mr McIlpatrick on 15th December 1989. He referred specifically to "Boys Bed Times" (3-6), among other topics, and suggested that further outstanding issues from the report should be discussed.

On the 28th June 1991 the following points were discussed with Mr Donnell:-

- 17.2 (and 3.6):** Following discussions between Unions, Staff and Management, changes have been brought about in duty rosters. This has meant that bed time is now 9:45 - 9:55 p.m. Management and SSI hope to keep this matter under review with a view to further extension.
- 17.3:** In the academic year 1991 - 1992 two members of staff will avail of CSS training.
- 17.5:** Boys do not now roll their own cigarettes. The question of "increased" pocket money remains.
- 17.6:** **Lock Up**
Boys are allowed 45 minutes per day in their bedrooms to (a) allow privacy for letter writing etc with staff on hand to help, (b) allow staff to prepare for evening activities. It is managements intention that bedroom doors remain unlocked during these periods but this may cause security and staffing problems.

17.8: Desks, tables, curtains etc are to be placed in each bedroom - as finances permit.

17.11: Boys are given the option, and are encouraged, to attend Case Conferences and Reviews. Some have already availed of the opportunity.

GENERAL:

- a) When boys are uncooperative in class and have to be 'removed', it is hoped that they will be supervised by another teacher (on an 'other duty' period.)
- b) Problem profiling is being undertaken by APRU.

J. McCLOSKEY
DIRECTOR

NOTE: Mr Donnell will report on SSI(Department) views

Dg.

CONTENTS

	PAGE
INTRODUCTION	
1. HISTORICAL BACKGROUND	1
2. THE CHILDREN AND YOUNG PERSONS RESIDENT	2
3. MANAGEMENT AND STAFFING	4
4. LOCATION AND PREMISES	12
5. DAILY LIFE	14
6. SPECIAL UNIT	17
7. REMAND UNIT	27
8. EDUCATION	34
9. DOMESTIC SUPPORT SERVICES	36
10. HEALTH CARE	38
11. RELIGION	40
12. OFFICIAL VISITORS	41
13. OFFICIAL RECORDS	43
14. PSYCHOLOGICAL/PSYCHIATRIC SERVICES	45
15. USE OF VOLUNTEERS	47
16. CONCLUSIONS	48
17. RECOMMENDATIONS	50
APPENDICES	

INTRODUCTION

Lisnevin Training School was inspected by the Social Services Inspectorate largely during the period 18 April-29 April 1988. The team comprise of Dr K F McCoy, LN P. [REDACTED] and Mr C W Donnell. During the course of the inspection time was spent in the school during evenings and at weekends. A programme of meetings and agendas was arranged with J [REDACTED] the Director and extensive background information was supplied to the team. The inspection proceeded on the basis of an examination of the premises, resources and records and involved the Inspectors in observation and evaluation of current work being undertaken by the staff. The views of the young people, about their life in the school were collected and assessed.

The Inspectors would like to express their thanks to the Chair Mrs D M P Sandford, DLJP, the members of the Management Board, the staff and the young people at the school for their co-operation. They would especially like to thank the Director and senior staff for the generous hospitality and the full assistance offered throughout the inspection.

It is hoped that this report and the appraisal of the school which it constitutes, will contribute to the future of Lisnevin as a specialist resource within the juvenile justice system.

1. HISTORICAL BACKGROUND

- 1.1 In the Staff Handbook, provided as background information to the inspection, the historical perspective of the school is traced. "Lisnevin School was formally located in Newtownards, Co Down, where in 1973 two separate units offered secure residential assessment facilities for 20 boys and long term facilities for another 20 committed boys. In 1977 the residential assessment unit moved to Black's Road in Belfast and commenced day assessment and continues to do so today. In 1981 the long-term treatment or Special Unit, moved to Millisle to its present location.
- 1.2 In 1985, Lisnevin opened a 10 bed secure remand unit, to service the courts, following the closure of the Juvenile Remand Unit at the Young Offender's Centre in Belfast. Whilst it seemed likely that the demand for secure remand spaces would not exceed 10, in practice the number of places sought is now almost 3 times that number. As a direct consequence of this demand for spaces, the Remand Unit now offers 25 bed spaces with a proportionate decrease in Special Unit spaces to 15.
- 1.3 Lisnevin School is a secure establishment, located on the outskirts of Millisle, Co Down. The buildings which are used by the school were designed for, and formerly used as a secure Borstal. Several attempts have been made to modify the building to meet the needs of the present client groups."
- 1.4 Lisnevin is a training school as defined in Section 137 of the Children and Young Person's Act (NI) 1968. It operates within the existing legislation with children only being admitted who are the subject of a Training School Order and those who are remanded by the Courts. Admissions to the Special Unit are made upon application from Rathgael and St Patrick's Training Schools. The Special Unit and the Remand Unit are completely segregated and operate as two separate and distinct facilities.

2.0 THE CHILDREN AND YOUNG PERSONS RESIDENT

- 2.1 On 15 April 1988 there were 41 boys on the Lisnevin roll. However, 3 of them had failed to return from home leave and another 2 had been remanded to prison by the courts leaving 36 boys on campus. The majority (36) were between 14 and 16 years of age, though 2 boys were over 18 years of age, and at the other end of the scale 2 boys were just 13 years old.
- 2.2 Sixteen boys were the subjects of Training School Orders and 25 had been removed to Lisnevin by the courts under Section 51 of the Children and Young Persons Act 1968. However 19 of the remandees had previously been committed to training schools and their Training School Orders were still extant.
- 2.3 Ten of the Special Unit boys had been admitted from St Patrick's Training School and 6 from the Rathgael Centre. All but one of them had previously been in the Lisnevin Remand Unit. Two had initially been sent to training schools on "care" grounds and they had resided within the Eastern Board's North and West Belfast Unit of Management. Nine others had home addresses in Belfast with one each coming from Bangor, Antrim, Craigavon, Fintona and Ardglass.
- 2.4 Eight boys had been less than one year in the Special Unit, including one who had been there for just 2 weeks. Another 2 had been approximately 9 months in residence but 5 had been in the Special Unit for more than 1 year. One boy had spent 2 years in security. Eleven Special Unit boys had been reviewed by the Lisnevin Licensing Committee during the 12 months prior to the inspection. There were plans to license 12 boys to live with relatives and 2 others were being prepared to live independently in the community.
- 2.5 Ten boys had been residing in one of the training schools immediately prior to being remanded in Lisnevin by the courts. Another 5 were absconders from the training schools when they were sent to the Remand Unit. The Hydebank Young Offenders Centre had transferred 2 others to Lisnevin at the courts direction. Seven others had been living in their own homes, and another was said to have been "living rough", before admission to the Remand Unit. The courts remanding boys to Lisnevin were Belfast (9), Antrim (3), Killyleagh (3), Craigavon (3), Lisburn (2), Londonderry (1), Limavady (1), Bangor (1), Newtownards (1) and Cookstown (1).
- 2.6 Most of the remandees had previous convictions eg: 19 had previously been committed to training schools. Thirteen were currently on charges relating to motor vehicles ie: 10 taking and driving away and 3 "allowing themselves to be carried". Several boys were charged with theft and in one

case this was in conjunction with causing grievous bodily harm. The most serious offences were attempted murder (1), rape (1), arson (1) and possession of a firearm (1). Two boys had been on remand for 6 months, one for 4 months, 3 for 3 months and 3 for 2 months. The remainder had been in the Remand Unit for one month or less including 5 who were there for less than 1 week.

3.0 MANAGEMENT AND STAFFING

3.1 Lisnevin School provides, within security, care and education for up to 40 boys. To accomplish this a multi-disciplinary staff group, comprised mainly of teachers, social workers and night supervisors is retained. There is a stratified staffing structure incorporating management, with posts of responsibility at several levels in the system. The Inspectors used a questionnaire to collect factual information about all personnel contributing directly to the residential care task. This included both full and part-time residential social workers and those teachers who perform extraneous duties.

3.2 Forty-five returns were made as follows:-

DIRECTOR	1
SENIOR DEPUTY DIRECTOR	1
DEPUTY DIRECTOR	1
UNIT ADMINISTRATOR	2
SENIOR RESIDENTIAL SOCIAL WORKER	4
RESIDENTIAL SOCIAL WORKERS	23 (7 part-time)
TEACHER (extraneous duties)	5
NIGHT SUPERVISOR	8

Amongst those not included in the survey were the secretary to the management board, teachers not regularly involved outside of the school day, nursing, kitchen, domestic, administrative, security and ancillary staff.

3.3 Each unit has 2 senior residential social workers ie one leads a team of residential social workers on each shift. One was undertaking a Certificate in Social Service training course and was not always available for work. Returns were made for 23 residential social workers, 16 of whom were full-time staff and a cadre of 7 permanent part-time staff. Seven of the former work in the Remand Unit and 9 in the Special Unit, while the part-time staff are deployed where they are required. Five teachers perform extraneous duties each working one weekend in every month. Taken together there was a whole-time equivalent of $26\frac{1}{2}$ staff directly engaged on the residential social work task when the inspection took place.

3.4 The Inspectors used the Castle Priory method of calculating the number of staff required at unit level ie excluding senior management. This involved the following equation:-

$$\frac{\text{Boys waking week} \times \text{capacity}}{\text{staff working week} \times \text{the number of boys requiring one staff}}$$

In addition to the basic calculation an allowance is made for staff leave and for the extra cover needed when the boys are on their school holidays.

- 3.5 The capacity of Lisnevin is 40 places (15 Special Unit and 25 Remand Unit), the agreed staff working week is 39 hours and the boys waking week was calculated as 58 hours. The Inspectors take the view that the intensity of the work in the Special Unit requires a ratio of one staff to 2 boys but that a ratio of one staff to 3 boys is sufficient in the Remand Unit. Using the figures above the whole time equivalent of 31 staff are required for the units and this is **recommended**. It is important to emphasise that this exercise is designed to arrive at an overall staffing complement and not to prescribe staffing levels for each unit. Staff deployment is a matter for management, after taking into account the needs pertaining at any point in time. It is also worth recording that during the year ending 31 March 1988, after overtime worked by the residential social workers and extraneous duties performed by the teaching staff were taken into account, the whole time equivalent of 36 staff were required to cover the units.
- 3.6 Staff are rostered to cover the units between 7.30 am and 9.40 pm on week days (9.00 am to 9.00 pm at weekends). This is achieved through shift work ie early duty between 7.30 am and 2.00 pm, and late duty from 1.45 pm to 8.30 or 9.30 pm. In effect this means that there is a 15 minute overlap between shifts which is used for handover meetings between the teams. Management strive to have a ratio of one staff on duty to 2.5 boys but generally one staff to 3 boys is achieved. Half of the personnel on the late shift finish at 8.30 pm on week days. To facilitate this the boys must be confined to their rooms by this time. The Inspectors consider that this is much too early for teenagers to be put to bed. Therefore, it is **recommended** that the duty roster is revised with a view to giving better staff cover in the evenings.

LENGTH OF SERVICE

3.7 The length of time in post by each category of staff is set out in Table 2 below:-

TABLE 2

DESIGNATIONS	LENGTH OF SERVICE IN LISNEVIN							TOTAL
	0-1	2-5	6-9	10-14	15-19	20-24	25+	
Director	0	1	0	0	0	0	0	1
Senior Deputy Director	0	0	0	1	0	0	0	1
Deputy Director	0	1	0	0	0	0	0	1
Unit Administrator	0	0	0	1	1	0	0	2
Senior Residential Social Worker	2	2	0	0	0	0	0	4
Residential Social Worker	7	12	0	3	1	0	0	23
Teacher (EDA)	0	1	1	1	2	0	0	5
Night Supervisor	3	1	0	3	1	0	0	8
TOTALS	12	18	1	9	5	0	0	45

Thirty (66%) of the 45 staff are less than 5 years in post and 12 of these were under one year in the grade. However when these were tabulated again for "length of time in the training school service" (Table 3) the number with less than 5 years service was reduced to 23 ie 7 of the staff had been regraded since commencing in the training schools. Nevertheless more than 51% of staff covered by the survey had less than 5 years experience in the training school. It was significant that brevity of experience was most acute in the residential social worker grade where staff have most contact with the boys. Of 23 staff in this grade 17 (74%) had less than 5 years service including 4 who were less than one year in the work.

TABLE 3

DESIGNATIONS	LENGTH OF TIME IN TRAINING SCHOOL SERVICE							TOTAL
	0-1	2-5	6-9	10-14	15-19	20-24	25+	
Director	0	0	0	0	1	0	0	1
Senior Deputy								
Director	0	0	0	1	0	0	0	1
Deputy Director	0	0	0	0	1	0	0	1
Unit Administrator	0	0	0	0	1	0	1	2
Senior Residential								
Social Worker	0	1	1	0	2	0	0	4
Residential								
Social Worker	4	13	0	5	1	0	0	23
Teacher (EDA)	0	1	1	0	3	0	0	5
Night Supervisor	3	1	0	3	1	0	0	8
TOTALS	7	16	2	9	10	0	1	45

LEVEL OF QUALIFIED STAFF

3.8 The professional qualifications held by the Lisnevin staff are set out in Table 4 below. Nine of those staff covered by the survey, including the 5 senior managers, had a Certificate of Education, one senior residential social worker had the Certificate of Qualification in Social Work (CQSW) and another had the Certificate for the Residential Care of Children and Young Persons. However it was disappointing to find that of the 23 residential social workers only 8 held a relevant qualification. The point was made in paragraph 3.7 above that these are a relatively inexperienced group of staff and it seems that also they are deficient in terms of their qualifications for the job.

TABLE 4

DESIGNATION	QUALIFICATION				
	CQSW	CSS	CRCCYP	CERT EDUCATION	PCSC
Director	0	0	0	1	0
Senior Deputy					
Director	0	0	0	1	0
Deputy Director	0	0	0	1	0
Unit Administrator	0	0	0	2	0
Senior Residential					
Social Worker	1	0	0	0	0
Residential					
Social Worker	1	2	3	0	1
Teacher (EDA)	0	0	0	4	0
TOTALS	2	2	3	9	1

Priority should be given to advertising for and recruiting, all other things being equal, qualified staff whenever vacancies arise and this is recommended. Management should also make a training needs assessment for all existing staff and plan to have them attend suitable training courses.

- 3.9 The Inspectors were satisfied with the arrangements for the induction of new staff. There is a clear policy of supporting recruits and they are not left to simply find their own way through trial and error. The induction programme is comprised of didactic and practical instruction, written guidance in a procedural manual and colleague orientation. Full details of the induction procedures are given in Appendix A.
- 3.10 Returns from the survey suggest that none of the staff had attended in-service/short training courses over the 12 months prior to the inspection. There may have been operational reasons for this but several staff indicated that they wished to expand their knowledge and repertoire of skills for dealing with difficult adolescents. The Inspectors were advised that a psychologist, who serves the training school, has agreed to provide in-service training and this will be referred to again later in this report.
- 3.11 Four staff had undertaken post-qualifying training ie the director, 2 deputy directors and a teacher. Three of these courses would normally be taken by teachers intending to specialise in some aspect of education. However, the director completed a post-qualifying course in management at the Social Studies Department of the Queen's University of Belfast in 1987.

MALE/FEMALE BALANCE

- 3.12 None of the management group or the senior residential social workers are women. Seven of the 23 staff working at unit level are female but of these only 2 worked in the Remand Unit. The Inspectors consider that young persons in residential care should have the opportunity of relating to mature adults of both sexes and were satisfied, that despite the male/female imbalance in the totality of the staff group, that this criterion was being met. It was interesting to note that 5 of the 8 qualified residential social workers are women.

POSTS OF SPECIAL RESPONSIBILITY

- 3.13 Three staff at unit level occupy posts of special responsibility. All 3 are professionally qualified social workers (CQSW) and although they have special posts their grading has not altered. One of the senior residential social workers is known as head of the social work

department, and he has responsibility for all social work practice within the Special Unit. A residential social worker in the same unit is designated as courts and community officer. She is responsible for the compilation and presentation of court reports in respect of boys in the Special Unit and for fulfilling an aftercare and monitoring role in relation to boys who have left the unit. Her work also entails liaising with schools, employers and social work agencies. Another qualified staff member is known as the Remand Unit social worker. She is the contact point for referring agencies ie the courts, training schools, etc and liaises with parents, solicitors, fieldworkers and clergy. When required she attends court and provides a verbal or written report.

- 3.14 The introduction of the specialist posts of responsibility has involved some reorganisation in both units. In doing so management has sought to recognise the competence of qualified staff and at the same time to use the available resources effectively and efficiently. Hitherto all staff in the Special Unit were operating as "keyworkers", which involved them in considerable work outside of the training school, with a consequent reduction in their contact hours with the boys. This was happening to a more limited extent in the Remand Unit but management had strong reservations about the quality of the work being done. The present system, which had only been in place for a short time when the inspection took place, seemed to be working well.

NIGHT SUPERVISORS

- 3.15 Eight night supervisors are employed to care for the boys and to take responsibility for the security of Lisnevin between 9.30 pm and 7.30 am. They are all men with an average age of 47 years within a range of 35 to 60 years. Four of them have been at least 13 years in the work while the others have less than 3 years experience. One of the group has been designated as senior night supervisor with responsibility for the others. There are 5 night supervisors on duty each evening, one of whom takes charge of the secure entrance to the building until all day staff have gone off duty. The Inspectors were generally satisfied that the routine followed by the night supervisors was appropriate, given the secure nature of the facility and the priority accorded to protecting and supervising the residents. None of the residential social workers are required to sleep on the premises overnight but one of the senior staff is available "on call". In the normal course of events the Inspectors would expect residential social workers to take part in "sleeping in" duties. However, because of the nature and function of Lisnevin they consider the present arrangements for night cover are satisfactory.

FUNCTIONAL MANAGEMENT

- 3.16 There are 3 tiers to the Lisnevin management system ie (a) Director, (b) deputy directors/board secretary and (c) unit administrators. The Director is accountable to the Lisnevin Management Board for the effective management of the training school, within the constraints of the Board's policy and in accordance with statutory provisions. He manages, through the deployment of resources, a senior staff team, who are accountable to him for the social work and education programmes and for the administration of the school. The Director has an integrated style of management ie he involves other members of the management team through frequent meetings and discussions. He induces their commitment to objectives, and co-ordinates their approach to the residential task.
- 3.17 The Director is supported by a deputy director (education), a deputy director (care) and the board's secretary. The deputy director (education) has specific responsibility for the internal organisation, management and control of the school including the deployment of the teaching staff. In addition he has oversight of the medical and catering staff and deputises for the Director in his absence. The deputy director (care) manages the care provision in both the Special and Remand Units and is responsible for the development of the care and social work programmes followed in the school. He manages the residential social work staff and the night supervisors to give effect to a high standard of child care practice.
- 3.18 Unique to Lisnevin, within the training school system, is the involvement of the Board's secretary as a member of the director's management team. In terms of the structure the Board secretary is a second line manager with an equivalent place in the hierarchy to the deputy directors. He takes responsibility for the administrative, security, maintenance and domestic staff and supervises their work. He participates in the senior management group meetings, is conversant with all aspects of the school's operation and has developed a financial information system which keeps the director and other senior officers apprised of spending under different budget headings. He is also responsible for the financial control of Whitefield House and the Adolescent Psychology and Research Unit. The Board's secretary also supervises works and maintenance contracts and capital development projects. The Inspectors were impressed by his involvement in the management of Lisnevin and commend these arrangements to the other training schools.
- 3.19 Two unit administrators, working on opposite shifts, have day to day responsibility for the operation of the training school. During "office hours" their work is confined

mainly to a specific unit where they direct the activities of staff, chair evaluation meetings, case conferences and reviews and have general oversight of the care and control of the boys. However, in the early mornings and evenings the unit administrator on duty is responsible for the totality of the school, including security, and for liaising with the night supervisors. They participate in the overnight "on call" arrangements, together with the Director and his deputies.

STAFF SUPERVISION

- 3.20 A system of professional staff supervision was introduced by the director in June 1987. It aims to make staff accountable to their immediate superior in the management chain, to make them aware of their roles and responsibilities, to assist them with developing new skills as well as improving existing ones and to promote harmonious working relationships. Initially the director held a series of weekly seminars for middle managers to acquaint them with the concept and the process of staff supervision. Following this he began fortnightly supervision of his second line managers.
- 3.21 The Inspectors found that staff supervision has not percolated down as far as the senior residential social worker grades. The director is satisfied with the progress made in the 7 months since staff supervision was initiated but feels that it will take approximately 24 months before this "growing plant" reaches its full potential. The Inspectors commend the progress which has been made but urge the rapid development of professional supervision for all grades.

STAFF MEETINGS

- 3.22 A number of regular meetings are held within Lisnevin to promulgate decisions made and to foster good communications between management, staff and the boys who have been placed there. In recognition of his belief that good communication is a pre-requisite to peaceful co-existence, the Director has drawn up guidelines for the organisation of meetings and listed the type and purpose of those which are held regularly in the training school.

4. LOCATION AND PREMISES

- 4.1 Lisnevin Training School is located on the coast of Co Down, approximately 2 miles south of Millisle. The building presently occupied by the training school, stands within the grounds of the former borstal training establishment at Woburn. In the early 1970s a decision was taken to build a secure provision adjacent to the open Borstal. The secure unit was built to Penal Category 3 standards and the building and the extensive grounds are enclosed within a 7 metre high perimeter fence. Following a change in penal policy in Northern Ireland, borstal training was dispensed with as an option to the courts, with the opening of the Young Offenders Centre at Hydebank. Shortly after this policy change, and as a result of a public inquiry, the Lisnevin Management Board were required to vacate the premises occupied by them at Newtownards. A feasibility study group reported upon the 2 available buildings at Woburn and they opted for the use of the vacant secure borstal as the new home for Lisnevin Training School.
- 4.2 Because the secure unit was built on penal lines, it was, in many ways, unsuitable for use as a special unit for adolescent boys, where the philosophy was based upon child care considerations and the environment was not conducive to the furtherance of those principles. However, a major programme of refurbishing brought about considerable improvements to the building, in terms of colour scheme, use of fabrics, carpeting and the covering in of the heavy iron doors which were a feature of the original building. Although the decor has been softened, there is still problems left with the physical provision.
- 4.3 Details of the lay out of the building are given in Appendix B. Pedestrian access to the building is via an entrance hall which is constantly manned between the hours of 7.00 am and 10.00 pm. Beyond an electronically controlled door is the reception area, dining room and a suite of offices which includes the offices of the 2 deputy directors. On the ground floor are 2 wings of sleeping accommodation, Drumbfad and Woburn, which are occupied by the Remand Unit. Associated with the ground floor accommodation are 2 common rooms, classrooms, snack kitchen and other offices. Opening off the main corridor, which runs from the front to the rear of the main building, are the medical block and the punishment blocks. These 2 units are described in detail later in this report. To the rear of the building, adjoined by an interior corridor, is the gymnasium and games area.
- 4.4 On the first floor are 2 wings of sleeping accommodation known as Kiltonga and Copeland. These are used by the boys in the Special Unit. Other accommodation on the first floor comprises of office space, living room, hobbies room, TV room and classroom accommodation.

- 4.5 Outside the main building, but enclosed within the perimeter fence, are extensive workshops which provide such crafts as joinery, heavy craft, metal work and brickwork. There is also a new recreational building, which provides additional accommodation for games etc. The erection of this terrapin type building became necessary when numbers in the Remand Unit began increasing and there was insufficient recreational space within the main building.
- 4.6 To the rear of the main building is the chapel; a modern hexagonal structure built of matching red brick and the interior is finished in Norwegian Pine. It is a bright and pleasant building in which the weekly and other special church services are held. The grounds within the fence are extensive and a full size football pitch is laid out. The area provide ample opportunities for exercise for both boys and staff alike.
- 4.7 The building, with all its architectural shortcomings, is in a very good state of repair. The use of bright paint, coloured tiles and fabrics does much to soften the institutional feel of the place. The building is well maintained and kept very clean. The boys are responsible for keeping their own rooms clean, with assistance, but the bulk of the cleaning is left to the domestic assistants. Over the years the buildings have suffered from attacks upon the fabrics during times of conflict. One wing, Kiltonga, was badly burnt by fire during a disturbance within the past 2 years. Windows were broken, bedroom furniture damaged and bedding destroyed. Experiments have been carried out using new materials, new doors on the bedrooms, new locks and new furnishings. Following the last fracas a full security inspection took place and as a result additional resources, including close circuit television and electronic locking devices are to be installed.

5.0 DAILY LIFE

- 5.1 Lisnevin is a secure facility within which the residents are segregated in two groups each with its own regime and staffing. It is organised in a manner which assists the staff to fulfil the primary function of supervising and controlling the boys placed there. Although they occupy the same building, boys in one unit seldom meet those from the other unit. Some amenities eg: the dining room, classrooms, recreation areas, are available to both groups but slight variations in the daily routine of the units and timetabling arrangements ensure that they are used separately.
- 5.2 The nature of the Remand Unit entails movement of boys on weekdays between Lisnevin and courts all over the Province. Boys who are appearing in court are awakened at 7.35 am and have their breakfast at 8.00 am. The remainder rise at 7.55 am and breakfast at 8.20 am. However, in the Special Unit, where placements are generally for a longer term, the boys rise at 8.10 am and have breakfast at 8.50 am. Again there are 2 sittings for lunch (Remand 12.40 pm, Special Unit 1 pm) and at tea (Remand 4.40 pm, Special Unit 5 pm).
- 5.3 The school day commences at 9.30 am for boys in both units and continues until 3.55 pm. Apart from the lunch hour ie 12.40 pm to 1.40 pm, there is also a morning break from the classroom between 11 am and 11.20 am. During any period, when the boys are not in the classroom, they are supervised by the residential social workers. Generally they are assembled in the units common room prior to dispersal to school. Each group is "handed over" to their teacher, who escorts them to the classroom.
- 5.4 There is a period of organised activities, ie sporting or recreational, each evening (Remand 6.00 pm to 7.00pm, Special Unit 6.30 pm to 7.50 pm). These are supervised by the residential social workers and volunteers from community groups come into the training school some evenings to assist. Supper is prepared in the units by one of the staff and served about 7.45 pm. Preparations for bed follow with the Remand Unit boys retiring at 8.30 pm. In the Special Unit bed times commence at 8.30 pm though for some boys this may be extended to 9 pm as a privilege. When the early bedtimes and the locking up periods are taken into consideration the nett result is a rather short day for the boys in the Remand Unit. With this in mind it is **recommended** that a review of bedtimes be undertaken by management.
- 5.5 At the weekends there is a later rise (9.00 am in the Remand and 9.20 am in the Special Unit). As there is no school the staff on duty organise activity periods in the mornings and afternoons as well as the evening. Mass is celebrated in the school chapel for Roman Catholic boys at a convenient time on Sundays. Authorised visitors may see

individual boys between 2.30 pm and 3.45 pm on Sunday afternoons. All visiting takes place in the dining room and is closely supervised by the staff. Any gifts of food, cigarettes, money, etc must be handed over to the staff, who furnish the visitor with a receipt. Boys are routinely searched when their visit terminates.

SMOKING

- 5.6 Smoking is strictly controlled and supervised within the training school. Boys, who are permitted to smoke by their parents, can have 6 cigarettes daily on weekdays and 8 on Saturday and Sundays. These are spread throughout the day, eg one is allowed after each meal, one after school and one before bedtime. Staff hold the boys cigarettes and issue them at the times above. Smoking is permitted only in the common rooms. Staff may not smoke in front of the boys at any other time. The Inspectors observed that most of the boys roll their own cigarettes from loose tobacco bought in the school tuck shops. It would seem that this is cheaper than buying brand named cigarettes. However, it is also more unhealthy, is reminiscent of a prison culture and inappropriate for a child care setting. It is **recommended** that this practice is discouraged and that incentives are introduced to encourage young people to give up the smoking habit.

TUCK SHOP

- 5.7 There is a shop in each unit where the boys can purchase cigarettes, tobacco, confectionary and soft drinks. One staff member in each unit is the "shopkeeper" and boys have access to this service about 4 times each week. Since they are not allowed to carry money, all transactions are made on paper. Further reference will be made to this later in the Report.

REST PERIODS

- 5.8 An aspect of the daily routine in Lisnevin which the Inspectors found disquieting was the use of "rest periods". These are set times each day when the boys are locked in their bedrooms, ostensibly to allow them to have a break from the group and to give staff an opportunity for forward planning. There are 4 "rest periods" on weekdays and 3 on Saturdays and Sundays in the Remand Unit but only one each day in the Special Unit. Each lasts for between 30 and 45 minutes. During these times one member of staff in each unit is detailed to make regular checks on the boys. In the Special Unit the rest period follows tea and the boys can have access to the tuck shop at this time, providing that the shopkeeper is on duty. The Inspectors take the view that, as the boys are held within security, there should be no need to further restrain them during the day in normal circumstances. The waking day in Lisnevin is only 12½ hours long and much of this is taken up with

education and organised recreational activities. Supervision of the boys in small groups during periods of free association should not be too burdensome on staff or beyond their competence. Therefore it is **recommended** that the regular use of "rest periods" should be reviewed by management.

6.0 SPECIAL UNIT

- 6.1 The Lisnevin Special Unit provides for up to 15 boys, who are the subjects of Training School Orders. The majority of them have been transferred to the Special Unit from St Patrick's and Rathgael Training Schools, but exceptionally they come directly from the courts. The reasons for their placement in the Special Unit are many and varied but in general terms they have been admitted because they could not be held safely elsewhere.

ADMISSIONS PANEL

- 6.2 Requests for admission to the Special Unit are considered by a panel comprised of:-
- i. A Lisnevin Board Member (chairperson);
 - ii. A member of the Northern Ireland Office Training School Branch, who represents the Secretary of State;
 - iii. A Social Services Inspector;
 - iv. A Psychologist;
 - v. Deputy Director (Care) Lisnevin

Three members of the above group constitute a quorum and, with the approval of SOS, can effect a transfer to Lisnevin. When the panel meets to consider applications for placement cognisance is taken of the following criteria:-

- i. The boy is a danger to himself;
- ii. The boy is a danger to others;
- iii. The boy is in danger from others;
- iv. Absconding is linked with any of i. to iii. above or serious criminal behaviour;
- v. The boy's level of disturbance makes him unmanageable in an open training school;
- vi. All possible avenues of social, psychological and/or psychiatric oversight have been pursued in an open setting.

Exceptional cases, not covered by the above, are adjudicated upon by the admissions panel. Those admitted tend to be troubled and troublesome boys with social/psychological problems and have a history of delinquent activity.

AIMS AND OBJECTIVES

- 6.3 The following statement of aims and objectives for the Special Unit was provided by management:-
The overall aim of the Special Unit is to help prevent young people re-offend. The above aim will be achieved through the pursuit of the following objectives:
- (i) To improve the young person's skills for surviving in the community through
 - (a) Social skills and
 - (b) Life skills
 - (ii) To improve the young person's intellectual development through the provision of individual education and vocational programmes
 - (iii) To encourage and facilitate the young person's emotional development through
 - (a) The development of secure relationships - both individual and group - and particularly the use of the key workers system
 - (b) The family work
 - (iv) To cater for the spiritual needs of the young people in our care.
 - (v) To integrate the young person into the community and family group through
 - (a) Planned home visits on leave and
 - (b) Family work

The overall ethos of the Special Unit must reflect and facilitate the achievement of the above objectives.

- 6.4 The Inspectors found that management emphasised a philosophy for all of Lisnevin of "holding boys securely in a humane environment". This may have been introduced mainly for the Remand Unit but it seems to have been detrimental to the aims and objectives of the Special Unit. Some staff appear to have little knowledge about them and saw their role as making sure the premises were secure, supervising the boys, adhering to the rules and regulations and keeping to the daily routine as set out in the timetable. It is **recommended** that steps are taken to promulgate and give effect to the aims and objectives of the Special Unit as set out in paragraph 6.3 above.

ACCOMMODATION

- 6.5 Special Unit boys are accommodated on the first floor of the main building. The unit is approached from a staircase which leads on to a landing in the middle of which there is a glass-sided office. This is the nerve centre for the school security system and must be manned by one of the residential social work staff during school hours and by a night supervisor after bedtime. To the right and left of the staircase 2 wings extend outwards. These contain 15 and 16 single bedrooms respectively and each wing has an ablutions area with toilet and showers.
- 6.6 The Special Unit boys sleep in the smaller of the 2 wings. When the bedrooms are occupied the doors are locked but staff can keep the boys under observation through "viewing panels". There are narrow slit windows on the exterior walls of each room which provide daylight and ventilation. All of the rooms have a call button which can be used to get attention from the staff. A recently finished programme of interior painting lent a pleasant effect to the rooms. The boys are not permitted to keep personal effects there or to place posters, pictures, etc on the walls. After careful consideration, and bearing in mind that Special Unit boys can spend some considerable time in Lisnevin, the Inspectors concluded that this rule should be relaxed. Therefore it is **recommended** that the boys should be allowed, within reason, to personalise their rooms so as to improve their living environment.
- 6.7 The only two pieces of furniture in the bedrooms are a cuboid, which can be used as a chair or table, and a bed. The latter is a reinforced mattress which rests on the floor without a supporting frame. Sheets and duvets are provided. The floor is covered with vinyl tiles. As there are no wardrobes or cupboards, the boy's day clothing has to be placed on the corridor floor, outside of their bedrooms, during the night. Lisnevin management pointed out that furniture and fittings were provided but had been vandalised and on some occasions deliberately broken up. The Inspectors recognise the difficulties but consider that boys, held in a caring regime, should only be deprived of normal home comforts in exceptional circumstances and even then only for a short period of time. Therefore it is **recommended** that appropriate furniture and clothing storage space is provided.
- 6.8 Across the landing, on the opposite side to the staircase, access to the day time accommodation is gained from a rectangular corridor. There are 10 rooms leading off it but half of these are classrooms and can only be used during the school day. Another room is an office used by the residential social workers. This confines the boys to a living room, a snack kitchen and servery, a small hobbies room and a TV room during recreation periods. However, other facilities within the Lisnevin complex ie a sports

hall, work shops, playing fields, etc may be available at times, providing sufficient staff are available to supervise the boys when they are using them. The Inspectors were advised that a temporary building has been provided to the rear of the complex and that it is hoped to develop it as a coffee bar/youth club where the Special Unit boys can relax. However, use of this amenity would entail taking them outside the main building with its attendant security. The Inspectors **recommend** that management should review the use of the accommodation in the Special Unit with a view to releasing some of the classroom space for use by the residents.

RECEPTION

- 6.9 Those boys admitted to the Special Unit will already have experience of life in another training school. Nevertheless, staff are aware that transfer to a secure facility may fill them with apprehension which they endeavour to allay. A separate suite of rooms on the ground floor just inside the main entrance to the school, is used for the reception procedure. The receiving staff see that the boy is showered, given school clothing and bedding, and prepare him for a brief medical examination by the nurse on duty. Formal documentation is completed and arrangements made for the boys parents to be advised about visiting times and for the appropriate Chaplin to be informed of the boys arrival. The boy is given an information sheet (Appendix C) about the Special Unit and of the basic rules and regulations. Afterwards he will be integrated with the rest of the group at the first opportunity.

KEY WORKER

- 6.10 The introduction of the specialist posts of responsibility, referred to in paragraph 3.13 and 3.14 above, has enabled the residential social work staff to concentrate on the supervision and support of the boys within the unit. Nevertheless a limited key worker system is in operation. Normally a case will be assigned to one of the residential social workers before the boy comes to Lisnevin. On arrival the key worker will introduce him to the unit, explain the routine, identify and try to resolve any problems arising. The key worker also writes to the boys' parents to advise them of his admission and to invite them to an assessment meeting. He collates all reports and information received from other agencies and opens a case file, the order and maintenance of which is his responsibility. Personal counselling is another component of the key workers role and this is available to each boy as and when the need arises.

REVIEWS

- 6.11 It is also part of the key worker's role to co-ordinate an initial case conference involving representatives of all relevant agencies within 6 weeks of a boy's placement in the Special Unit. The purpose of this meeting is to set short term goals for the boy and to make plans for his rehabilitation. These are reviewed every 2 months at a meeting which focuses on a progress report prepared by the boy's key worker. All reviews are chaired by the senior residential social worker and minutes are taken which, together with a brief summary of the plans made, are placed on the relevant files.
- 6.12 Whenever a boy has spent 6 months in the Special Unit, and every 3 months thereafter, his cases is considered by the Lisnevin Licensing Committee (a statutory sub-committee which can decide to release the young person from the training school subject to certain conditions). A report providing details of the boys career, intellectual level, educational attainments, home background, progress made since coming to Lisnevin and a recommendation from his key worker (personal counsellor) is provided for the Committee's consideration. Meetings of the Licensing Committee are normally attended by the Director or the deputy director (care) and by the secretary to the Management Board. However, the Inspectors feel that there is much to be gained by the attendance of the key workers, and indeed the involvement of the boys themselves where appropriate, at the reviews held by the Licensing Committee and it is **recommended** that management give this their fullest considerations. The Inspectors noted that all the Licensing Committee's meetings, held in the 12 months preceding the inspection took place in Whitefield House. To facilitate the participation of Lisnevin staff and residents they shall be held in the Special Unit.

FILES/RECORDS

- 6.13 There is a file on each boy and these are held in a steel cabinet, secured by a combination lock, in the social work office. The residential social work staff can have access to the files at any time. These are hard-backed ring-binders which are divided to hold information in the following categories:-
- i. initial assessments;
 - ii. information received from previous training school;
 - iii. reports from other agencies;
 - iv. current case notes;
 - v. minutes of reviews;
 - vi. notes of case discussions;
 - vii. correspondence;
 - viii. record of time spent in separation;
 - ix. occurrences;
 - x. legal documents (summons, training school orders);

xi. birth/baptism certificate.

Inside the cover of the files a front sheet is held on which basic information on the subject is set out. The Inspectors consider this to be a worthwhile practice but recommend that the dates of all case conferences and reviews are noted and that less prominence is given to the list of charges and court appearances.

- 6.14 Generally the key workers are expected to keep the files of boys for whom they have special responsibility up-to-date and to make regular case recordings. The Inspectors found a variable standard of recording on the files but recognised that this is a developing area of work which should improve when staff supervision is extended to the residential social workers. Nevertheless, as staff work with all of the residents, they are also expected to be aware of the programmes set for each of them and to keep abreast with developments through reading their files.
- 6.15 A brief written report is made in an "occurrence book" at the end of each shift by the senior residential social worker or, in his absence, by one of the team members. However should there have been a "serious incident" involving any of the residents, then although this will be referred to in the occurrence book, a full report is logged separately in another book maintained for this purpose. There is also a "communications book" into which all messages, telephone calls, appointments, visits from professional staff, etc concerning the residents are recorded. All staff are expected to appraise themselves of the contents of all 3 "books" at the beginning of each shift. These records were examined by the Inspectors and found to be in order.
- 6.16 A night report book is held in the Special Unit. This is a hard-backed loose-leaf binder into which a completed proforma is entered by the unit's administrator and passed to the senior night supervisor. It contains a plan of the sleeping arrangements and specific instructions for the care and attention of the boys during the night. The night report book is passed back to the team leader on the morning shift with the night supervisor's comments. A completed index card for each Special Unit boy is held in the social worker's office for easy reference when information is required eg by the RUC.

STAFF MEETINGS

- 6.17 On weekdays there is a daily "handover" meeting, involving staff from both shifts, between 1.45 pm and 2.00 pm. This focuses on the residents, the organisation of the unit and staffing issues. A record is maintained of the points discussed. Team meetings are also held on a regular basis and these are taken by the senior residential social worker. A minute book is kept and all staff share in

keeping this record. The minute book is inspected at intervals by the assistant director (care) who signs it and may include his comments.

MARK SYSTEM AND POCKET MONEY

- 6.18 All boys are given basic pocket money of 80p/85p on Thursdays but this is supplemented by a daily bonus which is related to "performance". This is rated throughout the day by social workers and teachers by the operation of a marks system. It is possible for a boy to earn 30 marks each week, ie 5 each weekday and 5 for the weekend, for which he is rewarded with a bonus of between 20p and 35p depending on which grade he has attained. There are 5 grades and progression from a lower to a higher one is through the accumulation of marks over a number of weeks. In addition a boy may earn privileges which are related to his grading and to the length of time he has spent in the Special Unit. A resume of the marks system is set out below:-

Boys can earn 30 marks per week.

From 0-140 marks, boys will get 80p basic, plus 20p per day.

From 140-280 marks boys will get 85p basic, plus 25p per day.

From 280-420 marks boys will get 85p basic, plus 30p per day.

From 420-540 marks boys will get 85p basic, plus 35p per day.

Over 540 marks boys will be credited with £3.25 per week.

PRIVILEGES WHICH CAN BE EARNED

After 6 weeks and minimum marks of 180 - off campus with staff.

After 10 weeks and minimum marks of 300 - accompanied home visit.

After 11 weeks and minimum marks of 330 - unaccompanied home visit.

After 12 weeks and minimum marks of 360 - weekend leave.

After 14 weeks and minimum marks of 420 - weekend leave.

After 16 weeks and minimum marks of 480 - weekend leave.

After 18 weeks and minimum marks of 540 - weekend leave.

Boys with over 540 marks and who gain 29 marks clear, each week, will be considered for weekend leave.

- 6.19 A weekly marks meeting, chaired by the senior residential social worker, and attended by staff on duty and all boys is held in the Special Unit. The purpose of the meeting is to enable the total group to assess progress and to give boys the opportunity to express their opinions on behaviour/incidents for which marks were deducted. However if they raise matters which are not directly related to the marks meeting they are advised to discuss these with their key workers. The marks meeting is minuted by one of the residential social workers.
- 6.20 Basic pocket money is credited to a savings account held in the boy's name. He can have access to it when going on weekend leave or holiday. However a record of daily bonus payments is held in the unit and boys can spend this money in the tuck shop. Boys cannot accumulate money in this way as it is transferred to their savings accounts at the end of each week.

SANCTIONS

- 6.21 Staff may deduct marks from boys who they consider to be guilty of minor misdemeanours. However if a boy fails to respond further sanctions may be applied. The following guidelines were drawn up by management to ensure that staff take a consistent approach to inappropriate behaviour:-

LEVEL (1) - MINOR MISDEMEANOURS

- i. giving cheek to staff;
- ii. taunting other boys;
- iii. non-co-operation.

Sanction - loss of marks.

LEVEL (2)

Should reasonable warnings be insufficient to curb the above misbehaviours then:-

Sanction - removal from class/activity resulting in 24 hours in own room or Punishment Block if the boy does not settle.

LEVEL (3)

- i. fighting/bullying in class/activity;
- ii. leaving classroom/group/area/activity without permission;

- iii. attempted theft or distruction of school property;
- iv. possession of cigarettes/matches;
- v. excessive bad language/cheek/taunting/bullying.

Sanction - immediate removal to own room for 48 hours minimum/reviewed.

LEVEL (4)

- i. striking or attempting to strike staff;
- ii. attempting to start a riot;
- iii. attempting to start a fire;
- iv. misuse of fire alarms/phone system.

Sanction - immediate removal to punishment block for 96 hours minimum.

NOTE:

- i. the aforementioned list is by no means a definitive one;
- ii. all other school rules/regulations/punishments/privileges apply at all times;
- iii. details of all removals will be recorded and left with staff timetabled to cover duty office.

6.22 Rule 39(d) of the Training School Rules provides that separation from other pupils "shall only be used in exceptional cases" and specifies conditions which should pertain when a boy is removed from association with the group. One of these (para (d)(v)) states that when separation "is to be continued for more than 24 hours, the written consent of a member of the Board of Management shall be obtained and the circumstances reported to the Ministry". The Inspectors found that in drawing up the behavioural guidelines set out in paragraph 6.21 above, the Lisnevin Management appear to have overlooked Rule 39 which, although made in 1952, is still extant. Furthermore from the records held in the Special Unit, it was apparent that separation of boys for periods of more than 24 hours occurs frequently. For example in one case a boy spent 2 periods in the punishment block ie 82½ hours and 72 hours (154½ hours), which were only separated by a 14 hour span, most of which he spent locked in his own bedroom. Therefore it is recommended that management's guidelines to staff are reviewed to take account of the Training School Rules.

6.23 Presently, outside of the normal bedtime hours, boys can spend time in separation (a) in the punishment block,

(b) in their own rooms as a sanction, and (c) during rest periods. There is a procedure for recording the time spent in the punishment block, but when boys are locked in their bedrooms this is only recorded on their files and on the occurrence sheets held in the social work office. The rest periods are part of the daily routine and are noted in the Special Unit occurrence book. However, there is no system in place for aggregating the total hours a boy spends in confinement. Therefore it is **recommended** that the system of recording confinements is reviewed, so that all hours spent in this way can be calculated. It is also **recommended** that no young person should spend more than an aggregate of 72 hours, within a 28 day period, locked in the punishment block or in his bedroom excluding the period between bedtime and the normal rise.

APPRAISAL OF THE SPECIAL UNIT

- 6.24 To some extent the location of a busy Remand Unit on the same campus has influenced the operation of the Special Unit. Management is concerned to demonstrate that it can contain, within security, the young people referred to the school by the Courts, while at the same time, keeping good order and control within the confines of the school. The task of the Remand Unit, ie to hold difficult and serious offenders until the Courts have passed sentenced, is straightforward compared with the complexity of rehabilitating boys, most of whom have come to the Special Unit because they have failed to respond in other settings including the "other" training schools. The message clearly given by management to the Special Unit staff is to provide a regime in which "humane containment" takes precedence over therapy, treatment or any style of intervention.
- 6.25 Consequently the Inspectors would wish to see the Special Unit getting back on course through the promulgation of its aims and objectives amongst the staff. The recent reorganisation of staffing ie the introduction of 2 specialist posts, should make the service provided for the Special Unit boys more professional and efficient. Priority needs to be given to the recruitment of qualified staff whenever vacancies arise and to the training of existing staff members. It is hoped that the recommendation made in paragraph 3.8 will be of assistance in this matter.

7.0 REMAND UNIT

7.1 The secure Remand Unit at Lisnevin became operational in 1985 when a policy decision was taken to close the Juvenile Remand Unit at the Young Offenders Centre, thus providing for the holding of juveniles, within a care establishment, as opposed to a penal institution. Initially 10 secure places were provided, based on the average occupancy at the YOC. However, since the Remand Unit opened there has been a steady increase of the use of it by the courts with the result that of the existing 40 places within Lisnevin 25 are now allocated to secure remand. "The Remand Unit must accept any boy between the ages of 10-17 years for whom the court feels that remand in secure conditions is necessary. In general terms consideration is given by the court to

- a. the seriousness of the offence
- b. the frequency of offending
- c. the protection of the individual
- d. the protection of society and
- e. previous history of absconding from other institutions". (Staff Handbook)

The unit also receives, with the approval of the Northern Ireland Office on behalf of the Secretary of State, boys from the open schools whose behaviour is considered to be such as to warrant detention in an secure setting. Authorisation is limited to a period of 5 weeks after which the boy is returned to the sending school, unless an extension, again for 5 weeks, is approved by the Northern Ireland Office.

Client Group

7.2 Details of the young people in the Remand Unit on the Census Day are given in Chapter 2 of the Report.

Staffing

7.3 The deputy director (care) has overall responsibility for the day to day management of the Remand Unit. He is assisted by one unit administrator (professional), two senior residential social workers, seven residential social workers and five part-time care staff. One of the residential social workers has been designated as the liaison officer. Her role is to maintain links with other training schools, families, courts, police and other referring agencies. She ensures that in the case of the five week placements, regular visiting is maintained by the referring school, usually the boy's key worker. The staff group are divided into two shifts, who operate between the hours of 7.30 am and 9.30 pm with night cover being

provided by a team of night supervisors. As mentioned elsewhere in this Report the senior management are in the process of introducing a system of professional supervision. At present, logistically this is taking place at senior level and this will be extended to all staff in due course. The Inspectors commend the system which has been carefully thought out and welcome its introduction which will undoubtedly improve professional practice. However they would stress the necessity of extending this system quickly to all levels of staff and **recommend** that management take steps to extend the concept of supervision as soon as possible.

Reception Procedures

- 7.4 A principal feature of the Remand Unit, unlike some other child care establishments, is that often there are no planned admissions. Often boys arrive from the courts, with little prior notice or information and at all times of the day. For example, boys appearing in a juvenile court in Fermanagh or Tyrone may not arrive until early evening. The Inspector had the opportunity of observing one such admission which took place after 6 pm. The admission was handled in a caring and sensitive manner. Information about the boy, his home and parents was gathered with tact and thoughtfulness. He was advised of his legal rights and told something of the basic rules of the Remand Unit. He was asked to shower and shampoo his hair and was, seen, as is the usual procedure, by the nurse on duty. After the preliminary medical examination had taken place he was placed in the isolation block and given food.
- 7.5 A new admission to the unit, after showering and medical examination, is dressed in pyjamas and dressing gown and spends the first 24 hours of his stay in the isolation block. The following 24 hours is spent in his room in security. It seems that this policy emerged as a means of settling the boy or creating a cooling-off period. It is accepted that some of the young people coming into Lisnevin on remand are unsettled, aggressive and at times quite destructive. However, for some, who may be committed directly from the courts and theoretically may be quite young, the reality of being locked up and isolated for 48 hours may come as quite a trauma, no matter how well the actual admission procedures are handled. The Inspectors can see no good reason for the 48 hour lock-up and for the somewhat institutional practice of dressing boys in pyjamas and dressing gowns upon admission. It should be borne in mind that some of the boys will arrive at the unit, perhaps by lunchtime, on the day of their admission. How does a 16 year-old feel when he is "put to bed" in the middle of the day? The Inspectors are aware, that following the initial feedback meeting with senior staff, when this practice was discussed, steps have already been taken to bring about some degree of modification to the policy. It is **recommended** that steps be taken, as soon as

practicable, to dispense with the 48 hour-lock up. Boys should be allowed to wear school clothes and integrated, as soon as possible, with the group to which they have been allocated. If it is not possible to introduce this new policy in one step, as an interim, the boy should spend a much reduced period in his own room and be allowed to wear school clothing.

Care of the Individual

7.6 Basically the boys in the Remand Unit are divided into two groups, centred on common rooms one and two. As in many institutions the daily life follows a regular fairly structured routine. The routine in the Remand Unit has been described in detail in Chapter 5. The boys in the Remand Unit are well cared for, there is a good rapport between staff and boys, although some members of staff seem to adopt a more formal approach to the residents. As with any group of young men, physique, temperament, attitude and behaviour vary greatly. This means that the staff have to be able to adopt a method of working that ensures containment, control, management and the ability to relate in a humane and caring way. Working with remand boys has been described as "benign containment". They have been placed in security because of their behaviour, or the need to protect them from themselves or the community and, in the final analysis, to present them in court. The young people in the Remand Unit presented as a volatile group, whose mood is capable of extreme swings. At the time of the inspection steps were being taken to remove one young man, charged with attempted murder, to the Young Offenders Centre, because of the threat that he presented. His behaviour and demeanour was such that the psychologist deemed him to be one of the most dangerous juveniles he had seen in his many years of experience in the juvenile justice arena.

7.7 The day in the Remand Unit is interspersed, at regular intervals with periods of "rest" or lock-up. When the unit opened initially the policy of lock-up developed. Some staff felt this was necessary because of:

1. the need to control the group
2. because of inadequate levels of staffing.

Possibly the absence of Remand Rules and a clear statement of policy and practice, has resulted in a routine that the Inspectors would question. To this end it is **recommended** that senior management review the present practice and routine of locking up throughout the day and determine if, another policy can be introduced. See also paragraph 5.8.

7.8 The Inspector had the opportunity of having meals with the young people and seeing them at work and play. Mostly they were open and communicative and appeared to be well cared

for. They had no complaints about the way they were treated. The staff perform a role with them that ensures their basic needs are provided for, that they receive exercise, recreation and leisure. No long term work is, or can be attempted with them. Some of the boys have appeared in court but have not been sentenced and consequently the role of the unit is merely to contain them. In the circumstances the staff provide a good standard of care. However, the staff response to some situations does not always appear to be appropriate and these will be dealt with in paragraph 7.10.

Accommodation

7.9 The bedroom accommodation for the Remand Unit is located in two wings of the building, on the ground floor known as Drumfad and Woburn each having 11 single rooms. The fittings and furnishings in Lisnevin have presented problems for some time. A number of options have been tried out. Beds, wardrobes, chairs, wall units etc, have all been tested. Management has tried to get away from the original stark fittings that were in the cells, when the building was used in its former role. Sadly, despite the efforts of management to create a warmer environment using normal furnishings, this has not been all that successful. Doors, furniture and fittings have been smashed and often used as weapons to attack staff or as barricades. At present the furniture consists of two soft material cubes, one is used as a bed and the other doubling as a chair and table. This type of furniture is used in a number of secure units elsewhere in Great Britain. The absence of carpets and curtains gives a rather cold and institutional appearance. The Inspectors accept that many problems have been encountered in trying to create a more normal environment in the rooms. When the boys go to bed at night, all of their day clothes are left on the corridor floor outside their bedrooms. The Inspectors would not dissent from the policy of boys not having access to clothing during the night. Unfortunately the little piles of clothing outside each boy's room is unsightly and institutional. There may be no easy solution to this problem but the Inspectors would recommend that management look again at this aspect of care and see if it is possible to bring about some improvement in the present situation.

Sanctions

7.10 A range of sanctions are available to staff in the Remand Unit as a means of controlling behaviour. They range from the withdrawal of basic privileges such as TV viewing, spending time being locked in their own rooms, to, in extreme cases of being removed to the isolation block in the school. The time spent in the "block" can vary from 24 to 96 hours. It must be stated, for the record, that periods of 96 hours are not all that common and are only used in circumstances where behaviour has been exceptional,

such as violence towards members of staff or serious damage to property.

- 7.11 In terms of detention in the boy's room there appears to be number of levels of "offending". The length of detention depending upon the seriousness of the offence. The Inspectors were of the opinion that whereas an attempt is made to be as fair and uniform as possible, records of detention did show some elements of inconsistency. Again where a boy has to be removed to the detention block this is only done with the authority of the senior member of staff on duty. In all cases the deputy director (care), or in his absence one of the other professional heads of the school, is involved in decisions about placing the boy in the "block".
- 7.12 During the time spent in isolation the boy is visited every 15 minutes. Detailed records are kept which includes information on the nature of the detention, the reasons, who authorised the placement, the exact duration of the detention and the time at which it ended. The Inspectors have no concerns about the administration, supervision and oversight of the use of detention.
- 7.13 In a unit such as Remand, rules, regulations and sanctions are a necessary part of its operation. The Inspectors have no criticisms about the basic concept of the use of sanctions as a means of exercising control and discipline. But the use of sanctions and lock-ups in what, at times seems to be excessive, does give some cause for concern. In discussion with residential team members the opinions on sanctions range from "what else can we do" to "sanctions are used too often". There is always a potential danger that staff, for a whole variety of reasons; stress, fatigue, tolerance, etc, will resort to the use of lock-up as a first response rather than a final option. Some staff felt locking up could become a prop for hard-pressed and harrassed colleagues. Despite good support, induction training and supervision, there can still be a tendency to over-react in some situations.
- 7.14 In Chapter 14 reference is made to the contribution that the APRU could make to in-service training. Staff must be prepared and trained to feel more comfortable within themselves in dealing with confrontation of unacceptable behaviour. All adolescents must have parameters of acceptable and unacceptable behaviour clearly set out. They will always test out staff, seeking to push back the barriers, trying to see just how far they can go. If staff react with a lock-up response it may not be the most appropriate means of dealing with the problem. It will undoubtedly remove the problem, albeit temporarily, but the opportunity of tackling the root causes may be missed. It is **recommended** that senior management, together with the APRU and whatever other resources felt appropriate, set up a programme of in-service training that is referred to

in paragraph 14.3 as a matter of urgency. The policy of lock-ups, removals and sanctions should be reviewed. Staff should be given the opportunity to reflect upon the differences between time out, removal and isolation, all of which are quite separate mechanisms.

Team Meetings/Records

- 7.15 A variety of team meetings are held within the Remand Unit. A team meeting, involving full time and sessional staff is held daily between 9.30 am and 9.45 am. The basic purpose is to provide daily updated information on the boys. Such meetings are necessary as it provides the opportunity for the part-time staff, who come in to cover the early morning activities of getting up, breakfast etc, to be kept informed about the handover meetings between the morning and afternoon/evening shift which take place daily at 1.45 pm. The last formal meeting of the day takes place at 4.15 pm and lasts for 25 minutes. This meeting is used to plan the evening activities and to reflect on any issues that may have emerged during the early part of the shift.
- 7.16 Because of the transitory nature of the Remand Unit population, the nature of the records kept is quite different from those of the Special Unit. There are no reviews, programmes of care or targets to attain. Most of the boys records contains basic information; name, address, age, offence, details of previous placement, Warrant of Committal to Remand Home or Special Reception Centres, copies of any letter that may have been exchanged as a result of his placement in Lisnevin. On a chart in the residential social worker's office are details of the boy, the legislative provisions under which he is being detained, and the date of his next court appearance. All boys being held in the Remand Unit with court appearances pending are conveyed to and from the place of hearing by the police.

Visiting

- 7.17 Because of the nature of remand in security, boys are not permitted to be off campus, unless going to court or to a hospital appointment. Consequently visiting by parents and friends is important. Details of visiting hours and procedures are given in Appendix C. The remand boys receive visitors on Saturday between the hours of 2.30 pm and 3.45 pm. Although the procedures do seem to be fairly rigid, in practice no boy is denied a non-professional visit at any reasonable time by prior arrangement.

Pocket Money

- 7.18 Each boy in the Remand Unit received £2.05 per week. This money is placed in his shop account and in most cases it is used for the purchase of cigarettes, sweets and minerals. The rules on smoking are dealt with in Chapter 6 and

basically the comments made there apply also to the Remand Unit.

Appraisal of Remand Unit

- 7.19 When the decision was taken by Government, some time ago, to bring about a situation where, as far as possible, no young person would be held on remand, within a penal setting, the Management Board and staff of Lisnevin embarked upon the achievement of a quite unique concept. There was no precedent elsewhere in Great Britain for "offenders", no Remand Home Rules and consequently policy had to be developed on an unwritten, ad hoc basis and in some cases, this has continued. Consequently the time is now opportune to reflect upon some of the established policies.
- 7.20 Since the opening of the Remand Unit life has not been without its problems. Disturbances, barricades, damage, fire, assaults on staff and acute problems of control of very difficult behaviour have all had to be faced by management and staff. It is a considerable tribute to the Director and his senior management team, that so much has already been achieved and that the operation continues, despite all the problems. Lisnevin has been the repository of some of the most difficult young people in the country. The staff have had to develop new practice roles and policies to enable the Remand Unit to function. The quality of care provided is of a satisfactory standard and the suggestions, criticisms and recommendations, in relation to staff training and the use of sanctions, are made in the hope that they will be of assistance to management and enable them to reflect and improve upon the already established policy and practice within the Remand Unit.

8.0 EDUCATION

- 8.1 The educational component at Lisnevin comprises of a deputy director (education), who is also a member of the senior management team, 8 teachers and 2 instructors. A range of general subjects, art, physical education, craft design and technology (metal work and woodwork) are provided.
- 8.2 Because of the nature of the young people in Lisnevin it is necessary to provide separate education for the 2 units. It is understood that, not only is it necessary to provide an educational input to the two separate groups, but indeed two quite separate and distinctive styles of teaching skills are called upon. For example, because of the more rapid turnover in the Remand Unit, it is not possible to embark on any element of long term work or study. No formal examination system is in operation in either unit, except City and Guilds courses can be provided in the Special Unit. In addition, if a young person coming into Lisnevin is already pursuing a course of study leading to GCSE, he will receive detailed tuition to enable him to continue with, or complete the course.
- 8.3 As with education in many settings, the teachers experience considerable difficulty in terms of the management and control of the young people attending classes. Although at times the size of the class may be quite small, the young people are amongst the most difficult in residential care in Northern Ireland, and this is reflected in terms of their behaviour in class and their general attitude towards education. A range of incentives and sanctions are used to control behaviour. In the staff booklet, in the section on education, due cognizance is given to the problems of providing education, management and control in the school. "The educational aim within Lisnevin is primarily to promote learning and to enhance the pupil's skill and competence. There are many problems to overcome in achieving this, eg:
- i. coping in the class group situation with children/young persons who would normally be segregated;
 - ii. behavioural confrontational situations which create stress for both other pupils and teachers;
 - iii. it is a fact the pupils are a captive audience but not necessarily a co-operative one;
 - iv. many clients have a long history of school absenteeism and consequently are educationally immature and can be very difficult to motivate.

Applying the philosophy of Lisnevin, the aim is not to become a purely punitive institution and the goal must be

to instill in the pupils, an imaginative approach and a sense of curiosity".

- 8.4 For some years the teachers were part of an multi-disciplinary team, working alongside their residential social work colleagues. Following a change in policy, the teachers now concentrate on the professional discipline of teaching. Although there is now a clearer division between care and education, 5 of the 10 teachers perform extraneous duties, at weekends. The duty is performed on Saturday and Sunday between the hours of 7.30 am - 9.30 pm. The rostering of the timetable is such that the duty is performed one weekend in four.
- 8.5 The deputy director (education) in addition to his primary role as head of education, also has a number of functional responsibilities to perform within Lisnevin. These include the administrative oversight of the kitchen, medical unit and the supervision of contractors engaged in on-campus maintenance etc. There are no formal arrangements for teachers to attend case conferences and this responsibility is carried out by the deputy director who, because of other commitments, only manages to attend some 50% of case conferences.
- 8.6 The question of teachers attending case conferences did not appear to be a particular problem. However, the Inspectors **recommend** that the liaison and reporting arrangements should be kept under review so as to ensure that full information on the boys' educational attainments are always available, and where necessary, attendance by individual teachers at case conferences should be formalised.

9. DOMESTIC SUPPORT SERVICES

Kitchen and Diet

- 9.1 All of the main meals are cooked in a central kitchen which adjoins the dining room. The meals are served via a servery hatch, with the result that the food arrives on the tables quickly, thus ensuring little heat loss. The residential staff have their meals with the boys, with a member of staff sitting at each table. As in keeping with the concept of separation within the school, the Remand Unit have their meals approximately 25 minutes ahead of the Special Unit.
- 9.2 The medical officer is available to provide dietary advice and he inspects the menus and signs them at regular intervals. (Appendix D) There are 2 cooks, one of whom is designated as a head cook. They are assisted by 2 kitchen assistants, 4 part-time kitchen assistants and one temporary kitchen assistant. Both of the cooks have worked in Lisnevin for many years and provide an excellent standard of food. The menus are prepared by either cook and these show a good variety of well-balanced nutritional food.
- 9.3 Basically the boys in Lisnevin are not permitted to enter the main kitchen. This is understandable because of the nature of the client group. If boys wish to have a snack, or try out some simple cooking, they can do so in one of the class/instructional rooms within the living accommodation. Indeed suppers are prepared in one of these rooms. Usually tea, drinks, biscuits and cake are provided for supper, which is served at the end of the evening activities.
- 9.4 The kitchen was refurbished when the Special Unit moved from Newtownards to Millisle in 1981. Although the kitchen is well equipped the Inspectors understand that some of the equipment, particularly the cookers, are not all that satisfactory. They were told, that although the actual volume of cooking is relatively low, for example, approximately 60 lunches per day are served at times, considerable pressure is placed on the cookers to meet the demand. It is **recommended** that management draw this to the attention of the NIO to see if it is possible to improve the situation.
- 9.5 It was noted that a microwave oven has not been provided in the kitchen. The Inspectors feel that this would be a useful addition to the kitchen equipment, especially for boys from the Remand Unit. When a boy has a court appearance, the time of his return to Lisnevin varies greatly, with the result that it is not always possible to provide freshly cooked food, if he is unfortunate enough to miss either lunch or the evening meal. The provision of a

microwave oven would do much to resolve the problem, this is recommended.

- 9.6 The presentation of meals and the quality and quantity of food in Lisnevin is of a very high standard and this reflects favourably on the kitchen staff and management.

Laundry

- 9.7 All bedding and clothing are laundered within Lisnevin. The laundry is staffed by a laundress and a part-time assistant, who works 4 hours daily. A part-time seamstress is also employed. Boys receive 3 changes of clothing weekly viz Monday, Wednesday and Friday, with the main changes, including bedding, taking place on Wednesday. The laundry is well equipped, it works well and is under the supervision of a domestic bursar. The domestic bursar is also responsible for the total domestic element within the school and, in addition to the laundry and purchasing of clothing, she is responsible for the 8 domestic assistants who are responsible for cleaning the school.

Clothing

- 9.8 Boys in the Remand Unit are provided with clothing for internal use. This clothing is purchased by tender and no personal clothing is provided. This is understandable and acceptable because of the considerable turnover of boys in the Remand Unit. After a boy has left the Remand Unit his clothing is laundered and placed in a central store where it is reissued to other boys coming into the school.
- 9.9 In the case of boys in the Special Unit, they are entitled to a much wider range of personal clothing because their stay is of a much longer duration. Clothing for Special Unit boys is provided in conjunction with the boy, the domestic bursar and the keyworker. The boy is taken to a local supplier, where he has a considerable degree of choice in his clothing. A sum of money is allocated for the purchase of clothing. The allocation is as follows; jacket £30, shoes £25, pullover £10, shirt £7 and trousers £18. The purchase of all clothing is subject to approval to the deputy director (care).
- 9.10 If a boy deliberately abuses or destroys his clothing and, seemingly this is not all that unusual, a sanction is imposed. The domestic bursar advises the keyworker and the sanction of a fine is applied. There is an agreed rate of repayment and this is deducted from the boy's pocket money. The scale of the fines are as follows; PE shorts £2.00, tee-shirts £2.00, slippers £3.00, pyjamas £4.00, trainers £5.00, shirt, pullover and jeans £5.00 each. If bedclothes are destroyed they have to be replaced by the boy responsible, at cost price.

10.0 HEALTH CARE

- 10.1 A suite of rooms in the main building is provided for the health care of residents and staff. The accommodation includes an examination room for use by the doctor and nurses, waiting room and a well equipped dental surgery. The entrance door to the medical area is kept locked at all times and a "peep hole" is provided. All boys attending for treatment or examination are accompanied by a residential social worker. These precautions were deemed necessary following an assault on one of the nurses within the last 3 years and this system now works well.
- 10.2 There are 3 nurses employed in the school; one full-time and two part-timers. The school is covered between the hours of 9.00 am - 8.00 pm on weekdays, 9.00 am - 12.00 noon on Saturdays and either morning or afternoon on Sundays. A local general practitioner Dr Parke, Newtownards Health Centre, has been appointed as Medical Officer to the school. His duties are prescribed by Section 50 of the Training School Rules which includes making:
- i. a thorough examination of each boy on admission and before leaving the school;
 - ii. a quarterly inspection of each boy;
 - iii. a quarterly general inspection of the school from the hygiene point of view and advice as to dietary and general hygiene;
 - iv. the examination of all sick and ailing boys;
 - v. the keeping of medical records;
 - vi. the making of reports/certificates as required by the Board.
- 10.3 Dr Parke is available on Tuesday and Thursday mornings and will also attend by arrangement at other times, should any of the boys require medical attention. In addition Dr Parke sees all the boys within a few days of admission. All boys, on admission, are examined, in the first instance, by the member of nursing staff on duty. If she has any undue concerns, the boy will be seen immediately by the medical officer. In the event of serious illness or accident, requiring more extensive treatment, the boys are taken to the Out-patients Department at Ards Hospital. Mrs Boucher, the full-time nurse has a liaison function with most out-patient clinics and attends with the boys if circumstances demand. However, boys from the Special Unit are accompanied by residential social workers and the police provide the escort for remand boys. A comprehensive system of medical records is maintained by the nursing staff.

11.0 RELIGION

- 11.1 Section 31 of the Training School Rules specifies the nature of religious instruction. For example, "each day shall be begun and ended with prayer and so far as practical arrangements should be made for the attendance of pupils each Sunday at a place of Public Worship". Lisnevin is unique in that it is the only facility within the training school system which provides for an interdenominational client group. When the unit was established in 1973 this was a conscious decision on the part of Government and, since that time, the concept has been followed and developed with much success. Whatever difficulties and problems staff have had to face, during the life of the school, seemingly the nature of mixed religion has not been a major concern.
- 11.2 At present the school has the services of 4 Chaplains; the Reverend Agnew, Methodist, Father Sheehan, Roman Catholic, the Reverend Helen Watson, Presbyterian and the Reverend Patterson, Church of Ireland. An interdenominational service is held in the Chapel on the campus, each Friday morning. All of the Chaplains participate and the service lasts for approximately 20 minutes. The service takes the form of 2 hymns, a reading, often by one of the boys and a short address. Music is provided by a visiting organist. The Inspectors had the opportunity of attending the weekly service and were impressed by the content, presentation and relevance of this method of worship.
- 11.3 In addition to the weekly service, on one Friday per month each Chaplain has the opportunity of seeing the members of his own denomination, for individual and group counselling. This is seen to be the most appropriate and acceptable means of providing individual and group instructions on the particular philosophy and theology of the 4 main denominations. Much has been achieved over the years by the school in promoting the interdenominational nature of the client group, through the present structure of religious education. The Inspectors commend the approach and, although not strictly in accordance with the Training School rules, feel that this is the most appropriate model for Lisnevin.

- 10.4 Drugs held in the school are only those prescribed for individual boys. Apart from analgesics and first aid boxes held throughout the school, there is no stockpile of any other drugs. Although residential social workers do not keep analgesics, night supervisors do have access to the painkillers for the relief of minor ailments.

SEX EDUCATION

- 10.5 A programme of health education, including sex education was in operation up to 2 years ago. This programme was carried out in conjunction with a senior residential social worker. The question of sex education and the potential health hazards associated with smoking was discussed with Dr Parke. He agreed that the latter was a problem, especially as many of the boys arriving in the school had long histories of smoking. The doctor and the nurse are agreed that a programme of health education should be re-introduced within the school. Having regard to the question of AIDS and sexually transmitted diseases in general, it is important that the hazards associated with indiscriminate sexual activity be explained to the boys. To this end it is **recommended** that a programme of health education, especially focussed on smoking and sex education be introduced within the school. Advice on sex education can be obtained from the Health Education Officer of the Eastern Area Board and a number of video's and other health education material is available through the Health Education Council or the National Youth Bureau.

DENTAL CARE

- 10.6 Mr Erskine, a retired dental surgeon has been appointed by the Management Board to examine and provide treatment for boys in the school. The dental service is available in the school from 10.00 am - 1.00 pm on Wednesdays. All the boys receive a routine dental examination every 6 months. Emergency treatment is also available to the boys. Mr Erskine has been providing an excellent service to the school for many years and his contribution to the general health care of the boys is much appreciated by the senior staff.

12.0 OFFICIAL VISITORS

12.1 Senior personnel from the Northern Ireland Office Training Schools Branch visit the school to discuss policy and administrative matters. Support and advice on matters of professional social work practice and problems arising in difficult cases is given by an Inspector from the Social Services Inspectorate. An Admissions Panel, unique to Lisnevin, which screens all application for admission to the Special Unit has been established for the past 4 years. The Social Services Inspector and officials from the Northern Ireland Office also sit in this panel. The detailed operation of the Admissions Panel is described in Chapter 6 of this Report.

VISITS BY BOARD MEMBERS

12.2 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 and the state of the school and shall satisfy himself that his duty is fulfilled. A scrutiny of the records show that this duty was performed on 6 occasions during the past 12 months. A pro forma is used to record the visits which concentrate on comments on "areas" visited with a small section for general comments. The Inspectors accept that, because of the composition of the present Board, difficulty has been experienced in carrying out the monthly visits without placing undue demands on a small section of the Board. Nevertheless it is recommended that the frequency of visiting be increased to comply with Rule 10(3) and that management address the problems of compiling a rota that will spread the visiting more equally amongst Board Members.

12.3 In October 1983 the Department of Health and Social Services issued a circular on the monitoring of residential homes for children provided by Health and Social Services Boards and Voluntary Organisations. Management within each Unit was requested to introduce procedures for the regular and ongoing scrutiny of the range and quality of the service which it provided. Thereafter 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".

12.4 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 a 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 E.

- 12.5 In order to assist Board Members with their regular visits and the structure of monitoring reports, the Social Services Inspectorate would be prepared to make guidelines available to the Management Board and, if requested, would be available to meet with the Board to discuss the recommendation(s) in the proceeding paragraph(s) in more detail.

13.0 OFFICIAL RECORDS

- 13.1 Rule 53 of the Training School Rules (SRO) 1951 No. 132 states that "The Management Board should arrange for the keeping of all registers and records required by the Ministry and shall cause to be sent to the Ministry such as returns, statements and other information as may be required from time to time".

ADMISSIONS AND DISCHARGES REGISTER

- 13.2 An Admission and Discharge Register for all boys entering and leaving the school is maintained in the main office. Two separate registers are kept, one for the Remand Unit and one for the Special Unit. The member of staff, who is responsible for the maintenance of records, ensures that information on all boy movements is available to complete daily and weekly statements. The Inspectors wish to commend the keeping of these records, which were clear, comprehensive and kept in a neat legible fashion. This reflects most favourably on the member of staff responsible.

MAJOR INCIDENT BOOK

- 13.3 Rule 19(2) requires the Manager (Director) to maintain, inter alia, a log book in which shall be entered every event of importance connected with the school. Although this record is not maintained, per se, a record of all incidents is contained in the Directors report which is submitted to the Management Board monthly for scrutiny. Details of this report are included in the Board minutes. It is **recommended** that a loose leaf binder be kept to file the Directors reports separately from the Board records.

PUNISHMENT BOOK

- 13.4 The last occasion on which the corporal punishment was administered to a boy in Lisnevin was in October 1981. The record was produced for inspection but, as such punishments are not now imposed, the keeping of this record has been discontinued.

RECORD OF FIRE DRILLS

- 13.5 The last fire inspection of the school was carried out by the Northern Ireland Fire Authority on 18 April 1988. Fire drills are carried out monthly at varying times of the day. There are 2 fire assembly points ie. the gymnasium and the dining room. There is no external fire assembly point because of the secure nature of the building. The fire alarm system is activated by a number of press button points throughout the building. These buttons are also used to sound a general alarm in the event of an outbreak of violence or if staff require assistance. All new staff

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RECORD OF FIRE DRILLS

- 13.5 The last fire inspection of the school was carried out by the Northern Ireland Fire Authority on 18 April 1988. Fire drills are carried out monthly at varying times of the day. There are 2 fire assembly points ie. the gymnasium and the dining room. There is no external fire assembly point because of the secure nature of the building. The fire alarm system is activated by a number of press button points throughout the building. These buttons are also used to sound a general alarm in the event of an outbreak of violence or if staff require assistance. All new staff

are instructed in fire precautions. There are plans to have a fire fighting demonstration by the Bangor Fire Brigade in the near future. All of the drills are recorded and the keeping of this record is satisfactory.

LICENSING COMMITTEE BOOK

- 13.6 Every young person leaving the school on licence is given a formal certificate of licence, usually signed by the Director on behalf of the Managers. The Licensing Committee met 6 times in the past 12 months. Further reference to the functioning of the Licensing Committee venue, and reviews in general, are made in Chapter 6 of this Report.

14.0 PSYCHOLOGICAL/PSYCHIATRIC SERVICES

Psychological Service

- 14.1 The Adolescent Psychological and Research Unit provides an independent psychological service under the Lisnevin Management Board. It receives referrals from training schools, remand homes, juvenile courts and the Whitefield House Day Assessment Centre. The psychologists provide a diverse range of forensic, educational and clinical skills in the assessment of the child and his family as to (1) assessment of optimal placement; and (2) treatment or intervention. The psychologists also perform roles in research, training, management consultancy and staff support/development. In the context of the particular function of Lisnevin current emphasis is being given to various aspects of staff training and development and assessment.
- 14.2 At present the school has the services of one psychologist on four days per week. In addition the head of the APRU, a senior psychologist, is a frequent visitor to the school. The latter is also a member of the Inter-disciplinary Admissions Panel, referred to earlier in this report. Mr Swainston, the psychologist allocated to the school, also provides assessment reports to the Admissions Panel when there has been no previous psychological intervention and when the Panel deems that such a report would be helpful to them in their deliberations. Mr Swainston also chairs the case conferences in the Special Unit and is presently attempting to introduce a structure and format based on Problem Profiling, a method used increasingly throughout the training school system. The Inspectors feel the introduction of Problem Profiling has much to commend it as many of the young people arriving in the school, especially from Rathgael, have already been the subject of such assessment. The introduction of Problem Profiling in the Special Unit is **recommended**.
- 14.3 In relation to staff training the Inspectors found that the APRU has much to contribute. Already some training has commenced and this should be extended. Reference has been made in Chapter 7 to the excessive, and at times inappropriate, use of remand lock-up. There is a need to enable staff to develop confrontational skills and to acquire style and confidence in dealing with disordered and violent behaviour. To this end it is **recommended** that management, in concert with the APRU, develop a programmed training module for all staff in the school. There are other skills that may be purchased but any training should be timetabled as part of the residential social worker's job.
- 14.4 Mr Swainston and the Head of the APRU are also involved in a number of research projects throughout the training school system and Lisnevin is included in these exercises.

Psychiatric Services

- 14.5 Dr McEwen, Consultant in Adolescent Psychiatry, is available to see young people in Lisnevin if requested. There is no standing arrangement for visits by Dr McEwen but appropriate referrals are accepted, either from senior management or members of the APRU. Seemingly in the past 18 months, the number of referrals have tapered off but management are confident that the service is available to the school if required.

15.0 USE OF VOLUNTEERS

- 15.1 There is no formal programme for the use of volunteers in a quasi-counselling capacity in Lisnevin. However, a number of groups do visit the school on a fairly regular basis. Local youth clubs, from Bangor and Donaghadee and some members of the Boys Brigade are regular visitors and participate in a number of team games, particularly five-a-side football and badminton. Volunteers and visiting youth groups are always made welcome and seemingly the boys in the school look forward to the organised competitions.
- 15.2 The Police Juvenile Liaison Branch also make regular visits to the school. Again the emphasis is on team games, weight-training etc. On a more formal basis, staff from the Juvenile Liaison Branch also conduct group work sessions and provide a formal input to the school programme. For two periods per month classes on alcohol abuse, drugs etc are conducted by police officers.
- 15.3 Regular visits to the school are made by members of the Prison Fellowship. This group of Christian men, mostly ex-offenders themselves, engage the boys in a variety of craft, including leather work and model making. The main emphasis of the visit is to provide company and concern for the young people in security. The members of the Prison Fellowship feel that they have a unique contribution to make, as they themselves have experienced the criminal justice/penal system at first hand.

16.0 CONCLUSIONS

- 16.1 Lisnevin Training school, or as it is more commonly known, the Special Unit, is unique in that it is the sole inter-denominational training school facility and the only one that provides treatment in total security. Although its operation and philosophy was originally based on special units in England it has, over the years, changed its role and function quite substantially. In 1977 the then residential Assessment Team, which shared the premises with the Special Unit, moved to Whitefield House and established and developed the concept of day or non-residential assessment. When the Public Enquiry found against the Management Board it became necessary to move from Newtownards to the present location. Later the staff had to adjust to the integration of the the Secure Remand Unit, a concept which enabled all juveniles in Northern Ireland to be remanded outside of the penal system. This strategy is unique in that, in other parts of Great Britain, secure remand is provided by the prison service.
- 16.2 The Director and senior management team have developed a system which provides an effective use of resources. Operational procedures are clearly set out in writing, thus ensuring that all staff are in no doubt as to their role, function and accountability. The Inspectors are satisfied with the standards of care being provided in Lisnevin but would highlight the need for management to be aware of the possibility of institutional practices creeping in. For example the policy of lock-ups or rest periods during the day was probably introduced as a control mechanism in the early stages of the Remand Unit, when desirable staffing levels had not been achieved. The absence of Remand Home Rules and clear policy directives may have compounded the situation. The Inspectors were impressed by a number of features at the school especially the development of the Admissions Panel and welcome the gate keeping function performed by this group.
- 16.3 In general terms residential child care staff are in a powerful position vis-a-vis the children in their care. Although not the case in Lisnevin, there have been occasions in the past when some residential social workers have misused the trust and authority vested in them. 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 the 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 Lisnevin.

- 16.4 The Inspectors have made a number of recommendations that is hoped will bring about a change in emphasis in the residential task and lead to an enhancement of the quality of care being provided at Lisnevin. Some of the recommendations can be implemented with little difficulty, while some require more time. When the new child care legislation becomes operational in the next decade, the role of Lisnevin will change again. The extent of that change is, at the time of writing, an unknown quantity. However, the period between now and the introduction of the new legislation should become a time of change and improvement, where management strive to raise the standards of good social work practice.

17.0 RECOMMENDATIONS

- 17.1 Assuming a total capacity of 40 places in both units, 31 whole-time staff are required and this is recommended. (Para 3.5).
- 17.2 It is recommended that the duty roster be revised so as to enable later bed times for the boys and to give better staff cover in the evenings. (Para 3.6).
- 17.3 It is recommended that priority be given to advertising for and recruiting qualified staff when vacancies arise. (Para 3.8).
- 17.4 A review of bedtimes for the boys should be undertaken by management. (Para 5.4). See also 17.2.
- 17.5 It is recommended that the rolling of cigarettes should be discouraged and a programme of incentives be introduced to encourage young people to give up the smoking habit. (Para 5.6).
- 17.6 The regular use of lock-ups or "rest periods" should be reviewed by management. (Paras 5.8, 7.7).
- 17.7 It is recommended that steps are taken to promulgate and give effect to the aims and objectives of the Special Unit, as set out in paragraph 6.3 of the report. (Para 6.4).
- 17.8 It is recommended that the boys should be allowed, within reason, to personalise their rooms so as to improve their living environment. (Para 6.6).
- 17.9 Appropriate furniture and clothing storage space should be provided for the boys. (Para 6.7, 7.9).
- 17.10 Management should review the use of accommodation in the Special Unit with a view to releasing some of the classroom space for use by the residents. (Para 6.8).
- 17.11 It is recommended that keyworkers and where possible boys, should attend reviews held by the Licensing Committee. (Para 6.12).
- 17.12 It is recommended that the dates of all case conferences and reviews be noted on files and less prominence given to the list of charges and court appearances. (Para 6.13).
- 17.13 Management guidelines to all staff should be reviewed to take account of Rule 39(d) of the Training School Rules, dealing with separation from other pupils. (Para 6.22).
- 17.14 The system of recording confinements should be reviewed so that all hours spent in confinement can be easily calculated. (Para 6.23).

- 17.15 It is recommended that no young person should spend more than an aggregate of 72 hours within a 28 day period locked in the punishment block or in his bedroom, excluding the period between bedtime and the normal rise. (Para 6.23).
- 17.16 Professional supervision should be extended to all members of staff as soon as possible. (Para 7.3).
- 17.17 It is recommended that the 48 hour lock-up period on admission to the Remand Unit should be discontinued. (Para 7.5).
- 17.18 It is recommended that senior management, together with the APRU and whatever other resources are felt appropriate, set up a programme of in-service training that is referred to in paragraph 14.3 as a matter of urgency. (Para 7.14).
- 17.19 The liaison and reporting arrangements between teachers and residential social workers should be kept under review, so as to ensure that full information on the boys' educational attainments is always available and where necessary, attendance by individual teachers at case conferences should be formalised. (Para 8.6).
- 17.20 Management should draw to the attention of the Northern Ireland Office some of the difficulties the cooks are experiencing with the cookers. (Para 9.4).
- 17.21 A microwave oven should be provided for the purpose of ensuring that boys returning late from courts are provided with a warm, tastefully presented meal. (Para 9.5).
- 17.22 It is recommended that a programme of health education, especially focussed on smoking and sex education, should be introduced within the school. (Para 10.5).
- 17.23 It is recommended that the frequency of visiting by Board Members be increased to comply with Rule 10(3) of the Training School Rules. (Para 12.2).
- 17.24 A formal system of monitoring, akin to that which is used within the Health and Social Services Boards should be introduced. (Para 12.4).
- 17.25 The director's reports should be kept separately from the Board minutes. (Para 13.3).
- 17.26 It is recommended that Problem Profiling should be introduced in the Special Unit. (Para 14.2).
- 17.27 Management and the APRU should develop a training module for all staff in the school. Para 7.14 already refers. (Para 14.3).

INDUCTION PROCEDURES:

Before new members of staff take up their appointed positions in Lisnevin, it is essential that they are totally au fait with all aspects concerning the normal functioning of the school on a day to day basis.

It is not accepted that new members of staff are allowed to 'feel their way' or gain competence on a trial and error basis. To ensure that this does not happen new members of staff will initially undergo a comprehensive induction procedure, based on the following guidelines:

- (a) Oral Induction.
- (b) Practical Induction.
- (c) The Staff Procedural Manual.
- (d) Colleague Orientation.

ORAL INDUCTION:

This will take the form of a number of talks delivered by selected members of staff, as designated by the Senior member of staff responsible for Induction Procedures, under the following:

- | | |
|---|---------------------|
| | <u>STAFF</u> |
| 1. Lisnevin Policy & Philosophy | Director |
| 2. The Staff (a)Senior; (b)Teaching; (c) RSW; (d) Ancillary | Dep. Director |
| 3. The Client Group (a) Remand Unit (b) Special Unit | Unit Administrator |
| Points to stress: Catchment Areas; Offences; Behavioural Problems, Religion, Social Problems, Home Background, Return to Long/Short Term incarceration. | |
| 4. The Daily Routine - Incorporate Routines which are incorporated therein viz; Rise and Bedtime; Dining; Chapel; General Circulation; Evening Recreation; Library etc. | Sen. RSW. |
| 5. The role of the Teacher | SU/RU |
| 6. The Role of the RSW | Dep. Dir. Education |
| 7. Legislation governing Remand and Special Units | Dep. Dir. Care |
| 8. Ancillary staff and Back up Services/Medical Matters/ Kitchen | Director |
| Laundry/Boys' clothing | Sister in Charge |
| Domestic Matters | Cook in Charge |
| 9. Salaries, Administration, Leave, Sickness etc. | Domestic Bursar |
| 10. Health and Safety at Work | Sec. Man. Board |
| 11. Rules & General Guidelines for boys | H & S Officer |
| 12. Rules & General Guidelines for Staff | Unit Admin. |
| 13. Rewards and Punishments - Isolation Block Routine | Dep. Director |
| 14. Visiting (a) General; (b) Professional; (c) Boys. | Sen. RSW |
| 15. The Role of the Night Supervisor | Sen. RSW |

PRACTICAL INDUCTION

In some cases it will be necessary to augment oral Induction with that of a more practical nature. This will be beneficial in the following:

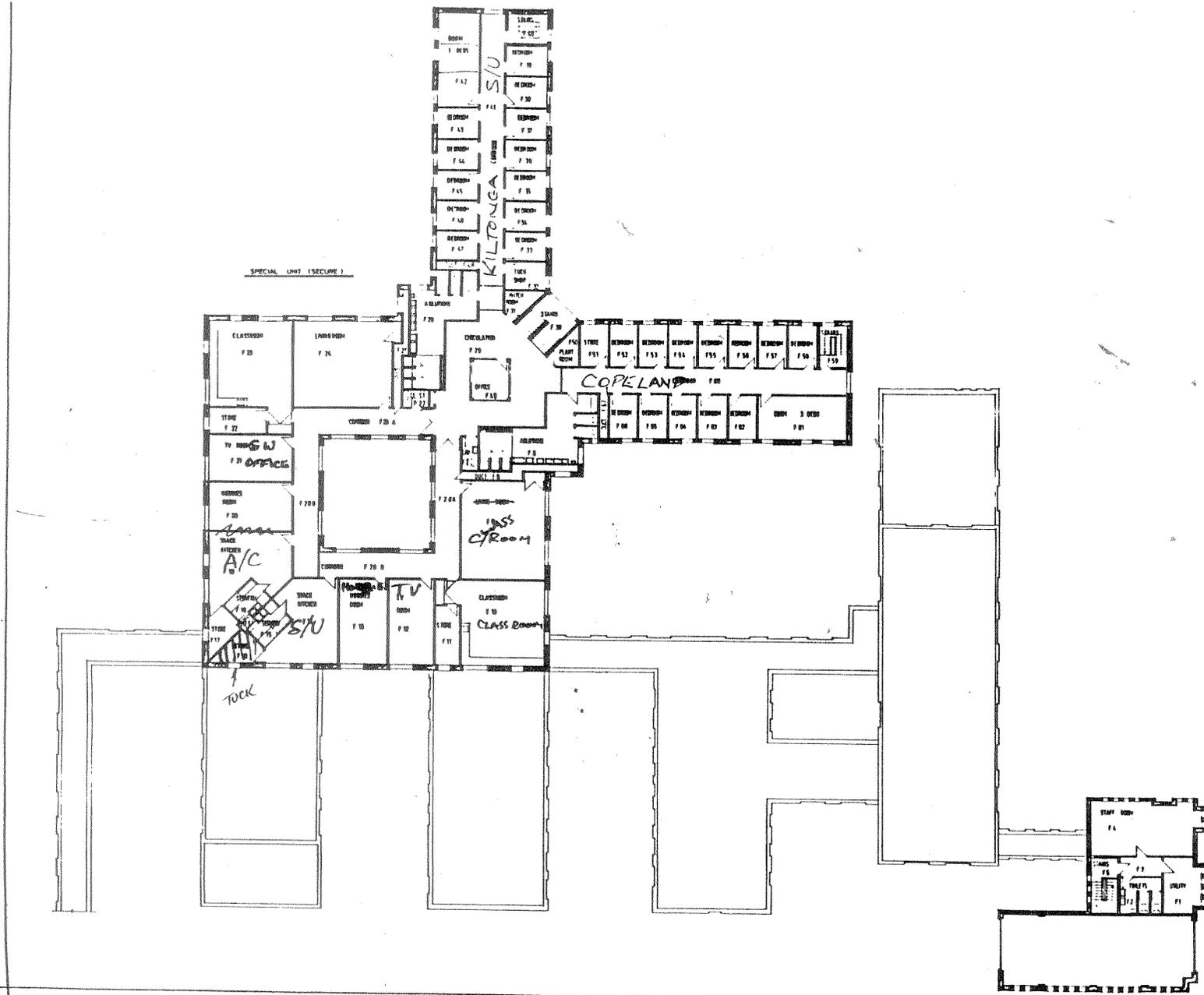
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|---|------------------|
| 1. Security | Sec. Officer |
| 2. Fire - Precautions and Procedures (Alarm System) | Fire Officer |
| 3. Laundry Routine | Sen. RSW |
| 4. Dining Procedures | Sen. RSW |
| 5. Medical Matters | Sister in Charge |
| 6. Separation Block Procedure | Sen. RSW |
| 7. Specific areas involved in the daily routine | Sen. RSW |
| 8. The School Layout | Unit Admin. |

THE STAFF PROCEDURAL MANUAL

This manual contains all details on every aspect of the Induction Course and will be made available to all members of staff. All members of staff will retain this manual in his/her possession until termination of employment and will ensure that he or she is conversant with the content thereof.

COLLEAGUE ORIENTATION

No new member of staff should be left to his or her own devices on assuming duties in Lisnevin. It is therefore desirable, particularly in the RSW field, that a new member of staff be assigned to an established, full time member of staff for a period of not less than two weeks, so that he or she may become fully conversant with proper policies, procedures and routines.



DEPARTMENT OF EDUCATION AND SPORTS P.O. BOX 100 BUTHA BUTHE LESOTHO	
Project: Special unit / Revised unit Lesotho Mafala	
Drawing: GENERAL ARRANGEMENT FIRST FLOOR PLAN	
Date: 17/08/2011	Scale: 1:100
Drawn by: E/SB	Checked by: G/V
Date: 18/08/2011	Page: 01/2

RE: VISITING PROCEDURES - REMAND AND SPECIAL UNITS

APPENDIX C

22.

As from Monday 4th August 1986 the following procedures re Visiting will apply. i.e. (Non-professional visiting)

THESE PROCEDURES WILL BE BINDING ON ALL STAFF.

1. Visiting Times will be as follows and WILL BE STRICTLY ADHERED TO.

- (a) Special Unit - Sunday 2 30 pm - 3 45 pm
- (b) Remand Unit - Sunday 2 30 pm - 3 45 pm

In exceptional circumstances other visits may be arranged, with prior authorisation by Senior Staff, 10 30 am - 12 Noon and 2 30 pm - 3 45 pm - Monday to Friday.

2. Each boy, irrespective of Unit, will be allocated two Visiting Cards, each card to admit ONE PERSON. These cards will be forwarded to parents/guardians on a boy's admission. ONLY PERSONS HOLDING VISITING CARDS WILL BE ADMITTED.
3. Two people will be admitted to any visit at any given time noted above.
4. All visits will be located in the Dining Room and, when appropriate, in the Boy Reception Area. Visiting will not be permitted in any other School Area.
5. An appropriate member of staff will supervise the scrutiny and admission of all visitors at the Main School Door during Sunday visiting.
6. Visits in the Dining Room will be supervised by an appropriate number of staff.
7. Visitors are not permitted to smoke in the Dining Room.
8. Visitors to Remandees may bring confectionery, fruit, cigarettes, tobacco, and/or money.
Visitors to Special Unit clients may bring fruit or money.
All money will be receipted and lodged in the usual way.
Official Receipt Books will be kept.
9. A "Record of Visitors" Log will be kept for each unit, and will be completed after each visit.
10. Visitors will use toilet facilities in the Visiting Waiting Area. Should Remand Unit or Special Unit boys require toilet facilities they will use those in their respective units.
11. ALL BOYS WILL BE INDIVIDUALLY AND THOROUGHLY SEARCHED BEFORE LEAVING THE VISITING AREA.
12. Lisnevin School accepts no responsibility for the transporting of visitors.

21.7.86

APPENDIX B

BREAKFAST:Week 1 -

Monday - Fry
 Tuesday - Scrambled Egg and Tomato
 Wednesday - Poached Egg and Sausage
 Thursday - Fry
 Friday - Boiled Egg
 Saturday - Fry
 Sunday - Boiled Egg

Week 2 -

Monday - Fry
 Tuesday - Poached Egg and Bacon
 Wednesday - Porridge and Toast
 Thursday - Scrambled Egg
 Friday - Sausage and Bacon
 Saturday - Boiled Egg
 Sunday - Fry

Week 3 -

Monday - Poached Egg and Sausages
 Tuesday - Scrambled Egg and Bacon
 Wednesday - Fry
 Thursday - Sausage, Bacon and Tomato
 Friday - Cereal and Toast
 Saturday - Fry
 Sunday - Boiled Egg

DINNER:

Savoury Mince, Potato and Turnip
 Apple crumble and custard

Escalope of Pork, Potatoes and cabbage
 Jelly and Ice Cream

Chicken Supreme, Rice and Sauté potatoes, Cauliflower
 Fresh Fruit Salad and Cream

Poached Fish, Peas and Potatoes
 Coconut sponge and custard

Brown Stew, Carrot and Potatoes
 Trifle

Braised Steak, Onions and Chips, Rice
 Fruit

Roast Chicken, Roast Potatoes, Cauliflower
 Lemon Meringue

.../

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Liver, Onions, Potato and Turnip
Ice Cream and Chocolate Sauce

Chicken Pie, Cabbage and Potatoes
Apple Tart and Custard

Pork Steak, Santé Potatoes, Carrot and Parsnip
Bread and Butter Pudding

Breadcrumbed Fish, Peas, and Potatoes
Banana Fritters

Soup, Sausages, Beans and Potatoes
Artic Roll

Steak Pie, Chips and Peas
Strawberry Mousse

Gammon Pork, Carrot and Cauliflower
Apple Meringue

Steak & Kidney Pie, Potato and Turnip
Cherry Pie

Sweet and Sour Pork, Rice, Potato and Carrot
Upside Down Pudding

Spaghetti Bolonise, Potatoe and Cabbage
Fruit Flan

Battered Fish, Peas and Chips
Fruit Jelly and Ice Cream

Chicken Maryland, Potato and mixed Veg.
Piece of Fruit

Irish Stew
Jam Puffs

Roast Beef, Potatoes and Cauliflower and Carrot
Pavlova

TEA:

Cornish Pasties and Beans

Grilled Ham, Pineapple and Tomatoes

Chicken Volivents and Croquettes

Fish Fingers and Chips

Beef Curry and Rice

Fruit, Cheese or Salad

Hamburgers

.../

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Quiche and Tossed Salad

Meat Loaf

Hot Dogs

Cottage Pie

Scrambled Egg and Toast or Salad

Braised Steak

Beans on Toast or Fruit and Cheese

Chicken Curry & Rice

Pizza

Cheese and Potato Pie

Stuffed Bacon Rolls

Fry

Sausage & Chips

Cornbeef Salad

- oOo -

D. Park
10/4/50

Circular HSS/CC/6/83

LH9

APPENDIX E



DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Dundonald House Upper Newtownards Road Belfast BT4 3SF

Telex 74578

Telephone 0232 (Belfast) 650111 ext

Chief Administrative Officer of each
Health and Social Services Board
and the Central Services Agency
Director, NI Staffs Council

Please reply to The Secretary
Your reference

Our reference All48/83

Date 21 October 1983

Dear Sir

MONITORING OF RESIDENTIAL CHILD CARE SERVICES

Introduction

1. In November 1982 the Department of Health and Social Services issued the Report on Homes and Hostels for Children and Young People which was prepared by a team from the Department of Health and Social Security in London. The Report contained recommendations designed to achieve a progressive raising of standards in residential child care practice in Northern Ireland.
2. The main theme of the Report was the need for a clear understanding of the extent of Board and Departmental responsibility in the management, supervision, monitoring and inspection of children's homes. The Report highlighted the need for effective management and monitoring of residential child care services by Boards and complementary action by the Department to monitor Board procedures in this respect - "monitoring the monitors", to use the terms of the Report. The Report recognised the continuing need for the additional safeguard of selective Departmental inspection of the services provided by Boards.
3. In responding to the Report, Boards recorded their understanding of their management, supervisory and monitoring responsibilities in respect of children in residential care and their views on the role of the Department in the monitoring process and in the inspection of children's homes.
4. The purpose of this Circular therefore is to clarify formally responsibilities in the management, supervision, monitoring and inspection of residential child care services and to identify the action to be taken by Boards and by the Department in fulfilment of their obligations in this regard.

Management and Supervision

5. Management and supervision have much in common. Both imply oversight or control, with the right of direction and guidance. Both activities, unless specifically qualified also imply steady, continuing involvement. The management and supervision of residential child care services is clearly a Board responsibility and Boards should continue to ensure that their management structures and operational procedures allow these functions to be carried out effectively.

Inspections

12. Unlike the continuous monitoring undertaken by Boards, inspection is essentially a periodic and selective activity. Boards are aware, however, of the inspection programme being carried out by the Social Work Advisory Group of the Department which will provide a comprehensive base of information about children's homes in Northern Ireland. This programme is approaching completion. SWAG will continue to carry out inspections, but these will be more selective and less frequent in future.
13. The existing inspection programme has already heightened awareness among Boards' and voluntary organisations' staff of the professional and environmental factors which the Department considers to be essential to good residential child care. Therefore, the Department is of the view that joint inspections by the Social Work Advisory Group and the Assistant Directors of Social Services (Child Care), as suggested in the Report on Homes and Hostels, would not be necessary or appropriate.

Recording of Sensitive Information

14. The Report on Homes and Hostels referred to the need for sensitive information arising from SWAG's inspections of children's homes to be recorded in the Department and passed to the relevant Board or voluntary organisation for further investigation as necessary. The reports on inspections sent to Boards and voluntary organisations contain all the comments that advisers wish to make about the home or hostel and will continue to be as full as possible. The number of occasions on which information is regarded as sensitive and hence unsuitable for inclusion in a report which will receive wide circulation is likely to be very rare. Where this happens, however, the information will be passed to the Director of Social Services for action within the normal procedures of the Board, or to the Chairman of the Voluntary Management Committee for action within the management arrangements of the voluntary body concerned.

Training in Monitoring

15. In order to ensure that Boards' monitoring arrangements operate effectively, training may be required for those Board officers and members involved in the process. This training could be provided through the Boards' own in-service training resources and through the Department's Short Course Programme. In order to determine how this need should be met, Boards are asked to indicate, in the statement of monitoring arrangements requested at paragraph 9, the training needs of those staff and members involved in the monitoring process, bearing in mind any differences in their roles in this respect; the extent to which training will be undertaken by their own in-service training personnel; and any training which might best be provided on a regional basis.
16. As an interim measure the Department will mount a small number of seminars/courses on monitoring through its Short Course Programme. The personnel at whom these will be directed and the content of the courses will be the subject of discussion.

Monitoring of Voluntary Children's Homes

17. The terms of this Circular apply to the Boards' monitoring of statutory children's homes. Boards also place children in voluntary homes and retain responsibility in law for the care of such children. Hence Boards must satisfy themselves about the standards of care being provided for each child placed in a voluntary home. Boards are not involved in monitoring the overall

Monitoring

6. Monitoring may be defined as keeping track of activities and drawing attention to those of particular interest, to the effectiveness of present policies and practices and to activities which do not conform to agreed policies, standards or norms. Monitoring is obviously a feature of planning, ie the extent to which declared strategic objectives are being achieved. The present circular, however, is concerned with monitoring the quality of service provision and the extent to which this task is a function of Boards and/or the Department.

Monitoring by Boards

7. Given the legislative responsibility on the Department and the delegated responsibility on Boards for the provision of health and personal social services, there is a clear duty on each to assess and review not only the range of services provided but also the quality. Monitoring, however, implies regular and on-going scrutiny and the likelihood is that such scrutiny will be more effective the closer it is carried out to the point of delivery of services. Inevitably this means that the primary responsibility for monitoring the delivery of services provided by the Health and Social Services Boards must rest with Boards. Boards are responsible for ensuring that services at local level are being developed in a coherent way in accordance with agreed policy and objectives and are operating in an efficient, effective and acceptable manner.

Monitoring by the Department

8. As agents of the Department for the provision of services, Boards are accountable to the Department for the way in which they discharge their responsibilities in terms of quality, range and availability of services. It is not feasible, however, for the Department to monitor services directly, nor would it wish to cut across Boards' responsibilities in this respect. The Department must, however, be satisfied that each Board has in operation adequate monitoring arrangements of its own, and receive periodic reports from Boards in respect of residential childcare services. The Department will join the Boards in agreeing acceptable standards against which the services provided will be measured.

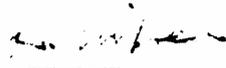
Action by Boards

9. The Department now wishes Boards to submit to the Department a detailed statement of their monitoring arrangements as endorsed by the Board. Monitoring is an essential feature of management and any refinements which Boards might wish to make to their existing arrangements must be achieved within existing resources.
10. The statements should be submitted to the Department by 30 December 1983. The Department will then hold discussions with Boards as necessary.
11. Thereafter, Boards will be expected to produce 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. A joint review will be held between each Board and the Department to discuss the operation of the monitoring systems and the information provided by those systems.

standards, either professional or material, of voluntary homes. However, Boards need to receive information about the professional standards of care and the quality of the facilities in voluntary homes in order to help them assess the suitability of a home as a placement for a child in their care. This information is obtained in a number of ways, including the inspection of voluntary homes carried out by the Department's Social Work Advisory Group, and discussions will be held with the voluntary organisations to determine how the information might best be made available to Boards.

18. The Department is requesting voluntary bodies to review and, where necessary, strengthen the monitoring arrangements which they operate in respect of their homes and to submit to the Department a statement of their arrangements as endorsed by the managing body. The Department, as the registering authority for voluntary children's homes, will undertake further discussions with Management Committees as necessary, with a view to arriving at an acceptable and consistent scrutiny of residential child care services provided by voluntary organisations.
19. The question of monitoring arrangements for voluntary homes will be considered further in the context of a discussion document on relationships between the statutory and voluntary sectors in the provision of residential child care.

Yours faithfully


LN 70

January 1992



Close Supervision Unit

Close Supervision Units
INSPECTION OF LISNEVIN SCHOOL
MILLISLE
CO DOWN

CONTENTS

	PAGE
1. OVERVIEW: SUMMARY OF FINDINGS AND RECOMMENDATIONS	1
2. ROLE AND FUNCTION OF LISNEVIN TRAINING SCHOOL	4
3. RESIDENTS	6
4. MANAGEMENT	8
5. STAFFING	10
6. FINANCE	12
7. PRACTICE ISSUES - REMAND UNIT	13
8. PRACTICE ISSUES - SPECIAL UNIT	17
9. PHYSICAL AND HEALTH CARE	21
10. EMOTIONAL, SOCIAL AND DEVELOPMENTAL CARE	24
11. EDUCATION, TRAINING AND EMPLOYMENT	25
12. CONTROL AND DISCIPLINE	27
13. COMPLAINTS	29
14. PREMISES SUMMARY	32

APPENDICES

REPORT OF AN INSPECTION OF LISNEVIN TRAINING SCHOOL

OVERVIEW

1. INTRODUCTION

1.1 This inspection was carried out as part of the SSI thematic programme, which, on this occasion, focused on secure accommodation/close supervision units within training schools. The decision to examine this area of residential social work, stemmed from recent national concerns such as the report of the enquiry into the operation of children's homes in Staffordshire known as the "Pindown Report" and some of the issues emerging from Sir William Utting's report into residential child care. The Northern Ireland Office requested SSI to undertake the inspection to ensure that:-

- i. no child being cared for in secure units within the training school system was subject to any practice that was punitive, degrading, placing unnecessary pressure on him to conform, locking him up in isolation rooms for lengthy periods or depriving him of regular and ongoing contact with the carers;
- ii. management of secure units had in place systems of management, supervision and internal monitoring which would specifically identify if such practices were taking place and enable them to take appropriate steps to remedy such action; and
- iii. all children have access to a system of complaints which would ensure that their concerns, fears or any personal matters that they were unduly worried about were dealt with in a speedy and effective manner.

1.2 The inspection was carried out between 13-17 January 1992 by the following social services inspectors:-

Project Manager	-	H V McElfatrick
Lead Inspector	-	C W Donnell
Inspector	-	LN 80

1.3 Prior to the commencement of the inspection the Director of Lisnevin was asked to supply a range of information which included details of staff, children, staff procedures, health and safety data, which included fire drills, details of complaints procedures, the existence of any independent representation scheme, abscondings from the campus and reports by members of the management board of their monthly visits to the school.

1.4 The fieldwork was conducted by a series of meetings with senior and middle managers, staff teams, individual team members, discussions with the young people and an examination of the Unit records and case files. In

addition to spending time during the day at the school, the inspectors were present for an evening session and during the handover period between day staff and the night supervisors.

SUMMARY OF THE FINDINGS

- 1.5 Lisnevin School was last inspected in April 1988. At that time 27 recommendations were made, some more substantive than others. In 1988 the SSI expressed some reservations about the placing of young people in their rooms for fixed periods during the day and the early bedtimes that were then in operation. Over a period these issues have been properly addressed by management and the present situation is acceptable to the Inspectorate.
- 1.6 Systems of professional supervision and staff development have also been introduced and it appears to the Inspectorate that such systems have greatly enhanced the quality of care and the sense of participation by most members of staff. It is clear that the systems and processes that have been introduced are closely monitored and recorded by senior staff. The senior staff team, which was reduced from 4 to 3 in 1988, approach their work in a systematic and professional way. Accountability is a concept that ranks highly in the scale of priorities of the managers.
- 1.7 The group of young people were well cared for and the systems that are in place ensure that no child is locked up unnecessarily or for any lengthy period of time. The facility to register complaints exists; regular visits by Board members and the existence of an Independent Representation scheme are all elements which ensure the safety and well being of the young people. The Inspectors are satisfied with the quality of care provided and commend the Senior Management Team for their diligent style of management and clear involvement in the process. The Summary of Recommendations that follows is made to give management the opportunity to fine tune some of the systems that are currently in operation.

SUMMARY OF RECOMMENDATIONS

It is recommended that:

- 1.8 The present use of Five Week Orders should be reviewed by the NIO. (Para 3.2)
- 1.9 Present staffing levels should be reviewed by the Northern Ireland Office and the Lisnevin Management Board in the light of present and anticipated changes (Paras 4.6 and 5.3).

- 1.10 Management should review the present level of night cover and in particular roster arrangements covering the early part of the night (Paras 7.6 and 7.7). See 10.11,
- 1.11 Management should examine the need for at least one professionally qualified social worker in the Remand Unit (Para 7.13). Is there one
yet?
What was done?
- 1.12 The Admissions Panel should always have the benefit of advice from a suitably qualified and experienced social worker. (Para 8.2)
- 1.13 A representative of the young people should be nominated to attend meetings of the Food Committee (Para 9.5).
- 1.14 The young people in both Units should be provided with the opportunity for outdoor recreation, subject to the considerations raised in the text (Para 9.7).
- 1.15 Alternative methods of screening incoming mail for illicit enclosures should be examined (Para 10.3).
- 1.16 Additional resources should be made available to ensure the continuance of the working group for non-compulsory school age young people (Para 11.6).
- 1.17 Staff should have the opportunity for training in methods of restraint and control procedure (Para 12.4).
- 1.18 The Management Board should provide a comprehensive policy document on control and discipline (Para 12.4).
- 1.19 Comprehensive guidance for handling complaints by young persons, modelled on the lines of those to be introduced in Health and Social Services Boards, should be drawn up and introduced as soon as possible. (Para 13.2).

2. ROLE AND FUNCTION OF THE LISNEVIN TRAINING SCHOOL

2.1 Lisnevin Training School is a secure establishment located on the outskirts of Millisle, Co Down. It is managed by an independent management board which is accountable to the Secretary of State. Lisnevin is a training school as defined in section 137 of the Children and Young Person's Act (NI) 1968. It operates within the existing legislation with children only being admitted who are the subject of a training school order or who have been remanded by the Courts. The school is divided into 2 distinct units ie the Special Unit and the Remand Unit. The units are completely segregated and operate as 2 specific and separate facilities. Admission to the Special Unit is made upon application from the managements of Rathgael and St Patrick's Schools. The Remand Unit accepts boys on remand from the Courts, those placed there on a 5 week order from an open training school and boys who are being dealt with under the terms of the Police and Criminal Evidence (PACE) legislation. Although plans are being considered for the accommodation of a small number of girls on a short-term basis in Lisnevin, at present only boys are provided for.

AIMS AND OBJECTIVES

- 2.2
- i. Lisnevin operates under a broad general statement which defines its philosophy as follows "The philosophy of both units is that boys, between the ages of 10 and 17 on admission, should be held securely and safely in a humane environment."
 - ii. A recent document, prepared by management for the NIO to outline the school's plans as a Budget Centre, sets out the following objectives:-
 - (a) the provision of residential facilities for children and young people placed on remand;
 - (b) provision of residential facilities for children and young people subject to training school orders under the Children and Young Person's Act (NI) 1968 and enabling children and young people subject to training school orders to return to the community as soon as possible;
 - (c) to ensure that the establishment's resources and activities are managed effectively, efficiently and economically.

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with residential facilities*

GUIDANCE ON POLICY AND PROCEDURES FOR STAFF

- 2.3 The Inspectors were given details of guidance to staff on a number of key areas of work and tasks associated with the school. The existing guidance is comprehensive in terms of the state of procedures and is reinforced through staff supervision, training and team meetings. The Inspectors formed the view that all the staff were aware of the aims in particular units and the expectations of management. They were clear about expectations relating to day-to-day practice and aware of health and safety considerations.
- 2.4 Staff were aware of the rights and needs of the young people and of the mechanisms that are currently in place to enable complaints to be made and dealt with effectively. They demonstrated their knowledge of procedures through interviews with the Inspectors who also had the opportunity to see some of the procedures put into practice. Reference to specific incidents will be made later in the report.
- 2.5 It was clear from discussion with management and residential staff, together with a scrutiny of the records that a well organised and unambiguous policy exists in relation to the use of "time out" or separation. The documentation includes not only well recorded data in a systematic form but clearly demonstrates the application of the monitoring role of senior management.

3. RESIDENTS

- 3.1 Prior to the inspection it was agreed that 6 January would be the census date on which management would produce information about the resident population for the purposes of the inspection.

REMAND UNIT

- 3.2 The Remand Unit can accommodate up to 25 young persons. On 6 January there were 10 boys in residence. Seven were on remand, 2 were subject to 5 week orders and another had been admitted under the Police and Criminal Evidence Order. Their ages ranged between 14-16½ years and the length of stay varied between 16 weeks and in the case of the PACE admission 2 days. The average length of stay was approximately 6½ weeks. During the period of the inspection the population of the Remand Unit fluctuated between 10 and 14 boys. It was noted that quite a few boys had been admitted from the 'open' schools on 5 Week Orders. The use of this provision requires the approval of the Northern Ireland Office. The Inspectors are aware of the lack of on-site secure facilities for offenders in the open training schools but are concerned with the present numbers being sent to Lisnevin by this route. Details are as follows:-

1989/90 - 14
 1990/91 - 20
 1991/92 - 26 (May)

In light of these figures it is recommended that the criteria for the use of 5 Week Orders be reviewed by the NIO.

- 3.3 During 1991 the Remand Unit accommodated a total of 205 young people and it is significant that 67 of these were PACE admissions, which suggests Lisnevin is the recipient of most of the young people being dealt with under this provision.

SPECIAL UNIT

- 3.4 The Unit can accommodate up to 15 residents. There were 9 boys in residence on 6 January. Their ages ranged from 13 to 17 years. Details of the length of stay are as follows:-

2 boys - 3 months
 2 " - 4 "
 1 " - 9 "
 1 " - 10 "
 1 " - 12 "
 1 " - 14 "
 1 " - 18 "

3.5 In addition 12 other boys were on the roll of the Special Unit but for a variety of reasons were off campus on 6 January. These included 2 absconders, 3 on extended leave, 5 on leave and 2 formally licenced. During 1991 there were 12 admissions to and 9 discharges from to the Special Unit.

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4. MANAGEMENT

- 4.1 The school is managed by the Lisnevin Management Board under the auspices of the Probation and Juveniles Branch of the Northern Ireland Office. Members of the Board are nominated by the Boards of other training schools. Each nominee is approved by the Secretary of State.
- 4.2 The day-to-day management of the school rests with the Director, the Deputy Director and the Board Secretary who make up the Senior Management Team. The team meets each morning to consider day-to-day issues concerned with the management of the facility. Each member of the team has a specific area of responsibility covering such matters as, care, education, administration, security, catering, medical care, night supervision, domestic issues and maintenance.
- 4.3 The middle management team comprises of 4 senior social workers, 2 of whom are designated as Unit Administrators, a senior night supervisor, the teacher leader and a psychologist from the APRU. It meets fortnightly and is chaired either by the Director or the Deputy Director. The Director focuses particularly on training and staff development and he has initiated a structure of supervision for both the Deputy Director and the Board's Secretary. Each member of the management team has made provision for supervision of their own staff. Adequate supervisory arrangements are in place for all other grades of staff.
- 4.5 It was evident to the Inspectors that considerable emphasis is placed on training and staff development by management. All staff receive regular supervision and a record is kept of the content of supervision sessions. There is variation in the quality of supervision provided and some managers may need training in staff supervision methods. The training needs of individual staff are kept under review and staff have the opportunity to avail of appropriate short courses. It is clear that the thrust of the Director's approach to training is focused in on-the-job training and pursuing the concept of team building. The arrival of NVQ is also of considerable interest to senior managers. The training needs of organisations in the Criminal Justice System are presently being surveyed by the Criminal Justice Training Strategy Group. The training strategy may provide resources to facilitate professional and managerial training for those who need it and the training requirements of other staff may be able to be taken forward in the context of the NVQ framework.
- 4.6 It was clear from discussion with all the senior management that they welcome the arrival of the NVQ structure and are concerned to further develop in-house

training to enhance staff skills and competences for which accreditation can be obtained under the NVQ award system. The programmes of in-service training currently being provided are focused on the development of skills relevant to the nature of the task to be performed. The Inspectors commend the approach, which they feel is fundamental to the provision of an improved service to young people. The development of a comprehensive training strategy will have implications for staffing in terms of the use of their time. The needs for staff training and the proposals to reduce the working week of residential social workers to 37 hours by 1994 will have resource implications for the future. The budget which will support the developing training strategy should address the first issue, but there is a need to forecast future staffing needs commensurate with any reduction of staff hours available to management.

- 4.7 From a perusal of a variety of records within the school it is clear that the Senior Management Team exercise close scrutiny of the records and have put a number of internal monitoring systems in place to facilitate this. This approach is mirrored in the practices of middle managers. The Inspectors feel that this is important, especially in relation to recording instances of separation and the frequency and nature of communication with the resident during separation. New forms covering these areas of work have been designed by the Director. The regular scrutiny, signing and dating of records, spot visits to residential units and other areas of the school are an indication that management maintain a close check on the standards of care provided by staff.

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VISITS BY BOARD MEMBERS

- 4.8 Details of monthly visits to the school by Board members were presented for scrutiny. Recent visits had been carried out on 6 November, 3 December and 3 January. They are completed using a standard pro-forma (Appendix 2). The records were completed in a variety of styles and members reported on such matters as administration and physical conditions. These reports are presented to the Management Board and the Director is responsible for taking appropriate action. It was clear from 2 of the reports presented that Board members had seen the young people in the school, held conversations with them and recorded the activities being undertaken. Many of the issues raised by the boys, for example a need for breaks (outside exercise), insufficient pocket money, "the hair shampoo causes dandruff" are matters for management. Reference to the need for outside recreation will be referred to by the Inspectors later but it is evident that Board members are carrying out their duties regularly and effectively bringing to this duty the benefits of their particular experience and background.

5. STAFFING

- 5.1 Details of all residential social workers, night supervisors and teachers are given in Appendix 1. Basically the staff comprises of the Director, Deputy Director, Board Secretary, 2 Unit Managers, 2 Senior Residential Social Workers, 15 full-time Residential Social Workers, 6 permanent part-time Residential Social Workers, 2 Residential Social Workers on a one year contract and a Courts/Community Care Officer, who was appointed on 1 November 1991. There is also one Senior Night Supervisor and 7 Night Supervisors. The educational department, covering both Units at the school consists of a teacher leader, 4 full-time teachers, one part-time teacher and one instructor (CDT).
- 5.2 The day residential social work staff comprises of 21 men and 7 women and the night supervision team has one woman and 7 men staff. Of the total care staff, excluding the night supervisors, 8 staff have professional social work qualifications, one is presently on CSS training, 4 have a variety of academic and youth work qualifications and the remaining 15 are unqualified. The deployment and use of trained and untrained staff will be referred to in the sections dealing with Special and Remand Units. The age range of staff is 20-63 years. The longest serving member of care staff has been in-post for over 18 years, whilst 2 staff have only been in post for one month. A considerable number of staff are in the 30/45 age range and staff turnover appears to be relatively low.
- 5.3 Having regard to the nature of the resident group in both the Remand and Special Unit the male/female balance of approximately 70% to 30% respectively, appears to be about right. The use of part-time staff (32.5 hours per week) enables management to use the existing financial resources more effectively. The 1988 SSI Report recommended that a ratio of 1:3 in the Remand Unit and 1:2 in the Special Unit was the level of staff cover which should be the target at that time. Management seek to achieve these ratios but this is not always possible. The use of part-time staff in some ways has drawbacks, but the use of casual staff is a more difficult problem, in terms of being able to provide continuity of care to the young people. The Director expressed some concern about the present level of staffing particularly when 1:1 cover is called for with particularly disturbed residents. Adequate cover was maintained throughout the period of inspection, but it was noted that one Special Unit resident was requiring 1:1 attention for significant periods of time. It is recommended that the nature of staffing and present staffing levels be reviewed by

management and the NIO. It was not possible within the timeframe of this thematic inspection to undertake a detailed evaluation of the staffing needs but SSI would be willing to participate in any future review, in response to any request from NIO.

6. FINANCE

- 6.1 The general guidance on financial arrangements for the school are set out in a comprehensive Procedural Manual. The Board secretary is the finance officer and he is accountable, through the Directors of Lisnevin School and Whitefield House and the team leader of the APRU, to the Board for the overall control and execution of the Board's affairs. The Procedural Manual sets out the duties of the Secretary in relation to Budgetary control. "The Secretary shall devise and maintain such systems of budgetary control as the Board may require and all officers empowered by the Board to engage staff or otherwise incur expenditure shall comply with the requirements of those systems. The form of budgetary control shall incorporate the investigation of and reporting on expenditure variations and shall include regular updates of budgetary information and advice to enable budget holders to carry out their budget responsibilities".

UNIT COSTS

- 6.2 The Board Secretary provided the following information. The average weekly cost of keeping a young person in Lisnevin (both Units) including education is £777.82, the nett figure excluding education amounts to £690.48. The inclusive cost is calculated on the basis of last year's total expenditure of £1,220,277.83 being divided by the average daily number of residents - 30.17, divided by 52.

H0/SS1(E) may have had some questions re the basis of this estimated cost:

PRACTICE ISSUES

7. REMAND UNIT

- 7.1 The Remand Unit became operational in 1985 when a decision was taken to close the Juvenile Remand Unit at the Young Offenders Centre. It mainly occupies 2 wings, Drumfad and Woodburn on the ground floor of the main building. Each wing has accommodation for 11 persons. Other facilities within the Unit consist of TV and recreation rooms, although since the last inspection much more use is made of classrooms for evening activities, crafts and computer games.
- 7.2 The general climate in the Unit and the quality of staff/resident relationships was observed to be good across the 3 shifts during the 5 days that the inspection took place. There was evidence of strong leadership by the Head of the Unit who guided his staff by example, direct coaching and regular supervision. Control, which was not overt, was achieved by close contact between staff and residents on a ratio of 1:3. Communication between top and middle management and across the shift system seems to work well. Regular monitoring and random checks together with the frequent presence of top management "on the floor" all add strength to a blend of appropriate control and a humane approach.
- 7.3 Even though a number of staff commented on the reduction in the number of sanctions which could be "used against boys" during the last 2 years, all staff without exception spoke of Lisnevin being a better place to work in than previously. There was a strong sense of commitment and enthusiasm and a staff which felt confident in carrying out a difficult job. Over the 5 day period the Inspectors witnessed staff responses to 3 potentially difficult situations where residents in the Remand Unit and Special Unit became unruly. On each occasion staff reacted swiftly, quietly, and without fuss, quickly diffusing each situation without resorting to any form of restraint.

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MANAGEMENT

- 7.4 At Unit level there is evidence of strong leadership supported by communication, monitoring and appropriate controls applied by senior management. One day shift team manages to hold regular formal staff meetings whilst the other day shift team is said not have sufficient time since the rationalisation of hours, later bed-times etc. The night shift meets regularly and meetings are minuted. Shifts are arranged so as to allow handover periods of 15 minutes. This is supplemented by written information in the form of: the daily log; time-out records; marks sheets and individual record sheets which cross refer.

- 7.5 All team leaders including the night shift manager attend regular middle management meetings and are individually supervised by the Deputy Director. Middle managers also attend periodic in-service training sessions provided by the Director.

NIGHT SUPERVISION

- 7.6 The following comments and observations are made about the night shift staffing levels in particular. The shift can and does on occasion find itself reduced from 5 to 4 persons. When this happens the shift is effectively reduced to 3 "on the floor" until the number one staff has put the secure area on night status. This can take up to half an hour. Until number one joins his colleagues only one of the 2 Units can be manned within the policy of 2 members of staff being present when a grille is opened. It can be seen that if a PACE arrival coincided with this early part of the shift that either care responses must be delayed or security regulations breached. Management will normally have prior notice of a reduced management shift and where they do have notice, should have exigency responses. It is recommended that management examine what alternatives are open to them.
- 7.7 The night shift operates on a 21 day cycle. The senior night supervisor works 13 nights in 21; the remaining 8 nights are "supervised" by each of the 7 other night staff acting up, in turn, one night at a time. This does not seem to be an ideal solution to bringing the strongest possible supervision to the night shift. A better alternative might be appoint one of the regular night staff as deputy senior night supervisor.

PHYSICAL CARE

- 7.8 All young people admitted to the Remand Unit surrender their own clothes and personal belongings such as rings and jewellery. Clothes are laundered and stored whilst the young person is issued with clothing provided by the school. All clothing issued to an individual is serial numbered to ensure return to the same person following laundering. All toiletries are provided by the domestic bursar.

ACCOMMODATION

- 7.9 Although bedtime routine is from 9.30 pm lights out is not until midnight unless an individual wishes his room lights to be put out earlier. There is some flexibility to keep the light on longer if so desired.
- 7.10 The individual rooms occupied by those young people in the Remand Unit are really quite spartan and devoid of any sense of identity. It is recommended that:-

- i. Management should consider allowing personalisation of rooms where the stay of the young person is more than for a few days and
- ii. Consideration be given to ways in which the accommodation in the Remand Unit might be made more comfortable generally.

EMOTIONAL, SOCIAL AND DEVELOPMENTAL CARE - REMAND UNIT

7.11 All receptions are provided with information on arrival. This may be retained by the individual. Other than education, daily life is a continuous round of small group supervised activity. An individual may retreat to the privacy of his own room, on request, except during education periods and staff cover permitting. This is always accommodated if he is emotionally upset, for instance upon the receipt of bad news. Relationships within the unit, resident to resident and resident to staff were observed as good at all times, with occasional "restlessness" among the residents. Contact with the outside world is facilitated by staff who respond to all reasonable requests. At present there is no independent visitor scheme in operation. Mail, both incoming and outgoing in the Remand Unit is censored. No personal possessions are allowed beyond the reception area in the school. Access to ministers of religion through staff is made available on request and weekly services are also held.

HELP WITH PROBLEMS

- 7.12 No professional social work resource is available to the unit. There are no qualified staff on either shift. Problems of a personal and emotional nature are responded to by available staff on an intuitive basis. All staff with whom the Inspector spoke talked of giving an individual with personal problems "special attention", space and a chance to talk. If unable to manage the problem the matter is reported to the team leader who may, if appropriate, report it to the Deputy Director. The unit is viewed by most staff as a "holding place" and not a place of treatment. Nevertheless the staff were seen to demonstrate a caring nature.
- 7.13 Having regard to some of the problems that emerge from the residents in the Remand Unit it is recommended that management give urgent consideration to the possibility of appointing at least one qualified social worker to this unit so that more difficult personal problems can be met with a professional response.
- 7.14 The use of single room separation is declining. There were less than 40 removals from groups during the last 3 months of 1991. All reasons for removal are clearly

Was this done?

documented and countersigned by the team leader and regularly monitored by the Deputy Director. Most of the removals were of less than 30 minutes duration and recorded reasons in each case seemed to justify temporary separation from the group.

8. SPECIAL UNIT

8.1 Management define the aims of the Special Unit as follows. "The overall aim of the Special Unit is to help prevent young people reoffending. The above aim will be achieved through the pursuit of the following objectives:-

- i. to improve the young persons skills for surviving in the community through:-
 - (a) social skills; and
 - (b) life skills;
- ii. to improve the young person's intellectual development through the provision of individual education and vocational programmes;
- iii. to encourage and facilitate the young person's personal development through secure relationships - both individual and group - and particularly the use of the key worker system;
- iv. to cater for the spiritual needs of the young people in our care;
- v. to integrate the young person into the community and family group through:-
 - (a) planned home visits on leave; and
 - (b) family work."

8.2 ADMISSIONS PROCEDURE

All applications for admission to the Special Unit are made to the admissions panel. Through a process of evolution the admissions panel has devised a format which suits the purposes of the institution, and includes gatekeeping criteria that safeguards young people being admitted too easily or for the wrong reason. The panel sits as and when required. The constitution of the panel brings together the interests of the Board of Management, the Northern Ireland Office, Central Management, Social Work and Psychology. It was noted from the minutes that the only social work input is through SSI attendance. When the relevant Inspector is not available the panel operates without a social work input. This is felt to be inappropriate. There should be reconsideration of the provision of a social work input to ensure that no panel decision is taken in the absence of a competent social work input on behalf of the Centre. A search of the records revealed that panel decisions taken fall into categories of accepted, rejected and deferred for further information. Individual resident records for young people entering the unit during recent months contain full

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reports on which the panel has been able to make decisions about admissions. Records for those admitted prior to the middle of 1991 did not contain these documents. It is recommended that the Admissions Panel should always have the benefit of advice from a suitably qualified and experienced social worker.

SOCIAL WORK DEPARTMENT

- 8.3 The task of the staff in the Special Unit differs considerably from that of the Remand Unit. The young people are in the Special Unit so that identified problems can be tackled in a programmed and systematic way. Because of the range of staff skills and ability, a social work department has been established within the Unit. This is to concentrate professional skills on dealing with the acute problems manifested by many of the young people. Qualified residential social workers act as primary workers who undertake the more intensive work with children. The other staff in the unit undertake the more routine, caring and practical duties, engaging children in activities, being available to them throughout the day and exercising supervision for the protection of the individuals and the group in general.

THE YOUNG PEOPLE

- 8.4 The young people in the Special Unit are a group with a wide variety of need. They demonstrate a considerable range of disordered behaviour. Several of the older ones were being prepared for discharge and decisions taken at the Board Review Meeting, held during the first day of inspection, meant that soon they would be discharged on extended leave. One young person had been recalled following a serious armed attack on a member of the public which resulted in her crashing her car. Another, whose behaviour is extreme required individual supervision throughout the day. When a young person becomes very disturbed or cannot cope in the group, he is removed to his room where either he is supervised regularly or a member of staff stays with him all the time. Average removal time is usually less than 30 minutes. During the months mid-October to mid-January there were 117 removals to rooms. The very difficult child referred to above had to be removed 59 times. Apart from that one example and, having regard to the nature of the group, the actual incidence of removal was not considered to be excessive. All removals were fully documented and countersigned by the senior residential social worker and the Deputy Director.

ACCOMMODATION

- 8.5 The Unit occupies the accommodation on the first floor of the main building. The communal areas and the sleeping accommodation is located in two wings containing a total

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of 31 rooms. Each wing has an ablution area with toilets and showers. The furniture is cuboid, and a considerable effort has been made to enhance the contents of the rooms. There is evidence of more personalised items in the rooms, pictures, posters etc and additional furniture has been provided by way of a desk and a bookcase in each room. Carpet tiles cover the floor and window curtains have been provided. A major effort has been made to improve the quality of accommodation in the Unit, which came in for criticism in the 1988 report. The efforts of management are to be commended.

REGIME

- 8.6 The regime of the Unit has also changed considerably since the last inspection. The residents still get up at 8.30 am but bedtime has now been extended to 9.30 pm. Young people who have behaved well and have earned sufficient marks can now get access to Sony Walkman cassette players and a number of battery operated mini televisions are also available. Lights out is around midnight but, as in the Remand Unit, a young person can request that the night light be switched off much earlier if he so wishes. Periods of lock-up during the day have been done away with. This places considerable demands on staff and it has taken some time to work through the new regime. Some staff felt uncertain about dealing with the degree of constant contact and interaction with the boys but it appears now that the new timetable is working well.
- 8.7 Since the amended timetable has been introduced it has been more difficult for team building and supervision to be given. Management have recognised that the well being of the young people is paramount and alternative means of finding time for team building and in-house training are currently being addressed.

REVIEWS

- 8.8 All the young people in the Special Unit are reviewed on a regular basis. Case conferences are also held as circumstances demand. Details of the reviews, plans and outcomes are recorded in the young people's files. In addition to the unit reviews, the Management Board Review Sub-Committee also reviews the children every 2 months. The young persons are encouraged to attend these reviews and the Inspectors had the opportunity to sit in on one of the meetings. The meeting was conducted in a relaxed and informal manner when the young person was present. A high proportion of the young people, whose cases were being reviewed chose to attend the meeting. The Inspectors consider that the external reviews are a valuable part of the total review process and provide another setting for Board members to see the young people. They also afford

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the opportunity for young people to raise any issues or concerns with members at that time.

RECORDS

- 8.9 A selection of files in the Unit was examined. The information contained in these files was detailed and comprehensive. The files are segregated into sections containing details of reviews, Board reports, details of Training School Orders, psychiatric and psychological reports, information sheets, correspondence and details of counselling sessions. The records were orderly and well documented.

PSYCHOLOGY INPUT

- 8.10 A psychologist is available on 3 days per week to provide an input to the needs of the young people. He also participates in team meetings and provides general support to staff. He has helped staff to address the use of time-out as a clearly defined psycho-therapeutic tool and separation as a means of providing a cooling off period. Mr Bailie, the psychologist, feels that the team approach the residential task in a humane and effective way and considers that staff morale is high with a good deal of confidence being displayed by team leaders.

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9. PHYSICAL AND HEALTH CARE

9. NURSING, MEDICAL AND DENTAL

9.1 The school, through its nurses, visiting dentists and medical officer provide a comprehensive 7-day per week health cover for the young people. A suite of rooms in the main building is provided for the health care of the residents. The accommodation includes an examination room for use by the doctor and nurses, a waiting room and a well-equipped dental surgery. The medical officer attends twice weekly and also provides an "on call" service. Dental care is provided fortnightly or on an emergency treatment basis. Nurses oversee the distribution of medication and drugs. No tranquillisers are used to control behaviour, in the school. Six-monthly dental and medical checks are regularly carried out for the young people in the Special Unit. If for any reason a boy through sickness needs to be kept in bed, he is accommodated usually in his own room, with the nurses making regular checks. Illnesses of a more serious nature are dealt with by the medical officer arranging hospitalisation if this is considered necessary. Outpatient appointments are arranged by the nurse on the direction of the medical officer.

CLOTHING

9.2 The young people's own clothing on admission to the school is held centrally. Sweaters, jeans, track suits and trainers are in regular use by the boys. Boys going out on activities such as outings, home visits and court appearances wear their own clothing. All clothing is laundered regularly in the school's laundry which is supervised by a domestic bursar. For boys in the Remand Unit new clothing is purchased by tender and no personal clothing is provided. This policy reflects the rapid turnover in the population of young people in the Remand Unit and is understandable. Special Unit boys are entitled to a wider range of clothing, because of their longer stay. Boys are accompanied by their primary worker to local suppliers, where the individual can exercise a considerable degree of choice in purchasing his clothing. These then become the personal property of the young person.

BATHING

9.3 All young people are required to shower at least 3 times per week. A young person can shower more often if he wishes. Regular showering takes place after sports, games and other physical activity.

FOOD

- 9.4 A 3-week menu was provided for perusal by the Inspectors. The menu showed a good variety of meals with a wide selection of meat, fish, chicken, eggs and fresh vegetables being available. Baked trifles, apple crumble, pavlova etc also feature prominently on the menu. The medical officer also scrutinises the menu for balance and nutritional content.
- 9.5 A Food Committee was established in 1989 and is convened by a member of the Administrative staff. Representatives on the Committee include a senior residential social worker, social worker and the cook. Frequency of the meetings is dictated by demand. Minutes of the meetings are kept and were presented for scrutiny by the Inspectors. The Inspectors note that boys from the Units are not represented on the Committee and feel that they should be. While accepting the problems associated with finding a suitable representative, who could reflect the views of all the residents and that could be quite difficult in itself, the Inspectors recommended management arrange for the young people to be represented on the Food Committee.

RECREATION AND LEISURE

- 9.6 A wide range of evening activities is available to both the Special and the Remand Units. Since the last inspection many of the classrooms and educational facilities are now made available for use in the evening. This means that, apart from the greater variety of activities available, staff are now dealing with much smaller groups of young people and it has therefore been possible to create a much more positive and relaxed environment. The Inspectors observed these activities and were impressed with the degree of organisation and thought put into the programmes. Some of the rooms in which the activities took place were reminiscent of a small youth club, with coffee being made available. Suppers were also taken in the more relaxed atmosphere of the domestic science room.
- 9.7 It came to the Inspectors attention that the boys had few opportunities for outside recreation and exercise. The opportunities for outdoor activities are dependent upon matters such as staffing availability, the weather, seasonal variation in light, the dangers of absconding and the provision of suitable outdoor clothing. The absence of outdoor activities was noted and highlighted by a member of the Board during a recent visit. Senior management are not unmindful of this gap in the provision of recreation and fresh air for the young people. The matter is currently under consideration. The Inspectors recommend that steps be taken to introduce regular

opportunities for outdoor exercise for the young people
from both units.

10. EMOTIONAL, SOCIAL AND DEVELOPMENTAL CARE

- 10.1 It was apparent to the Inspectors that management and staff are aware of the need for and the importance of involving young people in both units as much as possible in matters affecting their lives. The Inspectors accept that many of the young people have communication difficulties and are limited in terms of ability and intellectual functioning. There is open and free communication between staff and boys through personal discussions and group situations. Regular counselling sessions are provided for young people in the Special Unit. Participation at case reviews has already been mentioned and this is to be encouraged. Residential staff and teachers, with the help of the psychologist, try to communicate and work with the young people within the range of their abilities and insight. Some of the young people in the Special Unit are very disturbed and this makes for difficulties in bringing about real change in their lives.
- 10.2 Generally staff and boys appear to share a positive relationship within the limits set by the environment. Life in Lisnevin is mainly a matter of routine with high levels of supervision and oversight being exercised all of the time.
- 10.3 Contact with families is encouraged by way of telephone calls, letters and visits. Sunday is the regular visiting day but boys can be seen, at any reasonable time, by prior arrangement. Boys can make a maximum of 3 telephone calls weekly to family and there are no limits on the number of incoming calls although in practice these are limited to 5 to 10 minutes. Girlfriends may be telephoned weekly. All letters both incoming and outgoing are seen by the boy's key worker. The Inspectors recommend that management review the method of screening incoming mail and determine if another means of examining letters for illicit enclosures can be introduced.
- 10.4 Boys have access to Ministers of their own denomination and services are held weekly. A feature of worship in Lisnevin for many years was the weekly inter-denominational service which was always seen as an important part of worship and did much to promote better understanding between the two traditions. For a variety of reasons, including changes in clergymen, this form of service was discontinued. However, the Inspectors are pleased to report that, through the considerable efforts of senior management, in consultation with members of the church hierarchy, there is a strong possibility that the inter-denominational service will be reintroduced in the near future. In the meantime boys will continue to attend services conducted by ministers of their own denominations.

11. EDUCATION, TRAINING AND EMPLOYMENT

- 11.1 The following is a descriptive account of the availability of education and vocational training in Lisnevin and does not purport to evaluate the content of such programmes. The inspectors sought to examine the inter-relationship between teaching and social care within Lisnevin. Recently the Department of Education in Northern Ireland carried out a formal inspection of the education department. DENI Inspectorate also provides support and expert guidance to teaching staff. A major feature within the training school system at present is the existence of an inter-school working group, under the leadership of the NIO, who are examining the relevance of the Common Curriculum to the needs of young people. The outcome of the working group is likely to influence the future arrangements for education on the campus.
- 11.2 Mr Logue, the Deputy Director (Care) has overall responsibility for the provision of education on the campus. For the past 3 years the teacher leader has reported directly to him. About 50% of the teacher leader's time is spent on management and administration. A wide range of subjects is available to the under 16 group. These include arithmetic, remedial English, drama, physical education, health and sex education, rural studies, craft design and technology. The programme for dealing with the under 16s in the Special Unit is much easier to organise where the stay is of longer duration than to provide for the education/ vocational programmes in the Remand Unit where some of the young people may only remain in the Unit for as short as time as 2 or 3 days. The quick turnover in the remand group makes it almost impossible to provide any organised programme.
- 11.3 A system of control within and removal from the classroom has been developed to manage young people who misbehave, and is closely documented and scrutinised by the Deputy Director. The availability and rapid response of residential social workers, coupled with the skill and tolerance of teachers in dealing with difficult behaviour does much to promote order and discipline within the classroom and seeks to promote an enhanced climate for learning.
- 11.4 The school has recently had the opportunity to develop a new library. The library, which is the responsibility of one teacher, contains a wide range of recorded and taped material. Although a considerable volume of reading material has been purchased by the school the library also benefits from the resources of the South Eastern Education and Library Board. All staff spoke highly of the positive benefits of the library to the boys and the Inspectors were impressed with the physical provision and the sense of commitment by the teacher concerned. The library is

well used and provides a useful additional resource to the school.

WORK PROJECT

11.5 Recently steps have been taken to develop more appropriate occupation for the over 16 year olds in the Special Unit. Under the supervision of a residential social worker a working group has been developed. The group of up to 4 boys are engaged in a variety of activities within the school. These include painting, decorating and minor repairs, all of which have a high content of social skills training and preparation for independence. Each boy has had to work hard to gain access to the group and already the enthusiasm of the group members was self evident. Many other young people in the Special Unit expressed an interest in working in the group. Each member of the group receives an additional sum of money usually up to £10.00 per week for this work which, in addition to the learning and occupational benefits, is a major consideration.

11.6 The Inspectors were impressed with the development of the working group and feel it is a significant step toward providing a vocational focus for the young people over 16 years of age in the Special Unit. The Inspectors consider that steps should be taken to ensure its future. It is understood that a small additional financial resource of approximately £1,500 per annum would be necessary to enable the group to continue to function. The project provides the following advantages. It:-

- promotes motivation in older residents to behave more responsibly;
- helps the young people involved to get used to the basic disciplines of work;
- provides work experience;
- assists development of vocational skills in preparation for release.

It is recommended that resources be made available to support and ensure the continuance of the work project.

12. CONTROL AND DISCIPLINE

- 12.1 The system of routine lock-up periods during the day has now been abolished at Lisnevin. Managers emphasise that staff no longer depend upon rules and regulations to control behaviour. Staff are encouraged to examine the causes of unacceptable behaviour more closely and confront the issues with the young people. There is guidance for staff and all residents through individual and group work are made clearly aware of the boundaries of acceptable and unacceptable behaviour.
- 12.2 Control generally is exercised through close supervision of small groups, with the staff being closely involved rather than through distant observation. Many staff have developed skills which enable them to defuse potentially destructive situations and use diversionary tactics. The generally low incidence level of disruptive behaviour is an indication of good solid common sense practice and is a tribute to staff and leadership alike.
- 12.3 There are different approaches to control and discipline between the Units. In the case of the Remand Unit many of the young people are short-term remandees or are on 5 week orders from other training schools. Often it is their behaviour that has been instrumental in their being placed in Lisnevin. In the case of those remandees who may face serious charges they often do not respond well to discipline. Control in the Special Unit is built more than on the quality of relationships which have been developed over a much longer period of time.
- 12.4 There is no single comprehensive policy document to guide staff on how they should exercise control and discipline activity in Lisnevin. The Director said he was mindful of this and informed the Inspectors that the total policy on control had yet to be developed. For some time training schools and the Northern Ireland Office have been considering the merits of control and restraint training for staff. There is need to have a training programme agreed and followed through. It is recommended that NIO take the lead in the initiation of the restraint and control programme and that Lisnevin Management Board produce a comprehensive policy document for all staff embracing all issues associated with control and discipline.
- 12.5 All instances of removal from the group have to be authorised by the senior residential social worker or Unit Administrator. The records are clearly and regularly scrutinised by the Deputy Director. All incidents of removal clearly show the time in, the length of stay and the reasons for the removal. Such records are cross referenced in the log book. The Inspectors were satisfied that the reasons for removal were justified and were

pleased to note a reduction in the incidence of removal,
particularly in the Remand Unit.

13. COMPLAINTS

- 13.1 There is no formal complaints procedure similar to that used by the Health and Social Services Boards in operation in the school but all staff were alert to the need to deal with complaints properly ie reports, recording and dealing with the issues as quickly as possible. If it is not possible to have the complaint resolved at a team level it is referred upwards to the next level of management. In the final analysis the Director or indeed the Management Board can adjudicate on any complaint.

GUIDANCE FOR RESIDENTS

- 13.2 Upon admission to the school an Admission Pack is given to each new entrant. It contains information for the boy and his parents/guardian. Information about visiting by parents, and access to legal representatives is included. A separate section on complaints is included in the pack. The Inspectors have considered with the current arrangements which appear to have worked fairly well but think they could be improved upon. They are aware of the Director's desire to establish a complaints booklet modelled on the lines of that to be introduced in Health and Social Services Boards. The Inspectors recommend that a formal complaints procedure is developed by management and put into operation. The procedure should be supported by information booklets for use by residents and their parents.

ABSCONDINGS

- 13.3 Information about abscondings from Lisnevin during 1991 was made available to the Inspectors. This showed that there were 4 episodes during the year. Details of the abscondings are given below:-

- * i. ¹⁹⁹¹ Friday 8 February - 4 Remand Unit boys ran from the recreation area outside the secure building. They climbed over the fence at the gatehouse. The boys were returned to the school within 24 hours.
- ii. ¹⁹⁹¹ Sunday 5 August - One boy absconded before he actually entered the building. He was being returned by his father and uncle and ran from the car park. The boy was apprehended within 25 minutes of the absconding.
- * iii. ¹⁹⁹¹ Sunday 1 September - 4 Remand Unit boys attempted to abscond. Whilst looking for lost golf boys they smashed a padlock and used 5-a-side goalposts to scale the fence. Two boys succeeded in climbing over whilst a third climbed over the gatehouse. A member of staff was injured in the episode. All 3 boys were returned to the school within 24 hours.

- iv. ¹⁹⁹¹ Saturday 19 October - Three boys ran from the outside recreation area huts. They climbed over the gatehouse. Of the 3 absconders one was apprehended within 24 hours, one was absent for 12 days and one for 3 days.

* On each occasion where absconding occurred from within the school physical measures were taken to improve security. through the addition of German S wire to the gatehouse roof area.

INDEPENDENT REPRESENTATION

- 13.4 An Independent Representation Scheme is in operation in the Special Unit. The project jointly organised with NIACRO has been in operation since January 1990. Two independent representatives have been appointed and initial impressions are that the project is working well. Contact cards are given to the boys setting out the details of the scheme and highlighting, in simple language, what an Independent Representative is and how they can be of help to the young people. Consideration is presently being given to extending the scheme to the Remand Unit and this will be implemented when additional IRs have been recruited and trained. Lisnevin School was the first facility to introduce the IR scheme following an SSI seminar.

INDIVIDUAL COMPLAINT

- 13.5 During the course of the inspection one boy, the youngest in the school, asked to see the Inspectors. The boy was seen jointly by both Inspectors and his complaints were of a very general nature regarding bullying by other boys and that "the staff did not listen to him". The Inspectors were aware that the boy receives a high level individual supervision and in the words of staff "asks to speak to every visitor of the school". Nevertheless the complaints were noted and he was assured that they would be conveyed personally to the Director. This was done on the same day as the interview and the Director undertook to investigate the substance of the complaints.
- 13.6 The boy was interviewed by the Director on the day the Inspectors spoke with him but at that stage he said he had no complaint to make. He was told by the Director that he could approach any member of staff at any time and that he always had access to one of the Independent Representatives.
- 13.7 The Lead Inspector subsequently interviewed the boy again. On this occasion he said he had no complaint to make against any member of staff and described his relationship with staff as "excellent". He agreed that he often called other boys names but he still did not like being the subject of verbal abuse. His behaviour has improved

slightly in recent times and he is now receiving regular weekend leave. He was advised again of his right to discuss any matters that were causing him concern with one of the IRs at any time and he seemed to have become more content with the situation.

14. PREMISES SUMMARY

14.1 HEALTH AND SAFETY

The Management Board are signatories to a Health and Safety at work agreement. This is a policy statement available to all staff which clearly sets out the roles of staff with specific health and safety responsibilities, fire procedures and the security alarm system. A Health and Safety committee meets regularly and is chaired by the Board secretary who has overall responsibility for the building. Management, nursing, social work and education are represented on the committee.

14.2 FIRE PROCEDURES

A fire officer's certificate was produced showing that modifications to the buildings suggested by the Northern Ireland Fire Authority had been carried out in a satisfactory manner.

- 14.3 A new computerised fire alarm system was installed in Lisnevin approximately 2 years ago. The Inspectors were given a "silent" demonstration of the equipment which also includes a computer printout of recent activity in the system. The last fire drill was carried out on 10 January 1992 and prior to that drills had been carried out on 5 and 26 November 1991. All fire extinguishers had been examined in November 1991. A member of staff has been designated as safety officer and the operation and testing of the fire alarm system is one of his responsibilities. His duties are clearly defined in the Health and Safety at Work policy document.

2. The last fire drill was carried out on 10 January 1992. The last fire drill was carried out on 5 and 26 November 1991.

- 14.4 Each week regular checks of individual rooms are carried out. The call button, dimmer, lights, windows and all the controls are checked to ensure that none are damaged or dangerous and all of the safety features are in proper working order. A record is kept of this examination.

- 14.5 Generally the building is in a good state of repair. It was redecorated approximately 18 months ago and shows little sign of wear since that time. It is maintained to a high standard of cleanliness, particularly the kitchen, which is spotless. A detailed programme of safety checks and internal monitoring of the building and domestic and catering arrangements and the security systems are carried out regularly by the Board's secretary. Since the last SSI inspection a security system, which includes 3 electronic locking doors, plus the vehicle lock and 8 closed circuit television cameras have been installed. Grills have been placed at the servery to ensure that boys are well separated from kitchen staff and the potential armoury of weapons that all kitchens contain. A system of passes has also been introduced thus ensuring that, only

grills have been placed at the servery to ensure that boys are well separated from kitchen staff and the potential armoury of weapons that all kitchens contain.

N.B.

NA * bona fide persons can enter the school. The system also keeps a check on all persons who have to be accounted for in the event of a fire or other major incident.

14.6 Basically there have been no structural changes to the building since the last inspection. The previous isolation unit, which has been identified as the area in which to accommodate girls is beginning to show serious signs of wear and tear but is not currently in use. This area was not redecorated as it will be refurbished and upgraded in due course when the policy to accommodate girls in Lisnevin has been finalised.

14.7 The club or recreational hut, outside the main building, but within the perimeter security fence, is now operational and provides a valuable and flexible resource for both boys and staff alike.

MATTERS REQUIRING ATTENTION

14.8 There is a particularly pungent odour at the foot of the stairs leading to the upper floor in Woburn Wing. A number of "experts" have been to examine the problem so far with little result. Efforts should continue to have the matter resolved.

I

APPENDIX 1
DOCUMENT A
JAN 1992

NAME OF UNIT : LISNEVIN (Both Units)

SOCIAL WORK STAFF

All non-teaching staff in Units, including night supervisors, plus line managers .

Name	m / f	Age	Relevant Qualifications / Dates	Previous relevant experience / Dates	Usual place of work	Length of time in present post with dates	Title of current post .
1 LN 16	m	40	CQSW 81 / 83	Probation 71 / 72	S.U.	73 / 86 RSW Lisnevin 1 . 12 . 86 to present 5 yrs	Unit Manager
2 B. McGONIGAL	m	49	CSS 84 / 87	RSW Chn's Home 79 / 87	S.U.	5 . 9 . 88 (1 yr out) 2 yrs 3 m	Senior RSW
3 LN 25	m	45		RSW Chn's Home 75 / 76 Rupert Stanley 76 d/release	R.U.	75 / 77 RSW Lisnevin 1 . 10 . 84 to present 7 yrs 3m	Unit Manager
4 LN 74	m	55	CRCCYP 76 / 77	Part-time Chn's Home	R.U.	74 / 87 RSW Lisnevin 1 . 3 . 87 to present 4 yrs 10 m	Senior RSW
5 R. BURTON	m	45	CRCCYP 75 / 76 CSS at present	RSW Rathgael 74 / 85	S.U.	from 1 . 10 . 85 6 yrs 3 m	RSW
6 E. CALVERT	f	63	CRCCYP 77 / 78	Student nurse 3.5 yrs	S.U.	from 7 . 4 . 75 16 yrs 3 m	RSW
7 H. DOUDICAN	f	34	CRCCYP 75 / 76	RSW Marmion 75 / 79	S.U.	from 6 . 6 . 86 5 yrs 8 m	RSW *
8 R. DOYLE	m	49			S.U.	from 1 . 11 . 86 5 yrs 2 m	RSW
9 LN 5	m	44	Acred. Masters Degree	Teacher R . E . 72 / 73	R.U.	from 23 . 4 . 74 18 yrs 8 m	RSW
10 L. ORMSBY	f	35	CSS 78 / 80		S.U.	from 7 . 4 . 75 16 yrs 9 m	RSW
11 W. PATTERSON	m	45			S.U.	from 21 . 4 . 75 16 yrs 9 m	RSW
12 J. CUNNINGHAM	m	48		Youth leader 1981	R.U.	from 6 . 5 . 86 5 yrs 8 m	RSW *
13 P. CUNNINGHAM	m	41		Part time Extern 83 / 85	R.U.	from 1 . 11 . 86 5 yrs 2 m	RSW *
14 E. McGREECHAN	m	42			R.U.	from 13 . 12 . 86 5 yrs 1 m	RSW *

* Includes period when employed as part/time ie. 32.5 hrs per week .

S . U . = Special Unit : R . U . = Remand Unit

FORM : SSIFORM PM4

NAME OF UNIT: LISNEVIN (Both Units)

SOCIAL WORK STAFF

All non-teaching staff in Units, including night supervisors, plus line managers.

Name	m / f	Age	Relevant Qualifications / Dates	Previous relevant experience / Dates	Usual place of work	Length of time in present post with dates		Title of current post.
15 M. BREEN	m	29		1/85- 8/90 RSW Chn's Home	R.U.	1 . 8 . 90	1yr 5 m	RSW
16 C. DICKSON	m	25		5/88 - 4/89	R.U.	3 . 7 . 89	2 yrs 6 m	RSW *
17 E. RICE	f	28	NND 82/84	Classroom Asst .	R.U.	1 / 2 / 90	1 yr 11 m	RSW *
18 G. TORRENCE	m	47		Boys Brigade	R.U.	1 . 10 . 87	4 yrs 3m	RSW *
19 M. BOYD	m	30		p/t RSW	R.U.	1 . 2 . 91	11m	RSW *
20 W. SCHUMACHER	m	38		YTP 83 / 86	R.U.	. 11 . 86	5 yrs 2 m	RSW (P/P/T)
21 B. REILLY	m	35		YMCA 83/86	R.U.	5 . 9 . 88	3 yrs 3 m	RSW (P/P/T)
22 G. MILLS	m	27	CSS at present 91/93	Chn's Home 84 / 89	S.U.	6 . 11 . 89	2 yrs 2 m	RSW (P/P/T)
23 S. CONNELL	f	45	Cert. Education	74/77 Art Lisnevin + RSW	S.U.	11 . 91	2 mths	RSW (P/P/T)
24 LN 26	m	36	Dip. Y and C 87/88	84/86 Bt. City Mission	R.U.	6 . 12 . 91	1 mth	RSW (P/P/T)
25 A. GOULD	m	39		Terrace Hill 81 / 91	S.U.	27 . 12 . 91	1 mth	RSW (P/P/T)
26 M. LEMON	m	46		78 / 80 S.U. Ontario	S.U.	4 . 4 . 91	9 mths	RSW (1 yr contract)
27 G. McALLISTER	f	20		Casual Lisnevin	S.U.	1 . 11 . 91	2 mths	RSW (1 yr contract)
28 L. DERRICK	f	27	B.A. CQSW 83/87	RSW Lisnevin 89/91	Both Units	1 . 11 . 91	2 mths	Courts/Community Officer

FORM : SSIFORM PM4

* Includes period when employed as part/time ie. 32.5 hrs per week .
p/p/t/ = permanent part time = 32.5 hrs per week average .

S . U . = Special Unit : R . U . = Remand Unit

3

APPENDIX 1
DOCUMENT A
JAN 1992

NAME OF UNIT : LISNEVIN (Both Units)

NIGHT SUPERVISORS

	Name	m / f	Age	Relevant Qualifications / Dates	Previous relevant experience / Dates	Length of time in present post with dates	Title of current post.
1	M. FAY	m	44			9 . 3 . 87 4 yrs 10 m	Senior Night Supervisor
2	J. MURPHY	m	44			19 . 11 . 74 17 yrs 2 m	Night Supervisor
3	S. BURNS	m	62			16 . 5 . 75 16 yrs 8 m	" "
4	D. WAUGH	m	50	O.U. Child Care at present	HMP	17 . 12 . 84 7 yrs	" "
5	J. WRIGHT	m	64			29 . 9 . 75 16 yrs 3m	" "
6	C. CALDWELL	f	47	NNEB 77/79 SRN 66/68 O.U. Child Care at present	RSW 76/88	25 . 7 . 88 3 yrs 6 m	" "
7	R. FRAZER	m	44		HMP 73/87	1 . 10 . 87 4 yrs 3 m	" "
8	S. NICHOLSON	m	48		30 yrs youth clubs	2 . 8 . 88 3 yrs 5 m	" "
4	P. COBAIN	m	38	O.U. Child Care at present	HMP 80/85	19 . 7 . 88 3 yrs 6m	" "

FORM : SSIFORM PM4

NAME OF UNIT: LISNEVIN (Both Units)

TEACHING STAFF

Name	m / f	Age	Relevant Qualifications / Dates	Previous relevant experience / Dates	Length of time in present post with dates	Title of current post.
TL ✓ G. MACNAMARA	m	47	Cert. Ed	Teacher in Lisnevin 16.8.73	15.2.89 2 yrs 11 mths	Teacher Leader *
T ✓ J. BEGLEY	m	34	B. Ed		5.11.79 12 yrs 2 mths	Incentive Allowance Holder *
T ✓ LN 8	m	41	Cert. Ed.		16.8.73 18 yrs 5 mths	Teacher
T ✓ K. WALLACE	m	30	B. A (Hons) M. Ed		1.11.91 1 yr	Teacher
T ✓ A. McREYNOLDS	f	40	Cert. Ed DAESE		6.11.89 2 yrs 3 mths	Teacher
6 T pic A. ASHE	f	41	Cert. Ed		May 91 8 mths	Teacher (p/t)
7 In ✓ LN 28	m	41	City & Guilds	HMP 76/86	6.6.86 5 yrs 7 mths	Instructor **

FORM: SSIFORM PM4

* = 57 hrs per annum Extraneous Duty. This will cease, contractually, this year.
** = Overtime at an agreed rate on a casual basis.

4. The recording of boys' behaviour and progress, the marks system, the allocation of pocket money, rewards and withdrawal of privileges is in keeping with Board policy. Yes/No. Comments :-

5. Observations and comments relating to boys' particular problems :

6. Please identify any problems arising from the physical environment e.g. fabric, building, paintwork, cleanliness and furnishings.

Physical areas may include : Admin. Building, Dining Areas, Kitchen, Medical Wing, Separation Area, Circulation Areas, Playhall, Classrooms, Living Rooms, TV Rooms, Bedrooms, Recreation Areas, Grounds, Outhouses, Chapel, Boiler House , etc.

7. Please indicate any other matters of concern or interest :

8. Please indicate any recommendations, if any, related to the previous points :-

SIGNED : _____

DATE : _____

(Board Member).

**SOCIAL SERVICES INSPECTORATE REPORT
ON LISNEVIN INSPECTION 1993**

INSPECTION
REGULATORY
U.S.I.

LSN-13851

25-26 FEBRUARY 1993

Mr W Donnell,
Social Services Inspector,
Department of Health & Social Services,
Dundonald House,
Upper Newtownards Road,
BELFAST
BT4 3SU

21st June 1993

Dear Wesley,

Re: REGULATORY INSPECTION REPORT (LISNEVIN)
25TH/26TH FEBRUARY 1993:

The Board of Management discussed your Regulatory Inspection Report at its meeting of 14th June 1993 and the members shared your concern about staffing and about Senior Management cover during the extended sickness absence of the Director.

Consequently I have been directed to arrange a meeting between the Board Chairman and yourself to discuss these matters in greater detail. If you are happy with the arrangement I would be grateful if you could advise of dates (after the 20th July) and a venue which would suit you.

Yours sincerely



D F GORDON
Secretary to the Board



Northern Ireland Office

Criminal Justice Services Division

5th Floor, Royston House,
34 Upper Queen Street,
Belfast BT1 6FD
Telephone (0232) 311735
Fax 323187

Mr Donal Gordon
Board Secretary
Lisnevin Training School
2 Drumfad Rd
MILLISLE
Co Down

Our Ref: W 127/93

27th May 1993

Dear Donal

**REPORT OF REGULATING INSPECTION OF LISNEVIN TRAINING SCHOOL,
MILLISLE, CO DOWN, 25-26 FEBRUARY 1993**

Please find enclosed 3 copies of the Report. Would you be good enough to pass a copy to Michael and to your Board members as appropriate. We can discuss the report at one of our future monthly meetings.

Yours sincerely

W GALLAGHER
Training Schools

ID AG953

SSI/197/92

DRAFT BRIEF FOR REGULATORY INSPECTIONS OF TRAINING SCHOOLS

Inspection Specification:-

To carry out regulatory inspections annually as part of the SSI integrated programme of Training Schools Inspections.

Timescale

Regulatory inspections of each school which is not subject to General Inspection will be conducted during the course of the calendar year. Regulatory inspections will be conducted during the course of one day and may include evening activities. In the case of the larger schools it may be necessary to extend the period spent on the inspection.

Terms of Reference

The operation of the school and the care of the young people will be measured against the standards set by:-

- i. The Training School Rules SRO No 132 1952.
- ii. Procedures that have been determined by management in Guidance or other formal statements.

- iii. General guidance from NIO.
- iv. In the case of the secure units the general framework of practice as suggested by the Secure Accommodation Regulations.

Methodology

The inspection will be conducted in two parts:- (i) an examination of the records required by regulations and (ii) interviews with senior managers, staff on duty and general observation. Directors should have all records available for scrutiny on the day of the inspection.

Areas to be examined

- i. The numbers of children on the roll and details of the group eg on campus, on leave, in other establishments, on licence etc.
- ii. Numbers of staff on duty including senior staff cover and support.
- iii. The state of the premises and the grounds.
- iv. Meeting with children and providing the opportunity to raise issues or complaints with SSI.

Records

Regulation 10(3) - examine the records of monthly visits by Board members.

Regulation 14(b) and (c) - examine details of recent fire inspections and details of fire drills carried out.

Regulation 19(2) - examine records to be held by the Director eg admission and discharge register, log book and daily roll.

Regulation 25(1) and (2) - menus and display of menus in dining room.

Regulation 26 - details of the daily routine.

Regulation 31(1) - arrangements for religious instruction and visits by clergy.

Regulation 32-33 - recreation visits and letters.

Regulation 36 - present pocket money allowances.

Regulation 38-39 - discipline and control and use of sanctions.

Regulation 46 - arrangements for aftercare. Organisation of aftercare department, staff numbers, deployment etc.

Regulation 46(4) - records of activity of the licensing committee.

Regulation 50 - medical arrangements, medical officer, nursing cover, visits to hospitals etc.

Regulation 51(1) - dental arrangements.

Secure Accommodation

- visit unit
- minutes of admissions panel
- numbers of children in the unit by age and sex
- staff on duty and senior staff cover available
- use of separation
- record of separation and supervision by staff
- arrangements for recreation
- safety checks, alarm panel, push bells, dimmers, doors etc
- sample of case files
- record of reviews.

Summary

1. At the end of the visit a verbal feedback will be given to the Director or the senior member of staff on duty. The Inspector will give his general impressions of the visit and will also raise any issues of particular importance regarding the welfare of the child.

2. After the inspection a brief report will be prepared for the CISSI, the Northern Ireland Office, Probation and Training Schools Division who should also send a copy of the report in full to the relevant training school.

SSI-166.93

**REPORT OF A REGULATORY INSPECTION OF LISNEVIN TRAINING SCHOOL,
MILLISLE, CO DOWN - 25-26 FEBRUARY 1993**

INTRODUCTION

1. This regulatory inspection of Lisnevin Training School was carried out by C W Donnell as part of the integrated 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 General Inspection during the course of that calendar year. This inspection was carried out on 25-26 February 1993. On 25 February the inspection continued until 1900 hrs to enable the young people to be observed and spoken with during the course of the evening activity programme.

Terms of Reference

2. The inspection was conducted in 3 main parts:
 - i. an examination of the records required by regulation;
 - ii. interviews with senior management, staff on duty and informal discussions with some of the young people on campus; and

- iii. information was gathered to form a response, as a follow-up to a Thematic Inspection which was carried out in January 1992.

The operation of the school and the care of the young people was measured against selected requirements of the Training School Rules, SRO 132, 1952, guidance from the Northern Ireland Office and policies developed by the Management Board of the school. The selected areas of the Training School Rules used were directed mainly towards practice issues and on requirements that focused more closely on the lives of the young people, rather than on legal requirements such as staffing, appointments, stores etc.

The Young People

3. On the day of the inspection there were 33 young people in residence. There were, in addition 4 on leave, supervision or licence and one absconder. The distribution of the young people was as follows:-

Remand Unit

Court Remands	-	16	(4 Training School Orders)
5 week Remands (all from Rathgael Training School)	-	<u>3</u>	All TSOs
		TOTAL	19

Special Unit

On campus	-	14)
On licence	-	1)
Extended leave	-	1) All TSOs
Absconder	-	1)
Supervision	-	2)
Remand Unit	-	19
Special Unit	-	<u>19</u>
Total on Roll		38
On Campus	-	33

Staffing

4. Staff cover in the units is organised in a tripartite shift pattern, 8.00 am-2.00 pm, 2.00-10.00 pm and night cover is provided by a team of night supervisors. The regular night cover consists of one senior night supervisor and 4 night supervisors. The night staffing complement consists of one senior night supervisor and 7 night supervisors, one of whom is a woman. There are 5 on duty each night. Of the total of 5 on night duty 2 are allocated to the Special unit, 2 to the Remand unit and one is peripatetic. All of the staff are interchangeable depending on the needs of the units, PACE requirements etc.

5. The day staff complement is as follows:

i. **Permanent Staff**

Unit Managers	-	2
Senior Residential Social Workers	-	2
Residential Social Workers	-	13 - full-time (39 hours per week)
Residential Social Workers	-	5 - part-time (32½ hours per week)
Court Community Officer	-	1 - full-time

ii. **Temporary Staff (Fixed Term 6 month contracts)**

Residential Social Workers	-	2 - full-time
Residential Social Workers	-	8 - part-time

TOTAL WHOLE TIME EQUIVALENTS - 30.83

iii. **Casual Staff - A panel of 10-14 people**

Staff Qualification

Only 7 staff hold qualifications recognised as appropriate for residential social work. A further 3 staff are currently attending courses on secondment.

CQSW	-	2
CSS	-	2
CRCCYP	-	3
CSS	-	2 on course
DipSW	-	1 on course

The situation has not improved with the financial cuts imposed for the year 1993/94.

The shortage of permanent staff resulting from the lack of finances and illness and the regular use of casual staff to ensure basic cover gives rise to potentially serious questions about the quality of care being provided at the school.

9. Because of the number of casual staff being used there are times when the number of casual staff on duty exceeds the number of permanent staff. Casual staff are untrained and are limited in the contribution they can make to the process of supervising the young people. This situation is more apparent in the Remand Unit than in the Special Unit. The absence of the Director and the additional duties that his Deputy has had to assume has led to a situation where the level of monitoring of practice by senior management has considerably reduced. The lack of supervision has also contributed to the present situation where residential social workers are required to undertake difficult work without adequate oversight and guidance. The young people in the school in general and in the Remand Unit in particular are considered to be the most difficult group in the Training School population in Northern Ireland. This being the situation the Unit is staffed as far as possible with experienced and competent staff employed on a permanent basis. The occasional use of casual staff may be necessary but should be kept to a minimum. These issues require to be addressed urgently. There needs to be a redirection of resources away from overtime payments: and payments to casual staff towards the recruitment of a suitable core of permanent staff. Arrangements also need to be made to provide, on an interim basis, extra support for senior management until such times as the Director returns. In the longer term the issue of appointing a core of suitable permanent staff allied to agreed numbers of young people to be accommodated, must be addressed. It is recognised

that the population of young people in the Remand Unit fluctuates considerably from time to time as the numbers are, mainly at the discretion of the courts. The approved Remand Unit number at present is 25 but there have been times when this figure has exceeded 30.

10. It is **recommended** that the issues referred to above be addressed as a matter of urgency by the NIO as the present situation if allowed to continue indefinitely has the potential to undermine the possibilities that Lisnevin presents for exercising positive influence on its residents.

Physical Resources

11. The physical resources in the school remain largely unaltered since the thematic inspection of January 1992. A crazy golf course and barbecue area has been constructed within the grounds of the school. One of the rooms, previously used to cook snacks, has been converted into a coffee bar type facility. Redecoration, furniture and fittings has created a pleasant environment and the facility is popular and much used by the young people. Generally the decor of the school is in a good state of repair. Following recommendations made by the Social Services Inspectorate in relation to bedroom furniture in the Remand Unit, desks and chairs were bought for all of the bedrooms at a cost of £900. Of the original 20 sets of desks and chairs only 3 now remain as the rest have been vandalised and were often used as weapons by the young people. This has happened despite staff supervision and is a further indication of the degree of difficulty in dealing with the level of aggression amongst some remandees.

12. Classrooms are used in the evenings to supplement the range of areas available to staff to provide recreation, art and craft, computer games etc. A visit to the various areas was made during the evening where a maximum of 3-4 boys in each room were involved in the range of activities on offer. The gym was also being fully utilised with 5-a-side football taking place. Unfortunately, because of insurance difficulties, football teams from the local community no longer visit the school. The concept of teams coming into the school from outside was beneficial to the boys in terms of community contact. However the insurance risks were such that management had no alternative but to discontinue the practice.

Compliance with Training School Rules

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

This function is carried out by Board Members on a rota basis. The visits are carried out regularly and the records were scrutinised by the Inspector. The last visit took place on 2 February 1993. Consistently references are made in monthly reports to the impact of financial cuts on services and provisions. They refer specifically to staffing, cleaning, catering etc.

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

The last fire drill was carried out on 28 December 1992. The Fire Protection Agency, D B McLarnon last visited the premises on 9 July 1992. Minor faults were detected in the system and these have since been repaired. The FPA visited the

school on 4 occasions during the past 2 years. Records of faults, tests and alarms (accidental) were presented for scrutiny. All were found to have been dealt with satisfactorily.

15. **Rule 19(2) - Keeping of Records**

An Admission and Discharge Register is kept in the school. The keeping of this record is of a very high standard. Unit records and daily log books have been regularly scrutinised by the acting Director and the last visiting Board Member also countersigned these records. The record of time-out or removal from the group will be referred to later in the report.

16. **Rule 25(1) and (2) - Keeping of a Record of Menus**

A record of menus is displayed in the kitchen and in the reception area in compliance with this requirement. A Food Committee, on which boys from both the Remand and Special Unit are represented meets regularly; the last meeting took place on 18 February 1993. The kitchen was visited by the Inspector and was found to be in a spotless condition as was the dining room. Regular monitoring visits to these facilities are made by the Board Secretary. The cook referred to the impact of the financial cuts on the provision of meals and references were also made in the minutes of the Food Committee to this problem. No direct complaints were made about the quantities or quality of the food. However the cook felt that the catering department, who always produce meals of a very high quality and variety were being constrained in meeting their usual high standards.

17. **Rule 26 - Details of the school routine**

A copy of the educational programme is available in each classroom. In addition both units have a daily routine posted in the staff office. Basically boys rise at 8.30 am and bedtime is now 10.00 pm. During the course of the day the boys have the opportunity for periodic breaks in the routine which are referred to as smoke breaks. These breaks are taken in the lounges which are controlled areas for smoking in the school.

18. **Rule 31(1) - Religious Instruction**

Because of the inter-denominational nature of the client group in Lisnevin, 4 chaplains, representing the main denominations visit the school. The Inspector met with all 4 chaplains on the Friday morning visit. An inter-denominational service is held in the chapel monthly. On the other weekly visits denominational meetings take place. The situation is presently under review with a view to reinstating the inter-denominational concept fully. No Sunday services are held in the school.

19. **Rule 32-33 - Recreational Visits and Letters**

In the information pack given to each boy on admission to the school details of visiting procedures, and information for visitors is included. The normal hours of visiting are between 2.30-4.00 pm on Sunday, although parents are facilitated to see their sons by pre-arrangement at any reasonable time up to 9.00 pm. Boys may wear their own clothing when out visiting, on Christmas Day, birthdays and other special

occasions. This change has been approved as a result of the intervention of a local councillor and agreed to by the Northern Ireland Office. Letters are still opened upon arrival at the school. Any money enclosed in letters is removed in the main office and lodged in the boy's personal savings account. The letters are then passed to the key workers in the Special Unit and the Unit Managers in the Remand Unit who read them before they are given to the boys.

20. In the thematic inspection report of January 1992 SSI recommended that alternative methods of screening incoming mail for illicit enclosures should be examined. Management reviewed the policy but felt, because of the nature of the client group and the possible dangers to the young persons themselves of drugs or damaging written material reaching them, the policy could not be changed. The rationale behind this recommendation stemmed from the need, whilst being alert to the potential dangers of illicit enclosures in letters, to implement a less rigid approach to censorship. For example letting the young person open his own mail in the presence of a member of staff. The same arrangements for censorship of letters operate in all of the Secure Units within the training school system. There is a need to review this practice generally in all of the schools. The Social Services Inspectorate in England are about to produce new guidelines for the operation of secure units. The policy of intercepting letters is addressed. In that document a more flexible approach is encouraged. SSI (NI) feel that when the document becomes available it should form the basis for examining practice in the training school secure units here. NIO in conjunction with SSI should take the lead in setting up an inter-school group to consider the implications of the document in due course.

21. **Rule 38-39 - Discipline and Punishment**

In March 1992 the Senior Management of the school issued a direction on control and discipline and the sanctions that ought to be applied should any boy's behaviour fall below an acceptable standard. A tariff system of standard sanctions was suggested. This set out fixed periods of removal from the group or other sanctions such as loss of marks or early bedtimes which could be applied for various types of misbehaviour. The result was that various breaches of discipline could lead to a boy being removed from the group for up to a maximum of 4 hours and in cases of severe misconduct for up to 24 hours. Rule 39(d)(v), of the Training School Rules provides for separation to be used for up to 24 hours without the written consent of a member of the Management Board being sought. The introduction of the tariff system in the school represents a considerable departure from practice that prevailed when the school was inspected in January 1992.

22. The sanctions are applied differently in each of the 2 units. In the Special Unit some of the boys there are younger and longer-term. In this unit group controls by staff can be more easily applied. Staff in the Remand Unit are dealing with a very difficult group of young people some of whom, physically are quite adult and who react to their placement in Lisnevin quite differently. Some of the young people charged with serious offences adopt a "couldn't care less" attitude and they do present problems of control.

23. Although the present arrangements for control and discipline operate within the letter of the Training School Rules the SSI consider that some of the rules are not in

keeping with current thinking on discipline. Although no boy is left alone for lengthy periods and counselling is provided during the period of removal, the use of standard sanctions, which can be automatically applied at Unit level, possibly on the recommendation of inexperienced staff, is a worrying development. The shortages in staffing and the use of casual staff highlighted earlier in this report mean that important decisions about discipline and control are being taken by inexperienced and unqualified staff without adequate supervision. The Managers are aware of the shortcomings of using standard sanctions and would welcome the opportunity to discuss the question of control, discipline and staffing jointly with NIO and SSI. It is **recommended** that an early opportunity be found to discuss these issues.

24. **Rule 46 - Arrangements for Aftercare**

At the time of the inspection the aftercare arrangements for the school were being provided by 1½ social workers. These included a full-time Courts Community Care Officer and one of the residential social workers who was working half-time in the aftercare department. Before this inspection the Deputy Director had requested an evaluation of the work of the aftercare department to be undertaken by SSI. Discussions with the Deputy Director revealed that, because of the present critical staffing situation he proposed to withdraw the part-time residential social worker from aftercare and allocate her fully to residential care. In the circumstances the case for the additional aftercare officer was deferred as, irrespective of the outcome of any evaluation, the financial position would not permit the appointment of additional staff. It was agreed that the Courts Community Officer would keep a detailed record of her workload, court appearances, travelling time etc for the next 3 months with a view

to re-examining the situation should the financial climate improve.

25. **Rule 46(4) - Record of Activity of the Licensing Committee**

The Licensing/Review Committee meets quarterly under the Chairmanship of the Rev Father Peter McCann. The Committee last met on 11 January 1993. The records of the activities of the Committee were scrutinised. They give a clear indication of the activities of the Committee, discussions that took place and decisions taken in respect of the boys and are regarded by the Inspector as excellent records.

26. **Rule 50 - Medical Arrangements**

Medical cover for the school is provided by the appointed Medical Officer, a local general practitioner Dr Park. The school also has the services of one full-time and 2 part-time nurses. The combined service of the medical officer and the nurses provide comprehensive medical cover for the young people. Each young person in the Special Unit is the subject of six monthly medical checks. The medical officer attends the school twice weekly and he also provides an emergency on-call service should circumstances dictate.

27. **Rule 51(1) - Dental Arrangements**

Arrangements for dental care of the young people in the school remain unchanged since the last inspection. Dental treatment is provided in a fully equipped on-site dental surgery. The dental officer visits fortnightly on alternative Wednesday

mornings. Each session lasts for 3 hours. All of the boys in the Special Unit receive regular 6-monthly dental check-ups. Boys in the Remand Unit also attend the dentist if they require treatment.

28. **Conclusions**

During the course of this 2 day visit to Lisnevin the Inspector had the opportunity to meet with the staff on duty, and mingle freely with the young people. The classrooms, gym, lounges, kitchen and some bedrooms were visited. The young people were observed in a variety of situations including evening activities, having meals and relaxing, playing games etc. The young people interviewed by the Inspector fully realised the purpose of the visit and although provided with the opportunity to do so no complaints were raised about their care in Lisnevin.

29. The physical fabric of the building is in good condition. However, despite the efforts of staff in supplying bedroom furniture for the Remand Unit, most of this has been vandalised with the result that the rooms still have an institutional feel to them. The situation in the Special Unit is somewhat better where efforts have been made to provide a more personalised approach to the boy's rooms. However even in the Special Unit some of the rooms have suffered at the hands of the young people.

30. Staff morale varied considerably from one Unit to the other. Some staff felt there were insufficient opportunities for training and staff development. The number of extra hours of overtime to be worked, albeit voluntarily, were also raised as an issue by some staff. SSI consider that too much use is being made of casual staff and there

**REGULATORY INSPECTION OF LISNEVIN
JANUARY 1994**



REGULATORY
INSPECTION
OF
LISNEVIN TRAINING SCHOOL
MILLISLE
CO DOWN

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Department of Health and Social Services

**REPORT OF A REGULATORY INSPECTION OF LISNEVIN TRAINING SCHOOL,
DRUMFAD ROAD, MILLISLE, CO DOWN - 18-19 JANUARY 1994**

Introduction

1. This regulatory inspection of Lisnevin Training School was carried out by C W Donnell as part of the integrated programme of inspections conducted by the Social Services Inspectorate. The inspection took place on 18-19 January 1994.

Terms of Reference

2. The inspection was carried out in accordance with the agreed terms of reference:-
 - i. an examination of records required by the Training School Rules, guidance issued by the Northern Ireland Office and policies developed by the Management Board; and
 - ii. interviews with senior staff, staff on duty and informal discussions with some of the young people in the school.

The Young People in the School

3. On Tuesday 18 January the distribution of the young people in the Remand and Special Units was as follows.

The **Remand Unit** had a total of 25 boys, 2 of whom were the subject of 5-Week Orders, one from Rathgael and the other from St Patrick's Training School. There were 6 young people in the **Special Unit** and a further 13 on roll giving an overall total of 19. Of the 13 young people on roll but absent, 4 were on Extended Leave, 6 were under Supervision and 3 on Licence. One boy on licence was readmitted on the 19th on a remand warrant for alleged disorderly behaviour. On the second day of the inspection (19 January) a further 4 young people were admitted to the Remand Unit bringing the population to 29. During the week immediately prior to the inspection the Remand Unit also accommodated 12 young people under PACE requirements.

4. In the Remand Unit the ages of the young people ranged from 14-17 years. The longest placement in the unit dated back to 13 November 1993. In the Special Unit the ages ranged from 13 to 16 years.

Staff on Duty

5. The Acting Director, Mr Logue, was on duty throughout the inspection. He was available to provide support until 5.00 pm each day. Thereafter one of the Team Leaders on the afternoon/evening shift was on call until 8.00 am the following

morning. One of the 4 Team Leaders was absent on sick leave on both days of the inspection.

6. Staff cover in the Remand Unit was being provided by a Team Leader, 3 full-time and 2 permanent part-time members of staff. Cover in the Special Unit was being provided by a Team Leader and 3 staff (one full-time and 2 on one-year contracts).
7. The use of casual staff on evenings and at weekend continues. Concerns were expressed by some of the Team Leaders about the disproportionate number of casual staff who are on duty at weekends. The situation was highlighted in the minutes of the Remand Unit staff meeting held on 17 January 1994 when reference was made to a disturbance in the dining room, 'Too many casual staff on duty together do not seem to be aware of what is expected of them'.
8. The need to develop a core of permanent, experienced staff in Lisnevin has been highlighted in successive SSI reports but to date the situation remains unchanged. Senior Management and the Board are aware of the shortcomings of the present staffing situation but little action has been taken to change it. Financial constraints have been advanced as the main problem which prevents appropriate levels of trained and experienced staff being appointed. Despite the efforts of management to bring about improvements in practice within the school, in relation to removals, sanctions etc unless the fundamental problem of staffing is tackled such efforts are likely to have limited success.

Remand Unit

9. The unit is experiencing a particularly busy time at present with a total of 29 young people on roll on the second day of the inspection. According to the Team Leader, despite the number of remandees and staffing levels, behaviour on the unit is good. There have been no changes in the daily routine from previous inspections. Records are maintained in a satisfactory manner and the log book and separation sheets are examined daily by the Acting Director. The separation records showed that 4 boys spent time in separation on 18 January. The reasons given for removal were as follows:-
 - (i) remained in own room because of a headache;
 - (ii) refused to rise for school after being called on 3 occasions; and
 - (iii) 2 boys had to remain in their rooms for three quarters of an hour following return from court until they were seen by nursing staff.
10. Since 7 January 1994, 70 removals have taken place in the unit. This number may be inflated because all absences from the group are recorded as removals, even though a considerable number of them are of a voluntary nature. There is a need to review the present practice of recording voluntary removals in the school. Adequate supervision arrangements will have to continue but thought should be given to differentiating between voluntary and compulsory removals from the group, otherwise

the real picture of compulsory removals will be masked.

11. The delays in boys being screened by medical staff, which results in their isolation from the rest of the group continues. This practice was highlighted in the report of an unannounced visit recently. The situation is under review as alterations in nursing cover requires changes in their conditions of working. A scrutiny of the records on the 18th shows that 2 PACE boys, 1019/1014 were admitted at 6.45 pm and remained locked up until seen by nursing staff at 10.50 am the following morning. This issue was drawn to the attention of management at the end of the inspection. Immediate steps were taken and the problem has been resolved by nursing staff now operating an on-call arrangement at weekends.
12. Physical conditions in the Remand Unit remain unchanged. The accommodation was clean and tidy and in a good state of repair. Physical checks in bedrooms on alarms and lighting continues on a regular basis. The boy's bedrooms were tidy and clean but sparingly furnished. The attempts of management to improve the physical provision in the bedrooms and the subsequent damage to the furniture by the young people are well documented in successive inspection reports. The situation remains unchanged.
13. The Inspector's attention was drawn to the ablution area in the Remand Unit. There is a shower area in each wing in the unit. There are 3 cubicles in the shower area but only 2 have doors. It was reported that boys, quite understandably, are reluctant to use the open cubicle, thus effectively reducing the showering cubicles to 2. When numbers are high this increases the time spent in the showers. The situation has been referred to management and it is **recommended** that urgent steps be taken to improve the showering area. It is unacceptable that young people would have to stand in open cubicles while showering.

Special Unit

14. There were 6 boys in the unit and 4 members of staff including the Team leader on duty when the unit was visited. All of the boys were seen as a group and one requested a separate interview with the Inspector. The boy in question has requested a meeting with SSI on a previous inspection. The topics discussed with the group were of a very general nature. They asked for later bed times and wanted to lie in longer in the morning. They said the food served was good but they would like more "also Pot Noodles for supper". They asked about the Working Group which had been discontinued. Reference will be made to the Working Group later in this report. They had no specific complaints to make about their care. Some, however said the bedrooms were draughty due to ill fitting window frames. It is **recommended** that this matter be checked by the maintenance staff.
15. The boy seen individually made complaints of a very general nature such as, people did not like him, he wanted to go home, he was removed to separation too often and the Independent Representative would not listen to him. This particular young man is possibly one of the most disturbed residents in the Special Unit. He receives a considerable input in terms of staff time and social work intervention and a wide

range of options and strategies have been tried. His comments were conveyed to the Acting Director but there is no evidence to support any suggestion that this young person is being treated unfairly or lacks the attention of staff in the Special Unit.

16. The standard records of the Special Unit were examined together with a selection of case files. The keeping of records in the unit is of a high standard. All of the case files were up-to-date and appropriate documents, such as minutes of case conferences and Admission Panel minutes were all present in the boy's files. The separation record showed that since 1 January 1994 there had been 42 removals. Thirty two of these were attributable to 2 boys. The boy who was seen individually by the Inspector accounted for 20 of the recorded removals. It is worth noting that most of the removals in the Special Unit were for relatively short periods.

Physical Provision

17. The physical resources of the Special Unit remain unchanged. The area of the school occupied by the unit was clean and tidy and in a reasonable state of repair. Bedrooms were visited and attempts have been made to personalise the decor in the boy's accommodation. The rooms differ considerably from those in the Remand Unit where the population tends to be more transitory and the longer term nature of the Special Unit clientele enables more constructive work to be achieved.

Education/Vocational Provision

18. Discussions with the Teacher Leader focused mainly on the interface between education and residential social work in terms of communication, rapport and support. He reported favourably on liaison with the residential staff and the support, particularly in terms of dealing with problem behaviour in the classroom setting. There are, seemingly, problems in trying to follow the National Curriculum in a setting such as Lisnevin with (1) the constant turnover in young people in Remand, (2) teaching the young people in the Special Unit because of their behaviour problems and limited ability and (3) providing vocational opportunities for the over 16 age group.
19. Much emphasis is placed on developing social and life skills for the young people. The Working Group which operated in the past was seen as a very successful project in providing, not only practical training for the young people in a variety of tasks, but it also provided a low level maintenance function to the school. When the subject of the Working Party was discussed with the Assistant Director he said that plans were well advanced to start the Group. In fact Mr Logue issued instructions at the end of the inspection to reactivate the Working Group with effect from 25 January.

Compliance with the Training School Rules

Monthly Visits by a Member of the Management Board

20. Visits are being carried out in accordance with this requirement. The visits are carried out on a monthly basis, the last was done by Canon McCann on 8 January

1994. The reports are of a satisfactory standard. During Canon McCann's recent visits some boys requested larger helpings of food.

Fire Precautions

21. Fire drills and tests of the system are carried out regularly. The last drill took place on 17 November 1993 and the system was tested on 11 January 1994. In addition to the oversight of the fire alarm system, the staff member concerned also carries out quarterly Health and Safety checks. Reports on such checks are discussed at the Health and Safety Committee. Recently Expelair fans have been fitted in the smoking areas (mainly the lounges) to reduce the problem of passive smoking. Safety checks on all bedroom, equipment such as doors, locks, lights and alarms are carried out nightly. The fire, health and safety requirements are being well supervised.

Keeping of Records

22. The Admission and Discharge records are kept centrally, together with the Log Book and Daily Register. The records are clear and concise and are maintained at a high standard.

Food and Menus

23. A copy of the current menu was on display in the kitchen. On the first day of the inspection lunch consisted of sausages, beans, potatoes, ice cream and fruit. The standard of food in Lisnevin is good and when lunch was observed it was evident that little food was being sent back. Boys felt that although the food was good there was not enough of it. This issue was also raised with Canon McCann in his last monthly visit to the school. Food plays an important part in the life of all institutions and it can often be a source of complaint. It is **recommended** that management examine the complaints raised and closely monitor the quantities of food. Nursing staff reported that the Medical Officer regularly examines the menus and is satisfied with the content and variety of the meals.

Details of Daily Routine

24. Details of the social/daily activities in the school are prominently displayed throughout the building.

Religious Instruction

25. The inter-denominational service continues to be held weekly on Fridays. On occasions Mass is said for Roman Catholic boys and the other Chaplains see members of their own denominations in small groups. However, the Friday service tends to be the main focus of worship in the school.

Recreational Visits and Letters

26. The arrangements for visits by parents and friends remains unchanged, with Sunday afternoon being the main visiting time. Mail for the young people is still censored. Occasionally boys in the Special Unit are taken on off-campus trips and recently they have spent time at the Runkerry Centre. No such arrangements are possible for remandees.

Discipline and Punishment

27. There have been no changes in the arrangements for discipline and punishment. Sanctions, such as removal from the group seem to be used as the main means of controlling unacceptable behaviour. Included in the separation are early bed times, when a boy accumulates a fixed number of zeros ie he has not been able to achieve a desired level of marks throughout the day. No corporal punishment is or has been used in the school for many years.

Arrangements for After Care

28. The aftercare arrangements at the school, tend to concentrate mainly on the needs of the boys in the Special Unit. However, should social work issues arise in relation to remandees, the Community/Court Officer will attend to these. In addition this Officer attends the court if Special Unit boys are due to appear there. The Court/Community Officer, who works full time in this role, is assisted by another residential social worker whose time is split divided between fieldwork and residential requirements. The Court/Community Officer, who co-ordinates the aftercare arrangements is due to go on maternity leave soon and will not resume until later this year. Plans are in hand to provide a substitute during her absence.

Activities of the Licensing Committee

29. The Licensing Committee continues to meet under the Chairmanship of Canon McCann. The last meeting took place on 8 November 1993 and the minutes were signed by the Chairman on 10 January. At the November meeting the cases of 18 boys were reviewed. The Secretary to the Management Board maintains a clear and comprehensive minute of the activities of this Committee.

Medical, Nursing and Dental Arrangements

30. Medical cover at the school remains unchanged. Dr Park, in addition to attending the school regularly, carries out his full range of duties as Medical Officer. The dentist, Mrs McCullough, attends fortnightly seeing the Special Unit boys on a 6 monthly basis. The Remand Unit boys are seen as and when necessary during their time in Lisnevin. The dentist is available to provide emergency treatment.
31. The nursing staff remain the focal point for regular treatment and arranging examinations. They also see all boys on admission including examination upon their return from court appearances. Nursing cover at the weekends in relation to

examining boys on admission to the school is now available.

Conclusions

32. It has been a time of uncertainty for the school, associated with the former Director's lengthy illness. LN 42 was appointed Acting Director and in practice this meant that the senior management personnel at the school was reduced to 2. The situation placed considerable strain on the already depleted management team and the on-call situation was only sustained by bringing the Team Leaders on to the after-hours rota.
33. Other aspects of the functioning of the school were affected by the uncertainty that was associated with the Director's illness. It was difficult for LN 42 to make major policy changes whilst carrying out a caretaker role. The situation ought to be resolved in the near future with the appointment of the new Director.
34. Despite the reduction in the number of senior staff, and the continuing use of casual staff the school has continued to function well. The use of casual staff and the question of sanction still needs to be addressed. The Independent Representation Scheme continues to function well in the Special Unit and efforts are being made to extend this service to the Remand Unit in the near future. According to the Acting Director the service being provided by the NIACRO Co-ordinator is of a high standard and the only impediment to the extension of the Remand Unit is a matter of finding suitable volunteers and having them trained. Board and Committees meetings and regular visiting by members are all taking place in accordance with the Training School Rules. The keeping of the central records of the Admission and Discharge Register and the Licensing Committee is of a high standard and makes for easy scrutiny.

Recommendations

35. The following recommendations are drawn to the attention of the Board for appropriate action:-
 - i. The open shower cubicles in the Remand Unit should have doors fitted as soon as possible. (Para 12)
 - ii. The quantities of food being served to boys should be reviewed. (Para 19 and 22).
 - iii. The complaint made by some of the boys about ill fitting windows frames in their bedrooms should be examined.

**UNANNOUNCED SOCIAL SERVICES
INSPECTORATE VISIT TO LISNEVIN
2nd MARCH 1993**

SOCIAL SERVICES INSPECTORATE

REPORT OF UNANNOUNCED VISIT TO: LISNEVIN

DATE: 2 MARCH 1993

NAME OF UNIT: REMAND

TIME OF ARRIVAL: 1800 HRS

TIME OF DEPARTURE: 2015 HRS

INSPECTOR(S) :-

P DENLEY

YOUNG PEOPLE IN RESIDENCE

Total numbers present in the unit

23

On Leave

NIL

In other establishments

NIL

Absconders

NIL

Others (please specify)

NIL

No of males/females

F M

TOTAL

23

STAFFING

No on duty

7

Team Leader SRSW

YES

LN 74

Y/N

NAME OF SENIOR
MANAGEMENT ON SITE/OR ON CALL:-

MR D FITZPATRICK

DESIGNATION:-

UNIT MANAGER - SU

ACCOMMODATION:-

Give a brief description of accommodation including communal areas, general areas and young peoples bedrooms if visited.

Give a brief description of accommodation including communal areas, general areas and young peoples bedrooms if visited.

The communal areas were in a generally good state of repair. They were clean and tidy particularly considering that 23 adolescents were in the communal areas participating in a range of activities.

Bedrooms were not visited but in conversation with the SRSW on duty it was ascertained that bedrooms still only contain a mattress and a cube.

EXAMINATION OF RECORDS

	INSPECTED	DATE LAST SIGNED BY SENIOR STAFF
Diary	<input checked="" type="checkbox"/>	<u>13 January 1993</u>
Menu Book	<input checked="" type="checkbox"/>	<u>NOT AVAILABLE</u>
Fire Records	<input checked="" type="checkbox"/>	<u>NOT AVAILABLE</u>
Details of Separation (Secure units only)	<input checked="" type="checkbox"/>	<u>NONE</u>

COMMENT:-

A menu book is not keep in the unit. Instead there is a menu sheet which covers a 3 week repeating cycle.

The fire officer is sick and the SRSW thought the fire record book might be locked in the administration building.

For details of separation see the comment under general paragraph 4.

FROM: S+E BELFAST UNIT

TO:

0247861923

1993- 3-22

14:49

NUTRITIONAL
NEEDSTIME OF LAST
MEALTIME OF
NEXT MEALAVAILABILITY OF
SNACKS

16.45

20.30

NO

COMMENT: -

Sandwiches, scones and fresh fruit were available for a snack supper to be taken at 20.30 hours. The SRSW indicated that access to the tuck shop is 5 times during a 2 week period.

GENERAL

1. Did the Inspector speak with any of the young people? How many were seen, what was discussed?

I spoke in private with the young person most recently arrived in the remand unit. He had been in the unit for 2 days having been released on bail after spending 2 days in the unit during February. At 16 he has no previous experience of the criminal justice system. I got a clear impression that he is likely to behave himself because of the sanctions presently applied to misbehaviour. Nevertheless he had no complaint to make about his personal treatment in the unit.

General conversation with 3 other young people in the same area gave the impression that they accept the limitation of life in the unit as the inevitable result of getting into trouble with the law.

2. Were any complaints made by young people to the Inspector?

The majority of young people were aware of who I was and generally why I was there. They knew that they could choose to speak with me but none took the opportunity to complain about anything.

3. Comment on the atmosphere in the unit and the level/quality of interaction between staff and the young people.

Throughout the time I was in the unit all young people were engaged in some form of leisure activity. There was a healthy buzz of conversation and no obvious "wall flowers". Staff were involved with small groups of young people and most members of staff at some stage were actively participating in the activities.

4. Did anything untoward come to notice during the visit? What action was taken?

The one issue of concern which came to light during the visit was the introduction of standard sanctions related to separation from the group. These standard sanctions allow for automatic removal from the group with specific transgressions equalling so many hours separation from the group. The notion that removal from the group should be the exception and even then for the shortest possible periods seems to have been replaced with removals which can in some instances be the longest allowed under the Training School Rules dating back to 1952. It is of interest that the standard sanctions applied in the Remand Unit are much heavier than those applied in the Special Unit. The sanctioning of separation from the group now seems to rest at SRSW level whereas formerly anything but short separations required consideration by and the signature of a member of senior management.

I brought the issue of standard sanctions to the attention of the senior member of staff on duty and indicated that I would be making a considered comment about this in the report of the visit.

FROM: S+E BELFAST UNIT

TO:

0247861923

1993- 3-22

14:50

5. In the case of secure accommodation were any young people being held in separation at the time of the visit?

No young person was in separation at the time of my visit. It was noted that some record sheets of separations during the past month were for up to 12 hours none of which had been signed by a member of senior management.

6. CONCLUSIONS/RECOMMENDATIONS

Whilst members of staff on duty were adequate 4 of the 7 staff on duty in the Remand Unit were relatively inexperienced casual staff. The staffing position in the Special Unit was similar. Casual staff do not have keys to enable them to access as "keyman" which is a distraction from the important task of managing the Unit at its busiest time. High proportions of casual staff can also limit the range of activities available and therefore the choices of how young people will occupy themselves during long periods of association.

It is recognised that senior management has been depleted and has been under pressure because of the prolonged absence of the Director.

Less that the desired strength of staffing in the units together with management under pressure must make the task of applying modern standards of care very difficult particularly in the Remand Unit where numbers are high. It is understandable that a depleted management which does not have the kind of staffing to manage the behaviour of a large group of delinquent youth responds by allowing the use of standard sanctions as a means of control. However increased sanctions in the hands of unskilled staff does not seem to be the best recipe for ensuring the best possible care of young people who quite naturally do not want to be where they are and who will misbehave from time to time.

SSI is willing to offer assistance to the management of Lisnevin in finding solutions to control problems which do not undermine the standards of care to which Lisnevin has aspired.

SIGNATURE

M. M. Shannon

LN 80

cc

CI (SSI)

ACI (SSI)

CJSD

Director of Facility

LH9



DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Dundonald House Upper Newtownards Road Belfast BT4 3SF

Telex 74578

Telephone 0232 (Belfast) 650111 ext
524384

Miss E. Nicholl,
Chairman of the Board
Lisnevin Training School
Drumfad Road,
Millisle
Co. Down.

Please reply to The Secretary

Your reference

Our reference

Date 11 March 1993

Dear Eddis,

REPORT OF AN UNANNOUNCED VISIT BY SSI TO LISNEVIN ON 2 MARCH 1993

You will recall that under inspection arrangements agreed with NIO each Training School is to receive 2 unannounced visits by an inspector each year. I enclose a brief report prepared after the first such visit to Lisnevin.

I would draw your attention particularly to the concerns expressed in the report in relation to:

- the introduction of a system of standard sanctions applied to separating a young person from the group. This seems to undermine the principle of the separation of a young person from the group being dealt with on the basis of "each case on its merits". The use of standard sanctions also has the effect of distancing senior managers from decision making in this important area of practice.
- the dependency on relatively inexperienced casual staff and the limitations this brings to managing the unit.

SSI recognises the difficult circumstances created by the prolonged absence of the Director and would wish to be of assistance in seeking solutions to present problems.

Yours sincerely

H V McELFTRICK
Assistant Chief Inspector



Northern Ireland Office

Criminal Justice Services Division

5th Floor, Royston House,
34 Upper Queen Street,
Belfast BT1 6FD
Telephone (0232) 311735
Fax 323187

M. [REDACTED]
LN 42 [REDACTED]
Lisnevin School
2 Drumfad Road
MILLISLE
Co Down
BT22 2JQ

7 September 1993

Dear *Michael* -**UNANNOUNCED VISIT TO THE SPECIAL UNIT**

The Social Services Inspectorate has copied to me the report of the unannounced visit which was made to the School on 28 August 1993. I have enclosed a copy for your information.

Yours sincerely

JOHN STEEN

**UNANNOUNCED SOCIAL SERVICES
INSPECTORATE VISIT TO LISNEVIN
16th June 1994**

Appendix 6

SOCIAL SERVICES INSPECTORATE

REPORT OF UNANNOUNCED VISIT TO: LISNEVIN TRAINING SCHOOL

DATE: 16.6.94

NAME OF UNIT: SPECIAL UNIT

TIME OF ARRIVAL: 18.30 HOURS TIME OF DEPARTURE: 20.20 HOURS

INSPECTOR(S) :-

C W Donnell, C C Walker

YOUNG PEOPLE IN RESIDENCE

Total numbers present in the unit

4

On Leave

4

- 3 Extended Leave
- 1 Permitted Leave

In other establishments

1

- Young Offenders Centre

Absconders

0

Others (please specify)

9

- 3 License
- 6 Supervision

No of males/females

F M

TOTAL

18

STAFFING

No on duty

4

- all full time permanent staff

Team Leader SRSW

Yes

Y/N

NAME OF SENIOR
MANAGEMENT ON SITE:-

L ■ [REDACTED]

DESIGNATION:-

Unit Manager

ACCOMMODATION:-

Give a brief description of accommodation including communal areas, general areas and young peoples bedrooms if visited.

The communal areas of the Special Unit, lounges, craft rooms, some of the boys' bedrooms, the dining-room, kitchen and playing fields were visited. The decor of the building is now in very good condition. The refurbishment programme is a mixture of a major painting and carpeting programme and repairs to those parts of the building which were damaged during the recent disturbances. Most of the floor areas have been re-carpeted, curtains have been hung in the corridors and the erection of pictures and prints will follow soon. The boys' rooms visited were clean and mostly very tidy. Staff have embarked on a daily/weekly competition for the best kept room, which appears to be having very positive results. The boys have been encouraged to decorate their own rooms. The safety equipment, lights, dimmers and alarms were also checked in some of the bedrooms during the visit.

EXAMINATION OF RECORDS

	INSPECTED	DATE LAST SIGNED BY SENIOR STAFF
Diary	<input checked="" type="checkbox"/>	L ■ [REDACTED] 15.6.94
Menu Book	<input checked="" type="checkbox"/>	Three weekly cycle
Fire Records	<input checked="" type="checkbox"/>	11.44 am 3/6/94
Details of Separation (Secure units only)	<input type="checkbox"/>	No one in separation

COMMENT:-

The records examined were well completed and up to date. The diary (Occurrence Book) shows regular signs of monitoring by senior staff. The last fire drill was held at 11.44 am on 3/6/94. The drill was described in the records as satisfactory.

NUTRITIONAL NEEDS	TIME OF LAST MEAL	TIME OF NEXT MEAL	AVAILABILITY OF SNACKS
	5 pm	8.30pm	Yes

COMMENT:-

No meals were served during the time of the visit. The menu for the day, as part of the 3-weekly cycle was produced for examination. The menu reflects a good balance and variety of food. No complaints about food were made to the Inspectors during the course of the visit.

GENERAL

1. Did the Inspector speak with any of the young people? How many were seen, what was discussed?

The 4 boys in the Special Unit were out on the playing fields with 2 members of staff. The Inspectors spoke with all of the young people during a kick about football session. Conversation, understandably was very general. One of the boys had just returned from the Out-patients Clinic at the Ards Hospital where he had a fractured thumb attended to and had a plaster applied. The plaster did not seem to inhibit his ability to run around and take part in the football.

2. Were any complaints made by young people to the Inspector?

No complaints were made to Inspectors during the course of the visit.

3. Comment on the atmosphere in the unit and the level/quality of interaction between staff and the young people.

Although there are presently only 4 boys in the Special Unit, the Inspectors perceived a relaxed attitude between them and the staff. From our discussions with the Senior Residential Social Worker we sensed a very positive attitude towards the Unit, with new ideas and strategies being considered. It was said some staff feel a little apprehensive at times (following the Easter disturbances) but generally staff morale is steadily improving and staff are reacting well to the leadership qualities of the new Director.

4. Did anything untoward come to notice during the visit? What action was taken?

No.

5. In the case of secure accommodation were any young people being held in separation at the time of the visit?

None of the young people were being held in separation during the course of the visit. The records show that some had been removed for short periods early in the day but the Senior Residential Social Worker, Mrs Doudican, reported that separation appeared to be less used now as a sanction.

6. CONCLUSIONS/RECOMMENDATIONS

This was Mr Walker's first visit to Lisnevin. Throughout the visit we were accompanied by Mrs Doudican, who was most helpful in assisting us with making records available, answering our queries and conducting us through the building. We also spoke with the Unit Manager, Mr Wright.

We visited the dining-room and kitchen, in which much of the disturbances took place over the Easter period. The damage has been repaired and this area of the school is almost fully operational.

New electric shutters have been installed to seal off the kitchen servery, which was the route taken by some of the absconders during the disturbances. The shutters are not fully operational yet due to some installation problems but it is hoped that these will be working in the very near future.

The new carpet, curtains and redecoration has contributed much to a pleasant feeling within the school. Staff appeared to us to be well settled and content and we noted a very positive response amongst the staff in general.

The Independent Representation scheme is working well and has now been extended to cover the Remand Unit. Staff reported that the boys are much more comfortable with the Independent Representatives now. Thought has been given to slight reorganisation of the present key worker/care system so as to bring the care staff (generally unqualified) into a more participatory role within the school. We also noted, in examining the records, supportive and helpful comments to staff from the Director in appreciation of their contribution to the work of the school.

This was a satisfactory visit and it is hoped that progress will continue.

SIGNATURE



23 June 1994

cc CI (SSI)
ACI (SSI)
CJSD
Director of Facility

Lisnevin Special Unit
Off Campus

Boy's Name:

Status on Tier System:

Marks Obtained Last Week: marks

Reason for Request:

Date of Outing:

Day	Mnth	Year
-----	------	------

Projected Duration of Outing: *Depart* _____ *Return* _____

Staff Accompanying:

Request Verified by Middle Manager: _____

Authorised by Senior Manager: _____ **Date:** _____

Actual Duration of Outing: _____

Activity Used: _____

Please outline behaviour of boy or boys whilst out on Off Campus:

continue overleaf.....

Middle Manager Ratification: _____ **Date:** _____

continued.....



RESIDENTIAL CHILD CARE IN NORTHERN IRELAND
THE TRAINING SCHOOLS
OCTOBER 1989

362
.732
REF

ISSUED BY THE



Department of Health and Social Services

PREFACE

This report is based on a programme of inspections of the Training Schools in Northern Ireland which was carried out at the request of the Northern Ireland Office by the Social Services Inspectorate of the Department of Health and Social Services. The inspections took place between May 1987 and April 1988. The Inspectors wish to place on record their sincere thanks to the Chairpersons, Members of the Management Boards, the Directors and staff of the Training Schools for their wholehearted co-operation in the exercise.

A special word of thanks is due to the children and young people in the schools for the manner in which they received the Inspectors and for their participation.

Social Services Inspectorate
Department of Health and Social Services
Dundonald House
Belfast

October 1989

CONTENTS	PAGE
1. Historical Perspective	1
2. Methodology	11
3. Aims and Objectives	14
4. The Children and Young People Resident	18
5. The Staff	29
6. The Premises	36
7. Daily Life and Care of the Individual	46
8. Education/Voluntary Training/Employment	58
9. After Care	62
10. Health Care	66
11. Regulations and Records	71
12. Monitoring Arrangements	73
13. Conclusions	78
Appendices	

1. HISTORICAL PERSPECTIVE

1.1 The past decade has seen major changes in the policy and practice of the Training Schools in Northern Ireland. These changes have come about as a result of the influence of social work practice, of the changing needs in the population of the Training Schools, of socio-economic changes in the community and the publication of the Report of the Children and Young Persons Review Group. The recommendations of the Black Report, relating to the provision of residential care brought about far reaching structural changes in the schools. Numbers in the schools have greatly reduced but those being admitted, in keeping with other areas of residential care, tend to present more acute problems of management. These changes have brought about a complete re-think about the approach to care of children in Training Schools.

1.2 There are four Training Schools in Northern Ireland and with the exception of Lisnevin all have grown out of the old industrial schools and reformaties founded in the mid 19th century. In addition to the four Training Schools there is an outdoor pursuit centre at Runkerry near Bushmills and a day assessment facility at Whitefield House on Blacks Road, Belfast. These two facilities lie outside the remit of this overview.

St Joseph's School

- 1.3 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 the time the problems of child neglect and juvenile delinquency were serious in an island broken by landlordism, emaciated by famine and demoralised by poverty.
- 1.4 The foundation stone of 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 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 the 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

old. 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.

1.5 The need for change was recognised and in 1942, the Sisters of St Louis, who are radical and enlightened in their thinking, decided to close the boarding school and to concentrate their efforts on the industrial school/orphanage.

1.6 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 (Northern Ireland) 1950. This invitation was accepted 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 Covenant drawn up in 1950. From its creation as a training school in 1952 the trustees of the school were drawn from the Order of St Louis.

St Patrick's

1.7 In the Staff Procedural Manual provided as background

information to the inspection the historical perspective was traced. "St Patrick's Boys Home, as it is familiarly known in Belfast, was first established as a Catholic Boys Home in 1862 and was housed in premises in Donegall Street. In 1872 it moved to the premises at Milltown and in the following year it was certified by the Lord Lieutenant of Ireland as the first industrial school in Ireland. During all those years it catered for 100 boys and was operated by Lay Masters under the control of the Bishop of the Diocese. In 1917 at the request of the late Cardinal MacRory, the school was placed under the care of the De La Salle Brothers and, in that year, a staff of 5 Brothers took over the work. In 1921 a further change took place due to the partition of the country. As the only Industrial School for Catholic Boys in Northern Ireland was Milltown and as there was no Catholic institution for the reception of Reformatory boys who previously were sent to Glencree, County Wicklow, the Brothers, at the request of the Bishop extended their work to cope with this type of boy. As a result of this change the school, which had provided for 100 boys, had now to deal with 160 and the question of providing adequate accommodation became urgent. Consequently, in 1941, the Bishop of Down and Connor purchased a farm of land on the Glen Road with a view to transferring the school from Milltown. In 1957 the new St Patrick's Training School was opened on a 100-acre farm spanning the Glen Road and the Springfield Road."

Rathgael Centre

1.8 Rathgael, as with St Joseph's and St Patrick's, had its beginnings in the old Reformatories and Industrial Schools of the mid 19th century. In 1956 the Malone and Whiteabbey Training Schools Act led to the amalgamation of existing Junior School (Balmoral Training School) and the Senior School (Malone Training School). The effect of the Act was to place the Boys School and the Girls Training School at Whiteabbey under the control of a new board of management. The original membership of the Board consisted of 4 members of Belfast Corporation, because of the previous control of the old Balmoral Training Schools, several members of the principal religious denominations and members of the trade unions and business community. In addition there were representatives from the, then, Welfare and Educational agencies. The Board of Management was appointed by the then, Ministry of Home Affairs and this responsibility today rests with the Secretary of State for Northern Ireland.

1.9 From 1956 the Board was responsible for the management of a 2-site operation, the Boys School at Rathgael and the Girls School at Whiteabbey on the North side of Belfast Lough. In 1985 a decision was taken to amalgamate, the training school concept in Northern Ireland with the closure of the Girls School and the relocation of the school on the Rathgael campus. The amalgamation was based on a more effective use of existing resources and in pursuit of the

concept of normalisation by enabling boys and girls to share the same facilities and to take part in co-education. Today the facility is known as the Rathgael Centre for Children and Young People as the Management Board felt the name more accurately reflected the nature of the work carried out there.

Lisnevin Training School

1.10 Lisnevin School was formerly located in Newtownards, County Down, where in 1973 two separate units offered secure residential assessment facilities for 20 boys and long-term facilities for another 20 committed boys. In 1977 the residential assessment unit moved to Blacks Road in Belfast and commenced day assessment and continues to do so today. In 1981 the long-term treatment or Special Unit, moved to Millisle to its present location.

1.11 In 1985, Lisnevin opened a 10-bed secure remand unit, to service the courts, following the closure of the Juvenile Remand Unit at the Young Offenders Centre in Belfast. Whilst it seemed likely that the demand for secure remand spaces would not exceed 10, in practice the number of places sought actually increased to almost three times that number. As a direct consequence of this demand for spaces, the Remand Unit now offers 25 bed spaces with a proportionate decrease in Special Unit spaces to 15.

1.12 Lisnevin School is a secure establishment located on the

outskirts of Millisle, County Down. The buildings used by the school were designed for, and formerly used as a secure Borstal. Several attempts have been made to modify the buildings to meet the needs of the present client groups.

- 1.13 The Ministry of Home Affairs in a handbook for guidance entitled "Juvenile Offenders and those in need of Care, Protection or Control", defined training schools as residential establishments approved by the Ministry under Section 137 of the Act for boys and girls whom the courts consider to need not only removal from home, but also a fairly long period of residential training. The primary aim of the training school programme is to restore the child or young person to society better equipped mentally and emotionally to cope with the environment from which he came and to accustom him to the habit of work. It is a process of re-adjustment and social re-education. This process of rehabilitation is based on an understanding of the personality, history, abilities and aptitudes of each boy or girl and a knowledge of the family situation, and is promoted by (a) a stable environment which enables remedial influences to be brought to bear and progressive training to be given, (b) by contact with the home and (c) by help and supervision after the girl or boy leaves school.

- 1.14 The handbook goes on to describe the admission procedure to the schools. On a boy's admission to a training school he passes through a reception procedure which incorporates,

among other administrative functions, a medical examination, intelligence and educational attainment tests and observations of the boy in a classroom or work department and in the social interaction during recreation and leisure periods. The test for the senior boys also include performance tests which gives some indication of a boy's practical ability and assist in placement in an appropriate work department. All staff are encouraged towards objective observation of the boys in all situations.

Girls in Training Schools

1.15 The number of girls sent to training schools is small and this presents its own particular problems. Girls from insecure home backgrounds, often committed as being in need of care, protection and control and in moral danger present very real emotional problems which must be sympathetically understood. The admission procedure for girls is basically similar to that at the boys training schools. The most salient features are an educational test; observation of the girl in her new environment, and examination by a psychiatrist who continues psychiatric treatment in the more disturbed cases.

1.16 It should be remembered that the training schools are also registered remand homes and as such receive boys and girls remanded in custody for the purposes of obtaining information and those remanded for one month under

Sections 74(1)(e) and 75 of the Act or 6 months under Section 8(2) of the Northern Ireland (Emergency Provisions) Act 1973.

- 1.17 Although the procedures and philosophy described above may seem by today's standards as rigid, institutional and lacking in sensitivity, many of the assumptions underpinning the policy appear to be flawed. Perhaps it is worthwhile reflecting on the welfare thought that permeated the residential sector at that time. In the Interim Report of the Northern Ireland Child Welfare Council on Juvenile Delinquency published in 1954 the Committee addressed inter alia, such issues as Mothers at Work, the Lack of Religious Training, Lack of Parental Control, the Influence of Comics and the Cinema. The Committee concluded that "Mothers with children of school or pre-school age should not undertake full-time employment outside the home. The removal of the necessity to train the child for at least some part of the day tends, we feel, to develop in the mother a sense of lessened responsibility for the child's character and his general well-being; and for the very young child, the lack of a definitive and unchanging "mother figure" for its entire day can cause profound emotional disturbance. From the point of view of present day delinquency, however, it is the child of school age who is most affected by the mother's daily absence at work". The comics and the cinema did not escape censure. "We would urge that prompt and determined efforts be made by all responsible for children's welfare to prevent the spread in this country of

the type of comics which glorifies and stimulates violence and sexual appetite and encourages racial prejudice". Of the cinema the Committee concluded "The question of the directly harmful effects of some cinema shows upon children's conduct is still being closely observed, but most enquiries so far have failed to establish any direct connection between cinema attendants and juvenile delinquency. We would strongly support continued research into such matters as the physical and mental effects on children of frequent cinema attendances. We are unanimous in the view that excessive visits to the cinema, with its emotionally exciting and vitiated atmosphere, are harmful to children and that attendance of children under 12 at late performances should be discouraged.

- 1.18 One can only speculate at the response of the Committee in relation to today's video libraries and the range of material now freely available.

2. METHODOLOGY

- 2.1 Prior to the commencement of the inspections the Social Services Inspectorate requested a range of information from the Directors of training schools. Copies of policy documents, setting out the aims and objectives of the school, directives to staff, procedural guidelines and any other significant papers that were available to staff to assist them in their day-to-day working in the schools was sought. Information on all care staff, employed in the school at the time of the inspection, was also requested. This information was collected by way of a Staff Form, (see Appendix A), and the information was computerised to aid analysis.
- 2.2 Detailed information on each child resident in the school was also requested. A Resident's Form in respect of each child was completed on an agreed Census Day for each school. This was necessary because of the turnover in residents and in fact the Census Day was usually set one week before the commencement of the inspection. Details of the residents' forms are given at Appendix B and as with the staff the information was also computerised with the details of the child being coded for purposes of confidentiality.
- 2.3 Following receipt of the information, the Inspectors met with representatives of the Management Boards, Senior

Management and Staff to discuss the logistics of the inspection. A number of agenda notes were provided for the meetings with the different groups of staff.

2.4 The main methods of gathering information was by way of staff meetings, group and individual, observation and general discussion. The Inspectors spent between 2 and 3 weeks in each training school and as far as possible sought to evaluate the quality of care provided over a 24 hour period. This necessitated being in the schools when the young people were called in the morning until bedtime. Visits were paid to the schools on Saturdays and Sundays where attendance at divine worship was carried out.

2.5 A number of ancilliary and other staff were seen. The kitchens were visited, meals were seen under preparation. Time was spent with the Chaplins, Gardeners, Handymen and the classroom and workshop situations were observed. The purpose of the classroom visits was to assess behaviour in the classes, to discuss the liaison arrangements between teachers and care staff in relation to the children. No aspect of the educational component was examined as this was beyond the competence of the SSI's and outside the inspection brief.

2.6 The young people were seen mainly in informal group settings as experience has shown that, by and large, many adolescents are reluctant to participate in formal group meetings

with relevative strangers. The Inspectors found participation with the young people during their leisure time as being the most fruitful ways of eliciting information and opinion. The Inspectors took part in games, swimming sessions, attended discos and generally sought to assess the feelings of the young people and the ethos that permeated the environment by the use of these methods.

2.7 At the completion of the inspection a brief verbal feedback was given to the Directors and Senior Staff. Before the completion of the draft report a more formal, detailed verbal presentation was made by the Inspectors. When the draft report of the inspection was prepared it was sent to the Directors and Management Board for comment.

2.8 The comments and observations of the Management Board and Senior Staff Team were considered by the Inspectors and where appropriate were embodied in the final inspection report. The Inspectors feel that the present method of sharing and openness between those involved in the inspection greatly enhances the rapport, mutual trust and the quality of the work undertaken.

3. AIMS AND OBJECTIVES

- 3.1 Training Schools are defined in Section 137 Children and Young Persons Act (Northern Ireland) 1968 and are approved by the Secretary of State as residential establishments for boys and girls for whom the court considers that removal from home is necessary. Training Schools act as Remand Homes and are deemed to be a Place of Safety under the Act.
- 3.2 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 the 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.
- 3.3 As the spirit of the Black Report began to permeate the criminal justice system, coupled with changes in child care policy, social work thought and the need to ensure a more effective use of resources, training schools management began to approach the task of dealing with young people in a more constructive, thoughtful and systematic way. This necessitated the definition of aims and objectives, clarification of role and the introduction of a range of activities, eg: extended leave, the use of professional

fostering, landlady schemes, all of which contributed to young people returning to the community much more quickly than had been the case previously.

3.4 Prior to the inspection, Directors were asked to set out the aims and objectives for their establishments. All of the schools set out a general statement of philosophy and aims. There were similarities between the schools in very general terms.

3.4.1 "The aim is to meet the needs of individual children. This includes the provision of care, taking into consideration the personality, stage of development and particular difficulties. It also considers the needs of each child for security in the form of personal respect and control".

3.4.2 "To provide the best possible service of education, care and treatment for each child whose needs are not being appropriately met within their social environment. To develop education and care programmes, based upon the identified needs of each young person and to foster in each a belief in their ability to make changes in their lives and experience success within the framework of society".

3.4.3 "To provide for adolescent girls whose emotional needs, behavioural problems and/or acute educational problems cannot be met or catered for suitably and adequately within the range of options or facilities available in Northern Ireland".

3.5 Although all of the objectives have a broad common theme it is in the implementation of these objectives in the individual schools that brings a richness to the quality of care being provided. Just as each establishment has a general objective many of the house units, within training schools, have examined the special contribution they can make to the amelioration of the problems of the young people in their care.

3.6 At present the schools are following the concept of the segregation of care and offenders. Those young people defined as being offenders are referred to as "Youth Treatment" or "Justice". Care cases tend to include educational cases and the latter terms described youngsters who have been adjudicated as offenders. Fortunately the management of the schools, whilst ensuring that segregation is followed as far as possible, tend to apply a uniform approach to the care of the young people. Because of the remit of some of the establishments, for example Secure Remand at Lisnevin, the emphasis is on benign/humane containment where the young people are enabled to take part in educational, vocational and recreational programmes. Because many of them have not been adjudicated on by the Courts, no programme of assessment or treatment can be undertaken. In the case of the units in the open training schools who have been designated as Assessment/Reception/Short-term Care, the thrust of the work is geared towards the reception assessment and in

increasing terms, diversion. This has already been referred to in Chapter 1.

3.7 The role of the reception/assessment units is vital within the training school system. The quality of reception often sets the tenor of behaviour and attitude of the young people. The comprehensive and sympathetic assessment ensures that young people are allocated to the most effective setting within the school. Considerable care is taken in this process so as to ensure that, when allocation to a house unit is made, the young person will remain there, benefiting from the security, the skills and strengths of the staff who may be the most suited to meet their needs.

3.8 It was evident that the objectives for training schools can be divided into 3 categories (i) School objectives, (ii) Unit objectives, (iii) Individual objectives and that those at (i) and (ii) have to be meaningful and appropriate if (iii) is to be achieved. The more structured setting of objectives by staff has meant a clearer understanding of the needs of the young person and the role that the training schools will be expected to play when the new child care legislation becomes operational.

4.0 THE CHILDREN AND YOUNG PEOPLE RESIDENT

4.1 In this chapter details of the children and young people resident will be given by individual establishments. It should be noted that the inspection of the training schools commenced in May 1987 and the programme was completed in April 1988. As the school populations tend to fluctuate quite quickly it is not possible to give details of the numbers in absolute terms. Details of the residents will be as those returned on the Census Day for each school. The proportion of care, justice and education cases will be examined as well as the number of Place of Safety Orders and finally an indication will be given of some of the general characteristics of the young people who are sent to training schools.

ST JOSEPH'S TRAINING SCHOOL

4.2 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. 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 week-end away from the school.

- 4.3 Twenty-nine girls were the subjects of Training School Orders, 2 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.
- 4.4 Twenty-five girls were deemed to be in need of "Care, Protection and Control" and were sent to the training school under Section 95(1)(a) of the Children and Young Persons Act (Northern Ireland) 1968. In the case of this 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 4 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 16 girls had been living in children's homes just before their admission to the training school. Of these one girl had been held in St Joseph's on an Interim Detention Order while a full assessment was undertaken. Ten others had been in training school at some other stage in their careers and prior to having been committed on Training School Orders. However 5 girls had been sent directly to St Joseph's by the Court following proceedings brought by Social Services.
- 4.5 Nine girls (28%) had been living in St Josephs for 6

months or less including the most recent admission who had been their for only one day. Fourteen others (45%) were there for more than one year including 4 girls (12%) who had been admitted for more than 2 years prior to the inspection. However, of the girls who were there the longest, 2 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.

RATHGAEL CENTRE FOR CHILDREN AND YOUNG PEOPLE

4.6 On 7 September 1987 there were 147 young people on the Rathgael roll. However at the time only 85 boys and girls were in residence and another 6 boys, who were participating in an outdoor pursuits course at Runkerry Centre, Co Antrim, were temporarily absent. Thirty-nine young persons were living with relatives while on "Extended leave", and one girl was boarded-out with foster parents. Four boys had been transferred to the Secure Unit at Lisnevin Training School and 4 others, who were absent from Rathgael without permission were deemed to have absconded. A further 8 young people (6 boys and 2 girls) were living at home and travelling to the Centre on weekdays and were classified as "Day attenders".

4.7 One-hundred and twenty-seven boys and girls were the

subject of Training School Orders, 5 of Interim Detention Orders and 11 had been admitted to Rathgael on Place of Safety Orders. Four others had been Remanded pending a court appearance.

4.8 The Centre had responsibility for 41 girls and 106 boys, whose ages ranged from 12-18 years. However the majority (114) were between 15 and 17 years old. Prior to being placed in Rathgael 92 of the young people were living at home, 40 were in children's homes and 3 were in foster care.

4.9 The Youth Treatment side of the Centre was responsible for 66 boys all of whom had been committed to Rathgael for offending and 4 boys who were charged with offences and remanded in custody. However the Care Side had responsibility for 41 girls and 36 boys of whom only 2 of the girls were committed for offences prior to coming to the Centre. Sixteen of this group came to Rathgael following court proceedings instigated by the Education and Library Boards for non-school attendance. Twenty-one girls and 22 boys had previously been in the care of one of the Health and Social Services Boards and another 9 girls and 7 boys had been sent to Rathgael by the courts following proceedings instigated by Social Services. All 4 Boards had been involved ie: Eastern - 33, Northern - 21, Southern - 3 and Western - 2.

ST PATRICK'S TRAINING SCHOOL

4.10 On Census Day, 15 December 1987, there were 95 young persons on St Patrick's roll. However, only 61 boys were in residence. Twelve were temporarily resident in another school (Lisnevin), one was boarded-out, 3 were in hospital, 8 were on extended leave, 8 were absconders and there were 2 others (one at home on leave and one sick at home). The 8 boys on extended leave were living at home with relatives or guardians.

4.11 The legal status of the boys was as follows:-

Training School Orders	-	85
Place of Safety Orders	-	4
Fit Person Orders	-	2
Remands		3

and one was on a one month's commital. The latter sentence is now a seldom used disposal in the juvenile court.

4.12 The ages of the boys range from 12 to 18+ years, with the main concentration (59) in the 16-17 year category. The second largest group (26) was in the 14-15 year group. Prior to placement in St Patrick's 63 of the boys had resided at home, 22 had come from children's homes, 3 were admitted following foster home breakdown and one had been

in hospital, one in an assessment unit and 5 others were in a variety of settings which included transfer from Care to Justice and returning from the Lisnevin Remand Unit.

4.13 Of the population of 95, 34 were in the Care Side of the school. This number includes education cases and the remaining 61 were attached to the justice division of the school. Seventeen boys were already the subject of Training School Orders. All of the Health and Social Services Boards had referred young people to the school on Care grounds either by way of Place of Safety Orders or through committal proceedings. The breakdown was as follows:-

EHSSB - 10

SHSSB - 7

WHSSB - 4

NHSSB - 3

Education and Library Boards had instigated court proceedings, which had led to the committal of 10 young people to the school for non-attendance. The breakdown of these figures was as follows, Belfast and Education Library Board - 7, South Eastern and Education and Library Board - 2 Southern Education and Library Board - 1.

4.14 All of the young people were engaged in education, employment or voluntary work. The analysis is as follows:-

Education/Vocational	- 71
Full time employment	- 3
YTP Schemes or similar	- 19
Voluntary work	- 2

4.15 The length of stay in St Patrick's has come down significantly and this may be due to the development of the policy of extended leave. Despite the efforts of management there are still a few boys who stay in the school greatly exceeding the norm. The following table gives details of the length of stay of the total population.

LENGTH OF STAY	NUMBER OF RESIDENTS
1 year	29
1 year	35
2 years	25
3 years	4
4 years	1
8 years	1
	<hr/>
TOTAL	95

LISNEVIN TRAINING SCHOOL

4.16 On 15 April 1988 there were 41 boys on the Lisnevin roll. However, 3 had failed to return from home leave and another 2 had been remanded to prison by the courts leaving 36 boys

on campus. The majority (36) were between 14 and 16 years of age though 2 boys were over 18 years of age, and at the other end of the scale 2 boys were just 13 years old.

4.17 Sixteen boys were the subjects of Training School Orders and 25 had been removed to Lisnevin by the Courts under Section 51 of the Children and Young Persons Act 1968. However 19 of the remandees had previously been committed to training schools and their Training School Orders were still extant.

4.18 Ten of the Special Unit boys had been admitted from St Patrick's Training School and 6 from the Rathgael centre. All but one of them had previously been in Lisnevin Remand Unit. Two had been initially sent to training schools on "Care" grounds and they had resided within the Eastern Board's North and West Belfast Unit of Management. Nine others had home addresses in Belfast with one each coming from Bangor, Antrim, Craigavon, Fintona and Ardglass.

4.19 Eight boys had been less than one year in the Special Unit, including one who had been there for just 2 weeks. Another 2 had been approximately 9 months in residence but 5 had been in the Special Unit for more than one year. One boy had spent 2 years in security. Eleven Special Unit boys had been reviewed by the Lisnevin Licensing Committee during the 12 months prior to the inspection. There were plans to licence 12 boys to live with relatives and 2 others were being prepared to live independently in the community.

4.20 Ten boys had been residing in one of the training schools immediately prior to being remanded in Lisnevin by the courts. Another 5 were absconders from the training schools when they were sent to the Remand Unit. The Hydebank Young Offenders Centre had transferred 2 others to Lisnevin at the court's direction. Seven others had been living in their own homes, and another was said to have been "Living rough", before admission to the Remand Unit. The courts remanding boys to Lisnevin were Belfast (9), Antrim (3), Killyleagh (3), Craigavon (3), Lisburn (2), Londonderry (1), Limavady (1), Bangor (1), Newtownards (1) and Cookstown (1).

4.21 Most of the remandees had previous convictions eg: 19 had previously been committed to training schools. Thirteen were currently charged with offences relating to motor vehicles ie: 10 taking and driving away and 3 "allowing themselves to be carried". Several boys were charged with theft and in one case this was in conjunction with causing grievous bodily harm. The most serious offences were attempted murder (1), rape (1), arson (1) and possession of fire arms (1). Two boys had been in remand for 6 months, one for 4 months, 3 for 3 months and 3 for 2 months. The remainder had been in the Remand Unit for one month or less including 5 who were there for less than one week.

SUMMARY

4.22 Over the period of the inspection 102 children had been committed on care grounds, 136 were classified as offenders and 43 were committed for non-attendance at school. It

should be noted that complete segregation into one of these 3 categories is not possible in absolute terms. For the purposes of categorisation the legal "ticket" by which the young people were admitted to school has been used.

4.23 In attempting to describe some of the characteristics of the children and training school it must be said that the "typical child" could not be identified. The majority of the boys and girls on the care side of the training schools had previous histories of being in care. Some had been admitted from children's homes, where the problems of behaviour presented such acute management difficulties that a Training School Order seemed to be the only means of dealing with them. There appeared to be few adjudicated female offenders in the system. It is difficult to say to what extent care proceedings were instituted instead of the police becoming involved. It may be that the Courts still view girls as being at greater risk in terms of moral danger than boys.

4.24 Many of the girls had been the subject of sexual abuse. The length of stay of, for example, the girls in St Joseph's may be an indication of the considerable amount of time and effort that has to be spent in dealing with such cases.

4.25 Homelessness now features prominently in the lives of many of the young people in training schools. Many come from fragmented families or indeed situations where they have

experienced family rejection and the possibility of re-intergration is remote. The subject of homeless and the changes in the socio-economic structure of society, coupled with the problems of social security entitlement will be explored in detail in Chapter 9 of the report on After Care.

5. THE STAFF

- 5.1 In training schools, there are 2 main categories of staff involved in the residential task; residential social workers and teachers. There is also a range of support staff, aftercare or community care social workers, night supervisors, administrative, finance, nursing, cooks, domestic, gardening and maintenance.
- 5.2 Through the use of a questionnaire the Inspectors collected information on the sex, age, designation, length of service, previous career experience, training and qualifications, of the social workers involved in community care and staff who contributed to the residential care task. Included in the latter group were teachers and instructors who performed extraneous duties in the residential units outside of school hours.
- 5.3 For many years the use of extraneous duty staff formed a substantial part of the caring process. Teachers, who received an additional allowance (Extraneous Duties Allowance), usually worked a total of 60 hours per month. This was not a universal policy as one school saw education and care as 2 quite separate entities. The same applied to the use of night supervisors. In 3 of the establishments a core of night supervisors take over the supervision of the young people after 9.30 pm. In the remaining facility the

staff perform sleeping in duties in much the same pattern as that followed in the Area Board and voluntary children's homes.

- 5.4 In total 239 returns were made and the following table indicates the total staffing establishment for all training schools at the time of the inspections, but excludes ancillary staff, night supervisors and those teachers not performing extraneous duty.

TABLE 1

Directors	4
Senior Deputy Directors	3
Deputy Directors	5
Assistant Directors	9
Dep Assistant Directors	7
Senior Assistants	2
Unit Administrators	2
Principal Social Worker (Community Care)	1
Senior Residential Social Workers	22
Residential Social Workers	121
Wardens	7
Housemothers	11
Senior Social Workers (After Care)	2
Social Workers (After Care)	6
Intake Social Worker	1
Teachers/Instructors (ED)	36
	—
TOTAL	239

5.5 It will be seen from Table 1 that there is not a totally uniform staffing structure. One establishment has posts of Warden and Housemothers, another, Unit Administrators and Senior Assistants. Since the inspections a process of rationalisation is being undertaken and over a period of time it is likely that 2 main categories of residential staff will emerge ie Senior Residential Social Workers and Residential Social Workers. The title of some of the posts are an amalgam of social work terms and some have their roots in the old Approved School System. The senior staffing structure has also been considerably rationalised in the past year.

5.6 TABLE 2

DESIGNATIONS	LENGTH OF SERVICE							TOTAL
	0-1	2-5	6-9	10-14	15-19	20-24	25+	
Directors	0	1	0	0	1	1	1	4
Senior Dep Directors	0	0	0	2	0	0	1	3
Dep Directors	0	0	0	0	3	1	1	5
Assistant Directors	0	0	0	4	2	3	0	9
Dep Assistant Directors	0	0	0	4	2	0	1	7
Senior Assistants	0	0	0	2	0	0	0	2
Unit Administrators	0	0	0	0	1	0	1	2
Sen Res Social Workers	0	2	3	12	5	0	0	22
Residential Social Workers	27	37	30	24	3	0	0	121
Wardens	0	0	0	5	2	0	0	7
Housemothers	2	1	2	4	1	1	0	11
Principal SW (Comm Care)	0	0	0	1	0	0	0	1
Sen SS (After Care)	0	0	0	2	0	0	0	2
SW (After Care)	0	0	2	3	1	0	0	6
SW (Intake)	0	0	0	1	0	0	0	1
Teacher/Instructor (ED)	1	3	8	13	8	2	1	36
	30	44	45	77	29	8	6	239

5.7 Table 2 indicates the length of time spent in the training school service. It is clear that there is a low staff turnover, 87% of all staff have more than 2 years service, 69% had more than 6 years and 5% have more than 20 years service. There is also a high correlation between staff length of service and the length of time spent in residential care. A greater mixture of male and female staff would have been more desirable. In St Joseph's few male staff were employed and in St Patrick's the opposite is the case. In terms of female representation at senior level, ie Deputy Assistant Director upwards, Rathgael had 2 women, St Patrick's one and there were no women senior staff in Lisnevin. In St Joseph's all of the senior staff were female.

5.8 Level of Qualified Staff

DESIGNATIONS	LEVEL OF QUALIFIED STAFF					
	CQSW	CSS	CRCCYP ETC	CERT ED	ISSC/ISCSC	PCSC
Directors			2	3		
Senior Dep Directors			1	2		
Dep Directors			1	5		
Assistant Directors	1		4	5		
Dep Ass Directors	1		4	1		
Senior Assistants			1	1		
Unit Administrators				2		
Principal SW	1					
Sen Res SW	5	2	11			
Res SW	21	5	15	6	3	1
Wardens			6			
Housemothers			1			
Sen SW (After Care)	2					
SW (After Care)	6					
SW (Intake)	1					
Teachers/Inst (ED)				16		
TOTALS	38	7	46	41	3	1

- 5.9 The professional qualifications of all training schools staff are set out in Table 3 against the designation. Ninety-one staff (39%) have qualifications in social work or residential child care (38 CQSW, 7 CSS, 46 SRCCYP and CRCCYP, 3 ISSC, IPCSC, and 41 (17%) of all other staff involved in extraneous duties had educational qualifications. In addition a number of staff hold nursing qualifications and a variety of degrees. Several senior staff have also completed the Post-qualifying Social Work Course at Queen's University, Belfast. All staff have detailed job descriptions.

TRAINING

- 5.10 Most of the schools have a policy of recruiting professionally qualified staff to fill vacancies as they arise. When untrained staff are recruited they are encouraged to obtain professional qualifications and may be seconded to full-time training courses. In the late 1970s and early 1980s there was an extensive programme of full-time training. This has slowed down in recent years for a variety of reasons; finance and the availability of more trained staff seeking employment.
- 5.11 Every opportunity is taken to send the residential child care staff on relevant short courses, organised by the DHSS, H&SS Boards, voluntary organisations and the universities. However Management have also found it beneficial to make arrangements for in-service training courses. In some cases the services of recognised

trainers/organisations have been brought in and several courses have been arranged by the Adolescent Psychological and Research Unit. The courses cover such subjects as Sexuality in a Child Care Setting, Child Sexual Abuse, Staff Supervision and Handling Aggression and Conflict.

SUPERVISION

5.12 The professional supervision of staff in the training schools is somewhat fragmented. A variety of models are in operation. One establishment is in the process of introducing a structured supervision programme. Two use a mixture of formal and informal supervision and another uses an amalgam of individual, group supervision with the additional element of an external consultancy service. All of the schools are progressing towards a system of professional supervision from senior staff downwards and a method of staff appraisal is also about to be introduced.

5.13 In calculating the staff requirement of the schools the Castle Priory method was adopted using the following equation.

$$\frac{\text{Child waking week}}{\text{Staff Working week}} \times \frac{\text{Capacity of units}}{\text{Number of Children requiring one staff}}$$

A ratio of staffing per child was used as follows:

Open Units 1:4
 Assessment Reception Units 1:3.5
 Closed or Secure Units 1:2.

In addition to the basic formula account was taken of staff leave entitlement and extra staff hours required during the school holidays.

5.14 In general staffing levels were satisfactory. There was some shortfall which required overtime being worked and part-time temporary staff being used in some establishments. An important consideration in arriving at a requisite staffing level was the capacity of units, a vexed question in some establishments with the ever decreasing number of young people being admitted to the schools. Although the present pattern of admission is downward it is difficult to forecast when there may be a change and staffing must be maintained at a level which will enable adequate cover to be provided.

6. THE PREMISES

6.1 The 4 training schools represent a variety of architectural styles which reflect the current thinking in design of residential establishments covering the period from the early 1950s to the mid-1970s.

St Josephs

6.2 St Josephs is located about 10 miles south-west of Armagh City on the fringe of the village of Middletown. The school occupies a large open site and is surrounded by farm land. It stands unobtrusively behind a small wood and is approached by a winding tree-lined drive. The centre piece of the site is a 3-storey Convent of the Sisters of St Louis. A chapel, with a distinctive round chancel is to the left of this building.

6.3 Complementing the Convent and in a juxtaposition is the main school building/administrative block. In the past this building contained dormitory accommodation for the residents but in recent years the interior was adapted to provide school, office, cooking/dining facilities.

6.4 The young people are accommodated in 4, 2-storey house units. There are 2 blocks each containing 2 houses which are linked together by a connecting corridor at ground and first floor level. Each house is a self-contained unit for

8 girls, which can be extended to 9 or 10 in an emergency. All 4 units have the same architectural features and interior design. The units are bright, airy, clean, comfortable and tastefully decorated throughout. Each girl has her own room which has fitted wardrobes, cupboard space, vanity unit, dressing table and mirror, a chair and a bed.

6.5 A modern bungalow, situated on an elevated site, to the rear of the campus, is used to provide independence training for girls who are preparing to leave St Josephs. Known as the Hostel it can accommodate 8 girls and the amenities provided include a sitting room, dining room, reception room, bathroom and toilets. In addition there are 4 self-contained flats which can be used for a variety of reasons, staff sleeping in, emergency admissions following recall or at times of crisis in the young people's lives when a period of respite care is required.

6.6 A swimming pool and games hall complex is sited centrally between the hostel and the house units and is within easy reach of the school. The games hall is equipped for gymnastics and with a stage at one end, is suited for concerts, discos and other community functions.

6.7 The living accommodation for the young persons in St Josephs meets adequately the standards for space, size of bedrooms, 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 tasks are performed to a very high standard. Furthermore although on occasions there have been outbursts of very disturbing behaviour when property, furniture and fittings can be vulnerable, there were no obvious signs of damage anywhere on the site.

- 6.8 The question of the suitability of the location of St Josephs was considered carefully. 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. Also those girls who have become involved in Youth Training Programmes normally have to travel by bus into Armagh. However, as St Josephs 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.

Rathgael Centre

- 6.9 Rathgael Centre is located on the outskirts of Bangor about 3 miles from the centre of the town. It occupies a large site of some 75-80 acres. The campus is surrounded by a

non-secure fence of hedges, wire netting and a brickwall in places. The House Units spread throughout the grounds, are modern flat roofed structures built in the 1960s style. The site contains an administrative complex, chapel, main school block, workshops, garages, swimming pool and a games hall.

- 6.10 The site, in pursuance of the concept of segregation of Care and Justice is naturally divided by the main drive that runs through the school grounds. To the left of the main drive are 6 care units and these can provide accommodation for 75 boys and girls. Two assessment/reception units known as Short Term Care are located alongside a 10 place Close Supervision Unit (Shamrock House). Also in this section of the school, but to the rear of the site are the 3 recently refurbished units known as the Adolescent Care Units.
- 6.11 On the opposite side of the main drive is the Youth Treatment section of the campus. This accommodation comprises of 2 double units which incorporate a reception unit and 3 main residential units. A secure self contained unit known as Fox Lodge is also located on this part of the site.
- 6.12 The 3 Adolescent Care Units have recently been refurbished as has the secure unit Fox Lodge. At present the Close Supervision Unit on the site is also being refurbished.

This is part of a rolling programme of repairs and refurbishment which will modernise all the units bringing the accommodation up to the standard that is in keeping with current thought.

St Patricks

- 6.13 The school occupies a 100 acre site fronting on to the Glen Road, with the Springfield Road to the rear and the Monagh Road to one side. The school is located in a built up area of West Belfast close to the housing estates of Turf Lodge and Andersonstown.
- 6.14 There is a Gate Lodge beside the Glen Road entrance from which the school is approached. The main building which is of a block design and constructed of rustic brick, occupies an elevated site and dominates the local landscape. From its front steps a magnificent panorama of Belfast can be observed. To one side of the building is a substantial house where the religious community is domiciled. Four staff houses are also located on the site just off the main driveway.
- 6.15 A single storey administrative building juts out beyond the site line and is connected to the school by a chapel and gymnasium which enclose a small garden. The complex comprises of a 3 story building running the length of the school with wings at right angles to each side. At the

extremities the wings are joined by classrooms which turn inwards to provide 2 enclosed yards which are separated by the central kitchen and dining room.

6.16 The ground floor provides changing and showering facilities, toilets, recreational and leisure areas and office accommodation for residential social workers. The first and second floors are comprised mainly of cubicles in which the young people sleep and associated living rooms, washing and toilet facilities. One of the first floor wings provides an assessment unit of conference and interview rooms. The sick bay, medical and dental rooms are situated centrally on the second floor with a laundry, sewing room and clothing store located beneath on the first floor.

6.17 Other facilities include 3 Chalets, 1, 2 and 3. Chalets 1 and 2 can accommodate 11 boys each and the units have staff maisonettes attached. Chalet 3 has recently been refurbished and upgraded to provide a secure "Care" facility. Completing the range of resources on the site is an outdoor football pitch, 2 small all weather playing surfaces and handball alleys in close proximity to the indoor sports hall. The sports hall complex has an integrated 25 metre swimming pool with associated changing areas with toilets and showers.

6.18 The ground rises from the rear of the sports hall and

Chalets 1 and 2 towards the Springfield Road exit. Most of it is farmed by boys from the school under the supervision of a qualified instructor. The instructor has a residence close to the rear exit as are a number of outbuildings including 2 Dutch barns, a storage shed for machinery, a garage and 2 loose boxes.

Lisnevin School

6.19 Lisnevin Training School is located on the coast of County Down, approximately 2 miles from Millisle. The building presently occupied by the Training School, stands within the grounds of the former borstal training establishment at Woburn. In the early 1970s a decision was taken to build a secure provision adjacent to the open Borstal. The secure unit was built to Penal Category 3 standards and the building in the extensive grounds is enclosed within a 7 metre high perimeter fence. Following a change in penal policy in Northern Ireland, Borstal Training was dispensed with as an option to the courts, with the opening of the Young Offenders Centre at Hydebank. Shortly after this policy change, and as a result of a public enquiry, the Lisnevin Management Board were required to vacate the premises occupied by them at Newtownards. A Feasibility Study Group reported upon the 2 available buildings at Woburn and they opted for the use of the vacant secure borstal as the new home for Lisnevin Training School.

- 6.20 Because the secure unit was built on penal lines, it was, in many ways, unsuitable for use as a Special Unit for adolescent boys, where the philosophy was based upon child care considerations and the environment was not conducive to the furtherance of those principles. However, a major programme of refurbishing brought about considerable improvements to the building, in terms of colour scheme, use of fabrics, carpeting and the covering-in of the heavy iron doors which were a feature of the original building. Although the decor has been softened there are still problems left with the physical provision.
- 6.21 Pedestrian access to the building is via an entrance hall which is constantly manned between the hours of 7.00 am and 10.00 pm. Beyond the electronically controlled doors the reception area, dining room and a suite of offices which includes the offices of the 2 deputy directors. On the ground floor are 2 wings of sleeping accommodation, which are occupied by the Remand Unit. Associated with the ground floor accommodation are 2 common rooms, classrooms, snack kitchen and other offices. To the rear of the building, adjoined by an interior corridor, is the gymnasium and games room.
- 6.22 On the first floor are 2 wings of sleeping accommodation. These are used by the boys in the Special Unit. Other accommodation on the first floor comprises of office space, living rooms, hobbies room, TV room and classroom accommodation.

6.23 Outside the main building, but enclosed within the perimeter fence there are extensive workshops which provide such crafts as joinery, heavy craft, metal work and brickwork. To the rear of the main building is the chapel; a modern hexagonal structure built of matching red brick and the interior is finished in Norwegian Pine. The grounds within the fence are extensive and a full size football pitch is laid out.

6.24 The building with all its architectural shortcomings is in a very good state of repair. The use of bright paint, coloured tiles and fabrics does much to soften the institutional feel of the place.

SUMMARY

6.25 In general terms most of the accommodation is of a satisfactory standard. Some of the older property is beginning to show signs of wear and the need for a major programme of refurbishment has already been brought to the attention of the appropriate Government Department and the School's Management Board. The newly refurbished units have been upgraded in accordance with the Community Homes Design Guides and Health and Safety considerations. In the secure accommodation the latest fabrics, fittings and safety considerations have been embodied. Although the schools accommodate some of the most difficult young people in the Province, the buildings have not suffered unduly.

6.26 Lisnevin has had a number of major incidents when substantial damage was caused. Fortunately such incidents are rare and it is a tribute to all staff that not only do they exercise careful supervision of the young people and the premises but they have managed to engender a sense of "ownership" and pride in the minds of many of the young people in their care.

7. DAILY LIFE AND CARE OF THE INDIVIDUAL

- 7.1 In evaluating the daily life of children in training schools it has to be borne in mind, that although the routine of the day is basically similar, there is a considerable degree of difference between the schools. Indeed there are many differences in ethos and emphasis between units on the same campus.
- 7.2 For most children, during the normal school term, the day begins around 7.30 am. Those young people in employment or on YTP may rise earlier. Before breakfast there is the normal ablutions, tidying rooms and some communal duties have to be performed. These include clearing out and setting the fires, cleaning carpets, washing dishes etc. In some of the schools where all the meals are provided centrally there are fewer chores to be undertaken in relation to dishwashing. This is particularly true of Lisnevin where many of the domestic duties are undertaken by staff because of the secure ethos of the establishment the young people do not have access to the kitchen or cleaning implements as many of the latter could be used as weapons.
- 7.3 During term time the normal school timetable is followed, with breaks morning and afternoon, during which time the young people return to their units or places of accommodation for a cigarette. Further reference will be

made to smoking later in this Chapter. After school a range of recreational activities are available and in addition to the use of the swimming pool, games hall etc, many off-campus activities are available. These include visits to leisure centres, museums, forest parks and other places of interest. Again Lisnevin is the exception to this rule, particularly those young people being held there on secure remand.

7.4 Supper is served usually between 8.00 pm and 9.00 pm and bedtimes follow between 9.45 and 10.00 pm. Again there are many variations in bedtimes between schools, especially at weekends, where late night television may be watched and rising times on Saturday and Sunday are more flexible. Some of the schools strive for a more normal approach to bedtime with cups of tea or cocoa being taken around an open fire, with the young people in sleeping attire and this period is used as a time of winding down at the end of the day. A time for reflection, quiet conversation and sometimes, the occasional heated argument.

7.5 Perhaps it was the question of bedtimes that the Inspectors were most concerned about. There was a tendency to organise bedtimes in a way that ensured that all of the young people, irrespective of age or the time of the year, were in bed before the night staff commenced duty, in other words that the day staff had to settle the young people before they went off duty. Again there were variations

between the schools, and the issued referred to was less of a problem in those establishments where staff performed sleeping-in duty.

Care of the Individual

7.6 Although many of the young people coming into training schools are no strangers to residential institutions, nevertheless considerable importance is placed on their reception. Sympathetic and sensitive reception does much to allay anxieties and fears and the attitude and the response of many boys and girls is moulded by the experience of the first few hours and days in a training school. Of course there are administrative procedures to be followed, records completed and medical examinations carried out but it is the opinion of the Inspectors, based on observation and discussion with the young people, that in general, these procedures are handled with tact, care and understanding. Not all children are fearful and concerned. Some young people arrive in a highly agitated state, being brought from courts by police and absconding as quickly as possible may be the primary aim of many.

7.7 Over the years staff in the schools have developed skills of control and sensitive handling of the young people. Many of the children in training schools are there because other settings have failed and in the case of Place of

Safety Order these are often taken as a response to violence towards staff or property in children's homes. Control and management of difficult behaviour becomes a paramount consideration.

- 7.8 The past decade has seen an increase in the identification of young people being subjected to child sexual abuse. For many staff this phenomenon presents them with situations that they have had little experience of. New skills have to be developed, staff support systems have to be reviewed to enable the residential task to be performed with this special group of children and for the staff that their own values and attitudes have to be revised, protected and challenged.

Key Workers

- 7.9 The key worker or primary worker system is in operation throughout the training schools and although this works well it is necessary, because of the staff shift system and the fact that in most establishments the young people are supervised by separate night staff, to ensure that there is always someone on duty who is prepared to act in a key worker role to the young person.

Visiting

- 7.10 Every effort is made to maintain links between the young

people and their families. Visiting varies slightly between schools but in the main the weekends are the time for visits by parents and relatives. Distance from the boys or girls home can be a problem, not peculiar to the training schools, but every effort is made to assist parents with travel arrangements. Parents may visit at most times, outside of school hours, by arrangement. Because many of the young people are granted home leave most weekends, parental visiting is minimal. However, it is a truism that despite the efforts of staff to encourage ongoing parental involvement many young people have few visitors.

Reviews

7.11 A comprehensive system of reviews of the young people in training schools is in operation. The quality of the reviews vary considerably but most are multi-disciplinary, with residential social workers, psychologists, teachers and where appropriate, nursing staff taking part. Some schools have a format based on Hoghughi's Problem Profiling and renamed Assessment Treatment Profile. This system provides possibly the most comprehensive method of identifying problem areas, allocating tasks and delineates the follow-up action to be taken. Further reference will be made to reviews in Chapter 11 of this report.

7.12 It was pleasing to find that in some establishments the young people were encouraged to play a full part in their

reviews. There was an openness and trust between key workers and the young person with reports being discussed freely and the young person being given the opportunity of writing their own contribution to the reviews if they so wished. There are times that the ability of children to set out their own feelings and the perceptions of their lives is greatly underestimated. The quality of the review process has been greatly enhanced by the young people's participation. The Inspectors strongly supported the participation of the young people in their reviews if they so wished and stressed the need for the schools to re-examine their own review procedures.

Behaviour/Discipline

7.13 Many of the young people come to the training schools from situations where their behaviour was deemed to be uncontrollable and where they were not made amenable for breaches of discipline. The issue of control and management of difficult behaviour is a vexed area. It involves staff confidence, adequate support systems, confrontational skills and often physical skills when young people have to be restrained so that they do not damage themselves or others. Damage is frequently caused to furniture and fabrics and unacceptable behaviour has to be confronted. There is power under Schedule 5 of the Children and Young Persons Act (Northern Ireland) 1968 to deal with young people who are deemed to be "so seriously

unruly or disruptive" that they have to be removed from the school. In recent years this power has been used less and less and perhaps this is an indication of a change of attitude among staff. Sadly for some young people locking up is still an option that has to be used.

7.14 There are few sanctions that can be used as control mechanisms, eg withdrawal of privileges, cancellation of leave, fines and early bedtime. However the Inspectors found that some establishments were more successful in controlling behaviour. The importance of maintaining a relaxed informal milieu was emphasised with good communication being seen as a priority. When good communication has been established it is easier for staff to influence the young people. Discipline and order in one school was maintained by:-

- i. A framework in each unit which the young people and staff clearly understand.
- ii. Care, supervision and vigilance of staff.
- iii. A unity between staff and the young people and a mutual support in implementing policy.
- iv. Contractual arrangements with the young person.
- v. Weekly meetings to assess individual and group progress.

- vi. Loss of privileges, in terms of pocket money which is related to the marks system.

Marks System

7.15 All of the schools operate a marks system, which has its roots in the old Approved School system. Again the systems differ from one establishment to another. In most schools the young people earn marks for behaviour, attitude etc in the house units and in the educational setting. Allocation meetings are held weekly and pocket money, privileges and leave depend upon the level of marks obtained. The marks are allocated by a consensus of the staff and usually the young people are informed at the time of any infringement and that marks have been forfeited and the episode discussed with them. Marks are awarded for general behaviour, language, consideration, politeness, care of the individual's room and personal behaviour. Additional marks can be awarded which lead to bonuses being paid.

7.16 The marks systems has been examined on a number of occasions and its validity questioned. In general terms it points up aspects of life where there had been improvement in individual behaviour and those areas which require attention. At an individual level it is the method used by

management to assess

- i. the young person's weekly progress;
- ii. of helping the young person to see themselves within the group context;
- iii. of setting limits for individuals and of implementing sanctions for inappropriate behaviour.

7.17 The Inspectors had the opportunity of seeing the allocation of the marks system in operation, and while recognising that any such system has limitation in assessing individual performance and behaviour, they conclude that in general the arrangement works well.

Pocket Money

7.18 Pocket Money is allocated to the young people having regard to a number of factors, including age and marks obtained. Additional sums can be earned by the undertaking of some extra "chores". In practice for many of the young people the allocation of pocket money is essentially a paper transaction when the pocket money is held for them, to reduce the possibility of theft etc. However, they are given their pocket money or savings when they go home on leave. In addition they receive allocations of money for Christmas presents, birthdays and holidays.

7.19 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 a 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". The amount of pocket money paid to children in the training schools 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.

Smoking

7.20 Many of the young people in training schools are regular smokers. In general smoking is strictly controlled by staff and limited to 5 cigarettes per day. Cigarettes are usually allocated at fixed times throughout the day. As with other aspects of daily life there are many variations between the schools. Some schools require parental consent for those young people under 14 years of age to smoke and some appear to have no restrictions at all. In some cases the young people can smoke as many cigarettes per day as their pocket money permits.

7.21 The Inspectors drew attention to some of the issues involved in smoking and these can be summarised as follows:

- i. The law in relation to the sale of cigarettes to young people under 16 years of age.
- ii. The well documented health hazards associated with smoking.
- iii. The possible spread of infection (herpes) from the sharing of cigarettes between young people.
- iv. The double standards of staff smoking on duty when the young people are not permitted to smoke.
- v. The need to review policies on smoking and the introduction of a scheme of incentives for non-smoking.

Clothing

7.22 The method of purchasing clothing for the young people is broadly similar to that in Statutory and Voluntary Children's Homes. An allocation of money is set aside monthly and when clothing is to be purchased this is usually done in collaboration with the young person's key worker. In Rathgael Centre the boys and girls wear a

uniform to attend school and casual clothes thereafter. The girls in St Joseph's wear casual clothing but the wearing of jeans to school is not permitted. Lisnevin and St Patrick's boys usually wear jeans and sweaters to school. There were some examples of bulk buying and clothing being held in a central store. As with the levels of pocket money the policy regarding the allocation of funds for clothing also needs to be addressed.

8. EDUCATION/VOCATIONAL TRAINING/EMPLOYMENT

8.1 Compulsory education for boys and girls, under 16 years of age, is available at all of the training schools. In addition, those young people, who are over 16 years and still in residence, have available to them a wide range of vocational opportunities. In addition a regular programme of social and life skills training is followed. In two of the schools a number of young people attend as day pupils availing of specialist education programmes whilst remaining in their own homes. A feature of the day attenders is that many travel a considerable distance and the attendance rates remain high.

8.2 In educational terms the usual range of general subjects are available plus art, physical education, craft design and technology. In some of the schools the educational component is divided into a junior and senior school format. The junior school deals mainly with young people under 15 years of age, with the emphasis on general subjects. In general the primary school model is used in that of the 35 periods of education that each child receives, 22 of them are spent with one teacher. It is understood that this policy brings about a more stable relationship in the school setting.

8.3 The senior schools cater for boys in the 15-19 year old category where the emphasis is on vocational training

and an element of remedial education is also available. Boys have the opportunity to attend courses in woodwork, engineering, building, painting and farming/horticultural pursuits. Most of these courses can lead to GCSE Craft Certification.

- 8.4 Other subjects are taught at the schools including wallpapering, decorating, motor engineering, specialist projects with a community emphasis, social studies, typing, commercial subjects and the programme is such that any specialist subject can be provided relative to the needs of the young person. If, for example, on admission to the school, a young person is following a particular course of study arrangements are made for these to be continued either on or off the premises.
- 8.5 Most of the schools have a general aim "to promote learning and enhance the pupil's skill and competence". There are special problems that teaching staff have to cope with. In the training schools education is provided in group situations which are completely different from those prevailing in a normal school setting. There are behavioural, confrontational situations which create stress for both pupils and staff. It is a truism that in many cases the young people see themselves as a captive audience and not always a co-operative one. Many of the young people have had a long history of school absenteeism and consequently are educationally immature and at times can

be hard to motivate.

- 8.6 Education in the special setting of the training schools requires close liaison with the educationalists and the residential care staff. Problems arising in the school setting or in residential units can be easily carried over into one or the other and consequently mechanisms have had to be established to ensure that as far as possible communication between the 2 sets of staff is open and comprehensive. In some schools this works better than others.
- 8.7 For many years it was the policy of 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".
- 8.8 Unfortunately because of the present level 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 for discharge of a young person from training school.

- 8.9 Considerable use is made of YTP and other Government schemes by the training schools. Despite the low level of unemployment opportunities in many areas, considerable success has been achieved, particularly by the After Care staff to whom the task of finding employment usually falls. Further reference will be made to this activity in Chapter 9.

9. AFTER CARE

9.1 Paragraph 49 of the Training School Rules (NI) 1952, provides that the Board of Management shall appoint "a suitably qualified" person to carry out the after care of pupils when they have left the school. All of the schools have staff who are designated to carry out this task. The numbers involved consist of one staff member in the smaller schools to a team organisation in Rathgael and St Patrick's.

9.2 For many years the after care function followed a well established traditional role. This role covered a number of functions such as obtaining suitable employment, accommodation, finance and giving general support to young people on licence. While these functions are still an integral part of the after care role the nature and content of the work has changed significantly. New perspectives in social work thought in relation to young people in institutional care, alterations in the socio-economic structure, demographic changes and developments in related fields of social legislation have all combined to bring about a much wider dimension to the after care function in the training schools. The use of the term after care is now really a misnomer.

9.3 A recently published report by the After Care Staff in Training Schools has clearly set out the changing face of

after care. "While the work of the after care departments has developed differently in each training school there are a number of features which are common to all and a number of constraints within which they have to work. These can be summarised as follows:-

- i. Since the publication of the Black Report (December 1979) and in keeping with recent research findings, training schools have developed a greater awareness of the importance of viable family and community links for young people in care.
- ii. Young people in training schools now receive frequent and prolonged leave periods with their families where appropriate. Return to the community is much quicker than was formerly the case, particularly in relation to those young people in the justice sector of the schools.
- iii. Many young people are working out of the training schools and local employment schemes and some attend the schools by day only.
- iv. This increased community orientation has obviously placed more demands on after care departments who are frequently entrusted with the task of monitoring home leave, finding job placements, encouraging family and community links, planning and supervising early release schemes.

- 9.4 In the care field, in keeping with recent developments in child care practice and shifts in the focus of social work scrutiny, the typical young person entering training schools is inclined to be seriously maladjusted. These include children who, prior to committal, may have experienced a series of residential or fostering placements which have not met their needs. For these young people rehabilitation within a family is impossible and often undesirable. As such very selective alternative accommodation has to be found. This work obviously necessitates time-consuming searches for appropriate placements which if found require careful and intensive monitoring and support. Placements sought include Barnardos Professional Fostering Projects, specially selected landladies, hostels and members of extended families.
- 9.5 Changes in the social security system which has the clear policy objective of throwing young people back on dependency on their families, has put increased pressure on after care departments, trying to rehabilitate these young people who, for the reasons outlined, have no family contacts or have contacts which are potentially damaging to their physical, emotional and moral well-being.
- 9.6 As is the experience of many Social Services Departments the problems of alienated, homeless young people will probably be one of the main problems facing training schools in the coming years."

- 9.7 On the positive side there have been a number of very constructive initiatives emerging, the most notable being the Eastside Project. This joint Rathgael Centre/Eastern Health and Social Services Board initiative, began as a project whose raison d'etre was to establish a more speedy return to the community of those young people living in East Belfast and Castlereagh Unit of Management. From the early beginnings the project has grown and developed as a substantial plank in the Unit of Management's strategy for dealing with difficult adolescents. The project attracted national recognition in 1987 when it was awarded second prize in the Social Work Today competition.
- 9.8 The after care staff in training schools feel that the role has now a much stronger "community" orientation and that their designation should reflect that change. They conclude "that this role has extended to encompass a throughcare function and that the task of re-integration of the young person in the community has to commence on the day of admission. "Although the number of young people entering training schools has fallen the extent of the problem behaviour, presented by some, has placed additional and differing demands on staff and resources".

10. HEALTH CARE

10.1 All training schools have Medical Officers appointed to carry out duties prescribed in Section 50 of the Training School Rules, these include making:-

- i. a thorough examination of each child on admission and before leaving the school;
- ii. a quarterly inspection of each child;
- iii. a quarterly general inspection of the school, from the hygiene point of view and advice as to dietary and general hygiene;
- iv. the examination of all sick and ailing children;
- v. the keeping of medical records; and
- vi. the making of reports/certificates as required by the Board.

In pursuance of the duties set out above doctors attend the schools regularly. They hold their surgery in the medical rooms which are provided on all sites. The Medical Officers compile a quarterly report for the Department of Health and Social Services where it is seen by the Chief Medical Officer and by a Social Services Inspector.

10.2 The Medical Officers are General Practitioners and the children in the schools are normally transferred to their lists following their admission. When they are the subject of short-term orders, temporary transfers are arranged but full registration is completed for all children on Training School Orders.

Medical Records

10.3 If a child is admitted to a training school who has previously been in the care of the Health and Social Services Board then in some cases the Certificate of Health/Free From Infection Certificate is sent to the school. Social Services may also have obtained "parental consent to medical treatment and/or vaccination/immunisation". Following admission to the school the child is seen by the nurse who asks about the medical history, takes the height and weight measurements and notes this information on Medical Record Form RHM. This proforma 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 is held for each child residing in the training school and is kept in a filing cabinet in the medical sector of the school.

Nursing Care

10.4 The day to day oversight of the children's health is

provided for by the employment of qualified nursing staff. Most of the schools have a suite of rooms in which basic health care and medical examinations are carried out. Some of the schools has an area known as the sick bay where minor ailments are cared for and this includes the provision of a few beds. In practice should circumstances require urgent treatment the Out Patient facilities of local hospitals are used. The nurses have been used, from time to time, to assist with the programmes of general health and sex education.

Dental Care

10.5 Three of the four schools have fully equipped dental surgeries and the dentist visits once or twice weekly. The young people have a dental examination soon after admission and have regular examinations at 6-monthly intervals or more frequently if necessary. The full range of dental and orthodontist services is also available should children require specialist treatment.

Psychological Service

10.6 A service to training schools is provided by the Adolescent Psychological and Research Unit. The psychologists provide a diverse range of forensic, educational and clinical skills in the assessment of children and their families as to (1) assessment of optimal placement; and (2) treatment or intervention. The psychologists also perform roles of

research, training, management consultancy and staff support/development. As well as the involvement with children and young persons, the psychologists contribute professional advice and support to all of the schools and have a direct role in evaluating potential admissions to the secure units at Rathgael and Lisnevin. Their professional independence makes a valuable contribution to the various models of inter-disciplinary assessment in the schools as well as providing an independent sounding board for staff and management. The APRU psychologists provide inter-agency contact with the various networks of Probation, Social Services, Health and Education and specific specialist resources within these agencies, for example, special education and adolescent psychiatry.

- 10.7 The skills of the psychologists are particularly valuable in that they have a major impact on the development of a professional ethic within the training school system. The quality of psychological input to the various schools is unanimously acclaimed and each of the schools seemingly would welcome more psychological time. By virtue of training and experience the APRU psychologists, as individuals and as a group, possess skills which are not found, or at least not developed, in other professional groups. These include skills in psychometrics, in the observation, scaling and measurement of behaviour, in research and evaluation and in the application of psychological principles to the management of behavioural

problems at an individual level and/or family level and to management at an institutional level in terms of the development of systems or policy. Among specific areas of work coming to the attention of the Inspectors were research on self-injurious behaviour and the development of a pro-forma record form for such incidents, treatment of sex offenders, diversion of care cases and offenders to the community following psychological assessment and an inter-agency treatment package, social skills training making use of video. Neuropsychological investigation (where there was a suspicion of minimal brain damage), measurement and management of adolescent depression, staff training in the handling and management of aggressive behaviour, intervention in cases of child sexual abuse, assessment and consultancy concerning potential admissions of children to secure units, educational assessment and research forms part of the work of APRU. In addition the psychologists have frequently organised training seminars and workshops and the Inspectors feel they have an important contribution to make to the development of training initiatives within the schools.

Psychiatric Services

10.8 The full range of psychiatric services are available to the training schools. Dr Ewan McEwan, Consultant in Adolescent Psychiatry also provides a service to the schools. In some situations he has a regular scheduled arrangement to visit and in others he is available to accept appropriate referrals.

11. REGULATIONS AND RECORDS

- 11.1 The Training School Rules SRO132/1952 sets out the regulatory framework for the administration of the Training Schools. Rule 53 of the Direction 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".
- 11.2 All of the schools maintained the records required by the Rules. These records include an Admission and Discharge Register, Major Incident Book, Record of Fire Drills and a Licensing Certificate Book. The latter record refers to the formal Certificate of Licence that each young person receives upon their formal licence from the School. The Certificate of Licence gives details of the conditions as to residence and date of release.
- 11.3 Detailed case records are kept on each young person. The young people are reviewed every 3 months and after one year in residence they are reviewed by the Licensing Committee. The Licensing Committee is a sub-committee of the Management Board whose function is to review individual children and approve their licence. Some Licensing Committees act as an internal review body and some are supported by co-optees or resource persons who may have

a particular contribution to make to the review process for example, managers of YTP Schemes or headmasters of local schools.

11.4 The review process differs considerably between the schools. One establishment concentrates all reviews centrally with residential staff in attendance and providing written reports. Another school invites the young people to contribute to their reviews in writing if they wish and the boys and girls are given an opportunity to attend the reviews.

11.5 The records kept on the children were comprehensive and well kept and the general standard of recording throughout the schools was satisfactory.

12. MONITORING ARRANGEMENTS

12.1 The duties of the Board of Managements are set out in Rule 10 of the Training School Rules.

10(1) The Board of Management shall maintain an efficient standard throughout the school and for this purpose they shall take into consideration any report that may be communicated to them by or on behalf of the Ministry.

(2) It shall be the duty of the Board of Management to ensure that the condition of the school and the training, welfare and education of the boys and girls under their care are satisfactory, and for this purpose they shall pay frequent visits to the school.

(3) The school shall 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.

(4) The Board of Management shall exercise an effective control over all expenditure.

12.2 It was clear that the schools were being visited regularly by Board members. These visits were not limited to the requirements of the Rules ie monthly. However the quality of the records of the visits indicated that perhaps too much attention was paid to the physical condition of the buildings and the general fabric of the accommodation. Over the years the quality of the recording of the visits had improved somewhat.

12.3 The Inspectors felt that the general quality of visiting by Board Members on a formal basis could be improved if a system of monitoring, similar to that suggested in the Department of Health and Social Services Circular HSS(CC) 6/83 were introduced. The Inspectors recommended the adoption of a system of monitoring akin to that used within the Health and Social Services Boards in respect of their residential child care services.

12.4 Following the completion of the inspection programme formal discussions took place with all of the Management Boards and a framework for monitoring visits by Board Members was discussed. Board Members carrying out the monthly visits will:-

- i. ensure that as far as possible, that the needs of the young people in the Training Schools are properly met; and

- ii. that this will involve the visitor gradually getting to know each young person and the particular programme of care or plans that have been drawn up for him/her.

12.5 The Members have been asked to concentrate on the quality of the young person's social/emotional care and will seek to examine issues such as:-

- i. general arrangements for the care of the young person;
- ii. supervision of the young people within the unit;
- iii. the relationship between the young people and care staff;
- iv. methods of control and discipline used and sanctions imposed;
- v. arrangements for religious observance other than on campus;
- vi. social and recreational activities undertaken;
- vii. contact with the local community.

12.6 The quality of physical care will be examined and the

framework will include:-

- i. general condition of the unit;
- ii. standard of furnishing;
- iii. arrangements for fire precautions;
- iv. safety standards within the Unit;
- v. arrangements for medical care and hygiene;
- vi. the standard of catering;
- vii. the standard of clothing;
- viii. arrangements for pocket money.

12.7 The records required by the Rules will be examined and at the completion of the visit a report will be made available to the meeting of the Management Board and signed by the Chairman. Such detailed visiting and reporting is probably too much to ask of any one Board Member, having regard to the size of the facility, and consequently it is envisaged that the areas of work to be monitored will be undertaken by all Board Members over a period of time. Hopefully a pattern of the work being undertaken in the Schools will emerge and for the future a clearer statement of monitoring

will be available to the Board itself and to the Northern
Ireland Office.

13. CONCLUSIONS

- 13.1 The past 5 years has seen a period of unprecedented change within the training schools. Even the term training school no longer accurately reflects the nature of the work being undertaken. Management of the schools have embodied new thought and practice into the day to day operation of the facilities and this has reflected favourably upon the quality of care being provided.
- 13.2 For some staff the period of change has not been without its problems. New skills have had to be acquired, a openness in sharing with the children and young people in the schools have made new demands upon staff. For some the changes have been too great and they have sought employment elsewhere or taken early retirement. For many years the training schools were considered residential establishments where a "no nonsense approach" was adopted and they were often used as a threat to children misbehaving in other children's residential facilities.
- 13.3 Although some of the old ideas and terminology still prevails within the system, in general the staff in training schools are much more professional in their approach and have been prepared to adapt to change and in some circumstances are expert in their field. It is to the training schools that the organisation of secure accommodation have fallen. The emotive subject of locking

up children has often created much debate within social work. It has created much double think and has had obvious implications for practice. The training schools management have faced these issues and through the development of gatekeeping mechanisms have ensured that only those children absolutely requiring secure care are admitted. Although at this time secure accommodation is not covered by regulations, every effort has been made to follow the general guidelines that are a statutory requirement in other parts of Great Britain. When there have been incidences of the inappropriate use of security these have been highlighted by the Inspectorate and policy and practice has changed.

- 13.4 Training schools have come along way since the days of the Industrial Schools and the use of a tall ship moored in the Musgrave Channel. Those were the days when perhaps 2 staff had the responsibility for the care and supervision of up to 100 children at a time. As one old member of staff, now long since retired said, "When I started in the training schools I was given a table-tennis bat, a whistle and a bunch of keys and told to get on with it". That was leisure, control and security in the 1940s and not a social worker in sight.

Inspection of Training Schools

STAFF FORM

SECTION A: PERSONAL DETAILS

OFFICE USE ONLY

- | | |
|----------------------------------|------------|
| 1. Name of Training School | [..] |
| 2. Name of Staff Member | |
| 3. Date of Birth/..../.. | [../../..] |
| 4. Age .. | [..] |
| 5. Sex: | |
| (a) Male [] (b) Female [] | [..] |

SECTION B: IN-POST DETAILS

- | | |
|--|------|
| 6. Designation: | [..] |
| (a) Director [] | |
| (b) Senior Deputy Director [] | |
| (c) Deputy Director [] | |
| (d) Assistant Director [] | |
| (e) Deputy Assistant Director [] | |
| (f) Senior Assistant [] | |
| (g) Senior Residential Social Worker [] | |
| (h) Team Leader (Warden) [] | |
| (i) Residential Social Work [] | |
| (j) Housemother [] | |
| (k) Field Social Worker (After Care) [] | |
| (l) Teacher/Instructors (Those
involved in ED)) [] | |
| (m) Night Supervisor [] | |
| (n) Other [] | |
| 7. Length of time in this Post (years) | [..] |
| 8. Length of time in the training school service (years) | [..] |
| 9. Length of time in residential child care (years) | [..] |

SECTION C: QUALIFICATIONS

OFFICE USE ONLY

10. Does this person already possess: (Tick as many options as appropriate.)

[..]

- (a) CQSW or Equivalent []
- (b) CSS []
- (c) SRN/SEN []
- (d) NNEB []
- (e) PCSC/PCCC/PCRC/PRC []
- (f) CRCC/CRCCYP/SCRCCYP []
- (g) DEGREES (BA BSc BSocSc) []
- (h) ICSC/ISSC []
- (i) Cert. in Education (& other teaching quals) []
Please Specify
- (j) Other []
Please Specify
- (k) No Qualifications []

[..]

11. Has this person completed a post qualifying course in:

[..]

- (a) Management Studies []
- (b) Child Care []
- (c) Another Subject []
Please Specify
- (d) None of These []

12. Other significant information:

[..]

- (a) Employed previously in Children's Homes/Training School []
- (b) Employed previously in Mental/Physically Handicapped Homes []
- (c) Employed previously in OP Home []
- (d) Clerical jobs only []
- (e) Employed previously in nursery/primary/secondary schools []
- (f) Youth Clubs []
- (h) Nursing []
- (i) Other []
Please Specify
- (j) None of These []

[..]

SECTION D: TRAINING

Office USE ONLY

13. Is this person currently studying for: (Tick as many options as appropriate.)

[..]

- (a) CQSW or Equivalent []
- (b) CSS []
- (c) NNEB []
- (d) PCSC/PCCC/PCRC/PRC []
- (e) CRCC/CRCCYP []
- (f) DEGREES (BA BSc BSocSc) []
- (g) ICSC/ISSC []
- (h) Cert in Education (& other teaching quals) []
- Please Specify
- (i) Other []
- Please Specify
- (j) No Qualifications []

14. Is this person currently undertaking a post-qualifying course in:

[..]

- (a) Management Studies []
- (b) Child Care []
- (c) Another Subject []
- Please Specify
- (d) None of These []

15. Is this person currently receiving In-Service Training or Day Release to attend courses/seminars.

[..]

(a) Yes [] (b) No []

16. Please list all courses attended by this staff member in the last twelve months excluding those mentioned in questions 13 and 14.

[..]

.....
.....
.....
.....
.....
.....

SECTION E: DETAILS OF OFFICER COMPLETING THIS STAFF FORM

17. NAME OF OFFICER

18. DESIGNATION

19. TELEPHONE

20. SIGNATURE

21. DATE

[./././..]

Inspection of Training Schools

RESIDENT'S FORM

SECTION A: PERSONAL DETAILS	OFFICE USE ONLY
1. Name of Training School	[..]
2. Name of Child/Young Person	[...]
3. Date of Birth/..../..	[../..../..]
4. Age .. years .. months	[..] [..]
5. Sex: (a) Male [] (b) Female []	[..]
6. Unit of Management responsible for child: (Care Cases	[..]
7. Please indicate where the young person is on Census Day (a) In this Training School [] (b) Temporarily resident in another Training School [] (c) Boarded Out [] (d) In Hospital [] (e) Extended leave [] (f) YOC [] (g) Absconder [] (h) Other [] Please specify	[]

SECTION B: RESIDENTIAL DETAILS

OFFICE USE ONLY

8. Legal Status:

- (a) Training School Order []
 - (b) Place of Safety []
 - (c) Interim Fit Person Order []
 - (d) Interim Detention Order []
 - (e) Remand []
 - (f) Other []
- Please specify

[]

9. Immediate Previous Placement:

- (a) Own Home []
- (b) Children's Home []
- (c) Foster Home []
- (d) Assessment Centre []
- (e) Hospital []
- (f) Other (specify) []

[]

10. Date of Training School Order/..

[../../..]

11. Date Admitted to this School/..

[../../..]

12. Date of last Review/..

[../../..]

13. Has this Child/Young Person been admitted to Training School previously

[]

(a) Yes [] (b) No []

SECTION C: EDUCATION AND EMPLOYMENT

OFFICE USE ONLY

14. Is this Child/Young Person currently:

[]

- (a) Employed Full-Time []
- (b) Employed Part-Time []
- (c) On a YTP scheme or similar []
- (d) Voluntary work []
- (e) None of these []

15. Is this Child/Young Person receiving Education:

[]

- (a) In Training School []
- (b) Secondary/Grammar School []
- (c) Technical College []
- (d) Training School day pupil []
- (e) Other []
- Please (specify)
- (f) None of these []

SECTION D: FUTURE PLANS (Tick as many options as appropriate)

16. Is this child/young person:

[]

- (a) Being licensed to live with relatives []
- (b) Extended leave with relatives []
- (c) In preparation for Fostering []
- (d) In Preparation for independent Flat/Accommodation []
- (e) Transferring to other children's home/hospital/institution []
- (f) None of these []

[]

17. Other significant information:

- (a) Lives with relatives for part of week []
- (b) Physically/Mentally handicapped or requires other special care []
- (c) Other []
- Please Specify
- (d) None of these []

SECTION E: DETAILS OF OFFICER COMPLETING THIS RESIDENTS FORM

18. NAME OF OFFICER

19. DESIGNATION

20. TELEPHONE

21. SIGNATURE

22. DATE/..../..

[..../..../..]

- 6.20 Because the secure unit was built on penal lines, it was, in many ways, unsuitable for use as a Special Unit for adolescent boys, where the philosophy was based upon child care considerations and the environment was not conducive to the furtherance of those principles. However, a major programme of refurbishing brought about considerable improvements to the building, in terms of colour scheme, use of fabrics, carpeting and the covering-in of the heavy iron doors which were a feature of the original building. Although the decor has been softened there are still problems left with the physical provision.
- 6.21 Pedestrian access to the building is via an entrance hall which is constantly manned between the hours of 7.00 am and 10.00 pm. Beyond the electronically controlled doors the reception area, dining room and a suite of offices which includes the offices of the 2 deputy directors. On the ground floor are 2 wings of sleeping accommodation, which are occupied by the Remand Unit. Associated with the ground floor accommodation are 2 common rooms, classrooms, snack kitchen and other offices. To the rear of the building, adjoined by an interior corridor, is the gymnasium and games room.
- 6.22 On the first floor are 2 wings of sleeping accommodation. These are used by the boys in the Special Unit. Other accommodation on the first floor comprises of office space, living rooms, hobbies room, TV room and classroom accommodation.

PRIVATE

HIA REF: 200

Witness Name: HIA 200

THE INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE 1922 TO 1995

WITNESS STATEMENT OF HIA 200

I, HIA 200, will say as follows:-

Personal details

1. I was born on [REDACTED] in Belfast. I lived with my parents, RG 76 and older sister in [REDACTED]. I am the fifth child in the family. My father was an alcoholic and my mother was a housewife. My home life was unsettled because of my father's alcoholism and my parents rowed frequently. In 1973 we moved to a housing estate in [REDACTED] just after I started secondary school. RG 76 and I began playing truant from school, breaking into shops and stealing. I was sent to Rathgael Training School on a Training School Order for playing truant from school for 1 to 3 years for the first time in July/August 1974 when I was 12.

Rathgael Training School (August 1974 to December 1975)

2. Initially, I was moved to Lisnevin assessment unit for 6 weeks. Lisnevin was fantastic and I have no complaints about my time there. However at the end of the assessment period, my prosecution for stealing had come up before the Courts and I was sent back again to Rathgael as the judge sentenced me to serve a sentence for theft which ran concurrently with the Training School Order for truancy. I remember my time in Rathgael as very frightening because it was a tough disciplined environment.
3. I experienced a lot of physical, emotional and verbal abuse at Rathgael both from the other boys and from staff members. Some members of staff at

HIA 200

1

PRIVATE

HIA REF:267

Witness Name: HIA 267

THE INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE 1922 TO 1995

WITNESS STATEMENT OF HIA 267

I, HIA 267 will say as follows:-

Personal details

1. I was born on [REDACTED]. I was one of six children and I am the fourth child in the family. I lived with my mother and father in a new estate in [REDACTED]. My father was a [REDACTED] who frequently worked away from home. My mother found me difficult to manage and I began playing truant from school. I was attending [REDACTED]. I was bullied there and I began to play truant more and more. Eventually, I was sent to Rathgael in 1975 on a Training Order for 1 to 3 years.

Rathgael Training School (1975-1977)

2. I remember when I arrived at Rathgael, I was taken to Reception and on the first night I was waiting in a queue to go into the dorms with the other new boys. I was only 13 at that time and I was overwhelmed because of the strange environment. RG 63 a boy who was directly behind me in the queue punched me and I punched him back. RG 50 who was one of the staff members there, pulled me out of the queue and began to beat me with his fists. He was a big man who towered over me and he handled me as if I was a rag doll. This happened on the very first night I was there and I was very fearful afterwards.
3. I was moved from Reception to Lisnevin to the assessment unit. I was there for six weeks or more and I have no complaints about that time. I enjoyed the activities and my time with the other boys there. I was then transferred back to Rathgael.

HIA 267

1

PRIVATE

take my clothes off and I resisted him and would not do what he asked. It was then that I began to abscond at every opportunity.

10. I ran away constantly sometimes on my own and sometimes with other boys. I slept rough anywhere I could get shelter. I remember that on occasion I would sleep in a coal bunker or an old car just to have somewhere to stay. In the beginning I would go home and tell my family that I did not want to go back. I never told them the real reasons however. My mum would always bring me back because she thought it was the right thing to do and she did not realise the abuse I was suffering. Eventually it reached the point that I could not go home because my family would be in trouble if they harboured me. That was when I had to sleep rough. I also started to get into trouble and was out of control. My brothers tried their best to help me but I was out of control by this stage.

11. I recall one particular night that it was raining so heavily that I had no option but to go back to St Patrick's. I was with two other boys: one from Derry called **STP 72** **STP 72** and my friend **STP 73**. **STP 73** [REDACTED] he was a teenager. The three of us went back in the early hours of the morning and knocked on the doors to get back inside. The doors were opened by two Brothers whose names I cannot remember and they stripped all of us and gave us a vicious beating with a cane as far as I remember. I cannot remember how long I was actually at St Patrick's but it may have been around a year. I was then transferred to Lisnevin because I was absconding so often.

Lisnevin Millisle

12. The regime in Lisnevin was a complete sea change to what I had experienced at St Patrick's. The members of staff were friendly and not really strict. They had a good range of education choices which I really enjoyed. It was a secure unit but they still allowed weekend leave for the boys provided your behaviour was good for a certain period. I was there for about six months when I was allowed to go to a camping trip in Castlewellan with a friend. I behaved stupidly that weekend and [REDACTED]

1 engaged with you, but that didn't happen. I am not
2 going to go through the rest of it, but you can see that
3 that's what they were suggesting in the last -- and you
4 actually mentioned the name of the person who was your
5 key worker in Lisnevin.

6 **A. I think I remember I had a LN 42 . You**
7 **were appointed to certain members of staff who looked**
8 **after ...**

9 Q. You will see that's the person who actually signed this
10 document trying to keep you in Lisnevin at that time.

11 **A. Sorry. I was under the impression you went to Lisnevin**
12 **for so long and then you were sent back to St. Pat's.**
13 **I thought you went there for like a -- it was a secure**
14 **unit. They tried to, you know, make better of you and**
15 **then you went back to St. Pat's or whatever. I wasn't**
16 **sure at the time, like, whether you actually finished**
17 **the one to three years there. I wasn't sure.**

18 Q. Well, I think that the reality in your case -- it would
19 have maybe depended on different boys -- but the reality
20 in your case was that because you had been absconding so
21 much, St. Pat's felt that they could not keep you in
22 St. Pat's and therefore that's why you went to the more
23 secure unit.

24 **A. Yes.**

25 Q. It was also a training school. So you would have spent

1 protect your identity. Can I just ask you to confirm
2 that this is the witness statement that you provided for
3 the Inquiry and that you signed that on 19th April 2015?

4 **A. Yes, that's it.**

5 Q. And this is the evidence that you want the Inquiry to
6 have regard to together with anything else you say this
7 afternoon?

8 **A. Yes.**

9 Q. Well, parts -- paragraphs 1 and 2 here, as I said,
10 explain how you came to be subject to -- the subject of
11 a Training School Order and ended up, first of all, in
12 Lisnevin Assessment Unit, where -- you say here in
13 paragraph 3 that:

14 "Apart from being hit around the head a few times,
15 I have no complaints to make about Lisnevin. It was
16 a reasonable place with good staff, who for the most
17 part were caring and compassionate."

18 When we were speaking earlier, I was asking you if
19 you could expand a little about what you meant by being
20 hit around the head a few times.

21 **A. Okay. Just there were certain codes of behaviour. If**
22 **you were to step outside that, some -- a minority of the**
23 **staff would become aggressive, shout at you, sometimes**
24 **slap you on the ears, sometimes hit you over the head**
25 **with their knuckles.**

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2 that this is the witness statement that you provided for
3 the Inquiry and that you signed that on 19th April 2015?

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7 afternoon?

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10 explain how you came to be subject to -- the subject of
11 a Training School Order and ended up, first of all, in
12 Lisnevin Assessment Unit, where -- you say here in
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22 **you were to step outside that, some -- a minority of the**
23 **staff would become aggressive, shout at you, sometimes**
24 **slap you on the ears, sometimes hit you over the head**
25 **with their knuckles.**

1 Q. I think you described it as being fairly minor compared
2 to what you subsequently experienced. Is that correct?

3 **A. Yes. It didn't feel significant in any way. It was**
4 **expected.**

5 Q. You said that -- I was asking what type of behaviour
6 would have led to them doing this to you. You were
7 relating an incident about looking down a corridor that
8 you weren't supposed to go down. Is that correct?

9 **A. Yes. That incident was very simple. There was a line**
10 **of -- we were in lines of twos and walking along**
11 **corridors and we stopped for a minute for whatever**
12 **reason and I sort of seen a corridor I hadn't seen**
13 **before and sort of looked down it a bit, and one member**
14 **of staff came over and wrapped me over the head with his**
15 **knuckles.**

16 Q. Well, paragraph 4 here you talk about you were actually
17 released from Lisnevin on probation and then you became
18 involved in crime and the Training School Order was then
19 made. You went to Rathgael in October 1976. We are
20 still having some problems with our technology today.
21 If we can scroll on down, please, to paragraph 5 where
22 you say that you had a terrible experience in Rathgael
23 at the hands of the other boys.

24 "I was a small, skinny child, who was vulnerable and
25 weak, so I would have been a target for bullies.

20/08/1975 - 23/08/1975 Attended Camping Trip
26/08/1975 Transferred to Armagh Borstal following
serious incidents in Lisnevin

Lisnevin

22. When they felt they couldn't control me in St Pat's they sent me on again to another institution. I was transferred to Lisnevin on 7th November 1973. I was fourteen years old. I was of the view that Lisnevin was an assessment centre for IRA/UVF paramilitaries at that time to see if they were fit for prison. I should never have been put in that institution to mix with others who were involved in paramilitary activity.
23. They locked me up and kept me in a cell at night and sometimes during the day for about twenty months. Most of the boys stayed in dormitories, however some were also in cells. They said I was uncontrollable. I stayed in almost solitary confinement. I spent two periods of about 6 weeks each time in Muckamore Abbey and I was put on 600mg of Ospolot tablets to keep me suppressed.
24. I was beaten in Lisnevin in the cells by the housemasters called LN 1 and LN 2. They punched and kicked me. There was a teacher called LN 3 and I think she saw a lot of things that were going on in Lisnevin. LN 3 is still alive.

Other institutions

25. I was moved from Lisnevin to various borstals. I think this was under a court order. I spent time in Crumlin Road Prison and Armagh Prison. I think I was released when I was about seventeen and a half.

Life after care

26. I spent time in various prisons including Magilligan and Long Kesh for hijacking and kidnapping after I left care. When I got out of prison I met my mother. There were no feelings there as I didn't know her. I met my father for the first time when I was forty. He lives in England.

PRIVATE

per day, compared to my dosage of 600mg per day. I witnessed these boys getting beaten by various housemasters.

4. I remember the surnames of three housemasters who would have beaten and kicked us, but there were others. There was a man by the name LN 10 who, I believe, became a [REDACTED]. There was another male named LN 11 who played for [REDACTED] and the third male, LN 12 was a [REDACTED]. All three of these men beat me at various times. There was a female art teacher who I believe witnessed what was going on in Lisnevin, but did nothing to stop it, or to help us.
5. While I was in Lisnevin, I was taken out at the weekends by LN 13 LN 13 who was a [REDACTED] and the [REDACTED] and his wife LN 14 to their home in [REDACTED]. They had young children. Sometimes there were two other boys there at the same time, called [REDACTED] and [REDACTED] don't know where they came from. LN 13 and his wife would buy us cigarettes and alcohol. They would put drink outside for us, to stop us touching their alcohol which was kept in the house. I touched LN 14 breasts. I cannot recall how this came about because I was under heavy medication at the time. I remember that if I came out of my room, her bedroom door would have been lying open and I could see in. I would have been aged around fourteen years. I believe LN 14 lives in [REDACTED] now.

Other institutions

6. Whilst I was in Armagh Prison, I was put in a wing with detainees and I don't believe I should have been put there. I was only aged about fifteen years at the time. On one occasion there was a riot. I happened to be on the scene at the time. We were all handcuffed and taken to Crumlin Road Gaol. As we walked through the prison guards, we were punched and kicked by them the whole way in. They stripped us and took us into the doctor. They brought us up to the cells and we had to stand spread-eagled. If we moved at all, we were punched or kicked. When I was in Magilligan, one of the punishments

1 Q. -- in respect of your time in Lisnevin.

2 So, HIA94, what we will try to do is find the
3 individuals that you explain beat you. Can you tell the
4 Panel where those beatings would have happened in
5 Lisnevin?

6 **A. Either in the showers, living room or in the cells.**

7 Q. So in the cell area --

8 **A. Oh, aye, in the cell.**

9 Q. -- or the showers or the living room?

10 **A. That's right.**

11 Q. And was it more the use of fists and feet or --

12 **A. Anything at all. Anything.**

13 Q. Anything?

14 **A. They just couldn't control me.**

15 Q. Okay. Well, if we can find those individuals, we'll
16 seek --

17 **A. Thank you.**

18 Q. -- a response from them in relation to those matters?

19 **A. All right.**

20 Q. HIA94, is there anything else we haven't covered about
21 Lisnevin that you want me to touch on?

22 **A. Lisnevin? Just that I was locked up for twenty months**
23 **in the cells, at least twenty months, you know. I am**
24 **not talking about during the day when I misbehaved.**
25 **I am talking about night. So why was I treated like**

HIA REF: []

NAME: []

DATE: []

THE INQUIRY INTO INSTITUTIONAL ABUSE 1922 TO 1995

Witness Statement of

I, **LN 8** will say as follows:-

1. Having taken time to read the contents of the file that I received on 19th September 2015, I wish to make the following Statement on behalf of myself in order to clarify a number of matters contained therein and refute any allegation made against me by Mr **HIA 94**

2. **LN 8**

3. I refute without reservation that I was involved in the alleged incident to which **HIA 94** has referred.

4. I was Joint key-worker for **HIA 94** throughout his stay in Lisnevin.

5. It is my belief that **HIA 94** was the only admission to Lisnevin ever to be afforded two key-workers.

6. At an early stage I believe that the decision was taken by Senior Management to allocate a second key-worker for **HIA 94** due to the very aggressive and often physically threatening behavior that he displayed towards both staff and other young people in the Special Unit. At that time all staff worked a shift system and it was thought beneficial for Mr **HIA 94** to have a key-worker on each team. I believe that I may have been selected at that time simply because I was alphabetically at the top of the list.

7. Reference LSN-005/23. From recollection **HIA 94** was unable to cope with being placed in the larger bedrooms, and at a very early stage requested to be placed in one of the single rooms on the ground floor. These rooms served several purposes.

- a. - as an isolation room for young people who were deemed by the nurse to be medically in need of isolation, as Lisnevin did not have alternative medical facilities in which young people could be isolated -
- b. - on occasions as a facility when new admissions had difficulty integrating into the Special Unit group -
- c. - as an isolation room for young people from the Special Unit group if they had been involved in serious incidents with either other young people or members of staff. On these occasions the time which a young person spend in these rooms was carefully monitored, and when it was deemed that they had settled down sufficiently, they were immediately reintegrated back into the group.

8.
Reference LSN-005/24. As joint key worker I have no recollection of [HIA 94] or any other young person or member of staff, ever making any complaint to me reference any form of assault. I would add however that it was often necessary for members of staff to physically remove [HIA 94] following a violent outburst.

9.
Reference LSN-009/4. I again without reservation refute the allegation that I beat Mr [HIA 94] at any time during his stay in Lisnevin.

As stated, I was indeed a rugby player and [HIA 94] would have been one of the young people who regularly came and watched me play accompanied by other members of staff. I would add that I was not the only member of staff who played rugby and in fact we did have a staff rugby team as well as a staff football team. In addition a number of staff members also played gaelic sports.

10.
Reference LSN-091/19/08/1974. At no time did [HIA 94] ever come to our home on weekend leave. He did however stay with my wife and me on one occasion at the request of Senior Management, and that may well have been on 19/08/1974 as stated. On that one occasion, Senior Management had asked me as his on-duty key worker, to take Mr [HIA 94] overnight as another young person was to be admitted that evening to Lisnevin from St. Patrick's Training School, and it was my understanding that they (Senior Management) - did not want [HIA 94] and the other young person to be in the same environment. I had been advised at that time that both young persons had previously been involved in a number of serious incidents, and there was great concern with regard to having them both in Lisnevin at the same time. Whilst I did not have occasion to meet the other young person, it was my understanding at that time that he was to be admitted to Lisnevin Special Unit on a temporary basis only, prior to being formally removed to the Borstal system. From recollection it was the following day that, at the request of Lisnevin, my wife and I took [HIA 94] to Lisburn to stay with another befriending family who were known to Lisnevin. I cannot remember their name.

11.
LSN-163/Exhibit 1. As his joint key-worker I never had any difficulty talking to [HIA 94] but I was always very careful not to put myself in a position where I was unable to withdraw should it become necessary. Following his frequent removals from class I would often allow him to join whichever class group I was teaching at the time, as an additional member of the group. Teachers in general were often reluctant to have him back into their class so soon after a violent outburst. However, he appeared to enjoy coming to my class and over time we developed a very good working relationship.

management advice stemming from such “assessments”. It is highly likely that he was put on medication when there to “supress” him.

72. HIA 94 alleges that he was beaten in the cells by housemasters called LN 1 LN 1 and LN 2 LN 2. In a supplementary statement (dated 12/3/14) the complainant acknowledges that LN 1 LN 1 and LN 2 LN 2 were in fact residents in Lisnevin and not staff. This is correct. Both boys would have been of similar age to the complainant. It is difficult to see how he could have made this mistake, unless it was a mistake when the statement was being written down. I believe that this person’s key worker was LN 3 LN 3 who was then a teacher in Lisnevin.

I believe that she is still alive and would have a good knowledge of what happened to this person in Lisnevin.

73. I believe that the statements about moving to borstal and prisons are correct. I met HIA 94 on at least a couple of occasions after Lisnevin and confirm that he lived a very difficult life in and out of prison and various institutions. The last time I met him he told me that he had five children. He came to Lisnevin a much damaged person and was one of the most disturbed and violent young people I have known.

HIA94: Addendum statement (dated 12/3/14)

74. HIA94 explained that LN 1 LN 1 and LN 2 LN 2 were in fact residents and not house masters as stated in previous statement. As noted above, this is correct. He says that he witnessed both boys getting beaten by various housemasters. I have no comment to make concerning the veracity of this statement.

75. He says that he remembers the names of three housemasters who would have beaten and kicked residents. One was called LN 10 LN 10 who he believed, became a police officer. There was a housemaster by the name of LN 10 LN 10 I do not believe that he stayed on the staff of Lisnevin for very long. There was also a housemaster called McCoy (or very similar name) who did play football for Ards, who again did not stay on the staff for long. The third was actually a craft teacher named LN 8 LN 8. He was a rugby player and very well built and strong. He was one of the few people who could handle the complainant when he became aggressive. He actually seemed to have quite a good relationship with the complainant. He stayed on the staff of Lisnevin for many years but retired early. There was an art teacher named LN 81 LN 81 who certainly remained on the staff until the move to Millisle. I have no evidence that his accusations of assault are true, but I do remember LN 8 LN 8 telling me that he had the permission of the Principal, LN 6 LN 6 to use as much force as necessary to control the complainant’s behaviour.

76. Peter McLaughlin was an MP and head of Bryson House for many years. He is since deceased. He did go on weekend leave to McLaughlin’s House on many occasions. Eventually the leave had to be stopped because of the complainant’s behaviour. This included the use of alcohol and violence.

12.

LSN-167/6. I was asked to attend Newtownards Juvenile Court as his key-worker on duty that morning. I was not asked to speak.

13.

LSN-172-24th/25th January. I was on duty on the 25th January and was tasked with collecting [HIA 94] from hospital. I believe that the hospital staff had requested his removal as he had become very aggressive and disruptive.

14.

LSN-177/5th April. I have no recollection of this particular conversation, but I certainly would have had to speak to [HIA 94] on numerous occasions with regard to the unacceptable language he frequently directed towards female members of staff in particular, and to staff and young people in general.

15.

LSN-184/9th Sept. The removal of a ring from a boy's swollen finger was a procedure that I had to carry out on many occasions. It was completely painless and once the ring was removed it was placed in the young persons property.

16.

Day 139 Page 144/16. I do remember this incident but I believe that I was not on duty at the time. I have no recollection with regards to the member of staff involved at that time.

17.

Day 139 Page 146. From recollection I was in the Duty Office at the time of this incident. On hearing the screams for help from a member of staff I had immediately rushed out to give assistance. However, there were already a number of other members of staff trying to intervene as [HIA 94] was kicking and punching a member of staff in a most violent manner. I do not remember who these members of staff were. I recollect however that both boys and staff had barricaded themselves in the common room for fear of being attacked by [HIA 94]. I assisted in the removal of [HIA 94] to one of the single rooms. This was carried out with a high degree of difficulty as he was an extremely strong young man. I believe this was the only time that I was ever actively involved in the removal of Mr [HIA 94].

Statement of Truth

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

[HIA 94]
LN 8

Date: 24 September 2015

1 respect of SPT3 there is a solicitor, Mr Burke, from
2 MacElhattons who is present today, Chairman. I think
3 there are various matters connected to that individual
4 that has not been resolved as yet --

5 CHAIRMAN: Yes.

6 MR AIKEN: -- but he is here in a watching brief capacity.

7 So in respect of Lisnevin, HIA94, we looked at some
8 records in respect of your time there and I am not going
9 to open those. You and I discussed what they contain
10 and the Panel are aware of what they contain, and I was
11 explaining to you that in the management board minutes
12 of Lisnevin, which are available to the Inquiry, you had
13 a specific section where you were being discussed at
14 each management board meeting to see what could be done,
15 and I was pointing out to you that there's a record of
16 you having broken a member of staff's nose and various
17 assaults occurring that made it in the view of Lisnevin
18 impossible for them to keep you and that's why you were
19 moved to the borstal. You don't yourself remember those
20 incidents --

21 **A. No.**

22 Q. -- from you and I speaking. You do remember LN3?

23 **A. Oh, I remember LN3.**

24 Q. And you remember and have a positive view of her working
25 with you?

1 Q. -- in respect of your time in Lisnevin.

2 So, HIA94, what we will try to do is find the
3 individuals that you explain beat you. Can you tell the
4 Panel where those beatings would have happened in
5 Lisnevin?

6 **A. Either in the showers, living room or in the cells.**

7 Q. So in the cell area --

8 **A. Oh, aye, in the cell.**

9 Q. -- or the showers or the living room?

10 **A. That's right.**

11 Q. And was it more the use of fists and feet or --

12 **A. Anything at all. Anything.**

13 Q. Anything?

14 **A. They just couldn't control me.**

15 Q. Okay. Well, if we can find those individuals, we'll
16 seek --

17 **A. Thank you.**

18 Q. -- a response from them in relation to those matters?

19 **A. All right.**

20 Q. HIA94, is there anything else we haven't covered about
21 Lisnevin that you want me to touch on?

22 **A. Lisnevin? Just that I was locked up for twenty months**
23 **in the cells, at least twenty months, you know. I am**
24 **not talking about during the day when I misbehaved.**
25 **I am talking about night. So why was I treated like**

- HIA 94 attended Ards Hospital ENT clinic. 'He is slightly deaf in right ear and must be placed at front of classroom'.

23rd Dec

- HIA 94 attacked LN 5 a member of staff. He was caned for the attack.

27th Dec

HIA 94 provoked a fight with another boy in the bathroom. As punishment he was sent to single room and was not allowed any cigarettes. He stayed there from morning until 2.50pm.

Attempted to provoke another row with boy from earlier bathroom incident.

Permitted a smoke at bed time.

28th Dec

Placed in single room for fighting with another boy and 'impertinence to staff'. Cigarette ration stopped for rest of day. Allowed out at lunch time but required 'maximum supervision'.

Was allowed cigarette after tea as behaviour had improved

Night staff told to keep HIA 94 door locked.

31st Dec

HIA 94 went for 11/2 hour road run with 5 other boys.

2nd Jan 1974

Went for cross country run with 4 other boys to Scrabo Tower and back.

4th Jan

HIA 94 urinated on bathroom floor when boys were getting dressed. Lost 3 morning cigarettes as a result.

Michael went to Ards swimming pool with 6 other boys.

5th Jan

Incident in dining room where HIA 94 apparently accused another boy of having a father who was in informer and who had been shot for informing. HIA 94 advised by staff that a repeat of this would result in him being caned.

12th Jan

HIA 94 went for trip round Ards Peninsula with 6 other boys in the school minibus.

13th Jan

1 **because it's affected them. My life has affected other**
2 **people.**

3 **A memorial, no, I wouldn't -- I wouldn't even go and**
4 **look at it. So it's pointless.**

5 Q. HIA374, the last question that we ask each witness is
6 whether there's anything else about their time in the
7 place --

8 **A. Uh-huh.**

9 Q. -- that we're looking at that they have come to speak to
10 us about today, so anything to do with Lisnevin or
11 St. Patrick's, that I haven't covered.

12 **A. Right.**

13 Q. I think you were saying to me that other than those two
14 incidents, one of which you don't think was sexual, and
15 the other you don't know who that was --

16 **A. No. The incident in Lisnevin as far as I -- my**
17 **recollection is it was just like man to man. You know,**
18 **you are in the adult world now, and it wasn't -- I still**
19 **to this day don't class it as being sexual. I don't**
20 **think the man was getting gratification out of it, but**
21 **St. Pat's was a different story and borstal was**
22 **a different story, but Lisnevin, no, I can't -- I didn't**
23 **witness anybody else in Lisnevin getting abused, hurt,**
24 **harmed, shouted at, nothing.**

25 **St. Pat's, I never seen the staff lift their hand to**

HIA INQUIRY RESTRICTED

was going on and as soon as I released him they surrounded me and began to assault me. I ended up on the ground and I was kicked and punched.

7. If I misbehaved I was taken to the punishment block which was at the end of a long hallway. I was always taken there by 4 or 5 staff and they bent my arms and legs in a particular way which they called controlled restraint. It was absolute agony when they put me in that position. The staff always stopped on the way to the punishment block in a particular place and I was beaten probably 90% of the time they stopped. I have always believed that it was a CCTV black spot so that they could beat me without being detected but I do not know for sure. It could have been because they were tired. When I arrived at the cell I was dumped on the floor and left on my own. The cell had high barred windows and there was no furniture in it. At night the staff would give me a blue mattress to sleep on but it was taken out each day.
8. I remember an incident which happened in the recreation room which disturbed me. It was in the evening time and 4 or 5 staff came into the room and began to ask the boys there about a lighter which had gone missing. I did not know anything about the lighter but before I knew what was happening I was put into the restraint position and beaten. I felt someone putting their hands inside me. I don't know whether it was fingers or an object that was put inside me. I felt it moving around inside me and I had the urge to go to the toilet. I soiled myself a little bit. I don't remember the names of the officers who were involved in that incident. I cannot remember if this intimate search took place in the recreation room or in the punishment block.
9. I remember another occasion when I was put in the punishment cell wearing only pyjamas and slippers. I had either been punched in the face or thrown to the floor. My nose was bleeding and I had excrement all over my pyjamas because I had soiled myself. I remember ripping them off and throwing them out the window. I always seemed to get picked on for punishment even if I had not done anything wrong. There was a fight between two boys at the snooker table one night and I was taken away to the punishment block even though I was not one of the boys involved and had only been watching the fight.

HIA INQUIRY RESTRICTED

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HIA INQUIRY RESTRICTED

10. On another occasion, I was quite bruised following a punishment beating and a nurse walked into the punishment cell where I was being held. She looked at me, laughed and walked out again. She told the other staff members that I would live and they all laughed as well. I could not believe that someone who was supposed to help me could be so callous.
11. I only remember one member of staff at Lisnevin who was kind to me. He was called LN 29 and I believe that he was a born again Christian and was a very pleasant man. Sometimes he used to bring in little cigars and bottles of Coke and he would sit and talk with me. I remember an incident when he helped negotiate an agreement between me and the other staff. I was in a cell with a boy from Belfast called LN 30. Both of us thought that we were going to be beaten so we barricaded ourselves into the cell. Staff tried to get us to surrender as did the Governor but we were afraid that we would receive a worse beating and refused to come out of the cell. LN 29 came to speak to us on his own and he told us that he would stay with us and ensure that nothing happened to us. We agreed to come out and we were not physically attacked. I recollect that I was charged with criminal damage for the damage caused to the cell.
12. I don't recall many visitors during my time there. I have absolutely no memory of anyone from probation, welfare staff or social workers coming to visit me. My father came to visit once and one of the officers made me wear pyjamas rather than my ordinary clothes during the visit. When I raised this with him I was told I had to earn the right to wear my normal clothes. I found this humiliating. I felt singled out as none of the other inmates were treated like this.
13. I was in Millisle for about 3 months. I remember it as a lonely and frightening time. I had very little contact with the outside world and I don't remember writing or phoning anyone regularly. It was separated into the care section and the justice section. The justice section was downstairs in the building and the care section was upstairs. The care section had carpets and curtains and other

1 talking about. I am not going to open those to the
2 Panel. The Panel are aware --

3 **A. Uh-huh.**

4 Q. -- of them. I was showing you a particular entry. If
5 we look at 27th April at 21446, I was hoping this would
6 help you remember who LN 75 was, but this is where
7 on 27th April it's being recorded:

8 "I" -- and it seemed to be signed by possibly
9 an LN 25, if that's a correct interpretation of the
10 signature -- "I spoke with LN 75 and HIA138 this
11 morning re placing -- explaining to them that the staff
12 were prepared to give them a chance in the same common
13 room together and we expected their behaviour to match
14 our faith in them."

15 So it seems that from the records you and he were
16 running mates at times, but also there's reports of you
17 being told off for slapping each other and so on and so
18 forth. So it may have been when you were together it
19 got out of hand or more out of hand, and this seems to
20 be the staff, presumably already having not allowed you
21 to be in the common room together, then being prepared
22 to let you be in the common room together, but telling
23 you that they expected you to behave properly,
24 reflecting the faith they were showing in you --

25 **A. Uh-huh.**

1 Q. -- to let you do that. You don't have a memory of that
2 type of thing yourself, HIA138?

3 **A. No. I can't remember that being said to me, no.**

4 Q. Okay, and there are various other records of you and
5 other boys being removed from each other's rooms and
6 barricading type scenario. You were saying to me that
7 would have been how the boys carried on, that these
8 things would have escalated and --

9 **A. Well, see, I don't really know. It's hard to answer.**

10 Q. And the -- there are references -- for instance, if
11 I show the Panel an example on 5th May, if we look at
12 21448, there is one of a number of entries we looked at,
13 HIA138, which shows:

14 "HIA138 and LN 75 early to bed."

15 You were explaining to me that that meant
16 effectively you were separated from the group, put into
17 your room --

18 **A. Yes.**

19 Q. -- and that's where you had to stay.

20 **A. Yes.**

21 Q. There is a particular incident that -- in May of '90.
22 I am not going to bring up the records for it. I think
23 you do remember it to some degree, you hitting another
24 boy.

25 **A. Yes.**

1990 May

Bail St. Johnston Bail

Friday 131-234 PAYE Week 6

11

been red. Res for Chapel 930

08.00 followed by smokes and shop by classes. All court boys left in time. rise having used abusive language to staff and also attempted to strike Mr Doyle. clothing and joined group at chapel time and he then joined class group. 09.00 boys then returned at 12.5 followed by smokes and activities. 10.00 meeting

Afternight

Team on duty at 1-45. placed in his room after a scuffle down the corridor on his way to the gym. assault results in him getting injuries to his nose. HIA 138. his room he again started fight and at this stage he was moved to separation. At allsoft and removed from the dining room. became abusive about a staff through out clothes and barricading himself in his room. 13.00 in separation I feel because HIA 138. starts to kick his door continuously. Not spent one ten in his room and joined the group after staff period. Boys settled to watch a video. Staff off at 9.00. D on deck at 9.00. Staff off as per note.

15.00

16.00

17.00

General alarm sounded. clothes caught accidentally 2.20. needed for amature 4.40

3 x's early bed.

Built it first suspended sentence 12 months.

Calendar grid showing days of the week (T, W, T, F, S, S, M, T, W, T, F, S, S, M, T, W, T, F, S, S, M, T, W, T) and dates (3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31). Includes handwritten notes: 'M. Lavelin' and 'P.A.C.E. overnight'.

1 For instance, there is one --

2 **A. Uh-huh.**

3 Q. -- on 26th March where the two of were you warned about
4 slapping each other. You don't have any memory of any
5 of this.

6 **A. No, no.**

7 Q. There's a reference to -- I am not sure we discussed
8 this one -- there is a reference to you threatening a
9 LN 76 with a piece of wood. You don't have any
10 memory of that.

11 **A. No.**

12 Q. But what you were saying to me in the round, as you
13 reflected on these things, you with others --

14 **A. Yes.**

15 Q. -- and everybody on that justice side --

16 **A. Uh-huh.**

17 Q. -- at that time would have been difficult enough boys --

18 **A. Yes.**

19 Q. -- to look after.

20 **A. Yes.**

21 Q. I think you used "wild" boys --

22 **A. Yes, yes.**

23 Q. -- as it were, from wherever parts you came from --

24 **A. Uh-huh.**

25 Q. -- to be there, and it would have been difficult enough

PRIVATE

4. I was often intimidated and bullied by other residents and staff never took any action when they witnessed this. There was a hierarchy among the residents in Lisnevin. When arguments broke out this gave staff the opportunity to restrain us and remove certain residents to 'The Block'.
5. I was also regularly intimidated and bullied by staff. If I tried to stand up for myself, the staff would restrain me. I was restrained by two members of staff who would push both my arms up behind my back. This would have been excruciatingly painful. I would scream and plead for them to stop but they never did. I was then dragged like an animal to 'The Block' in the Scrabo unit. 'The Block' was an empty room with the exception of a blue mattress. This room had a broken window. Staff would leave me there for up to two days at a time. I was given very little to eat and drink when I was in 'The Block'. I believe 'The Block' was not a fit or safe place for animals let alone children.
6. During my time in Lisnevin I was put in 'The Block' between ten and fifteen times. When I was there I was in total despair and suicidal. I would have taken my life but there was nothing in this room that would have allowed me to do so.
7. I do not recall the names of the individual staff members responsible for this abuse, although LN 25 was in charge of the staff and I believe he would have been fully aware of what was going on. I would recognise the other staff involved from photographs. LN 25 never assaulted me however I do remember seeing him restraining other residents.
8. I recall on one occasion a member of staff told a joke. He kicked me on the lower back with full force as he believed I was laughing at him rather than at his joke. I do not recall his name however he was a small, bald man who was approximately fifty years old.
9. On another occasion a member of staff who played rugby tackled me for no reason when I was attending an outdoor activity. I was thrown to the ground and was winded from the ordeal. I do not remember his name. However he was well built.

PRIVATE

10. I recall a member of staff called LN 26. He came to work wearing Glasgow Rangers football t-shirts and jewellery with this team's motif. I believe all the staff in Lisnevin were protestant.
11. There was one member of staff called LN 27 who was a good man who treated all the residents in Lisnevin the same regardless of our religion.
12. I recall when I was playing snooker with other residents LN 25 would tell us not to play shots known as crosses. I believe he was referring to our catholic identity.
13. During my time in Lisnevin I observed other residents suffer the same brutality as I suffered. I recall the sound of the panic alarms followed by the screams of other residents being restrained and dragged to 'The Block'.

Life After Care

14. When I left Lisnevin I worked for my father. However I always had an interest in horse racing. I completed a course [REDACTED] at the [REDACTED]. This course enabled me to gain employment at a racing yard [REDACTED].
15. I returned home to Northern Ireland and met my partner. I have two daughters.
16. I am trying to move on with my life as best I can, however, the memories of the abuse I suffered in Lisnevin are always with me and continue to badly affect me. I do not believe I will ever forget the abuse and suffering which I was subjected to during my time spent in Lisnevin.
17. I have very distressing and upsetting memories from the time I spend in Lisnevin Remand Centre.

PRIVATE

4. I was often intimidated and bullied by other residents and staff never took any action when they witnessed this. There was a hierarchy among the residents in Lisnevin. When arguments broke out this gave staff the opportunity to restrain us and remove certain residents to 'The Block'.
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8. I recall on one occasion a member of staff told a joke. He kicked me on the lower back with full force as he believed I was laughing at him rather than at his joke. I do not recall his name however he was a small, bald man who was approximately fifty years old.
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Usually residents would only remain in the separation unit for a short period of time however, in the event of serious incidents of violence or aggressive/disruptive behaviour; a resident could remain in the separation unit for a longer period. Separation time was defined by Senior Management in each particular instance; it is impossible to be more specific in this regard.

5. From my experience and recollection it is not true that residents were given very little to eat and drink during spells in the separation unit. The Regulations provided that food and drink were never to be withheld from the occupants of the separation unit. Food was served at the same time as the rest of the Centre, i.e. breakfast at 09:00, lunch at 13:00 and dinner at 17:00. The occupant of the separation unit would be fed the same quantity and quality of food as the rest of the young people in the units. The only difference was that food was served in a hard plastic tray, and plastic cutlery was used to ensure the safety of the young person. Water and other drinks such as juice, tea and coffee were provided at meal times and also between meal times upon request.
6. I cannot recall whether the separation unit room had a broken window as claimed by Mr Grattan. It was an empty room with a blue mattress on the floor. The purpose of the room was to ensure that an agitated resident would not be able to harm himself or others and it was therefore necessary to ensure it contained no furniture or other items which may have allowed the resident to do so. To the best of my recollection the room was kept clean and toilet facilities were available by knocking on the door upon which an officer would bring the young person to the toilet located at the bottom of the corridor. There was also an office at the end of the corridor which was staffed full-time whilst a resident was in the separation unit. A set of the Regulations referred to in paragraph 4 above were kept in this office for reference purposes. A staff member was required to enter a written report in the record at 15 minute intervals regarding the behaviour of the young person in the separation unit. When that member of staff deemed the young person to have calmed sufficiently during such an interval, the young person would be returned to his unit. I would say, however, that I witnessed a certain culture amongst the young people within the Centre that being taken to "the Block" was seen as a 'badge of honour'.
7. There were medical and psychology staff working at the Centre who were employed to attend to the residents' physical and mental health needs.
8. Staff members were properly trained to use certain restraining techniques in the event of violent or disruptive behaviour in order to minimise the risk of injury to the young person, staff and/or other residents. By definition such techniques were used to restrain the resident but I certainly would not consider the techniques to have had the effect described in Mr. Grattan's statement and cannot ever recall witnessing such scenes at any time during my employment at the Centre. While I fully accept that I was aware that such restraining techniques were used by staff members, and that during the course of my employment I was occasionally required to restrain residents myself, I totally refute that the manner in which such actions were carried out amounted to the intimidation, bullying or assault of residents.
9. There was a working and effective complaints procedure in place within the Centre, whereby a senior member of Management would assess any complaints made by residents against any members of staff. To the best of my knowledge, during my employment at the Centre, I had a clean disciplinary record.



HIA REF:

NAME:

DATE:

 THE INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE 1922 – 1995

Witness statement [REDACTED] LN 25

[REDACTED] LN 25 will say as follows:-

1. [REDACTED] LN 25 I was employed at Lisnevin Remand Centre (the 'Centre') which was then situated at Kiltonga, Belfast Road, Newtownards. I was employed at this time in [REDACTED] LN 25 [REDACTED] LN 25 [REDACTED] LN 25 Millisle. I resumed my employment as a Care Worker and eventually [REDACTED] LN 25 in [REDACTED] LN 25 [REDACTED]
2. There was a senior Management structure within the Centre during normal office hours, i.e. 9:00-17:00. During those hours I was not the overall Manager, but was responsible for overseeing the teaching staff, the dining room staff and the cleaning staff generally. After hours, once senior Management had left the Centre i.e. after 5pm, I would often assume managerial responsibility for the entire Centre. During the course of my employment I considered myself reasonably well respected and popular amongst both the staff and boys alike.
3. I have read the witness statement of [REDACTED] HIA 418 dated 18th May 2015 which has been provided to me, and wish to be given the opportunity to respond to the allegations raised therein, insofar as I am able to do so. I have no more than a vague recollection of Mr [REDACTED] HIA 418. I am very surprised by [REDACTED] HIA 418 allegations. As stated, during my time in the Centre I occupied a general supervisory role over different units and can attest that I never witnessed nor was party to any instance or culture of bullying or intimidation within the Centre created or carried out by either myself or other staff members. There was no religious segregation amongst the units and boys were simply placed into units on the basis of availability irrespective of age or background. I am also surprised that [REDACTED] HIA 418 cannot recall the names of the individual staff members against whom he raises allegations of assault, intimidation and bullying, as these individuals would have been working with the young people within the unit on a day-to-day basis and were well known to them by name.
4. In paragraphs 5-7 of his witness statement [REDACTED] HIA 418 refers to "the Block". "The Block" was a colloquial term for the separation unit within the Centre. The separation unit was used when a young person became so violently disruptive, disruptive and/or out of control as to represent a danger or disruption to staff members, fellow residents or himself. In those circumstances the offending resident would be sent to the separation unit to give him time and space to calm down. There was a very clear set of Regulations in place which staff members were required to follow when a young person was referred to the separation unit. I cannot recall precisely the nature of these Regulations given the passage of over 20 years.

Usually residents would only remain in the separation unit for a short period of time however, in the event of serious incidents of violence or aggressive/disruptive behaviour; a resident could remain in the separation unit for a longer period. Separation time was defined by Senior Management in each particular instance; it is impossible to be more specific in this regard.

5. From my experience and recollection it is not true that residents were given very little to eat and drink during spells in the separation unit. The Regulations provided that food and drink were never to be withheld from the occupants of the separation unit. Food was served at the same time as the rest of the Centre, i.e. breakfast at 09:00, lunch at 13:00 and dinner at 17:00. The occupant of the separation unit would be fed the same quantity and quality of food as the rest of the young people in the units. The only difference was that food was served in a hard plastic tray, and plastic cutlery was used to ensure the safety of the young person. Water and other drinks such as juice, tea and coffee were provided at meal times and also between meal times upon request.
6. I cannot recall whether the separation unit room had a broken window as claimed by Mr HIA. It was an empty room with a blue mattress on the floor. The purpose of the room was to ensure that an agitated resident would not be able to harm himself or others and it was therefore necessary to ensure it contained no furniture or other items which may have allowed the resident to do so. To the best of my recollection the room was kept clean and toilet facilities were available by knocking on the door upon which an officer would bring the young person to the toilet located at the bottom of the corridor. There was also an office at the end of the corridor which was staffed full-time whilst a resident was in the separation unit. A set of the Regulations referred to in paragraph 4 above were kept in this office for reference purposes. A staff member was required to enter a written report in the record at 15 minute intervals regarding the behaviour of the young person in the separation unit. When that member of staff deemed the young person to have calmed sufficiently during such an interval, the young person would be returned to his unit. I would say, however, that I witnessed a certain culture amongst the young people within the Centre that being taken to "the Block" was seen as a 'badge of honour'.
7. There were medical and psychology staff working at the Centre who were employed to attend to the residents' physical and mental health needs.
8. Staff members were properly trained to use certain restraining techniques in the event of violent or disruptive behaviour in order to minimise the risk of injury to the young person, staff and/or other residents. By definition such techniques were used to restrain the resident but I certainly would not consider the techniques to have had the effect described in HIA 418 statement and cannot ever recall witnessing such scenes at any time during my employment at the Centre. While I fully accept that I was aware that such restraining techniques were used by staff members, and that during the course of my employment I was occasionally required to restrain residents myself, I totally refute that the manner in which such actions were carried out amounted to the intimidation, bullying or assault of residents.
9. There was a working and effective complaints procedure in place within the Centre, whereby a senior member of Management would assess any complaints made by residents against any members of staff. To the best of my knowledge, during my employment at the Centre, I had a clean disciplinary record.



1 **A.** LN 40 **yes.**

2 Q. That was the name you couldn't remember when we were
3 talking earlier.

4 **A.** **I couldn't get it into my head this morning. Yes.**

5 Q. Because one of the things -- just pausing there -- we
6 were talking about whether Board members came and
7 visited Lisnevin.

8 **A.** **Yes.**

9 Q. You remember them doing that.

10 **A.** **Yes.**

11 Q. This is one of the people you remember. You also
12 remember Wesley Hugh coming to visit.

13 **A.** **Wesley Pugh.**

14 Q. Pugh. Sorry.

15 **A.** **Yes.**

16 Q. But this -- I mean, I was asking you what you recalled
17 about all of this, LN25, and please correct if I have
18 got what you told me wrong, but you said that this boy
19 had made an allegation to somebody else about you. You
20 thought it had gone to court. You were asked by your
21 manager what had happened. You told him what had
22 happened, and then the next you heard about it was that
23 the manager said it had gone to court and you had no
24 case to answer.

25 **A.** **That's exactly right.**

VISITING:

When you are admitted to the Unit your parents or guardian(s) will be told that you are here. They will also be told of Visiting arrangements. You will be allowed 2 Visiting Cards - each card to admit one person. Only persons holding visiting cards will be admitted. Visitors are allowed to bring you confectionery, fruit, and/or money. Any money brought for you will be lodged in your Account.

Normal Visiting time is as follows:- Sunday 2 30 pm - 3 45 pm

In exceptional cases visits may be arranged at other times.

IMPORTANT:

While at Lisnevin you may feel that you are being treated unjustly or that your rights are not being protected. Should you feel this to be the case you should bring your complaint to your Keyworker who will discuss it with you. Should such discussions fail to resolve the matter to your satisfaction, you may then ask to see the person in charge of the Unit. Your final appeal may be to Dep. Director (Care) or Dep. Director (Educ.). Should this contact fail to satisfy you, you may then refer the matter to the Management Board, through the Director.

LN 42

Dep. Director (Care)
13.10.86

Mr Gordon stated that Lisnevin School's procedures are likely to be among the best of those presently being applied in the system.

MAIN AGENDA

FINANCE

2. Mr Gordon reported that spending in this financial year is in line with the forecast spend. He pointed out that this was due to tight managerial control within the Centre but that this did not necessarily mean good management in terms of child care provision.

ALLEGED ASSAULTS

3. Mr Gordon reported that in the three cases of alleged assault upon boys in Lisnevin 1 boy had withdrawn his allegation. Notwithstanding senior management of the School had continued with investigations and had found no substance in the original allegation. In the second case the RUC had found that there was no case to answer. In the third case the RUC could find no further evidence but had decided to refer the papers to the DPP for an independent assessment.

RELATIONSHIPS WITH THE MEDIA

4. [LN 42] indicated that senior management and staff at the School are concerned about the adverse publicity which the school has received in recent weeks. He suggested that the NIO should seek to promote a more positive image for Lisnevin. [LN 42] suggested that perhaps Lisnevin School should hold open days and invite members of the judiciary, police officers and media representatives to inspect the premises.

Mr Johnston suggested that such an exercise could be linked to the provision of facilities for girls.

5

ASSESSMENT OF [REDACTED] VIN REFERRED BY NIACRO INDEPENDENT REPRESENTATION SCHEME - 1994 - 2000

DATE	REF N	NATURE OF COMPLAINT	OUTCOME	RECOMMENDATION
1 8.8.94		PHYSICAL ASSAULT - STAFF	DID NOT COMPLAIN	CHECK RECORDS
2 24.8.94		DITTO	SOLICITOR TOLD	NO ACTION —
3 24.8.94		DITTO	NO COMPLAINT	CHECK RECORDS
4 22.8.94		ALLEGED VERBAL ABUSE <i>BY STAFF</i>		NO ACTION —
5 17.10.94		* ALLEGED BULLYING	STAFF VIGILANCE	NO ACTION —
6 19.10.94		SELF Injury	TO SEE PSYCHOL	NO ACTION —
7 2.11.94		VERBAL ABUSE - STAFF	STAFF ADVISED	NO ACTION —
8 9.11.94		CONCERN RE EARLY BEDS	LED TO RIOT <i>4-3-94 11/94</i>	
9 1.12.94		PHYSICAL ASSAULT - STAFF		CHECK RECORDS
10 4.1.95		• PRIVACY WHILE IN SHOWER		CHECK RECORDS
11 30.5.95		* ALLEGED BULLYING <i>by another boy</i>	REF JOINT FORUM	NO ACTION —
12 13.7.95	8 AND	* ALLEGED PERSISTENT BUL'G <i>by other boys</i>	STAFF VIGILANCE	NO ACTION —
14 4.8.95		ALLEGED PHYSICAL ASSAULT <i>BY STAFF</i>		CHECK RECORDS
15			REF JOINT FORUM	
16 5.6.96		SECTARIAN BEHAVIOUR- BOY <i>ONE</i>	NONE	NO ACTION —
17 18.12.96		* ALLEGED BULLYING <i>by another boy</i>	STAFF ALERTED	NO ACTION —
18 8.5.97		ALLEGED ASSAULT - STAFF	MEDICAL	
			CONFIRMED INJURY	
			? SELF INFLICTED	
			JOINT PROTOCOL	LETTER TO NIACRO
			RUC DECIDED NO	CASE CLOSED
			CASE - 13.3.98	
19 20.7.98		ALLEGED ASSAULT - STAFF	REF JOINT FORUM	MOTHER STATED
			STORIES DIFFERED	INTENTION TO TAKE
			BOY AND MOTHER	A CIVIL ACTION
			SEEN AT HOME AS	
			LOCAL STAFFHAD	NO ACTION AS YET —
			DECLINED	
20 3.8.98		ALLEGED ASSAULT - STAFF	REF JOINT FORUM	NEED OTHER
			REFJOINT PROTOCL	RECORDS e.g

protest by boys with action in room

(1) Child Protection Issues documented in IR reports: 1994-1997

The circumstances in which IR visits to children are carried out mitigates against potential disclosure of abuse. Visits are short and take place in the view of staff and other residents. A child may ask to see an IR in private and this will be facilitated by staff, but in doing this may draw unwanted attention to himself. It is important to recognise that the scheme may only indicate a minority of potential cases. Despite the limitations, however, allegations of a child-protection nature have persisted at Lisnevin throughout the projects history.

Between 1994 and 1997 there were several instances where young people reported to Independent Representatives either threats of or actual physical abuse from staff within Lisnevin. There were also allegations of verbal abuse and unfair punitive disciplinary measures. Bullying of boys by other boys was also the subject of complaints. A review of IR forms reporting allegations of abuse and the follow up to these allegations shows that complaints involving child protection issues, when they were 'investigated' at all, were dealt with through Lisnevin's internal investigations process rather than by external child care officers. This practice is not only inadequate and potentially dangerous but in cases after September 1995 is not permitted under the Training Schools Child Protection Policy and Procedures.

Complaints of physical and verbal abuse by staff:

Between 1994 and 1997 six complaints were made to IRs of physical abuse by staff (4 in 1994, 1 in 1995 and 1 in 1997).

1994. Incidents 1 - 4

Four alleged incidents of physical or verbal abuse occurred within the month of August 1994. The complaints involved different members of staff.

Incident 1 (Form No. 0104)

8 August 1994. Remand Unit. Boy reported to IR that during an altercation in which he was being restrained by two members of staff, one of the staff members punched the right side of his face. He alleged that he also had his

head banged off the wall and the floor. The boy said that he had been taken to the nurse but could not remember what treatment he received. Since the incident he had suffered from headaches. The boy expressed reluctance to make a formal complaint. This allegation was corroborated by another boy in a statement given to the IR.

Incident 2 (FormNo. 0106)

24 August 1994. Remand Unit. Boy reported to IR that on 22 August while speaking to a friend through his bedroom window, a member of staff burst through the door and demanded that he undress for bed. He alleged that while he was attempting to follow this instruction the staff member grabbed him around the throat causing him to choke. He states that the staff member then kicked him repeatedly around the ankles and punched him in the stomach. The boy showed the I.R. cuts and bruises on his feet and a bruise on his stomach. The boy said that he wished to report the matter to his solicitor.

Incident 3 (FormNo. 0107)

24 August 1994. Remand Unit. This incident involves the same boy as incident 1. The boy reported to an IR that a member of staff put him on the ground and punched him leaving marks on the upper eye. The boy said that he had been 'winding up' the staff member and did not wish to make a formal complaint. In the 'action taken by Lisnevin' section of the IR report the staff member on duty has written: 'none' (in relation to action taken) and noted that "I think the comments made by the boy speak for themselves."

Was the boy
seen by the
nurse?
any records >

Incident 4 (Form No.0103)

On 22nd August another boy made an allegation of verbal abuse by a member of staff who he claimed had provoked him by making "comments about his mother."(The report does not reveal the nature of these comments).

Outcomes

The IRs involved in the above incidents reported the allegations via the normal reporting procedures to the IR co-ordinator. The co-ordinator subsequently wrote to the Director requesting feedback on what action had been taken. The Director reported that he had personally investigated the allegation of physical abuse in incident 2 above (our Ref 0106) and had been unable to prove or refute the allegation. He had informed the boy and advised him that he could meet a Board member if he was dissatisfied. The boy was said to have elected to think about this.

In relation to the other complaints, the Director stated that by the time he was made aware of the complaints the boys had left Lisnevin and he had therefore been unable to investigate their claims. He had been advised by a staff member that the boy involved in incidents 1 and 3 above had withdrawn his complaint soon after it was made.

Was the boy asked directly?

Despite the serious nature of the complaints they were all dealt with internally by Lisnevin - none were referred to either social services or the police.

Given the apparent problem of internal communication, the Director proposed reorganising the contact points for IR information in Lisnevin. He proposed making the complaints system more workable and stated that he would seek Board approval for this. In correspondence from Lisnevin it was also noted that the Director would be introducing new training on control and restraint for staff.

1994 - Further problems

Despite these reassurances further problems arose in 1994 in the Remand Unit.

17th October. (Form No. 0112) Boy complained of threats from other boys. He said that another boy had thrown excrement at him and he was afraid to leave his room. Management agreed to take appropriate steps to ensure the boy's safety.

bully -

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bully -



SOCIAL SERVICES INSPECTORATE
Criminal Justice Services Group
Massey House
Stoney Road
BELFAST
BT4 3SX
Tel. 028 9052 7456
Fax. 028 9052 3652
e-mail- Ronnie.Orr@nio.x.gsi.gov.uk

Mrs Elizabeth Martin
Chairman
Juvenile Justice Board
Rathgael Juvenile Justice Centre
169 Rathgael Road
BANGOR
BT19 ITA

15 June 2001

Dear Mrs Martin,

Investigation into complaints - Lisnevin Juvenile Justice Centre.

Thank you for your letter of 8 June and for your kind words of appreciation of the work I undertook with Robert Clarke to identify those cases where complaints had been made and no apparent proper conclusion reached.

You suggest it would be desirable if I were to conclude the investigation. However, I should point out that my role has been confined to clarifying whether the cases raised by NIACRO IRs had been satisfactorily concluded. Having identified that a number of those cases did not seem to have been properly concluded I passed the information to the Board. Any action needed to resolve the position on these outstanding cases is, I feel, entirely a matter for the Board. We do not in the Social Services Inspectorate normally investigate complaints made against staff in agencies, since these are to be followed up by the agencies using the established complaints mechanisms. Therefore, we regard the investigation of the outstanding, unresolved complaints in this case as a matter for the Board, in consultation with the appropriate child protection agencies.

Yours sincerely,

SND 530

A large grey rectangular box redacting the signature and name of the sender.

18/4/94 cont.

milk about, took a fire extinguisher from its wall mounting and proceeded to smash several panels of reinforced glass in the upstairs modular office and the stairhead glass screens. The boy was removed to his bedroom.

DAMAGE TO CENTRE

- (k) On 4th April another Special Unit boy smashed more sections of the reinforced glass with a croquet mallet.

DAMAGE TO CENTRE

- (l) On the evening of 4th April four Remand Unit boys on the way to bed, broke away from staff and barricaded themselves in the T.V. room in the Woburn corridor. At the same time two other boys barricaded themselves in a bedroom. Both groups attempted to gain extra cigarettes in return for their co-operation. Again staff resisted attempts to barter and the two groups of boys came out of their own accord and returned to their own rooms at 1 00 a.m. and 2 00 a.m. respectively.

BARRICADING INCIDENTS

- (m) The afternoon shift on 5th April commenced with a severely understaffed situation. At 7 30 p.m. the general alarm sounded and several boys barricaded themselves in the Remand Unit Servery. The boys were belligerent and resisted encouragement to come out.

BARRICADING INCIDENT

A fire was started in the servery and as a consequence all other boys were evacuated to the dining hall. As the last boy entered the dining room the phone was ripped out and staff had chairs and tables thrown at them. The boys then proceeded to wreck the dining hall and areas of the main kitchen. Eventually a number of them broke out through a skylight in the kitchen and escaped using stolen knives to help scale the security fence. One boy sustained multiple fractures to his leg as a result of jumping from the top of the fence. No member of staff was injured.

FIRE INCIDENT

DAMAGE TO DINING HALL, ASSAULT ON STAFF, ESCAPE OVER FENCE

The R.U.C. had to be called in to help restore order in the Centre.

RUC CALLED

Fifteen Remand Unit boys and two Special Unit boys were removed to the Y.O.C. on 6th April 1994 under Schedule 5 paragraph 10 (1) of the Children and Young Persons Act (N.I.) 1968.

TRANSFER OF 15 RU + 2 SU BOYS TO YOC.

With N.I.O. help steps have been taken to get the damage repaired and to have the Centre fully operational as soon as possible. It was noted that an internal investigation involving N.I.O., D.H.S.S.(S.S.I.) and Lisnevin Board, would be carried out and a comprehensive report submitted to all agencies concerned directly with Lisnevin.

490. In his statement to the Inquiry LN 25 addressed HIA 418's allegation (at paragraph 7 of his statement) that he was bound to have been aware that staff behaved in a physically abusive or intimidatory manner:

"...during my time in the Centre I occupied a general supervisory role over different units and can attest that I never witnessed nor was party to any instance or culture of bullying or intimidation within the Centre created or carried out by either myself or other members of staff." (LSN - 1224, at para 3).

491. Elsewhere in these submissions a number of violent assaults on Lisnevin staff have been recorded and referenced. It is reasonable to infer that staff were bound to resort to physical intervention to defend themselves or to protect others from physical harm in those situations.

492. Likewise it is probably reasonable to assume that aggressive boys who were determined to barricade themselves in a room and to destroy the contents of that room, or to burn it or flood it, were unlikely to react peaceably when directed to desist. It is inevitable that staff in situations such as this would have had to respond with physical intervention.

493. However, staff were expected to treat every situation on its merits and to react appropriately to the given situation. It is clear that staff did not automatically respond to unruly or aggressive conduct on the part of children by taking an aggressive approach.

494. In his oral evidence LN 25 acknowledged that he developed a rapport with the boys he had contact with, and while he had occasion to have resort to restraint techniques to calm or control a situation, he was often able to use that rapport to talk the child back into line (see transcript, day 162 at page 98). He accepted that other members of staff may not have had that rapport with the children and may have had their own techniques for dealing with situations, but he emphatically denied the accusation that restraint techniques were used to intimidate, bully or assault residents.

495. The Board of Management minutes for 28 February 1983 refer to a serious incident in the school when five boys barricaded themselves into a common room and caused considerable damage. The initial strategy was to adopt "a watching brief" and to endeavour to talk to the boys using the internal telephone system. It was

"CONFIDENTIAL"

Appendix 4A

Investigation into an incident on Saturday 7 May 1994

1. This was an incident in which a Remand Unit boy sustained a broken collar bone and a member of staff sustained an injury to his chest resulting in him being unfit for work for a period of 4 weeks.
2. *Circumstances:* LN 113 a Remand Unit boy was singing and whistling loyalist songs in a Common Room. He ignored staff requests to stop and when asked to go to his room it is reported that he refused and became aggressive.
3. LN 26 and LN 76 I interviewed each of these six members of staff who were either directly involved in, or witnessed, some part of the incident. LN 113 declined to make a statement, but subsequently his Solicitor indicated that he would be pursuing a claim for injury.
4. When it became evident that LN 76 was not going to comply with staff efforts to quieten him down other boys in the room were led to another area. Mr LN and LN 26 remained with LN 113 attempting to quieten him down and subsequently inviting him to go to his room. In the event they were unsuccessful and had to restrain him when he became aggressive. By this time they had been joined by who had been attracted by LN 113 aggressive shouting. In the process of restraining LN 113 LN 26 received a blow to the chest from a flailing elbow and LN 113 fell or was brought to the ground where he was held for a time until he agreed to walk to his room. Whilst moving to his room he was difficult but fairly controlled until reaching the vicinity of his room, where he again became physically aggressive and had to be restrained. This point of the proceedings was witnessed by When he had calmed down again LN 113 was placed in his room where he complained of pain in his shoulder.
5. Both LN 113 and LN were examined by the nurse who recommended that both attend a casualty department. This was quickly arranged and where both examined, X rayed and treated.
6. The point that LN 26 sustained his injury can be pin-pointed. It is less certain at what point LN 113 was injured but it would seem most likely that it occurred when he was restrained for a second time outside his room in Copeland corridor.
7. *Observations:*
 - (a) LN 113 is a tall, heavily built and somewhat ungainly youth. His behaviour swings from being placid and amiable to being overtly aggressive.
 - (b) That the current means of restraint is to use the body weight of the largest members of staff.

5. Following on from the previous decision, it was agreed that in order to minimise the risk of injury to staff it would be advisable to have available FOR ISSUE ONLY ON THE ORDERS OF SENIOR MANAGEMENT defensive protective equipment such as shields, helmets and gauntlets.
6. An examination of the school's fire instructions convinced the Group that they should be rewritten. A copy of the detailed manual on issue to NI Prisons was obtained and Senior School Management agreed to draw up new instructions for the school. This has now been done and the new instructions are to be considered by professional advisers.
7. **Staffing Levels**

An examination of the history of trouble in the school indicated that serious disturbance usually occurred at night and it was agreed that in conjunction with the clarification of procedures - see para 4 above - an increase in the number of night staff on duty was required - 6 instead of 4 as at present. In order to maintain this level of staffing on a rota basis, the staff complement would have to be increased from 6 to 9. Either the Senior Night Supervisor or his deputy would have to be on duty at all times.

8. **Staff Training**

It emerged that no formal training had been given to staff in the matter of physically controlling difficult boys. Mr Ireland informed the Group that Prison Officers underwent a course on this subject, the object of which was to regain physical control of violent prisoners without serious physical damage to either the prisoner or officers involved. It was agreed that NIO (Prisons Department) be asked to undertake the training of staff in this skill and in the use of protective equipment.

undoubtedly an aggressive and disruptive presence in Lisnevin during his short time there and caused many difficulties for staff.

500. HIA 138 has also complained that the method used to restrain him, involving the bending of his limbs, caused pain and distress. He also claims to have been beaten when under restraint (para 7). The Department has acknowledged elsewhere in these submissions that formal training for staff in the application of appropriate restraint measures was too long delayed. It is accepted that inappropriate techniques could have been used by some staff. However, even in the absence of such training, staff would have been well aware that to beat a boy when taking him to the punishment block was unacceptable and would have resulted in disciplinary action had any such abuse been detected.

Separation Unit (“Punishment Block”)

501. A number of complainants have told the Inquiry that whilst resident at Lisnevin they were abusively treated in connection with the use of the separation unit, or punishment block as it was known.
502. The SSI referred to the use of the “punishment block” in their 1988 inspection report. They noted that placing boys in the punishment block was integral to the sanctions policy of the school. Sanctions were set at 4 levels, the most severe being level 4. A boy who incurred a level 4 sanction, which was applicable to serious offences such as attempting to start a riot or a fire, or assaults on staff, could be removed to the punishment block for a minimum period of 96 hours (LSN - 13739, para 6.21).
503. However, they also found that while minor misdemeanours such as giving cheek to staff and non-co-operation would attract a loss of marks, the failure to comply with warnings leading to a repeat of such behaviour could lead to 24 hours separation in the child’s own room, or the use of the punishment block if he failed to settle. Level 3 offences, such as fighting or bullying, leaving a classroom or activity without permission, attempted theft or destruction of property, possession of cigarettes/matches and excessive bad language, cheek or bullying, would lead to immediate removal to a child’s own room for up to 48 hours.
504. The SSI Inspectors expressed concern about the use of the punishment block particularly in the Special Unit at Lisnevin and suggested that in drawing up the

undoubtedly an aggressive and disruptive presence in Lisnevin during his short time there and caused many difficulties for staff.

500. HIA 138 has also complained that the method used to restrain him, involving the bending of his limbs, caused pain and distress. He also claims to have been beaten when under restraint (para 7). The Department has acknowledged elsewhere in these submissions that formal training for staff in the application of appropriate restraint measures was too long delayed. It is accepted that inappropriate techniques could have been used by some staff. However, even in the absence of such training, staff would have been well aware that to beat a boy when taking him to the punishment block was unacceptable and would have resulted in disciplinary action had any such abuse been detected.

Separation Unit (“Punishment Block”)

501. A number of complainants have told the Inquiry that whilst resident at Lisnevin they were abusively treated in connection with the use of the separation unit, or punishment block as it was known.
502. The SSI referred to the use of the “punishment block” in their 1988 inspection report. They noted that placing boys in the punishment block was integral to the sanctions policy of the school. Sanctions were set at 4 levels, the most severe being level 4. A boy who incurred a level 4 sanction, which was applicable to serious offences such as attempting to start a riot or a fire, or assaults on staff, could be removed to the punishment block for a minimum period of 96 hours (LSN - 13739, para 6.21).
503. However, they also found that while minor misdemeanours such as giving cheek to staff and non-co-operation would attract a loss of marks, the failure to comply with warnings leading to a repeat of such behaviour could lead to 24 hours separation in the child’s own room, or the use of the punishment block if he failed to settle. Level 3 offences, such as fighting or bullying, leaving a classroom or activity without permission, attempted theft or destruction of property, possession of cigarettes/matches and excessive bad language, cheek or bullying, would lead to immediate removal to a child’s own room for up to 48 hours.
504. The SSI Inspectors expressed concern about the use of the punishment block particularly in the Special Unit at Lisnevin and suggested that in drawing up the

1 "... was bullying him. I would ask staff to keep
2 an eye on this situation."

3 Then you go on to talk about somebody going to the
4 doctor, the dentist visiting and two Rathgael staff
5 visiting --

6 **A. Yes.**

7 Q. -- and then:

8 "Lunch, followed by smoking, activities, boys to
9 class, staff off duty as per rota."

10 Can you -- I mean, I know it's difficult, but can
11 you remember did HIA418 -- did he get moved class?

12 **A. I couldn't tell you.**

13 Q. But this --

14 **A. What I -- what I would have had to have done there was**
15 **consulted with the -- maybe the Deputy Director of**
16 **Education or his next in line and just explained the**
17 **situation to him.**

18 Q. And then it would have been up to them to take steps.

19 **A. I couldn't -- I couldn't move boys from class to class**
20 **--**

21 Q. That wasn't your job.

22 **A. -- because I was a care worker or a care manager. It**
23 **was -- the call was from the Education Department.**

24 Q. But you are certainly recording then you are asking
25 staff to keep an eye on the situation.

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whatever was available. You were not allowed to move from your seat and help yourself. All of your autonomy in relation to basic decision making was taken from you and you were treated as if you were a child. I remember that there were fights on an almost daily basis between Catholic and Protestant inmates at Lisnevin. The staff did take action to break these fights up and I was never personally bullied while I was there.

13. The furniture in our cells at Lisnevin was very basic. There was a plastic foam mattress which was similar to a gymnastic mattress and this was used as a bed base. There was another three inch mattress which you slept on. There was also a sheet and a continental quilt. There was no central heating in the room, instead there were two six inch heating pipes. The rooms were so cold that I slept right beside those heating pipes because they were boiling hot.

14. One night I sustained a burn on the back of my arm because I slept with my elbow near the heating pipes all night. I still have the scar from this burn which is about a square inch wide where the skin was burned off. I remember pointing this out to staff at the time. However, they just laughed it off and I did not get any medical treatment.

15. We were only allowed to shower every 2 days. We were told to strip in our room and the only towel we were given was a hand towel. We were required to walk from our room to the shower with only this small towel while passing female members of staff. We had to hold our hand out to ask for a small amount of shampoo, which was dispensed straight into our hand. Once we were finished in the shower, we had to use the hand towel to dry ourselves and then use it to cover up again to walk back to our rooms. I felt humiliated walking past female members of staff. We were only given fresh clothes after our shower. Bedding and clean clothes and undergarments were given to us every 2 days after a shower.

Hydebank (1989-1990)

16. I was moved from Lisnevin to Hydebank after I was sentenced for the joy-riding offence in May 1989. I was expecting to be sent back to Rathgael and

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Outcomes

The IRs involved in the above incidents reported the allegations via the normal reporting procedures to the IR co-ordinator. The co-ordinator subsequently wrote to the Director requesting feedback on what action had been taken. The Director reported that he had personally investigated the allegation of physical abuse in incident 2 above (our Ref 0106) and had been unable to prove or refute the allegation. He had informed the boy and advised him that he could meet a Board member if he was dissatisfied. The boy was said to have elected to think about this.

In relation to the other complaints, the Director stated that by the time he was made aware of the complaints the boys had left Lisnevin and he had therefore been unable to investigate their claims. He had been advised by a staff member that the boy involved in incidents 1 and 3 above had withdrawn his complaint soon after it was made.

Was the boy asked directly?

Despite the serious nature of the complaints they were all dealt with internally by Lisnevin - none were referred to either social services or the police.

Given the apparent problem of internal communication, the Director proposed reorganising the contact points for IR information in Lisnevin. He proposed making the complaints system more workable and stated that he would seek Board approval for this. In correspondence from Lisnevin it was also noted that the Director would be introducing new training on control and restraint for staff.

1994 - Further problems

Despite these reassurances further problems arose in 1994 in the Remand Unit.

17th October. (Form No. 0112) Boy complained of threats from other boys. He said that another boy had thrown excrement at him and he was afraid to leave his room. Management agreed to take appropriate steps to ensure the boy's safety.

bully?

19th October. (Form No.0113) The boy who made the above allegation showed the IR bruises which he said were self-inflicted. The boy felt that he needed professional help. Lisnevin agreed to set up a psychologist's appointment and to inform all staff to be vigilant.

2nd November. (Form No. 0116) Two boys made allegations of verbal abuse by a staff member. They accused the staff member of winding boys up, using foul language and then punishing boys for responding. Lisnevin spoke to the staff member involved who maintained that he was consistent in his approach.

*Did he use foul language to the boys?
Did he punish the boys? How? Is all this recorded?*

9th November. (Form No. 0065) Boys reported that some had been sent to bed early because of staff shortages. Staff confirmed the problem of staff levels. Although the IR noted that there was a good atmosphere that night he also reported that "the potential for difficulty is evident."(0065)

Who? End of November. Boys in the remand unit rioted and wrecked the dining room. They subsequently told an IR that the riot had been the result of provocation by a member of staff and may have been orchestrated. They said that they were too afraid to make individual complaints.

1st December. (Form No. 0117) Boy reported that a staff member had kicked his ankle and leg for no reason. IR member reported the incident via the normal reporting procedures.

The issue of the effectiveness of the IR scheme was raised several times during 1994: to quote one IR "I got the distinct impression that the boys here tonight, think we are having little or no impact on their lives."(Form No. 0065)

1995 - Serious Complaints

1995 saw a reduction of complaints of this seriousness. However there were still some disturbing cases reported by IRs.

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HIA REF: 374

Witness Name: HIA 374

THE INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE 1922 TO 1995

WITNESS STATEMENT OF HIA 374

I, HIA 374 will say as follows:-

Personal details

1. I was born on [REDACTED] and lived with my parents and two younger brothers in [REDACTED] County Down. I had a very normal childhood and came from a solid family background. I was well reared and none of my family got into trouble with the police.
2. When I was fourteen years old my parents were having some marital problems. I was sent to Lisnevin for approximately six weeks assessment although I am not exactly sure why this happened. I had been there for a few days and I was in the shower room having a shower. A male member of staff walked into the shower and he placed his hand on my private parts. He told me "no masturbating" and then he took his hand away. His hand was only there for a few seconds while he spoke. I cannot remember his name or his description except that he had black hair. I was taken aback because nothing like that had ever happened to me before. That was the only incident which took place during that assessment and I returned home once the assessment was completed.
3. My home life was fine after I returned from Lisnevin until [REDACTED] was injured in a no warning car bomb attack on the New Lodge Road Belfast. He was a hard working man and came from a good family. None of the family was ever in

HIA 374

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1

1 **A. Yes.**

2 Q. In paragraph 2 of your statement, if we look, please, at
3 119, you describe this incident where a man -- you don't
4 remember who it was --

5 **A. No.**

6 Q. -- you can't identify him -- comes into the shower area
7 where you were showering, puts his hand on your private
8 part and tells you not to be masturbating?

9 **A. Yes.**

10 Q. When you were speaking to the police about that in
11 February of 2014, you said to them you weren't sure if
12 there was anything sexual about it, and that's at 25566.
13 You were saying to me this morning more it was -- as you
14 think back on it now, it was just an inappropriate thing
15 for someone to do?

16 **A. Yes.**

17 Q. But you don't think there was anything sexual to it?

18 **A. No, I don't, no.**

19 Q. But nothing like that ever happened again in Lisnevin?

20 **A. No. I didn't witness anything happening in Lisnevin.**
21 **I didn't -- nothing else happened to me there at all.**

22 Q. And then you come out of Lisnevin and you go back home
23 and you are doing --

24 **A. Yes.**

25 Q. -- , but unfortunately on 24th July 1976,

HIA INQUIRY RESTRICTED

remember that I was called names such as "Fenian bastard" and "republican tramp" on many occasions. I believe that there were around 20 staff on duty at any particular time and at least 12 or so of them would verbally abuse me. I believe it was just like a culture of abuse as the abuse was carried out by the staff individually rather than all of them abusing me at once.

4. The person in charge of the woodwork shop would be one of the most regular abusers. He was called **LN 28** as far as I can recollect and he was in his forties. He was approximately 5ft 9inches tall and medium build with brown hair which was going bald and he may have had a beard. I also can remember that he had a hobby of flying micro lights. He stated that he would like to cut off all my fingers and he also made comments about socialist ideology. I just looked at him blankly as I did not have the knowledge at that stage to argue with him. I was just a young boy in a strange place. I did not make any complaints at the time because at first I did not know the procedure and I also did not think it would make any difference and the abuse would continue.
5. The verbal abuse often turned into physical fights between me and staff. The staff abused me and I reacted sometimes by swearing and they would then strike out at me. I remember one specific incident which turned violent when I was trying to get a cigarette. The staff at Lisnevin gave the boys cigarettes at various points during the day because we were allowed to smoke. I think we were allowed up to 6 cigarettes each day. The boys lined up in the recreation room to get the cigarettes and when it was my turn the member of staff refused to give one to me. He was taunting me and almost making me beg for the cigarette. I cannot remember his name but he seemed to be in his thirties and had had ginger hair and a beard and was fairly heavy built.
6. He continually refused to give me the cigarette and we began to punch and kick each other. I managed to overpower him and I had him in a headlock. I made him promise twice that I would get a cigarette and would not be punished for what had happened. He said that I would not be punished and I then let him go. There were around 4 or 5 other members of staff who had arrived to see what

HIA INQUIRY RESTRICTED

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10. I recall a member of staff called LN 26. He came to work wearing Glasgow Rangers football t-shirts and jewellery with this team's motif. I believe all the staff in Lisnevin were protestant.
11. There was one member of staff called LN 27 who was a good man who treated all the residents in Lisnevin the same regardless of our religion.
12. I recall when I was playing snooker with other residents LN 25 would tell us not to play shots known as crosses. I believe he was referring to our catholic identity.
13. During my time in Lisnevin I observed other residents suffer the same brutality as I suffered. I recall the sound of the panic alarms followed by the screams of other residents being restrained and dragged to 'The Block'.

Life After Care

14. When I left Lisnevin I worked for my father. However I always had an interest in horse racing. I completed a course [REDACTED] at the [REDACTED]. This course enabled me to gain employment at a racing yard [REDACTED].
15. I returned home to Northern Ireland and met my partner. I have two daughters.
16. I am trying to move on with my life as best I can, however, the memories of the abuse I suffered in Lisnevin are always with me and continue to badly affect me. I do not believe I will ever forget the abuse and suffering which I was subjected to during my time spent in Lisnevin.
17. I have very distressing and upsetting memories from the time I spend in Lisnevin Remand Centre.

10. In paragraph 12 of his witness statement [redacted] HIA 418 raises the allegation that I made disparaging remarks about his religion, or the religion of other residents, by the alleged prohibition of playing cross shots in snooker. I must state that I am both confused and surprised by this allegation. I categorically deny using such terminology in a disparaging fashion and would state that the thought never entered my head to connect such a term with any form of religious discrimination. A 'cross shot' is common sporting parlance for a shot whereby a snooker player attempts to get out of a snooker position by hitting the ball off one or more cushions. This was and is quite common terminology in the context of a snooker game as far as I am concerned, and if it was used at all, would have been used absolutely innocently in that manner. I find it both incredible and distressing for it to be suggested that such terminology was in any way sectarian and I can categorically state, to the best of my knowledge, that there was never an instance of such terminology having been adopted by members of staff or the young people in such a fashion within the Centre.

Statement of Truth

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

Signed: [redacted] LN 25

Dated: 14 October 2015

PRIVATE

whatever was available. You were not allowed to move from your seat and help yourself. All of your autonomy in relation to basic decision making was taken from you and you were treated as if you were a child. I remember that there were fights on an almost daily basis between Catholic and Protestant inmates at Lisnevin. The staff did take action to break these fights up and I was never personally bullied while I was there.

13. The furniture in our cells at Lisnevin was very basic. There was a plastic foam mattress which was similar to a gymnastic mattress and this was used as a bed base. There was another three inch mattress which you slept on. There was also a sheet and a continental quilt. There was no central heating in the room, instead there were two six inch heating pipes. The rooms were so cold that I slept right beside those heating pipes because they were boiling hot.

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Hydebank (1989-1990)

16. I was moved from Lisnevin to Hydebank after I was sentenced for the joy-riding offence in May 1989. I was expecting to be sent back to Rathgael and

1 **A. No, definitely they didn't. To me I had never seen the**
2 **staff at all whether you want to call it sectarian or**
3 **you want to call them being bullies or anything like**
4 **that there. The staff were very, very fair and very,**
5 **very good, so they were.**

6 Q. You go on to describe the furniture in the cells in
7 Lisnevin being basic.

8 **A. Uh-huh.**

9 Q. Plastic foam mattress similar to a gymnastic mattress.
10 This was used as a bed base. There were another 3"
11 mattress which you slept on. There was also a sheet,
12 a continental quilt, but you say there was no central
13 heating. Instead there were two 6" heating pipes and
14 the rooms were so cold that you slept right beside those
15 heating pipes because they were boiling hot, and I just
16 wanted --

17 **A. Yes.**

18 Q. -- to confirm with you in 1989 when you were in
19 Lisnevin, this was at Millisle, and it was --

20 **A. Yes.**

21 Q. -- a large old building -- is that correct -- a large
22 old house?

23 **A. Well, it was -- it is hard to know the age of it, but it**
24 **was a large building, so it was, but, as I say, I don't**
25 **know whether you would call it old or know, because it**

1 I cannot, like, say, "This is a day I absconded over
2 this reason" or -- but I know, like, if you look at the
3 record there, I just -- you say I am actually out more
4 than I was in, which is how much I wanted to be near the
5 place, like, and ...

6 Q. Okay. Well, you were -- because of the absconding, then
7 you were transferred to Lisnevin --

8 A. Yes.

9 Q. -- in Millisle. You talk about that in paragraph 12 of
10 your statement at SPT174. Essentially you have no
11 complaint to make about your time in Lisnevin. That is
12 correct, isn't it, HIA253?

13 A. Yes. I seen a big difference in Lisnevin when I went
14 there. It was just all staff and education. I can't
15 remember what sort of education I got in St. Pat's,
16 maybe because of the short time I was there, and, you
17 know, for all the times I absconded, but Lisnevin was
18 a secure unit and I remember it was good. I had
19 woodwork. I took up woodwork and there was like cookery
20 classes and stuff. I just remember the difference in
21 the staff and all. Well, there was good staff in
22 St. Pat's too, like, but I just didn't see any --
23 I think I read something about sectarian stuff and all,
24 but I never seen anything, to be honest, and I got on
25 well with people from the other side of the divide,

1 **A. Yes.**

2 Q. Basically to keep an eye out for HIA418 --

3 **A. Yes.**

4 Q. -- and, you know, whether there's going to be any
5 bullying of him by anybody.

6 **A. That's right, yes.**

7 Q. So, I mean, that's an example of you having dealt with
8 an issue that is being brought to your attention by
9 a child.

10 **A. Yes, yes.**

11 Q. You go on in your statement, and we can go back to it,
12 but you say there were never any sectarian remarks made
13 in your hearing by either staff or by other boys,
14 although whenever I was talking to you, you said, yes,
15 there could have been other boys making sectarian
16 remarks, because boys called each other names. That was
17 part and parcel of that.

18 **A. Well, obviously I wasn't there all the time and it could
19 have been happening when I wasn't there, but I certainly
20 made it quite clear that I would not tolerate that sort
21 of behaviour.**

22 Q. I mean, just to be clear, we looked at an incident
23 yesterday and I will call it up so you can see it, LN25,
24 at 1538, which is an incident from 1994. I was
25 explaining to you that this an incident where a boy

"CONFIDENTIAL"

Appendix 4A

Investigation into an incident on Saturday 7 May 1994

1. This was an incident in which a Remand Unit boy sustained a broken collar bone and a member of staff sustained an injury to his chest resulting in him being unfit for work for a period of 4 weeks.
2. *Circumstances:* [REDACTED] LN 113 a Remand Unit boy was singing and whistling loyalist songs in a Common Room. He ignored staff requests to stop and when asked to go to his room it is reported that he refused and became aggressive.
3. [REDACTED]
[REDACTED], LN 26 and [REDACTED] I interviewed each of these six members of staff who were either directly involved in, or witnessed, some part of the incident. [REDACTED] LN 113 declined to make a statement, but subsequently his Solicitor indicated that he would be pursuing a claim for injury.
4. When it became evident that [REDACTED] LN 113 was not going to comply with staff efforts to quieten him down other boys in the room were led to another area. Mr LN 76 and LN 26 remained with LN 113 attempting to quieten him down and subsequently inviting him to go to his room. In the event they were unsuccessful and had to restrain him when he became aggressive. By this time they had been joined by [REDACTED] who had been attracted by LN 113 aggressive shouting. In the process of restraining LN 113 LN 26 received a blow to the chest from a flailing elbow and LN 113 fell or was brought to the ground where he was held for a time until he agreed to walk to his room. Whilst moving to his room he was difficult but fairly controlled until reaching the vicinity of his room, where he again became physically aggressive and had to be restrained. This point of the proceedings was witnessed by [REDACTED] When he had calmed down again LN 113 was placed in his room where he complained of pain in his shoulder.
5. Both LN 113 and LN [REDACTED] were examined by the nurse who recommended that both attend a casualty department. This was quickly arranged and where both examined, X rayed and treated.
6. The point that LN 26 sustained his injury can be pin-pointed. It is less certain at what point [REDACTED] was injured but it would seem most likely that it occurred when he was restrained for a second time outside his room in Copeland corridor.
7. *Observations:*
 - (a) [REDACTED] LN 26 is a tall, heavily built and somewhat ungainly youth. His behaviour swings from being placid and amiable to being overtly aggressive.
 - (b) That the current means of restraint is to use the body weight of the largest members of staff.

16/5/94 cont

L [redacted] then referred to Darren Leckey's long history of violence and destruction stating that the boy seems to have reached the stage where he thinks he can vandalise with impunity.

The Board agreed that every effort must be made to bring a halt to the sequence of destruction and gave its full support to the Director's recommendation that the two boys concerned be placed in the Y.O.C. on 5 Week Orders.

Regarding [redacted] [redacted] L [redacted] was emphatic that he would be seeking a case conference at the Y.O.C. to determine the future for this most unfortunate boy.

16/5/94

9. Sensitive Issues:

- (a) A Remand Unit boy alleged that a member of staff made sectarian comments to him.

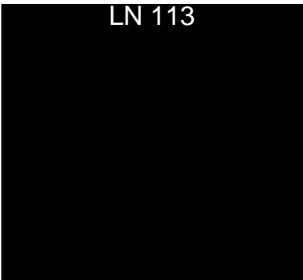
ALLEGATION OF STAFF MAKING SECTARIAN COMMENTS

The Director asked [redacted] to carry out appropriate enquiries and interviews and provide reports.

LN 80 informed the Board that the boy had later withdrawn the allegation. The Director went on to state that he was concerned about the sudden retraction and the reason for it.

The Board agreed that the situation would have to be monitored very closely.

- (b) On the afternoon of Saturday 7th May 1994 LN 113 LN 113, a young person remanded on a murder charge was injured whilst being removed, having refused to stop singing loyalist songs.



The duty nurse was called and advised hospital treatment which diagnosed a broken collar bone. The boy's father who was notified of the incident visited his son late on the evening of 7th May and again on 8th May.

SUBSEQUENT COMPENSATION CLAIM - see report overleaf

The Secretary reported that the boy's legal representatives had since written asking the Board to accept liability for the personal injuries loss and damage and to furnish substantial proposals in respect of compensation. It was noted that the matter had been handed over to N.I.O. (C.J.S.D.) and the Crown Solicitor's Office.

It was also noted that as a result of the same incident LN 26 Care Worker, was suffering chest pains. He had been accompanied to the hospital that day by the duty nurse and is currently off on sick leave.

STAFF in July

LN [redacted] informed the Board that the matter is being investigated and it was noted that the Board would be advised of the findings.

1 **seemed to have a -- it was like whether children's**
2 **community holidays in Northern Ireland work. We were**
3 **saying actually bringing young offenders together for**
4 **five weeks did make a difference. They began to see**
5 **each other as more alike than different.**

6 Q. Uh-huh. Well, this -- the document that's on the
7 screen, now again it is long after your time and
8 involvement with Lisnevin, Dr Lockhart, but it
9 highlights an incident where a boy -- a remand unit boy
10 was singing and whistling loyalist songs in a common
11 room and ignored staff requests to stop. So it is clear
12 that the staff were not tolerating any sort of --

13 **A. Uh-huh.**

14 Q. -- sectarian behaviour in Lisnevin in '94. When asked
15 to go to his room, it is recorded that he refused and
16 became aggressive. This report recognised that -- it
17 has got reports from various members of staff who were
18 interviewed, who were either directly involved in or
19 witnessed some part of the incident.

20 "The child himself declined to make a statement, but
21 subsequently his solicitor indicated that he would be
22 pursuing a claim for injury. When it became evident
23 that he was not going to comply with staff efforts to
24 quieten him down, other boys in the room were led to
25 another area. Two members of staff remained with him

head banged off the wall and the floor. The boy said that he had been taken to the nurse but could not remember what treatment he received. Since the incident he had suffered from headaches. The boy expressed reluctance to make a formal complaint. This allegation was corroborated by another boy in a statement given to the IR.

Incident 2 (FormNo. 0106)

24 August 1994. Remand Unit. Boy reported to IR that on 22 August while speaking to a friend through his bedroom window, a member of staff burst through the door and demanded that he undress for bed. He alleged that while he was attempting to follow this instruction the staff member grabbed him around the throat causing him to choke. He states that the staff member then kicked him repeatedly around the ankles and punched him in the stomach. The boy showed the I.R. cuts and bruises on his feet and a bruise on his stomach. The boy said that he wished to report the matter to his solicitor.

Incident 3 (FormNo. 0107)

24 August 1994. Remand Unit. This incident involves the same boy as incident 1. The boy reported to an IR that a member of staff put him on the ground and punched him leaving marks on the upper eye. The boy said that he had been 'winding up' the staff member and did not wish to make a formal complaint. In the 'action taken by Lisnevin' section of the IR report the staff member on duty has written: 'none' (in relation to action taken) and noted that "I think the comments made by the boy speak for themselves."

Was the boy
seen by the
nurse?
any records >

Incident 4 (Form No.0103)

On 22nd August another boy made an allegation of verbal abuse by a member of staff who he claimed had provoked him by making "comments about his mother."(The report does not reveal the nature of these comments).

Outcomes

The IRs involved in the above incidents reported the allegations via the normal reporting procedures to the IR co-ordinator. The co-ordinator subsequently wrote to the Director requesting feedback on what action had been taken. The Director reported that he had personally investigated the allegation of physical abuse in incident 2 above (our Ref 0106) and had been unable to prove or refute the allegation. He had informed the boy and advised him that he could meet a Board member if he was dissatisfied. The boy was said to have elected to think about this.

In relation to the other complaints, the Director stated that by the time he was made aware of the complaints the boys had left Lisnevin and he had therefore been unable to investigate their claims. He had been advised by a staff member that the boy involved in incidents 1 and 3 above had withdrawn his complaint soon after it was made.

Was the boy asked directly?

Despite the serious nature of the complaints they were all dealt with internally by Lisnevin - none were referred to either social services or the police.

Given the apparent problem of internal communication, the Director proposed reorganising the contact points for IR information in Lisnevin. He proposed making the complaints system more workable and stated that he would seek Board approval for this. In correspondence from Lisnevin it was also noted that the Director would be introducing new training on control and restraint for staff.

1994 - Further problems

Despite these reassurances further problems arose in 1994 in the Remand Unit.

17th October. (Form No. 0112) Boy complained of threats from other boys. He said that another boy had thrown excrement at him and he was afraid to leave his room. Management agreed to take appropriate steps to ensure the boy's safety.

bully -

1 Q. You were explaining to me that LN29, when he was on, he
2 was just one of those people that -- perhaps I describe
3 them as low on the ground. He created a nice
4 atmosphere. I was a guy that was trusted and was able
5 to talk to you --

6 **A. Yes.**

7 Q. -- and find ways to solve issues before they got out of
8 hand.

9 **A. Uh-huh. Yes. That would be exactly right. He -- in**
10 **comparison to other staff where the other staff would**
11 **have been kind of goading us and making fun of us and**
12 **stuff like that there, he wouldn't. He was very easy to**
13 **get along with, and if any issues did arise, he kind of**
14 **just had a way of sorting them out very quickly and**
15 **calmly and easily.**

16 Q. What happens then is you are taken to the police station
17 and interviewed about it and then --

18 **A. Uh-huh.**

19 Q. -- you are taken to court and you are remanded to the
20 YOC. Just so I give the Panel -- if we look at 21415,
21 I was saying to you that there's a Board of Management
22 for Lisnevin. It would receive information and consider
23 particular matters. So this particular incident is
24 recorded in -- being looked at by the Board of
25 Management. The Panel have the record and can see what

HIA INQUIRY RESTRICTED

10. On another occasion, I was quite bruised following a punishment beating and a nurse walked into the punishment cell where I was being held. She looked at me, laughed and walked out again. She told the other staff members that I would live and they all laughed as well. I could not believe that someone who was supposed to help me could be so callous.
11. I only remember one member of staff at Lisnevin who was kind to me. He was called [LN 29] and I believe that he was a born again Christian and was a very pleasant man. Sometimes he used to bring in little cigars and bottles of Coke and he would sit and talk with me. I remember an incident when he helped negotiate an agreement between me and the other staff. I was in a cell with a boy from Belfast called [LN 30]. Both of us thought that we were going to be beaten so we barricaded ourselves into the cell. Staff tried to get us to surrender as did the Governor but we were afraid that we would receive a worse beating and refused to come out of the cell. [LN 29] came to speak to us on his own and he told us that he would stay with us and ensure that nothing happened to us. We agreed to come out and we were not physically attacked. I recollect that I was charged with criminal damage for the damage caused to the cell.
12. I don't recall many visitors during my time there. I have absolutely no memory of anyone from probation, welfare staff or social workers coming to visit me. My father came to visit once and one of the officers made me wear pyjamas rather than my ordinary clothes during the visit. When I raised this with him I was told I had to earn the right to wear my normal clothes. I found this humiliating. I felt singled out as none of the other inmates were treated like this.
13. I was in Millisle for about 3 months. I remember it as a lonely and frightening time. I had very little contact with the outside world and I don't remember writing or phoning anyone regularly. It was separated into the care section and the justice section. The justice section was downstairs in the building and the care section was upstairs. The care section had carpets and curtains and other

12/2/90

DEATH
OF
PUPIL

DEATHS

██████████ (12) a former pupil, died on 4 January 1990. He had been waiting for a heart and lung transplant. The mother of ██████████ died during the month. Whitefield staff attended the funerals.

10/9/90
INCIDENT

PERSONAL
INJURY
WRONGFUL
DETENTION
ALLEGATION
OF ASSAULT

PUPILS

Eamon O'Boyle, a boy in the Special Unit, has directed his solicitor to sue the Board for personal injuries sustained during weight training.

A sum of £7500 has been paid to an ex pupil, Norman Elliott, for wrongful detention (Habeas Corpus).

S. Johnston's (Special Unit) solicitor, requested a medical report following allegations by the boy that he had been assaulted by a staff member in July 1990.

FIRE DRILL

12/11/90

STAFF
ALLEGATION

A. LISKEVIN
1. STAFF
a. Following allegations by a Team Leader that three staff had acted unprofessionally in relation to a client's right to privacy, disciplinary hearings were scheduled for 13 November 1990.

12/11/90

B. WHITEFIELD HOUSE
1. ACCIDENT IN CDT WORKSHOP
On 11 October 1990, Ciaran Dunlop, pupil, fractured his arm on a lathe. The Board heard that Ciaran, the only pupil in the workshop at the time, switched on a lathe without permission while the teacher was behind a windowed partition cutting wood on a circular saw. Safety Procedures in the CDT Workshop have since been reviewed.

10/12/90

- c. Three members of staff were issued with "Verbal Warnings" for Poor Conduct as outlined in the Board's Disciplinary Procedures. No appeals were lodged.
- d. An investigation was carried out in response to allegations of physical assault, by a member of staff, on a boy. Reports had indicated that the allegations were unfounded.

ALLEGATION OF PHYSICAL
ASSAULT

ACCOMMODATION

- 6.5 Special Unit boys are accommodated on the first floor of the main building. The unit is approached from a staircase which leads on to a landing in the middle of which there is a glass-sided office. This is the nerve centre for the school security system and must be manned by one of the residential social work staff during school hours and by a night supervisor after bedtime. To the right and left of the staircase 2 wings extend outwards. These contain 15 and 16 single bedrooms respectively and each wing has an ablutions area with toilet and showers.
- 6.6 The Special Unit boys sleep in the smaller of the 2 wings. When the bedrooms are occupied the doors are locked but staff can keep the boys under observation through "viewing panels". There are narrow slit windows on the exterior walls of each room which provide daylight and ventilation. All of the rooms have a call button which can be used to get attention from the staff. A recently finished programme of interior painting leant a pleasant effect to the rooms. The boys are not permitted to keep personal effects there or to place posters, pictures, etc on the walls. After careful consideration, and bearing in mind that Special Unit boys can spend some considerable time in Lisnevin, the Inspectors concluded that this rule should be relaxed. Therefore it is **recommended** that the boys should be allowed, within reason, to personalise their rooms so as to improve their living environment.
- 6.7 The only two pieces of furniture in the bedrooms are a cuboid, which can be used as a chair or table, and a bed. The latter is a reinforced mattress which rests on the floor without a supporting frame. Sheets and duvets are provided. The floor is covered with vinyl tiles. As there are no wardrobes or cupboards, the boy's day clothing has to be placed on the corridor floor, outside of their bedrooms, during the night. Lisnevin management pointed out that furniture and fittings were provided but had been vandalised and on some occasions deliberately broken up. The Inspectors recognise the difficulties but consider that boys, held in a caring regime, should only be deprived of normal home comforts in exceptional circumstances and even then only for a short period of time. Therefore it is **recommended** that appropriate furniture and clothing storage space is provided.
- 6.8 Across the landing, on the opposite side to the staircase, access to the day time accommodation is gained from a rectangular corridor. There are 10 rooms leading off it but half of these are classrooms and can only be used during the school day. Another room is an office used by the residential social workers. This confines the boys to a living room, a snack kitchen and servery, a small hobbies room and a TV room during recreation periods. However, other facilities within the Lisnevin complex ie a sports

- 7.5 All team leaders including the night shift manager attend regular middle management meetings and are individually supervised by the Deputy Director. Middle managers also attend periodic in-service training sessions provided by the Director.

NIGHT SUPERVISION

- 7.6 The following comments and observations are made about the night shift staffing levels in particular. The shift can and does on occasion find itself reduced from 5 to 4 persons. When this happens the shift is effectively reduced to 3 "on the floor" until the number one staff has put the secure area on night status. This can take up to half an hour. Until number one joins his colleagues only one of the 2 Units can be manned within the policy of 2 members of staff being present when a grille is opened. It can be seen that if a PACE arrival coincided with this early part of the shift that either care responses must be delayed or security regulations breached. Management will normally have prior notice of a reduced management shift and where they do have notice, should have exigency responses. It is recommended that management examine what alternatives are open to them.
- 7.7 The night shift operates on a 21 day cycle. The senior night supervisor works 13 nights in 21; the remaining 8 nights are "supervised" by each of the 7 other night staff acting up, in turn, one night at a time. This does not seem to be an ideal solution to bringing the strongest possible supervision to the night shift. A better alternative might be appoint one of the regular night staff as deputy senior night supervisor.

PHYSICAL CARE

- 7.8 All young people admitted to the Remand Unit surrender their own clothes and personal belongings such as rings and jewellery. Clothes are laundered and stored whilst the young person is issued with clothing provided by the school. All clothing issued to an individual is serial numbered to ensure return to the same person following laundering. All toiletries are provided by the domestic bursar.

ACCOMMODATION

- 7.9 Although bedtime routine is from 9.30 pm, lights out is not until midnight unless an individual wishes his room lights to be put out earlier. There is some flexibility to keep the light on longer if so desired.
- 7.10 The individual rooms occupied by those young people in the Remand Unit are really quite spartan and devoid of any sense of identity. It is recommended that:-

"CONFIDENTIAL"

Appendix 4A

Investigation into an incident on Saturday 7 May 1994

1. This was an incident in which a Remand Unit boy sustained a broken collar bone and a member of staff sustained an injury to his chest resulting in him being unfit for work for a period of 4 weeks.
2. *Circumstances:* [redacted] LN 113 a Remand Unit boy was singing and whistling loyalist songs in a Common Room. He ignored staff requests to stop and when asked to go to his room it is reported that he refused and became aggressive.
3. [redacted] LN 76 and [redacted] LN 26 and [redacted] I interviewed each of these six members of staff who were either directly involved in, or witnessed, some part of the incident. [redacted] declined to make a statement, but subsequently his Solicitor indicated that he would be pursuing a claim for injury.
4. When it became evident that [redacted] was not going to comply with staff efforts to quieten him down other boys in the room were led to another area. Mr LN 76 and LN 26 remained with LN 113 attempting to quieten him down and subsequently inviting him to go to his room. In the event they were unsuccessful and had to restrain him when he became aggressive. By this time they had been joined by [redacted] who had been attracted by LN 113 aggressive shouting. In the process of restraining LN 113 LN 26 received a blow to the chest from a flailing elbow and LN 113 fell or was brought to the ground where he was held for a time until he agreed to walk to his room. Whilst moving to his room he was difficult but fairly controlled until reaching the vicinity of his room, where he again became physically aggressive and had to be restrained. This point of the proceedings was witnessed by [redacted] When he had calmed down again LN 113 was placed in his room where he complained of pain in his shoulder.
5. Both LN 113 and LN [redacted] were examined by the nurse who recommended that both attend a casualty department. This was quickly arranged and where both examined, X rayed and treated.
6. The point that LN 26 sustained his injury can be pin-pointed. It is less certain at what point LN 113 was injured but it would seem most likely that it occurred when he was restrained for a second time outside his room in Copeland corridor.
7. *Observations:*
 - (a) [redacted] LN 113 is a tall, heavily built and somewhat ungainly youth. His behaviour swings from being placid and amiable to being overtly aggressive.
 - (b) That the current means of restraint is to use the body weight of the largest members of staff.

Assessment on arrival

19. On arrival, a fairly comprehensive assessment process began. This included developing a social profile of the young person and their family. The main responsibility for this fell to a senior social worker, seconded from one of the local Health and Social Services Boards. There was then an educational assessment carried out by the teachers and a fairly detailed psychological assessment carried out by the psychologists. These various reports were then collated and discussed at a multi-disciplinary case conference. From this a final recommendation was made to the courts. Anecdotal evidence suggests that the courts found these reports very helpful. One finding to emerge was that after several years of operation, the Assessment Unit at Lisnevin was recommending that some 80 percent of the boys should receive a community disposal on return to court. This was in stark contrast to the reception units at both Rathgael and St Patrick's who, after conducting their assessments, recommended that around 80 per cent of boys should receive a Training School Order. This finding ultimately led the NIO to close the Assessment Unit at Lisnevin and set up a day assessment unit at Whitefield House in Belfast. The Assessment Unit staff at Lisnevin moved to Whitefield, leaving Lisnevin operating for a period as solely a Special Unit for approximately two years.

Medical and dental care

20. Lisnevin had a fully equipped medical room of three nurses, and usually at least one was on duty between the hours of 9am and 9pm each day. They could deal with minor medical complaints and ailments. They would have also inspected all boys on arrival and after they returned from weekend or other leave. They would have noted any bruises or other evidence of injury on any part of the body. In addition, a local GP acted as medical officer. He would have visited at least once per week or otherwise on demand. Boys would have had full medicals, especially on arrival. In emergency situations, boys would have been taken to the Accident and Emergency Unit in Ards Hospital¹².

21. There was also a full dental room. An outside dentist visited on a weekly basis¹³. All boys admitted to Lisnevin would have a dental inspection and were given treatment, as required, when there. I remember it being noted that many boys' teeth were in a poor state when they arrived but in a much better state when they left.

Food and clothing

22. All boys were provided with clothing on arrival by the institution. This was of quite good quality. It consisted of jeans, checked shirt, pullover, suede boots, etc. and

¹² Exhibit 9 - Incident report - [REDACTED] LN 113 taken to hospital for an x-ray on 1974

¹³ Exhibit 10 - Examples of Medical & Psychiatric Care

HIA INQUIRY RESTRICTED

10. On another occasion, I was quite bruised following a punishment beating and a nurse walked into the punishment cell where I was being held. She looked at me, laughed and walked out again. She told the other staff members that I would live and they all laughed as well. I could not believe that someone who was supposed to help me could be so callous.
11. I only remember one member of staff at Lisnevin who was kind to me. He was called LN 29 and I believe that he was a born again Christian and was a very pleasant man. Sometimes he used to bring in little cigars and bottles of Coke and he would sit and talk with me. I remember an incident when he helped negotiate an agreement between me and the other staff. I was in a cell with a boy from Belfast called LN 30. Both of us thought that we were going to be beaten so we barricaded ourselves into the cell. Staff tried to get us to surrender as did the Governor but we were afraid that we would receive a worse beating and refused to come out of the cell. LN 29 came to speak to us on his own and he told us that he would stay with us and ensure that nothing happened to us. We agreed to come out and we were not physically attacked. I recollect that I was charged with criminal damage for the damage caused to the cell.
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13. I was in Millisle for about 3 months. I remember it as a lonely and frightening time. I had very little contact with the outside world and I don't remember writing or phoning anyone regularly. It was separated into the care section and the justice section. The justice section was downstairs in the building and the care section was upstairs. The care section had carpets and curtains and other

1 Northern Ireland Executive about -- or Government about
2 three areas: an apology, a memorial or some other means
3 of redress. We ask each witness whether there is
4 anything they want to say to assist the Panel's thinking
5 about those issues. Some people do; some people don't.
6 Is there anything you would like to say to the Panel
7 about that?

8 **A. No, I have nothing to add.**

9 Q. You leave it up to them to sort out?

10 **A. Yes. Thank you.**

11 Q. Then the last question, HIA138, that we ask each witness
12 is whether there is anything else -- we are looking at
13 your time in Lisnevin -- if there is anything else about
14 Lisnevin that maybe I have not covered accurately --

15 **A. Uh-huh.**

16 Q. -- or have not summarised correctly or we haven't
17 touched on that you want to bring to the Panel's
18 attention. Is there anything else that you want to
19 mention?

20 **A. No. There is just one thing is that how accurately all**
21 **the small issues in relation to my healthcare with the**
22 **acne and the upset stomach, but there is nothing to any**
23 **of the injuries to my face when I was taken to the**
24 **segregation unit, you know, because there always was,**
25 **like. There was always blood, you know.**

PRIVATE

whatever was available. You were not allowed to move from your seat and help yourself. All of your autonomy in relation to basic decision making was taken from you and you were treated as if you were a child. I remember that there were fights on an almost daily basis between Catholic and Protestant inmates at Lisnevin. The staff did take action to break these fights up and I was never personally bullied while I was there.

13. The furniture in our cells at Lisnevin was very basic. There was a plastic foam mattress which was similar to a gymnastic mattress and this was used as a bed base. There was another three inch mattress which you slept on. There was also a sheet and a continental quilt. There was no central heating in the room, instead there were two six inch heating pipes. The rooms were so cold that I slept right beside those heating pipes because they were boiling hot.

14. One night I sustained a burn on the back of my arm because I slept with my elbow near the heating pipes all night. I still have the scar from this burn which is about a square inch wide where the skin was burned off. I remember pointing this out to staff at the time. However, they just laughed it off and I did not get any medical treatment.

15. We were only allowed to shower every 2 days. We were told to strip in our room and the only towel we were given was a hand towel. We were required to walk from our room to the shower with only this small towel while passing female members of staff. We had to hold our hand out to ask for a small amount of shampoo, which was dispensed straight into our hand. Once we were finished in the shower, we had to use the hand towel to dry ourselves and then use it to cover up again to walk back to our rooms. I felt humiliated walking past female members of staff. We were only given fresh clothes after our shower. Bedding and clean clothes and undergarments were given to us every 2 days after a shower.

Hydebank (1989-1990)

16. I was moved from Lisnevin to Hydebank after I was sentenced for the joy-riding offence in May 1989. I was expecting to be sent back to Rathgael and

1 **would have been refurbished over the years.**

2 Q. Yes. Well, one night anyway you sustained a burn on the
3 back of your arm, because you were sleeping right up
4 against the heating pipes.

5 **A. Yes.**

6 Q. You still have a scar you say as a result of that.

7 **A. Yes.**

8 Q. Now you say you remember pointing it out to the staff at
9 the time, but they just laughed it off and you didn't
10 get any medical treatment.

11 **A. Yes. I think -- I think it wasn't until the changeover**
12 **of staff later on that day before they actually took it**
13 **serious. It actually -- it was actually weeping and my**
14 **tee shirt at the time was actually sticking to it, so it**
15 **was.**

16 Q. So you then did get some medical treatment later on?

17 **A. Yes. Later on -- later on that day, yes.**

18 Q. And you say you were only allowed to shower every two
19 days. You were told to strip in your room and:

20 "The only towel we were given was a hand towel. We
21 were required to walk from our room to the shower with
22 only this small towel while passing female members of
23 staff and we had to hold our hand out to ask for a small
24 amount of shampoo, which was dispensed straight into our
25 hand. Once we were finished we had to use the hand

Treatments - 2.
 Sprains - 1
 Cold Pain - 1
 Burns - 1
 Athlete's Foot - 1

Tonsillitis - 1
 Headaches - 2
 Flu symptoms - 1
 Torticollis - 1
 Bursitis - 1

Name	Date	Time	Unit	Complaint & Treatment
	17.3.89		Sec.	Magnapans 10 ^{AM} ✓ 2pm
	17.3.89		Re.	Tegretol 200mgs. 4pm 5pm
	17.3.89	9.45 ^{AM}	Re.	pain (R) wrist no treatment actinac to spots on back.
	17.3.89	9.45 ^{AM}	Re.	c/o. pain in abdomen. had been sick during night & headache. T. 98 P.A. 2 paracodal given
	17.3.89	9 ^{AM}	Re.	Small Burn on back of (R) upper arm flomazine + melolin applied athlete's foot painted i phylac + mycel powder applied explained he would need to come every day and ^{wash} feet change socks. etc.
	17/3/89	11 ^{AM}	Re.	Sore throat nothing to see 1 Redoxan given
	17/3/89	11 ^{AM}	Re.	headache 2 paracodal given
	17/3/89	11 ^{AM}	Re.	General aches & pains (muscular) all over. 2 paracodal given
	17/3/89	11 ^{AM}	Re.	stiff sore neck (R) side (draught) deep heat applied 2 paracodal given.
	17/3/89	11 ^{AM}	Re.	Bruise on (R) Shin (bump) no treatment.
	17/3/89	2.20 ^{PM}	Sec.	7 sutures removed (R) arm. ^{clean} rdy.

1989

Treatments -
Self-inflicted -

Names	Date	Time Unit	Complaint & Treatment
	24/3	9am R/U	Tegretol 200mg given
		5pm	
	24/3	11:15am R/U	cleared for gym this afternoon - no pain in wrist, full movement.
	24/3	11:15am S/U	Staff reported that [redacted] has just drunk quantity of shampoo! also that he has scratches on his arms (not reported) probably couple of days old.
	24/3	12 ¹⁰ pm S/U	Long scratches & both arms.
		4 ¹⁵ pm	Removed dressings.
	25/3	10 ³⁰ S/U	Wound dressed with Flamazine cream, very infected and gaping.
	25/3	10 ³⁰ R/U	Tegretol 250 mgms given at 9AM - 5pm ✓
	26/3	R/U	" " " " 9AM - 5pm ✓
	27/3	R/U	Tegretol 200mg 9AM - 5pm ✓
	28/3	R/U	Tegretol 200mg 9AM - 5pm ✓
	29/3	R/U	Tegretol 200mg 9AM - 5pm ✓
	29/3	10 ³⁰ AM E/U	Injury to big toe "R" foot. Hit on gym wall 28/3/89 Swollen & bruised. To see Dr.
	29/3	10 ³⁰ AM R/U	Protective dressing to old wound on "R" elbow.
	29/3	10 ⁴⁰ AM R/U	C/O pains in legs no treatment
	29/3	10 ⁴⁰ AM R/U	C/O stiff necks. no treatment

like, although most of these corridor doors remained unlocked when Lisnevin took the building over. It was still a very secure building. Most windows were narrow slits with bars and very few of the windows looked out to the outside world. Most, in my memory, looked into internal courtyards. Toilets and ablutions were very Spartan. They afforded little privacy, with toilet doors being only half the normal height. The boys had separate single rooms in wings off the main floors. At first Lisnevin used only the top floor of the building for sleeping, education and recreational purposes. They did eat downstairs, where the kitchen and main dining room was. There was a punishment block (sometimes referred to as "Scrabo"), with, in my memory, 6 single cells and a small office. It was in a very isolated part of the building on the ground floor. I choose to locate my office in the punishment block because it was quiet. At first the punishment cells were used solely for storage purposes. But within a year all the cells were brought back into use for punishment and isolation purposes.

Staffing issues at Millisle

56. The bulk of the staff working in Newtownards made the move to Millisle. The staffing complement remained much the same. One unusual feature of Lisnevin was that each summer the bulk of the staff went on annual summer leave – this applied particularly to the teachers who wanted normal teaching holidays. School was thus suspended during July and August. Care staff also went on leave during this period. This meant that instead of a staff of 8 care and teaching staff (plus senior assistant in charge of team) only around two of the permanent staff were on duty on each shift. The rest of the team was made up of temporary staff employed for the summer. Most of these were students on holiday from their courses but some were local people. They received no induction training. This caused incredible disruption and could be a very unsettled period. Temporary staff were expected to look after and amuse some of the most disturbed children in Northern Ireland. It is my view that it did not work.
57. I remember one summer, soon after Lisnevin moved to Millisle, some of the boys persuaded a young female student to take them out to play within the secure grounds. They suggested playing hide and seek and she agreed. Within a few minutes they had disappeared. They had climbed on to the roof of the main building. They then made their way to the roof above the gatehouse. Fortunately, the gate man heard noises on the roof and raised the alarm. The boys then refused to come down. The Millisle site was shared with prison officers' families. They came over and became taunting observers. Some of them alerted Downtown Radio as to what was going on. They sent a reporter and the whole event started to have live radio coverage. The Principal, Dermot Purdy, tried to coax the boys down. Eventually he put a ladder against the wall and tried to climb up to them. They let him get near the top and then pushed out the ladder – leaving him stranded in a precarious position. The incident ended when the boys became bored and agreed to come down.

HIA INQUIRY RESTRICTED

was going on and as soon as I released him they surrounded me and began to assault me. I ended up on the ground and I was kicked and punched.

7. If I misbehaved I was taken to the punishment block which was at the end of a long hallway. I was always taken there by 4 or 5 staff and they bent my arms and legs in a particular way which they called controlled restraint. It was absolute agony when they put me in that position. The staff always stopped on the way to the punishment block in a particular place and I was beaten probably 90% of the time they stopped. I have always believed that it was a CCTV black spot so that they could beat me without being detected but I do not know for sure. It could have been because they were tired. When I arrived at the cell I was dumped on the floor and left on my own. The cell had high barred windows and there was no furniture in it. At night the staff would give me a blue mattress to sleep on but it was taken out each day.
8. I remember an incident which happened in the recreation room which disturbed me. It was in the evening time and 4 or 5 staff came into the room and began to ask the boys there about a lighter which had gone missing. I did not know anything about the lighter but before I knew what was happening I was put into the restraint position and beaten. I felt someone putting their hands inside me. I don't know whether it was fingers or an object that was put inside me. I felt it moving around inside me and I had the urge to go to the toilet. I soiled myself a little bit. I don't remember the names of the officers who were involved in that incident. I cannot remember if this intimate search took place in the recreation room or in the punishment block.
9. I remember another occasion when I was put in the punishment cell wearing only pyjamas and slippers. I had either been punched in the face or thrown to the floor. My nose was bleeding and I had excrement all over my pyjamas because I had soiled myself. I remember ripping them off and throwing them out the window. I always seemed to get picked on for punishment even if I had not done anything wrong. There was a fight between two boys at the snooker table one night and I was taken away to the punishment block even though I was not one of the boys involved and had only been watching the fight.

HIA REF:

NAME:

DATE:

 THE INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE 1922 – 1995

Witness statement [redacted] LN 25

[redacted] LN 25

will say as follows:-

1. [redacted] LN 25 I was employed at Lisnevin Remand Centre (the 'Centre') which was then situated at Kiltonga, Belfast Road, Newtownards. I was employed at this time in [redacted] LN 25 [redacted] LN 25 [redacted] LN 25 Millicent. I resumed my employment as a Care Worker and eventually [redacted] LN 25 [redacted]
2. There was a senior Management structure within the Centre during normal office hours, i.e. 9:00-17:00. During those hours I was not the overall Manager, but was responsible for overseeing the teaching staff, the dining room staff and the cleaning staff generally. After hours, once senior Management had left the Centre i.e. after 5pm, I would often assume managerial responsibility for the entire Centre. During the course of my employment I considered myself reasonably well respected and popular amongst both the staff and boys alike.
3. I have read the witness statement of [redacted] HIA 418 dated 18th May 2015 which has been provided to me, and wish to be given the opportunity to respond to the allegations raised therein, insofar as I am able to do so. I have no more than a vague recollection of Mr [redacted] HIA 418. I am very surprised by [redacted] HIA 418 allegations. As stated, during my time in the Centre I occupied a general supervisory role over different units and can attest that I never witnessed nor was party to any instance or culture of bullying or intimidation within the Centre created or carried out by either myself or other staff members. There was no religious segregation amongst the units and boys were simply placed into units on the basis of availability irrespective of age or background. I am also surprised that [redacted] HIA 418 cannot recall the names of the individual staff members against whom he raises allegations of assault, intimidation and bullying, as these individuals would have been working with the young people within the unit on a day-to-day basis and were well known to them by name.
4. In paragraphs 5-7 of his witness statement [redacted] HIA 418 refers to "the Block". "The Block" was a colloquial term for the separation unit within the Centre. The separation unit was used when a young person became so violently disruptive, disruptive and/or out of control as to represent a danger or disruption to staff members, fellow residents or himself. In those circumstances the offending resident would be sent to the separation unit to give him time and space to calm down. There was a very clear set of Regulations in place which staff members were required to follow when a young person was referred to the separation unit. I cannot recall precisely the nature of these Regulations given the passage of over 20 years.

Boys with over 540 marks and who gain 29 marks clear, each week, will be considered for weekend leave.

- 6.19 A weekly marks meeting, chaired by the senior residential social worker, and attended by staff on duty and all boys is held in the Special Unit. The purpose of the meeting is to enable the total group to assess progress and to give boys the opportunity to express their opinions on behaviour/incidents for which marks were deducted. However if they raise matters which are not directly related to the marks meeting they are advised to discuss these with their key workers. The marks meeting is minuted by one of the residential social workers.
- 6.20 Basic pocket money is credited to a savings account held in the boy's name. He can have access to it when going on weekend leave or holiday. However a record of daily bonus payments is held in the unit and boys can spend this money in the tuck shop. Boys cannot accumulate money in this way as it is transferred to their savings accounts at the end of each week.

SANCTIONS

- 6.21 Staff may deduct marks from boys who they consider to be guilty of minor misdemeanours. However if a boy fails to respond further sanctions may be applied. The following guidelines were drawn up by management to ensure that staff take a consistent approach to inappropriate behaviour:-

LEVEL (1) - MINOR MISDEMEANOURS

- i. giving cheek to staff;
- ii. taunting other boys;
- iii. non-co-operation.

Sanction - loss of marks.

LEVEL (2)

Should reasonable warnings be insufficient to curb the above misbehaviours then:-

Sanction - removal from class/activity resulting in 24 hours in own room or Punishment Block if the boy does not settle.

LEVEL (3)

- i. fighting/bullying in class/activity;
- ii. leaving classroom/group/area/activity without permission;

1 Q. So it was senior management approving what happened
2 after it had happened. Is that right?

3 **A. Well, in my view yes, because those people who removed**
4 **him were actually at the scene whereas the senior**
5 **management probably was not at the scene before the**
6 **incident happened.**

7 Q. Was it any different in your time in Kiltonga? Did the
8 same thing happen?

9 **A. Well, Kiltonga -- Kiltonga was unique, because**
10 **separations -- I can't hardly remember a separation in**
11 **my four years there.**

12 Q. Do I take from that that there were more separations in
13 Millisle --

14 **A. Yes.**

15 Q. -- than there were in Kiltonga?

16 **A. That's right, sir, yes.**

17 Q. And the length of time the boys would stay in the
18 separation unit in Millisle, you said that, if
19 I remember correctly, it would never have been as long
20 four days; at the very most two days.

21 **A. Not -- that's what I can remember about it.**

22 Q. But were there boys in there for short periods of time,
23 let's say fifteen minutes, an hour, something like that?

24 **A. Without any doubt, yes. If the calming down happened**
25 **within that time, they were reintegrated in with the**

1 **group again.**

2 Q. I know it's a long time ago and it's probably not
3 entirely a fair question to ask, but can you give us
4 an impression of the balance between short periods of
5 time in the separation unit in Millisle compared to
6 longer periods of up to a couple of days? Would the
7 couple of days have happened as often as the short
8 periods or what way would it have -- would it have been
9 in terms of numbers?

10 **A. I would have said it was probably quite equal, because**
11 **the long-term two days or so would have been for a very,**
12 **very serious incident. The other time might have been**
13 **for a calming down for fifteen, twenty minutes, half**
14 **an hour, just for a calming down to take him away from**
15 **the group in case there was other incidents happened.**

16 Q. Yes. I just want to make sure there is no
17 misunderstanding here. If we look at the total number
18 of times boys went into the separation unit, are you
19 saying that roughly half of them would have been for
20 long periods of up to two days --

21 **A. No, I wouldn't say that, no.**

22 Q. -- and half just for a few minutes at a time?

23 **A. No. I wouldn't have said it was 50:50.**

24 Q. Can you give us an idea of the breakdown?

25 **A. I would have said it would have been the other way, more**

1 **the other way, sort of maybe 70:30 short term.**

2 Q. Yes. So definitely more admissions to the separation
3 unit in Millisle were for short periods of -- what are
4 we talking about -- up to an hour on average or less
5 than that?

6 **A. Well, it could be up to an hour or maybe slightly less.**

7 Q. Yes, and then maybe 30% would be for quite long periods.

8 **A. Well, quite long in my estimation would have been two**
9 **days.**

10 Q. And would the longer spells in that unit have generally
11 been two days or would they have been, let's say,
12 a morning or overnight or what?

13 **A. Yes. It could have been either morning, afternoon,**
14 **evening, just overnight. It could have been either or**
15 **both or whatever, just -- sometimes when they went to**
16 **the separation unit, they were quite rowdy and they**
17 **didn't want to come out sometimes, and that's where**
18 **I felt when I said in my statement they saw it as**
19 **a badge of honour. "Oh, I was in the separation unit**
20 **for a day. I was in -- you were only in it ten minutes.**
21 **I was down there for a day or a day and a half" or**
22 **whatever. So in that case I would say they wore it as**
23 **a badge of honour being there more than their friends.**

24 Q. To show that they were a hard man sort of thing?

25 **A. Exactly right, yes.**

1 **problem coming and defending my response to you today.**

2 Q. Thank you very much, LN25. The Panel may have some
3 questions for you.

4 **A. Okay.**

5 **Questions from THE PANEL**

6 CHAIRMAN: LN25, can I just ask you about the way in which
7 the young people were put in the block or the separation
8 unit in Millisle, not in Kiltonga but in Millisle?

9 **A. Yes.**

10 Q. As I understand what you have described to us, the
11 decision, if it was made, would always have to be
12 approved by senior management. Is that right?

13 **A. Yes. If two care staff or teaching staff, whatever, had**
14 **to remove a young person at a particular point when he**
15 **was out of control, they would have completed the**
16 **removal, but they would have had to inform senior staff**
17 **immediately of what had happened, and then the senior**
18 **staff would have appointed somebody to be present in the**
19 **office in that particular unit to look after the young**
20 **person's needs.**

21 Q. But was it the position that decisions were taken by
22 senior management that a young boy would have to be put
23 in the separation unit and then he was physically moved
24 into it afterwards?

25 **A. Not that I can recall, no.**

might have been left unmonitored, and might have had to continually press a buzzer to summon assistance to get to the toilet, for example, or could be ignored. That was not his experience, although it is fair to point out that LN 25 and Dr. Lockhart would have not worked for very long together at the Millisle site. Instead, LN 25 recalled that, “...*whoever was manager on the shift at the time had to allocate a member of staff to sit in the office, which was at the end of that separation unit.*” (transcript day 162, at page 91, line 12).

535. LN 25 was invited through questions by the Chairman to expand upon his recollection of the procedures applicable to the use of the separation unit at Millisle:

“If two care staff or teaching staff, whatever, had to remove a young person at a particular point when he was out of control, they would have completed the removal, but they would have had to inform senior staff immediately of what had happened, and then the senior staff would have appointed somebody to be present in the office in that particular unit to look after the young person's needs.” (Day 162, page 113, line 113).

536. LN 25 was not specifically asked to address the concerns raised by SSI in relation to the use of a tariff approach to separation in or about 1993.

537. LN 25 could not recall senior staff approving the use of the separation unit for a boy in advance of his removal there; the tendency was for a volatile incident to happen, leading care staff or teaching staff to decide that removal to the separation unit was appropriate, followed by a report to senior staff, and approval of the use of the separation unit, or not, as the case may be (Day 162, page 114).

538. LN 25 went on to give helpful estimations of the duration of stays in the separation unit. He explained that 70% of the removals to the separation unit would be for short periods, ranging from a matter of minutes and up to an hour. It was only in 30% of the cases that separation lasted for any longer and in these more extreme cases the boy might be separated for a morning or an afternoon, sometimes overnight and on rare occasions for up to two days (Day 162, pages 115-116).

539. LN 25 was referred to HIA 418's allegation that he had been placed in the separation unit up to 15 times. LN 25, who was familiar with HIA 418 at the relevant time, seemed to regard this as an exaggeration, and stated that in all his time in Lisnevin he could not recall any boy being removed that number of times, although

Lisnevin

22. When they felt they couldn't control me in St Pat's they sent me on again to another institution. I was transferred to Lisnevin on 7th November 1973. I was fourteen years old. I was of the view that Lisnevin was an assessment centre for IRA/UVF paramilitaries at that time to see if they were fit for prison. I should never have been put in that institution to mix with others who were involved in paramilitary activity.
23. They locked me up and kept me in a cell at night and sometimes during the day for about twenty months. Most of the boys stayed in dormitories, however some were also in cells. They said I was uncontrollable. I stayed in almost solitary confinement. I spent two periods of about 6 weeks each time in Muckamore Abbey and I was put on 600mg of Ospolot tablets to keep me suppressed.
24. I was beaten in Lisnevin in the cells by the housemasters called LN 1 and LN 2. They punched and kicked me. There was a teacher called LN 3 and I think she saw a lot of things that were going on in Lisnevin. LN 3 is still alive.

Other institutions

25. I was moved from Lisnevin to various borstals. I think this was under a court order. I spent time in Crumlin Road Prison and Armagh Prison. I think I was released when I was about seventeen and a half.

Life after care

26. I spent time in various prisons including Magilligan and Long Kesh for hijacking and kidnapping after I left care. When I got out of prison I met my mother. There were no feelings there as I didn't know her. I met my father for the first time when I was forty. He lives in England.

1 **a way as possible, but it wasn't -- looking back,**
2 **putting somebody in a single room which was pretty**
3 **spartan wasn't particularly humane, but it was the only**
4 **thing that was available at the time.**

5 Q. Yes, and you have described how there were compensating
6 mechanism adopted --

7 **A. That's correct.**

8 Q. -- to mitigate the effect of that, such as allowing him
9 to stay up later and decorated more as his own room.

10 **A. That's right.**

11 Q. Does it follow from that -- it may seem a rather obvious
12 point to make -- that in an ideal situation if there had
13 been a single bedroom, that would have been where he
14 would have been put?

15 **A. Absolutely. Absolutely, yes.**

16 Q. But just because the nature of the building was such
17 that it wasn't designed with that in mind?

18 **A. That's exactly right. I think the fears were that if he**
19 **was in a dormitory, then there was a danger of**
20 **significant violence usually against somebody else**
21 **rather than to him.**

22 Q. Yes. Well, that's all I want to ask you, Dr Lockhart,
23 but I'm sure my colleagues have some questions for you.

24 MS DOHERTY: Thanks very much. That has been very helpful
25 and your statement. Can I just ask, doctor, was there

1 was kept in a single room often.

2 A. I couldn't verify twenty months, but I know that he --
3 it was the norm for at least part of his time in
4 Lisnevin to sleep in a single room in the isolation
5 block. That was primarily because of his behaviour with
6 the other boys in the dormitory situation, where he been
7 known to assault others and so on. So it was primarily
8 for the safety of the other youngsters. He -- sorry.
9 Go ahead.

10 Q. You also mentioned to me that in a compensation for the
11 fact that he was isolated in this way he was allowed up
12 later at night.

13 A. Yes. There would have been things like that. Where the
14 others might have gone to bed at 9 o'clock, he would
15 have been allowed to stay up to 10 o'clock. So it was
16 very much a sleeping situation. He was also given
17 various paints and so on so he could paint his own
18 murals, because let's face it. It was a cell and a very
19 small cell at that. with poor windows and so on. So as
20 a compensation again so he could paint his own -- so it
21 became his room effectively, not as a room -- he wasn't
22 put in a different room every night or anything like
23 that. It was a degree of personalisation allowed in
24 that.

25 Q. There's another document at LSN1328, which I think is

indicate that HIA 94 was confined to the “single room” for up to a day, usually for no more than a few hours at a time with the shortest recorded confinement being for 10 minutes.

523. The Department accepts that the evidence shows that HIA 94 spent a considerable period of time separated from his peers, particularly at night. However, for the reasons articulated by Dr. Lockhart, this was a clear and deliberate strategy, designed to protect other boys from the threat which HIA 94 frequently posed. The treatment of HIA 94 was entirely justified. He appears not to realise or be prepared to admit that he posed a significant problem of control and management for the staff at that time, and represented a danger to his fellow residents.
524. It is clear that another of the applicants who has complained about the use of the punishment block, also posed significant control issues for the staff at Lisnevin. HIA 138 has suggested that he was always brought to the punishment block when he misbehaved, and that on most (90%) of the occasions when he was brought there he was beaten by staff en route (LSN-031, para 7). In his oral evidence on day 156 he explained that he was always left bleeding when placed in the punishment unit, and that the use of restraint left him in some pain (transcript, day 156, pages 12-13).
525. Records show that after 2 months in Lisnevin HIA 138 was viewed by staff as “troublesome and disruptive” (LSN - 20788). Shortly after being admitted to Lisnevin he threatened a member of staff with a piece of wood, and was removed to his bedroom (LSN - 21437). On the 17 April 1990, night supervision reported that he had been removed to the separation unit for disruptive behaviour and for flooding his room. A decision was made, following discussion between senior staff, that HIA 138 should “*remain off the floor [that day]*” (LSN - 21442). A week later HIA 138 was given an early night and placed on report (LSN - 21443), a sanction which was repeated on the 5 May (LSN - 21448) and on the 8 May (LSN - 21449). The record for the 27 April suggests that a decision was made that HIA 138 would be given a punishment of three early nights (LSN - 21446). An entry for the 11 May 1990 suggests that HIA 138 was removed to the separation unit, having assaulted a fellow resident (LSN - 21541).
526. Numerous other incidents were recorded during May and early June 1990 leading a member of staff to record on the 10 June that “*staff reported that [HIA] 138*” is

1 Q. -- the occasions when you talk about being beaten for
2 taking away to the separation unit --

3 **A. Uh-huh.**

4 Q. -- did you generally spend a day or an overnight in the
5 separation unit? You weren't there for weeks on end?

6 It was a --

7 **A. No, no. Short periods of time.**

8 Q. Short periods and then you were taken back to the group
9 --

10 **A. Yes.**

11 Q. -- and your own -- your own unit. It seems that then
12 Lisnevin report this incident to the Northern Ireland
13 Office, who ultimately at the time were responsible for
14 Lisnevin, and you are taken to the police with LN30 to
15 be interviewed for criminal damage.

16 **A. Uh-huh.**

17 Q. The reference in the note to the Northern Ireland Office
18 is to -- that the two of you have destroyed lighting
19 windows. Do you remember was it the type of -- the
20 particular type of window that lit?

21 **A. I've no idea.**

22 Q. You don't remember. That would lead to you being
23 charged for criminal damage. That's ultimately what
24 happened, and then there was a conviction for that.

25 **A. Uh-huh.**

1 Questions from THE PANEL

2 CHAIRMAN: HIA138, can I just ask you about the segregation
3 unit that you have described?

4 **A. Yes.**

5 Q. If I have understood you correctly, you found yourself
6 put in there quite a lot?

7 **A. Yes, I did, yes.**

8 Q. And when you were placed there, was it just normally
9 for, let's say, two or three hours at a time, or a short
10 period during the day, or was it always overnight or
11 what -- you know, 24 hours? Can you give us some idea?

12 **A. I think -- I think it was always overnight. I don't**
13 **think I was ever taken down in -- at one part of the day**
14 **and taken back up on the same -- same day. I don't**
15 **think so.**

16 Q. And were you aware of others being taken to the
17 segregation unit?

18 **A. Yes, I was.**

19 Q. Was it something that happened a lot or not very
20 frequently to other boys?

21 **A. Well, yes, I remember hearing others in the segregation**
22 **unit, you know, because there would have been a number**
23 **of cells.**

24 Q. Yes. Was it the sort of thing that was talked about
25 amongst the boys afterwards, "You are in there again

1 I see", or something like that?

2 **A. Not really, no. Not that I can remember. I'm not too**
3 **sure.**

4 Q. Thank you very much.

5 **A. Okay.**

6 MS DOHERTY: Thanks very much. Can I just ask about food
7 and drink when you were in the segregation? Did you get
8 access?

9 **A. I remembered the LN29, because you were in the**
10 **segregation unit, you weren't allowed to smoke and at**
11 **that time I smoked, and he used to bring me round little**
12 **cigars, you know, just as a little -- as a little treat,**
13 **you know, and food and drink, no, I don't think it was**
14 **an issue. I think we were -- we were -- we were ...**

15 Q. You were given food and drink.

16 **A. I think so.**

17 Q. And access to the toilet and things? You were allowed?

18 **A. I think so, yes. I think so.**

19 Q. Can I just ask: you were talking about your room in the
20 main block.

21 **A. Yes.**

22 Q. You talked about a mattress and a cube.

23 **A. Yes.**

24 Q. What's the cube?

25 **A. The cube, I don't know what purpose it served. It just**

By Marty Bail St. Johnston Bail

On duty by 5:50 AM

131-234 Week 6

prepared on duty 8 AM. Rise for
 followed by smokes and shop. Chapel 9:30
 by classes. All court boys left on time.
 rise hair used abusive language
 to staff and also attempted to strike
 clothing and joined group at chapel time and he then joined
 class group. Parer for class group at 11:00
 boys then returned at 12:15. Lunch at 12:15 followed
 smokes and activities. Goes to class, team
 meeting

10.00

Team on duty at 1-45
 on duty at 2:15 placed in his room after a scuffle
 down the corridor on his way to the gym. joined his after class
 down area to Drumpflys. Staff present the D Druff assaulted
 results in him getting injuries to his nose. On his way to
 his room he again struck staff at this stage he was moved to
 separation. At allsoft and removed from the dining room.
 was removed to the separation block after tea when he
 became disoriented about a staff threw out clothes and barricaded
 himself in his room. Smoke after tea placed
 in separation. I feel because D Druff was still after
 starts to feel his dog continuously. Not spent one tea
 in his room and joined the group after staff period Boys
 settled to watch a video. Staff and smoke followed by bedtime
 routine. Don clock at 9:00 Staff off as per rota.

12.00

13.00

14.00

General alarm sounded

needed for assistance 4 40 JB

Built it first suspended sentence 12 months

3 hrs early bed.

T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T				
1	3		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	25	26	27	28	29	30	31

Launceston M. Launceston

Drummond

Children and Young Persons Act (Northern Ireland) 1968

(Section 51 - Form 9)

WARRANT OF COMMITMENT TO REMAND HOME: ADJOURNMENT

W. Donaldson
 Superintendent of the RUC.
 Newtownards Complainant

Petty Sessions District of Anals

HIA 138


County Court Division of Anals

do horeven Framing School
 Hillside Defendant

Whereas the defendant appeared this day upon a complaint that the defendant on the 11th day of June 1990 at horeven Framing School Hillside in the County Court Division of Anals without lawful excuse damaged a cell belonging to horeven Management Board intending to damage such property or was reckless as to whether such property would be damaged, contrary to Article 3(1) of the Criminal Damage (NI) order 1977.

and the hearing of the said complaint was adjourned to Castlereagh Juvenile Court. Court on the 26th day of July 1990, at 10.30 a.m.

This is to command you, to whom this warrant is addressed, to convey the defendant to such Remand Home as the Secretary of State shall determine, there to be kept in custody by the person in charge thereof, unless he shall be bailed in the meantime, until the above date when you shall produce the defendant to the said Court.

~~[The Court recommends that the defendant, being a young person, be detained in secure accommodation.]~~

And for this the present warrant shall be a sufficient authority to all whom it may concern.

Dated this 28th June 1990

Black
 for Clerk of Petty Sessions

To the Superintendent of the Royal Ulster Constabulary at G. Division.

P.S. 10/9

PRIVATE

4. I was often intimidated and bullied by other residents and staff never took any action when they witnessed this. There was a hierarchy among the residents in Lisnevin. When arguments broke out this gave staff the opportunity to restrain us and remove certain residents to 'The Block'.
5. I was also regularly intimidated and bullied by staff. If I tried to stand up for myself, the staff would restrain me. I was restrained by two members of staff who would push both my arms up behind my back. This would have been excruciatingly painful. I would scream and plead for them to stop but they never did. I was then dragged like an animal to 'The Block' in the Scrabo unit. 'The Block' was an empty room with the exception of a blue mattress. This room had a broken window. Staff would leave me there for up to two days at a time. I was given very little to eat and drink when I was in 'The Block'. I believe 'The Block' was not a fit or safe place for animals let alone children.
6. During my time in Lisnevin I was put in 'The Block' between ten and fifteen times. When I was there I was in total despair and suicidal. I would have taken my life but there was nothing in this room that would have allowed me to do so.
7. I do not recall the names of the individual staff members responsible for this abuse, although LN 25 was in charge of the staff and I believe he would have been fully aware of what was going on. I would recognise the other staff involved from photographs. LN 25 never assaulted me however I do remember seeing him restraining other residents.
8. I recall on one occasion a member of staff told a joke. He kicked me on the lower back with full force as he believed I was laughing at him rather than at his joke. I do not recall his name however he was a small, bald man who was approximately fifty years old.
9. On another occasion a member of staff who played rugby tackled me for no reason when I was attending an outdoor activity. I was thrown to the ground and was winded from the ordeal. I do not remember his name. However he was well built.

becoming unmanageable" (LSN - 21459). That night, HIA 138 barricaded himself into his room, and proceeded to destroy lighting and windows. He was placed in the punishment block (LSN - 21460) and was later charged with causing criminal damage (LSN - 20782). Given the difficulties that he was presenting, management in Lisnevin in conjunction with the NIO, refused an application made by his solicitor on his behalf to transfer him to St Patrick's (LSN - 20800).

527. The records available to the Inquiry demonstrate that HIA 138 was frequently aggressive, violent or disruptive. It would appear that different techniques were adopted to try to control his behaviour including talking to him (LSN - 21446), putting him on report, and putting him in his room or to bed early. On only four occasions was he placed in the separation unit or punishment block (LSN 21463 - 21466). There is no record of him sustaining any injury in association with his transfer to the punishment block. In his evidence HIA 138 indicated that he was never detained in the punishment block for long periods of time - he described it as "*short periods of time*" (transcript, day 156, page 23).
528. HIA 418 has complained that he was regularly placed in the punishment block during his time in Lisnevin. He asserted that he was placed there 10-15 times, and that during such times he would be given very little to eat or drink (LSN - 026, para 5 and 6).
529. The records available for HIA 418 are very comprehensive. There is a problem of interpretation because of the similarity between his name and that of another boy who was in Lisnevin at the time (LSN - 21186). However, upon our consideration of these records - and there are numerous entries and some problems of legibility - it appears to be the case that HIA 418 was the subject of separation on quite a few occasions. That said, none of the entries suggest that he was ever brought to the punishment block. The entries indicate that he was instead placed in his bedroom (see LSN - 21189, 21192, 21196, 21205, 21206). Other entries refer to him being required to go to bed early (LSN - 21190, 21232, 21239), or being removed from class (LSN - 21206). There is an ambiguous entry which refers to him being "*removed from group*" but the entry does not record that he was placed in the punishment block.

PRIVATE

4. I was often intimidated and bullied by other residents and staff never took any action when they witnessed this. There was a hierarchy among the residents in Lisnevin. When arguments broke out this gave staff the opportunity to restrain us and remove certain residents to 'The Block'.
5. I was also regularly intimidated and bullied by staff. If I tried to stand up for myself, the staff would restrain me. I was restrained by two members of staff who would push both my arms up behind my back. This would have been excruciatingly painful. I would scream and plead for them to stop but they never did. I was then dragged like an animal to 'The Block' in the Scrabo unit. 'The Block' was an empty room with the exception of a blue mattress. This room had a broken window. Staff would leave me there for up to two days at a time. I was given very little to eat and drink when I was in 'The Block'. I believe 'The Block' was not a fit or safe place for animals let alone children.
6. During my time in Lisnevin I was put in 'The Block' between ten and fifteen times. When I was there I was in total despair and suicidal. I would have taken my life but there was nothing in this room that would have allowed me to do so.
7. I do not recall the names of the individual staff members responsible for this abuse, although LN 25 was in charge of the staff and I believe he would have been fully aware of what was going on. I would recognise the other staff involved from photographs. LN 25 never assaulted me however I do remember seeing him restraining other residents.
8. I recall on one occasion a member of staff told a joke. He kicked me on the lower back with full force as he believed I was laughing at him rather than at his joke. I do not recall his name however he was a small, bald man who was approximately fifty years old.
9. On another occasion a member of staff who played rugby tackled me for no reason when I was attending an outdoor activity. I was thrown to the ground and was winded from the ordeal. I do not remember his name. However he was well built.

Usually residents would only remain in the separation unit for a short period of time however, in the event of serious incidents of violence or aggressive/disruptive behaviour; a resident could remain in the separation unit for a longer period. Separation time was defined by Senior Management in each particular instance; it is impossible to be more specific in this regard.

5. From my experience and recollection it is not true that residents were given very little to eat and drink during spells in the separation unit. The Regulations provided that food and drink were never to be withheld from the occupants of the separation unit. Food was served at the same time as the rest of the Centre, i.e. breakfast at 09:00, lunch at 13:00 and dinner at 17:00. The occupant of the separation unit would be fed the same quantity and quality of food as the rest of the young people in the units. The only difference was that food was served in a hard plastic tray, and plastic cutlery was used to ensure the safety of the young person. Water and other drinks such as juice, tea and coffee were provided at meal times and also between meal times upon request.
6. I cannot recall whether the separation unit room had a broken window as claimed by Mr Grattan. It was an empty room with a blue mattress on the floor. The purpose of the room was to ensure that an agitated resident would not be able to harm himself or others and it was therefore necessary to ensure it contained no furniture or other items which may have allowed the resident to do so. To the best of my recollection the room was kept clean and toilet facilities were available by knocking on the door upon which an officer would bring the young person to the toilet located at the bottom of the corridor. There was also an office at the end of the corridor which was staffed full-time whilst a resident was in the separation unit. A set of the Regulations referred to in paragraph 4 above were kept in this office for reference purposes. A staff member was required to enter a written report in the record at 15 minute intervals regarding the behaviour of the young person in the separation unit. When that member of staff deemed the young person to have calmed sufficiently during such an interval, the young person would be returned to his unit. I would say, however, that I witnessed a certain culture amongst the young people within the Centre that being taken to "the Block" was seen as a 'badge of honour'.
7. There were medical and psychology staff working at the Centre who were employed to attend to the residents' physical and mental health needs.
8. Staff members were properly trained to use certain restraining techniques in the event of violent or disruptive behaviour in order to minimise the risk of injury to the young person, staff and/or other residents. By definition such techniques were used to restrain the resident but I certainly would not consider the techniques to have had the effect described in Mr. Grattan's statement and cannot ever recall witnessing such scenes at any time during my employment at the Centre. While I fully accept that I was aware that such restraining techniques were used by staff members, and that during the course of my employment I was occasionally required to restrain residents myself, I totally refute that the manner in which such actions were carried out amounted to the intimidation, bullying or assault of residents.
9. There was a working and effective complaints procedure in place within the Centre, whereby a senior member of Management would assess any complaints made by residents against any members of staff. To the best of my knowledge, during my employment at the Centre, I had a clean disciplinary record.



1 Q. No, I understand that. I was looking at it more from
2 the point of view of how the boy in question would have
3 perceived it at the time. If the room was used or
4 constructed as a punishment room, so to speak --

5 **A. Yes. I think they would have --**

6 Q. -- might it be they may have seen it --

7 **A. -- they would have seen it as punishment more than as a**
8 **-- as a control mechanism.**

9 Q. Was that because there weren't any other rooms that
10 could be used for that purpose?

11 **A. Yes, yes.**

12 Q. And were those decisions taken by the staff on the spot
13 or did they have to be approved by a member of senior
14 staff at Kiltonga?

15 **A. I would have -- yes. I would have thought the immediate**
16 **-- and this is going from memory -- would have been**
17 **taken by staff on the spot, but they very quickly would**
18 **have got the sanction and they would have let the senior**
19 **staff know very quickly, and that would have been better**
20 **managed than it was whenever it moved down to Millisle.**

21 Q. So if one may contrast the two for the moment before we
22 turn to Millisle, is it a fair summary to say that
23 although you may have felt that up to four days was very
24 long, the way in which the process was managed and dealt
25 with in your view was a more acceptable way of dealing

1 that there was a lack of grip or a lack of exercised
2 authority and therefore this practice became more common
3 and perhaps unchecked.

4 **A. I think that's right.**

5 Q. Were the periods of time that the boys were in isolation
6 in Millisle, were they cumulatively greater? Were they
7 more frequently resorted to as a punishment in your
8 opinion?

9 **A. I got the impression that they happened more often but**
10 **perhaps for shorter periods. So the other -- in**
11 **Lisnevin in Newtownards it was more organised and**
12 **systemised, so that youngsters would have known if they**
13 **were being isolated for absconding, how long they were**
14 **likely to be there and so on, whereas it was much --**
15 **I think it was actually probably more of a control**
16 **mechanism than a punishment mechanism in Millisle --**

17 Q. I see.

18 **A. -- if you understand what I mean. So it was a way of**
19 **managing a difficult situation, but could result in**
20 **somebody being isolated for quite a while.**

21 Q. Well, you anticipated the question I was going to ask
22 you.

23 **A. Uh-huh.**

24 Q. Then if we look at a particular example which you have
25 been asked about, and that's the person who we refer to

1 with it --

2 **A. Yes.**

3 Q. -- in that the initial decision had to be approved
4 quickly by somebody at a more senior level?

5 **A. That's right.**

6 Q. Then when we turn to Millisle, the impression I have is
7 from what you have said that that was very clearly not
8 the case, that there was not that degree of validation
9 or approval by senior staff --

10 **A. That --**

11 Q. -- to a degree.

12 **A. -- that was my memory. I know there were occasions when
13 I complained to the senior staff about the over-use and
14 would not have found -- how would I put this -- they
15 weren't -- they weren't taking a lead and not taking --
16 you know, they would have said, "Oh, yes, we agree with
17 you", but then there was no significant action taken to
18 stop that happening, and I do think that there was some
19 failure of leadership at that time.**

20 Q. That would suggest a rather laissez faire attitude on
21 the part of the more senior staff.

22 **A. I think a loss of morale and that they just -- health
23 and other things seemed to be affecting them and they --
24 I don't in any way see them as bad people or --**

25 Q. No, no, I am not suggesting that, but it does indicate

Boys with over 540 marks and who gain 29 marks clear, each week, will be considered for weekend leave.

- 6.19 A weekly marks meeting, chaired by the senior residential social worker, and attended by staff on duty and all boys is held in the Special Unit. The purpose of the meeting is to enable the total group to assess progress and to give boys the opportunity to express their opinions on behaviour/incidents for which marks were deducted. However if they raise matters which are not directly related to the marks meeting they are advised to discuss these with their key workers. The marks meeting is minuted by one of the residential social workers.
- 6.20 Basic pocket money is credited to a savings account held in the boy's name. He can have access to it when going on weekend leave or holiday. However a record of daily bonus payments is held in the unit and boys can spend this money in the tuck shop. Boys cannot accumulate money in this way as it is transferred to their savings accounts at the end of each week.

SANCTIONS

- 6.21 Staff may deduct marks from boys who they consider to be guilty of minor misdemeanours. However if a boy fails to respond further sanctions may be applied. The following guidelines were drawn up by management to ensure that staff take a consistent approach to inappropriate behaviour:-

LEVEL (1) - MINOR MISDEMEANOURS

- i. giving cheek to staff;
- ii. taunting other boys;
- iii. non-co-operation.

Sanction - loss of marks.

LEVEL (2)

Should reasonable warnings be insufficient to curb the above misbehaviours then:-

Sanction - removal from class/activity resulting in 24 hours in own room or Punishment Block if the boy does not settle.

LEVEL (3)

- i. fighting/bullying in class/activity;
- ii. leaving classroom/group/area/activity without permission;

- iii. attempted theft or distruction of school property;
- iv. possession of cigarettes/matches;
- v. excessive bad language/cheek/taunting/bullying.

Sanction - immediate removal to own room for 48 hours minimum/reviewed.

LEVEL (4)

- i. striking or attempting to strike staff;
- ii. attempting to start a riot;
- iii. attempting to start a fire;
- iv. misuse of fire alarms/phone system.

Sanction - immediate removal to punishment block for 96 hours minimum.

NOTE:

- i. the aforementioned list is by no means a definitive one;
- ii. all other school rules/regulations/punishments/privileges apply at all times;
- iii. details of all removals will be recorded and left with staff timetabled to cover duty office.

6.22 Rule 39(d) of the Training School Rules provides that separation from other pupils "shall only be used in exceptional cases" and specifies conditions which should pertain when a boy is removed from association with the group. One of these (para (d)(v)) states that when separation "is to be continued for more than 24 hours, the written consent of a member of the Board of Management shall be obtained and the circumstances reported to the Ministry". The Inspectors found that in drawing up the behavioural guidelines set out in paragraph 6.21 above, the Lisnevin Management appear to have overlooked Rule 39 which, although made in 1952, is still extant. Furthermore from the records held in the Special Unit, it was apparent that separation of boys for periods of more than 24 hours occurs frequently. For example in one case a boy spent 2 periods in the punishment block ie 82½ hours and 72 hours (154½ hours), which were only separated by a 14 hour span, most of which he spent locked in his own bedroom. Therefore it is recommended that management's guidelines to staff are reviewed to take account of the Training School Rules.

6.23 Presently, outside of the normal bedtime hours, boys can spend time in separation (a) in the punishment block,

FROM: S+E BELFAST UNIT

TO:

0247861923

1993- 3-22

14:49

NUTRITIONAL
NEEDSTIME OF LAST
MEALTIME OF
NEXT MEALAVAILABILITY OF
SNACKS

16.45

20.30

NO

COMMENT: -

Sandwiches, scones and fresh fruit were available for a snack supper to be taken at 20.30 hours. The SRSW indicated that access to the tuck shop is 5 times during a 2 week period.

GENERAL

1. Did the Inspector speak with any of the young people? How many were seen, what was discussed?

I spoke in private with the young person most recently arrived in the remand unit. He had been in the unit for 2 days having been released on bail after spending 2 days in the unit during February. At 16 he has no previous experience of the criminal justice system. I got a clear impression that he is likely to behave himself because of the sanctions presently applied to misbehaviour. Nevertheless he had no complaint to make about his personal treatment in the unit.

General conversation with 3 other young people in the same area gave the impression that they accept the limitation of life in the unit as the inevitable result of getting into trouble with the law.

2. Were any complaints made by young people to the Inspector?

The majority of young people were aware of who I was and generally why I was there. They knew that they could choose to speak with me but none took the opportunity to complain about anything.

3. Comment on the atmosphere in the unit and the level/quality of interaction between staff and the young people.

Throughout the time I was in the unit all young people were engaged in some form of leisure activity. There was a healthy buzz of conversation and no obvious "wall flowers". Staff were involved with small groups of young people and most members of staff at some stage were actively participating in the activities.

4. Did anything untoward come to notice during the visit? What action was taken?

The one issue of concern which came to light during the visit was the introduction of standard sanctions related to separation from the group. These standard sanctions allow for automatic removal from the group with specific transgressions equalling so many hours separation from the group. The notion that removal from the group should be the exception and even then for the shortest possible periods seems to have been replaced with removals which can in some instances be the longest allowed under the Training School Rules dating back to 1952. It is of interest that the standard sanctions applied in the Remand Unit are much heavier than those applied in the Special Unit. The sanctioning of separation from the group now seems to rest at SRSW level whereas formerly anything but short separations required consideration by and the signature of a member of senior management.

I brought the issue of standard sanctions to the attention of the senior member of staff on duty and indicated that I would be making a considered comment about this in the report of the visit.

keeping with current thinking on discipline. Although no boy is left alone for lengthy periods and counselling is provided during the period of removal, the use of standard sanctions, which can be automatically applied at Unit level, possibly on the recommendation of inexperienced staff, is a worrying development. The shortages in staffing and the use of casual staff highlighted earlier in this report mean that important decisions about discipline and control are being taken by inexperienced and unqualified staff without adequate supervision. The Managers are aware of the shortcomings of using standard sanctions and would welcome the opportunity to discuss the question of control, discipline and staffing jointly with NIO and SSI. It is **recommended** that an early opportunity be found to discuss these issues.

24. **Rule 46 - Arrangements for Aftercare**

At the time of the inspection the aftercare arrangements for the school were being provided by 1½ social workers. These included a full-time Courts Community Care Officer and one of the residential social workers who was working half-time in the aftercare department. Before this inspection the Deputy Director had requested an evaluation of the work of the aftercare department to be undertaken by SSI. Discussions with the Deputy Director revealed that, because of the present critical staffing situation he proposed to withdraw the part-time residential social worker from aftercare and allocate her fully to residential care. In the circumstances the case for the additional aftercare officer was deferred as, irrespective of the outcome of any evaluation, the financial position would not permit the appointment of additional staff. It was agreed that the Courts Community Officer would keep a detailed record of her workload, court appearances, travelling time etc for the next 3 months with a view

FROM: S+E BELFAST UNIT

TO:

0247861923

1993- 3-22

14:50

5. In the case of secure accommodation were any young people being held in separation at the time of the visit?

No young person was in separation at the time of my visit. It was noted that some record sheets of separations during the past month were for up to 12 hours none of which had been signed by a member of senior management.

6. CONCLUSIONS/RECOMMENDATIONS

Whilst members of staff on duty were adequate 4 of the 7 staff on duty in the Remand Unit were relatively inexperienced casual staff. The staffing position in the Special Unit was similar. Casual staff do not have keys to enable them to access as "keyman" which is a distraction from the important task of managing the Unit at its busiest time. High proportions of casual staff can also limit the range of activities available and therefore the choices of how young people will occupy themselves during long periods of association.

It is recognised that senior management has been depleted and has been under pressure because of the prolonged absence of the Director.

Less than the desired strength of staffing in the units together with management under pressure must make the task of applying modern standards of care very difficult particularly in the Remand Unit where numbers are high. It is understandable that a depleted management which does not have the kind of staffing to manage the behaviour of a large group of delinquent youth responds by allowing the use of standard sanctions as a means of control. However increased sanctions in the hands of unskilled staff does not seem to be the best recipe for ensuring the best possible care of young people who quite naturally do not want to be where they are and who will misbehave from time to time.

SSI is willing to offer assistance to the management of Lisnevin in finding solutions to control problems which do not undermine the standards of care to which Lisnevin has aspired.

SIGNATURE

M. M. Shannon

cc

CI (SSI)

ACI (SSI)

CJSD

Director of Facility

Recreational Visits and Letters

26. The arrangements for visits by parents and friends remains unchanged, with Sunday afternoon being the main visiting time. Mail for the young people is still censored. Occasionally boys in the Special Unit are taken on off-campus trips and recently they have spent time at the Runkerry Centre. No such arrangements are possible for remandees.

Discipline and Punishment

27. There have been no changes in the arrangements for discipline and punishment. Sanctions, such as removal from the group seem to be used as the main means of controlling unacceptable behaviour. Included in the separation are early bed times, when a boy accumulates a fixed number of zeros ie he has not been able to achieve a desired level of marks throughout the day. No corporal punishment is or has been used in the school for many years.

Arrangements for After Care

28. The aftercare arrangements at the school, tend to concentrate mainly on the needs of the boys in the Special Unit. However, should social work issues arise in relation to remandees, the Community/Court Officer will attend to these. In addition this Officer attends the court if Special Unit boys are due to appear there. The Court/Community Officer, who works full time in this role, is assisted by another residential social worker whose time is split divided between fieldwork and residential requirements. The Court/Community Officer, who co-ordinates the aftercare arrangements is due to go on maternity leave soon and will not resume until later this year. Plans are in hand to provide a substitute during her absence.

Activities of the Licensing Committee

29. The Licensing Committee continues to meet under the Chairmanship of Canon McCann. The last meeting took place on 8 November 1993 and the minutes were signed by the Chairman on 10 January. At the November meeting the cases of 18 boys were reviewed. The Secretary to the Management Board maintains a clear and comprehensive minute of the activities of this Committee.

Medical, Nursing and Dental Arrangements

30. Medical cover at the school remains unchanged. Dr Park, in addition to attending the school regularly, carries out his full range of duties as Medical Officer. The dentist, Mrs McCullough, attends fortnightly seeing the Special Unit boys on a 6 monthly basis. The Remand Unit boys are seen as and when necessary during their time in Lisnevin. The dentist is available to provide emergency treatment.
31. The nursing staff remain the focal point for regular treatment and arranging examinations. They also see all boys on admission including examination upon their return from court appearances. Nursing cover at the weekends in relation to

morning. One of the 4 Team Leaders was absent on sick leave on both days of the inspection.

6. Staff cover in the Remand Unit was being provided by a Team Leader, 3 full-time and 2 permanent part-time members of staff. Cover in the Special Unit was being provided by a Team Leader and 3 staff (one full-time and 2 on one-year contracts).
7. The use of casual staff on evenings and at weekend continues. Concerns were expressed by some of the Team Leaders about the disproportionate number of casual staff who are on duty at weekends. The situation was highlighted in the minutes of the Remand Unit staff meeting held on 17 January 1994 when reference was made to a disturbance in the dining room, 'Too many casual staff on duty together do not seem to be aware of what is expected of them'.
8. The need to develop a core of permanent, experienced staff in Lisnevin has been highlighted in successive SSI reports but to date the situation remains unchanged. Senior Management and the Board are aware of the shortcomings of the present staffing situation but little action has been taken to change it. Financial constraints have been advanced as the main problem which prevents appropriate levels of trained and experienced staff being appointed. Despite the efforts of management to bring about improvements in practice within the school, in relation to removals, sanctions etc unless the fundamental problem of staffing is tackled such efforts are likely to have limited success.

Remand Unit

9. The unit is experiencing a particularly busy time at present with a total of 29 young people on roll on the second day of the inspection. According to the Team Leader, despite the number of remandees and staffing levels, behaviour on the unit is good. There have been no changes in the daily routine from previous inspections. Records are maintained in a satisfactory manner and the log book and separation sheets are examined daily by the Acting Director. The separation records showed that 4 boys spent time in separation on 18 January. The reasons given for removal were as follows:-
 - (i) remained in own room because of a headache;
 - (ii) refused to rise for school after being called on 3 occasions; and
 - (iii) 2 boys had to remain in their rooms for three quarters of an hour following return from court until they were seen by nursing staff.
10. Since 7 January 1994, 70 removals have taken place in the unit. This number may be inflated because all absences from the group are recorded as removals, even though a considerable number of them are of a voluntary nature. There is a need to review the present practice of recording voluntary removals in the school. Adequate supervision arrangements will have to continue but thought should be given to differentiating between voluntary and compulsory removals from the group, otherwise

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NUTRITIONAL NEEDS	TIME OF LAST MEAL	TIME OF NEXT MEAL	AVAILABILITY OF SNACKS
	5 pm	8.30pm	Yes

COMMENT:-

No meals were served during the time of the visit. The menu for the day, as part of the 3-weekly cycle was produced for examination. The menu reflects a good balance and variety of food. No complaints about food were made to the Inspectors during the course of the visit.

GENERAL

1. Did the Inspector speak with any of the young people? How many were seen, what was discussed?

The 4 boys in the Special Unit were out on the playing fields with 2 members of staff. The Inspectors spoke with all of the young people during a kick about football session. Conversation, understandably was very general. One of the boys had just returned from the Out-patients Clinic at the Ards Hospital where he had a fractured thumb attended to and had a plaster applied. The plaster did not seem to inhibit his ability to run around and take part in the football.

2. Were any complaints made by young people to the Inspector?

No complaints were made to Inspectors during the course of the visit.

3. Comment on the atmosphere in the unit and the level/quality of interaction between staff and the young people.

Although there are presently only 4 boys in the Special Unit, the Inspectors perceived a relaxed attitude between them and the staff. From our discussions with the Senior Residential Social Worker we sensed a very positive attitude towards the Unit, with new ideas and strategies being considered. It was said some staff feel a little apprehensive at times (following the Easter disturbances) but generally staff morale is steadily improving and staff are reacting well to the leadership qualities of the new Director.

4. Did anything untoward come to notice during the visit? What action was taken?

No.

5. In the case of secure accommodation were any young people being held in separation at the time of the visit?

None of the young people were being held in separation during the course of the visit. The records show that some had been removed for short periods early in the day but the Senior Residential Social Worker, Mrs Doudican, reported that separation appeared to be less used now as a sanction.

6. CONCLUSIONS/RECOMMENDATIONS

This was Mr Walker's first visit to Lisnevin. Throughout the visit we were accompanied by Mrs Doudican, who was most helpful in assisting us with making records available, answering our queries and conducting us through the building. We also spoke with the Unit Manager, Mr Wright.

We visited the dining-room and kitchen, in which much of the disturbances took place over the Easter period. The damage has been repaired and this area of the school is almost fully operational.

513. An unannounced inspection took place 6 months later, in June 1994, which focussed on the special unit. The inspectors spoke to LN 25, who was the unit manager at that time (LSN - 13908, para 6). They also spoke to the senior residential social worker who reported that there had been a reduction in the use of separation as a sanction (LSN - 13908, para 5). It is not clear from the available documentation whether the SSI continued to be concerned about the use of separation at Lisnevin.
514. The Department accepts that what emerges from the SSI reports is that separation has not always been used appropriately at Lisnevin. It is acknowledged that at the time of the 1988 inspection, separation was used somewhat excessively, with insufficient regard for the conditions set out in the Training School Rules. It is regrettable that on some occasions separation was used for up to 96 hours, although this extended use of the procedure appears to have been relatively uncommon and only used "*where behaviour has been exceptional*" (LSN - 13744, para 7.10).
515. While management at Lisnevin were able to reform and improve the arrangements associated with the use of separation following publication of the 1988 inspection report, the introduction of a tariff system several years later and the concomitant reduction in managerial involvement and oversight, was naturally a cause for concern. While SSI accepted that separation was operated within the terms of the Training School Rules, and that the tariff approach was a pragmatic and convenient solution to addressing volatile behaviour on the part of young persons in the face of staffing and supervision problems, it properly pointed out that such measures carried a risk that the sanction could be used inappropriately in certain circumstances.
516. The Department accepts the burden of these criticisms. It is perhaps understandable that administrative convenience brought about the tariff approach so that control and order could be maintained against a backdrop of staffing issues, but it is acknowledged that such issues should have been capable of resolution. At this remove it is not possible to fully explain why those staffing issues were not more speedily addressed.
517. The complaints which are before the Inquiry in relation to the use of the separation unit, mainly relate to the period from 1988. There are three complainants who

practicable, to dispense with the 48 hour-lock up. Boys should be allowed to wear school clothes and integrated, as soon as possible, with the group to which they have been allocated. If it is not possible to introduce this new policy in one step, as an interim, the boy should spend a much reduced period in his own room and be allowed to wear school clothing.

Care of the Individual

7.6 Basically the boys in the Remand Unit are divided into two groups, centred on common rooms one and two. As in many institutions the daily life follows a regular fairly structured routine. The routine in the Remand Unit has been described in detail in Chapter 5. The boys in the Remand Unit are well cared for, there is a good rapport between staff and boys, although some members of staff seem to adopt a more formal approach to the residents. As with any group of young men, physique, temperament, attitude and behaviour vary greatly. This means that the staff have to be able to adopt a method of working that ensures containment, control, management and the ability to relate in a humane and caring way. Working with remand boys has been described as "benign containment". They have been placed in security because of their behaviour, or the need to protect them from themselves or the community and, in the final analysis, to present them in court. The young people in the Remand Unit presented as a volatile group, whose mood is capable of extreme swings. At the time of the inspection steps were being taken to remove one young man, charged with attempted murder, to the Young Offenders Centre, because of the threat that he presented. His behaviour and demeanour was such that the psychologist deemed him to be one of the most dangerous juveniles he had seen in his many years of experience in the juvenile justice arena.

7.7 The day in the Remand Unit is interspersed, at regular intervals with periods of "rest" or lock-up. When the unit opened initially the policy of lock-up developed. Some staff felt this was necessary because of:

1. the need to control the group
2. because of inadequate levels of staffing.

Possibly the absence of Remand Rules and a clear statement of policy and practice, has resulted in a routine that the Inspectors would question. To this end it is **recommended** that senior management review the present practice and routine of locking up throughout the day and determine if, another policy can be introduced. See also paragraph 5.8.

7.8 The Inspector had the opportunity of having meals with the young people and seeing them at work and play. Mostly they were open and communicative and appeared to be well cared

- 17.15 It is recommended that no young person should spend more than an aggregate of 72 hours within a 28 day period locked in the punishment block or in his bedroom, excluding the period between bedtime and the normal rise. (Para 6.23).
- 17.16 Professional supervision should be extended to all members of staff as soon as possible. (Para 7.3).
- 17.17 It is recommended that the 48 hour lock-up period on admission to the Remand Unit should be discontinued. (Para 7.5).
- 17.18 It is recommended that senior management, together with the APRU and whatever other resources are felt appropriate, set up a programme of in-service training that is referred to in paragraph 14.3 as a matter of urgency. (Para 7.14).
- 17.19 The liaison and reporting arrangements between teachers and residential social workers should be kept under review, so as to ensure that full information on the boys' educational attainments is always available and where necessary, attendance by individual teachers at case conferences should be formalised. (Para 8.6).
- 17.20 Management should draw to the attention of the Northern Ireland Office some of the difficulties the cooks are experiencing with the cookers. (Para 9.4).
- 17.21 A microwave oven should be provided for the purpose of ensuring that boys returning late from courts are provided with a warm, tastefully presented meal. (Para 9.5).
- 17.22 It is recommended that a programme of health education, especially focussed on smoking and sex education, should be introduced within the school. (Para 10.5).
- 17.23 It is recommended that the frequency of visiting by Board Members be increased to comply with Rule 10(3) of the Training School Rules. (Para 12.2).
- 17.24 A formal system of monitoring, akin to that which is used within the Health and Social Services Boards should be introduced. (Para 12.4).
- 17.25 The director's reports should be kept separately from the Board minutes. (Para 13.3).
- 17.26 It is recommended that Problem Profiling should be introduced in the Special Unit. (Para 14.2).
- 17.27 Management and the APRU should develop a training module for all staff in the school. Para 7.14 already refers. (Para 14.3).

15.12.89

FOR THE INFORMATION OF THE SOCIAL SERVICES INSPECTORATE

FOR ATTENTION OF: MR. H.V. McILFATRICK, ASST. CHIEF INSPECTOR

LISNEVIN:

SOCIAL SERVICE INSPECTORATE RECOMMENDATIONS AND THEIR IMPLEMENTATION

(Follow up to Lisnevin Inspection of April 1988)

re: Pages 51-52 Inspection Report
Headed 17.0 - Recommendations:

- 17:1 The Inspectorate recommended 31 care staff for a population of 40 boys. The NIO declared that staffing should be apportioned in accordance with the taken average occupancy level of 30. As a consequence 24.6 staff were allocated. This number has been used on a "whole time equivalent" basis and 29 care staff are employed, including permanent part time staff. This does not solve staffing problems at weekends and holidays and in late November the Department (NIO) allocated 2 other full time equivalent staff. The NIO also allowed the establishment of a Courts Officer, thanks in the main to the advice given by SSI.
- 17:2 Boys' bedtimes have been put back to 9.00 p.m. and are still being reviewed by Senior Managers. Changes in shift times for staff cause staffing problems and it is hoped, through Management Board, NIO, and Union co-operation, to move bedtime back to a later time.
- 17:3 It is Board policy to employ qualified staff where possible.
- 17:4 17:1 and 17:2 refer.
- 17:5 The practice of rolling cigarettes has ceased. The purchase of cigarettes is being subsidised and NIO have given me a commitment to review boys' pocket money in the next financial year. (NB: Smoking is discouraged).
- 17:6 Lock up periods have been reduced by 50% and the situation is being reviewed by management with a view to further reduction. All separations are recorded.
- 17:7 The introduction of staff assessment and staff development profiling, together with the publication of Lisnevin Handbook II have removed this problem if indeed such a problem existed.
- 17:8 I feel that the personalisation of boys' bedrooms continues to be a problem and further discussions with SSI may be beneficial.
- 17:9 Spaces may be available following DENI Inspection in January 1990.
- 17:10 17:9 Refers
- 17:11 Team leaders and keyworkers are now attending reviews where possible. We are also involved in an Independent Representation Scheme which may facilitate the attendance of boys at review.
- 17:12 'Filing Systems' is a topic included in a training programme to be started in January 1990 by Mr. R. Bailey (Psychologist APRU).
- 17:13 17:6 Refers.

- 17:14 17:6; 17:13 refer.
- 17:15 See 17:6.
- 17:16 Professional supervision has been extended to all care staff although the system is still in need of refinement to meet the standards expected by Senior Managers.
- 17:17 Boys are no longer locked up on admission to the Remand Unit except in exceptional circumstances.
- 17:18 In-service training to begin in January 1990 (17:12 refers).
- 17:19 The teacher leader has been appointed and liaison between care and education staff is ongoing.
- 17:20 The cookers have been repaired and modified.
- 17:21 A microwave oven has been purchased.
- 17:22 Specific areas in the "school day" curriculum will be decided, following the DENI inspection in January 1990.
- 17:23 The composition of the Management Board has been changed with other Directors now not serving. This makes more numbers available to do inspections.
- 17:24 Following SSI advice I have devised a pro-forma similar to that used within Health and Social Services Boards, for Board use. Reports are filed separately.
- 17:25 Directors' reports are now kept separately from Board Minutes, although I am at a loss to see the need for this duplication.
- 17:20 Problem Profiling has been targetted for 1991 by the APRU. The resignation of Mr. Swainston (APRU) has been a major set back.
- 17:27 I am presently engaged in assessing staff training needs, especially for unqualified staff. 17:14 refers.

If there are any other details required by the SSI perhaps you would let me know. I feel that I already have some items which could be placed on an agenda for a meeting between Senior Management and SSI.
e.g. (i) The role of Team Leaders, Unit Managers etc.
(ii) After Care.

Yours sincerely,



J. McCLOSKEY
Director

like, although most of these corridor doors remained unlocked when Lisnevin took the building over. It was still a very secure building. Most windows were narrow slits with bars and very few of the windows looked out to the outside world. Most, in my memory, looked into internal courtyards. Toilets and ablutions were very Spartan. They afforded little privacy, with toilet doors being only half the normal height. The boys had separate single rooms in wings off the main floors. At first Lisnevin used only the top floor of the building for sleeping, education and recreational purposes. They did eat downstairs, where the kitchen and main dining room was. There was a punishment block (sometimes referred to as "Scrabo"), with, in my memory, 6 single cells and a small office. It was in a very isolated part of the building on the ground floor. I choose to locate my office in the punishment block because it was quiet. At first the punishment cells were used solely for storage purposes. But within a year all the cells were brought back into use for punishment and isolation purposes.

Staffing issues at Millisle

56. The bulk of the staff working in Newtownards made the move to Millisle. The staffing complement remained much the same. One unusual feature of Lisnevin was that each summer the bulk of the staff went on annual summer leave – this applied particularly to the teachers who wanted normal teaching holidays. School was thus suspended during July and August. Care staff also went on leave during this period. This meant that instead of a staff of 8 care and teaching staff (plus senior assistant in charge of team) only around two of the permanent staff were on duty on each shift. The rest of the team was made up of temporary staff employed for the summer. Most of these were students on holiday from their courses but some were local people. They received no induction training. This caused incredible disruption and could be a very unsettled period. Temporary staff were expected to look after and amuse some of the most disturbed children in Northern Ireland. It is my view that it did not work.
57. I remember one summer, soon after Lisnevin moved to Millisle, some of the boys persuaded a young female student to take them out to play within the secure grounds. They suggested playing hide and seek and she agreed. Within a few minutes they had disappeared. They had climbed on to the roof of the main building. They then made their way to the roof above the gatehouse. Fortunately, the gate man heard noises on the roof and raised the alarm. The boys then refused to come down. The Millisle site was shared with prison officers' families. They came over and became taunting observers. Some of them alerted Downtown Radio as to what was going on. They sent a reporter and the whole event started to have live radio coverage. The Principal, Dermot Purdy, tried to coax the boys down. Eventually he put a ladder against the wall and tried to climb up to them. They let him get near the top and then pushed out the ladder – leaving him stranded in a precarious position. The incident ended when the boys became bored and agreed to come down.