



Report on an independent review of progress at

HMYOI Werrington

by HM Chief Inspector of Prisons

8 and 13–15 May 2024



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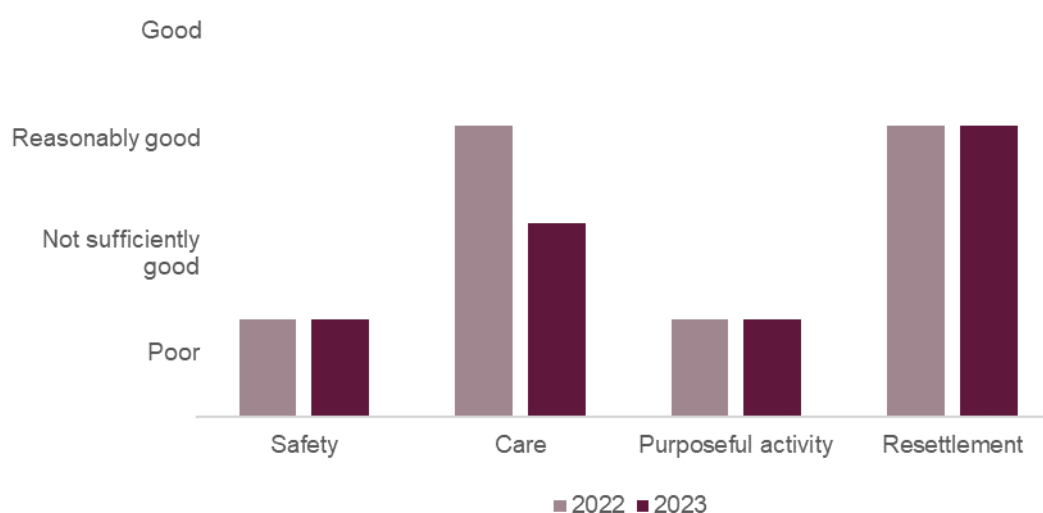
Section 1 Chief Inspector's summary

- 1.1 Werrington is a young offender institution near Stoke-on-Trent, which at the time of this inspection held 83 boys aged between 15 and 18. At our previous inspection we found a site struggling with a churn in its leadership, shortages of frontline staff, high levels of disorder and protesting behaviour, and inadequate education provision.
- 1.2 This review visit followed up on the concerns we raised at our last inspection of HMYOI Werrington in 2023.

What we found at our last inspection

- 1.3 At our previous inspections of HMYOI Werrington in 2022 and 2023, we made the following judgements about outcomes for children.

Figure 1: HMYOI Werrington healthy establishment outcomes in 2022 and 2023



What we found during this review visit

- 1.4 At this independent review of progress we found a more stable institution, and a governor and leadership team who had made some improvements for the children in their care. We reviewed progress against nine concerns and found that it was reasonable or better in six areas and insufficient or worse in three.
- 1.5 Shortages of frontline staff had been addressed and the site was now fully staffed. The governor had secured more support for new starters and staff retention had improved. This meant the daily routine was more consistent and children's access to key services, including education, had improved. However, new staff needed time and support to develop the good relationships with children that are the foundation of any behaviour management scheme.

- 1.6 The governor had made improving education a priority and, with support from the Youth Custody Service and new managers from the education provider, had made several improvements. This included ensuring that nearly all children had access to the statutory hours of education to which they are entitled, implementing a more appropriate curriculum, and allocating children to classes based on their needs. Oversight of education had improved and the governor now had an accurate view of the remaining weaknesses and a plan to resolve them.
- 1.7 However, key problems remained at the site, including the limited time out of cell for children who lived on A or C wings and continued weaknesses in day-to-day behaviour management. We saw play fighting going unaddressed, and delays in the adjudication system.
- 1.8 The governor and her team should be commended for stabilising an institution with serious problems. However, a key priority is to make sure that children at Werrington have the time out of their cells to build trusting relationships with staff.

Charlie Taylor

HM Chief Inspector of Prisons

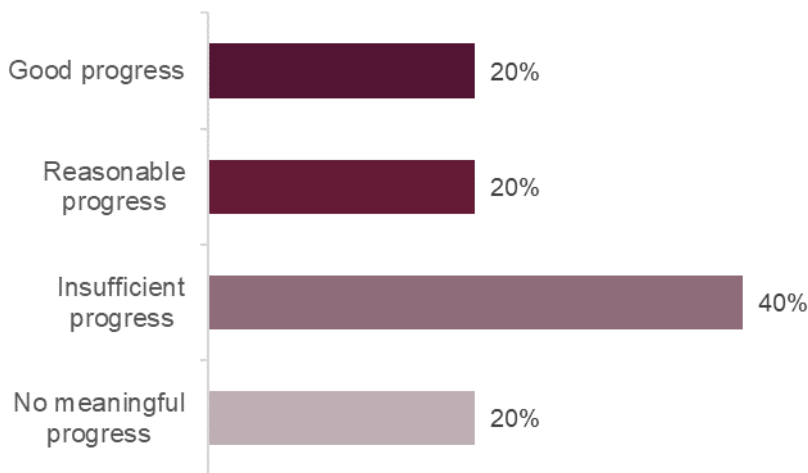
May 2024

Section 2 Key findings

- 2.1 At this IRP visit, we followed up five concerns from our most recent inspection in August 2023 and Ofsted followed up four themes based on their latest inspection.
- 2.2 HMI Prisons judged that there was good progress in one concern, reasonable progress in one concern, insufficient progress in two concerns and no meaningful progress in one concern.

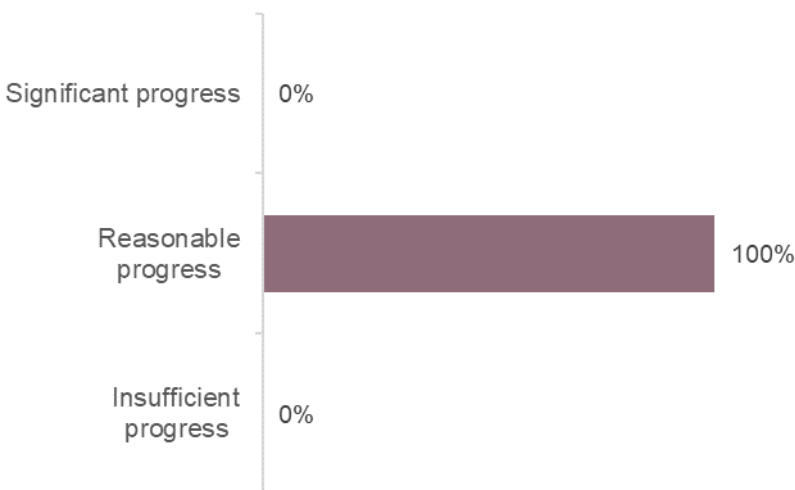
Figure 2: Progress on HMI Prisons concerns from 2023 inspection (n=5)

This bar chart excludes any concerns that were followed up as part of a theme within Ofsted's concurrent monitoring visit.



- 2.3 Ofsted judged that there was reasonable progress in four themes.

Figure 3: Progress on Ofsted themes from 2023 inspection



Notable positive practice

2.4 We define notable positive practice as:

Evidence of our expectations being met to deliver particularly good outcomes for children, and/or particularly original or creative approaches to problem-solving.

2.5 Inspectors found one example of notable positive practice during this independent review of progress, which other YOIs may be able to learn from or replicate. Unless otherwise specified, these examples are not formally evaluated, are a snapshot in time and may not be suitable for other establishments. They show some of the ways our expectations might be met, but are by no means the only way.

Examples of notable positive practice

a)	The local authority designated officer quality assured all safeguarding referrals each month, which was an additional level of scrutiny to what we usually see.	See paragraph 3.11
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Section 3 Progress against our concerns and Ofsted themes

The following provides a brief description of our findings in relation to each concern followed up from the full inspection in 2023.

Leadership

Concern: Shortfalls of operational staff hindered the development of effective relationships with children and prevented children from accessing other services at Werrington.

- 3.1 The shortfalls of operational staff had been addressed through recruitment and improved retention. Leaders had taken a thoughtful approach to the needs of new recruits and had provided additional support for them, including dedicated new colleague mentors.
- 3.2 Leaders recognised the lack of experience of many operational staff; just under half had less than two years in their role. Custodial managers were allocated to each residential unit to provide support and oversight. We saw some providing practical guidance to staff to keep the daily routine running and model the skills and behaviour needed. Staff with more experience also explained the support they could offer daily.
- 3.3 The improvements in staffing were not yet reflected in children's views of staff and their relationships with them, and their perceptions found in our survey remained similar to those at the inspection - for example, 60% said they had a member of staff they could turn to with a problem compared with 61% at the inspection. This was well short of the 77% response from children at all establishments surveyed since August 2023.
- 3.4 Our observations were that because staff had to manage some children in small groups who could not mix together, this restricted the time they had to interact with them to build effective relationships.
- 3.5 Leaders were working towards full delivery of the custody support plan (CuSP) model (see Glossary), and currently all children should have had a weekly check from their allocated officer or buddy. Staff entries in children's electronic case notes did not show that this happened consistently, and leaders planned to strengthen follow-up action from management checks. Children in receipt of enhanced support or who had been involved in incidents of poor behaviour had more detailed, regular CuSP sessions. Leaders were trialling combined core support team (see Glossary) and resettlement planning meetings to aid multidisciplinary discussion and planning with each child.

- 3.6 We considered that the YOI had made reasonable progress in this area.

Safeguarding of children

Concern: Systems for the safeguarding of children had fallen into disarray. Too many child protection referrals were outstanding and there were long delays in referring allegations of abuse to the local authority designated officer.

- 3.7 Safeguarding procedures had improved since our last inspection and the safeguarding team had developed a good relationship with the local authority.
- 3.8 There was a full-time child protection coordinator alongside three independent social workers, who swiftly triaged all safeguarding concerns. In the previous six months, there had been 94 safeguarding referrals, of which 34 had been considered to meet the threshold for referral to the local authority designated officer (LADO). These were mostly referred within the 24 hour-limit, but we found six that had not been. Internal investigations were also now completed promptly.
- 3.9 Previous delays with investigations had also been addressed. At the time of our visit all 13 current safeguarding referrals remained open but for legitimate reasons.
- 3.10 Every child subject to a safeguarding referral was seen by staff and informed of the outcome in writing. Staff from Barnardo's, the independent advocacy service for children, told us they regularly saw these responses and helped children understand them as they were not always written in a child-friendly manner.
- 3.11 The governor had taken the unusual step of bringing the safeguarding meeting into the senior leadership team meeting, which increased focus and ensured all senior leaders were in attendance. There was also a quarterly safeguarding meeting with the LADO who quality assured every safeguarding referral; this was good practice as it provided an additional level of independent scrutiny, which we do not often see.
- 3.12 Leaders had identified that most referrals came from the safeguarding team themselves, so had started a newsletter and additional training sessions to improve awareness and encourage staff and external stakeholders to submit referrals if they had any concerns. Local data showed this was having some success with increased numbers submitted from stakeholders, such as the education provider, and officers.
- 3.13 We considered that the YOI had made good progress in this area.

Behaviour management

Concern: Behaviour management systems were ineffective. Leaders were consistently unable to deliver the incentives on offer and there were limited consequences for poor behaviour by children.

- 3.14 Children's perceptions of how their behaviour was managed had not changed since the inspection. In our survey, fewer than at other YOIs said that staff usually let them know when their behaviour was good (25% compared with 52%) and too few thought the YOI's rewards and incentives encouraged them to behave well (32%) or were fair (21%).
- 3.15 There had been some progress since the inspection. Violent incidents were followed up promptly so that children could return to their activities safely as soon as possible, and the number of keep-aparts (children who could not mix with another named child) had almost halved, which had supported the change from part-time to full-time education and allowed more children to benefit from the 'one-community' model used on B wing (see below). In addition, the number of outstanding adjudications remanded to the police had been reduced, the 'merit shop' - where children could exchange merits earned for good behaviour for toiletries, confectionary or snacks - had been expanded to include more items that reflected children's diversity, and monthly positive behaviour awards had recently been introduced.
- 3.16 The one-community model on B unit, in which all children mixed together in one large group when out of their cells, was a good initiative that aided regime access for some boys. The benefits, however, were not yet sufficiently embedded to motivate all children. Leaders had to balance their aim of providing purposeful activity with the need maintain safety. This was not helped by the layout of the YOI, which did not allow for several groups to be unlocked at the same time in their own discrete areas. The ongoing challenge for leaders was to safely reduce the number of small groups on all units (see paragraph 3.28). These fluctuated almost daily in response to incidents and were sometimes linked to external conflicts reproduced inside the YOI.
- 3.17 Staff did not consistently challenge poor day-to-day behaviour; for example, blocked observation panels and play fighting were not routinely addressed. Although other poor behaviour had led to an increase in formal adjudications, these were often not concluded promptly enough to clearly link consequences to the behaviour. Leaders were developing a more restorative approach with children taking part in programmes to address their behaviour or remedy damage they had caused, rather than imposing sanctions that might not have much impact.
- 3.18 We considered that the YOI had made insufficient progress in this area.

The use of force

Concern: Werrington accounted for 56% of all injuries during use of force in the YOI estate despite holding just 18% of the children. Governance arrangements had not identified or addressed this issue.

- 3.19 Youth Custody Service (YCS) data for the previous six months showed that Werrington had the highest rate of injuries during the use of force amongst comparable prisons. There had been 16 injuries to children, of which five were minor but needed treatment, and 27 to staff, of which two were serious. We were made aware of two further serious injuries to staff since the publication of the YCS data.
- 3.20 Leaders believed that overreporting was the reason for these high numbers. While we found evidence that some overreporting did occur, the remaining number of injuries were still high. Disappointingly, leaders were still unsighted on the total number of injuries caused by use of force, how these had happened and what needed to be done to reduce them.
- 3.21 It was also concerning that several serious staff injuries had occurred during restraint with children able to bite staff, and there had been no swift action to coach staff in how to prevent these.
- 3.22 There had been some recent positive developments, however. The latest restraint management meeting had included a report on the number of injuries during restraint, and scrutiny had been reinforced to include the LADO reviewing several incidents of restraint.
- 3.23 We considered that the YOI had made no meaningful progress in this area.

Time out of cell

Concern: Children spent far too long locked up, particularly on weekends where many were in their cells for up to 22 hours a day.

- 3.24 Leaders had taken action in response to this concern. This included making education full-time, ensuring gym sessions were consistently timetabled at weekends and introducing activity leaders to engage children in age-appropriate weekend activities, which benefited the majority. A new core day, supported by a clear regime management plan, was due to be implemented the week following our review.
- 3.25 Children's perceptions of the weekend regime had improved since the inspection, but even so, in our survey less than half (47%) said they usually spent more than two hours out of their cell on Saturdays and Sundays.

- 3.26 The YOI's data showed that in the last week of April 2024, children spent an average of around five hours a day unlocked on weekdays and three hours at weekends, both of which fell far short of our expectation for time out of cell. However, these averages masked wide disparities in experiences and some continued to spend less than two hours a day out of their cells. Reasons varied but included self-isolation, cancelled classes or being involved in an incident that needed investigation before they could mix again. Leaders used the daily briefing meeting to make sure the reasons for each of these children's poor regime was followed up to determine what could be done to improve their involvement in daily life.
- 3.27 Conflict continued to prevent many children from mixing freely with their peers and instead those on A and C wings took part in activities in small groups of peers. These smaller groups had to share the available time and this, combined with the limited number of discrete spaces in which children could congregate, meant they had less time out of cell than the group of over 30 children who lived as one community on B wing (see paragraph 3.17). This was reflected in our survey, in which boys on A wing reported far less time out of cell at weekends than those on B wing (only 24% against 77% said they usually had more than two hours a day out at weekends).
- 3.28 Incidents, some of which involved violence, continued to disrupt the regime. Delays during movements from education and training had knock-on effects for the regime later in the day. The disruption caused by a small number of complex children had a disproportionate impact on the regime for their peers.
- 3.29 We considered that the YOI had made insufficient progress in this area.

Education, skills and work



This part of the report is written by Ofsted inspectors. Ofsted's thematic approach reflects the monitoring visit methodology used for further education and skills providers. The themes set out the main areas for improvement in the YOI's previous inspection report or progress monitoring visit letter.

Theme 1: What progress have leaders made in delivering a high-quality education, skills and work curriculum which meets the needs and ambitions of all children?

- 3.30 The governor had made purposeful activity a priority for improvement. They had appointed appropriately qualified and committed staff to key roles in the leadership of education, skills and work. Leaders in

education had significant teaching experience which helped them improve the quality of education.

- 3.31 Leaders had reviewed the curriculum and had a good understanding of the needs of the children. They had added more opportunities for children to study popular vocational courses, such as barbering and media. They had increased the number of taster courses to help children decide on the most appropriate course. As a result, more children wanted to attend education.
- 3.32 Leaders had improved the process for allocating children to courses by increasing the frequency of allocation meetings and ensuring good attendance by all the key staff. More children were placed on courses which met their needs and aspirations. Waiting lists for courses had reduced and were low.
- 3.33 Nearly all children were in education, skills and work on a full-time basis. This was a significantly longer time than at the previous inspection. Young adults, aged 18 and above, could combine work with part-time education. This ensured that they continued with the development of their English and mathematics skills while preparing for employment.
- 3.34 Leaders had filled all teaching vacancies and had improved staff retention. Lesson cancellations had reduced. Leaders had improved the quality of teaching in most areas by recruiting well-qualified staff and providing appropriate professional development. Children's attendance had improved.
- 3.35 Through closer collaboration with staff across the YOI, leaders had reduced the time between incidents of poor behaviour by children and a return to education. More children spent more time in education than at the previous inspection.
- 3.36 Leaders had invested in refurbished classrooms, additional computers and learning resources. Children and staff responded positively to the improved working environment. They appreciated access to clean and secure classrooms, and the use of new technology. As a result, there were fewer incidents of poor behaviour.



Refurbished classroom (top) and new classroom door

- 3.37 Leaders had not yet provided enough course choices for the increasing number of children who wanted to achieve GCSE or level 3

qualifications. These children had a limited choice of subjects and some were frustrated by this.

- 3.38 Ofsted considered that the YOI had made reasonable progress against this theme.

Theme 2: What progress have leaders made in implementing quality assurance and improvement arrangements that ensure children receive high-quality learning experiences?

- 3.39 The Youth Custody Service (YCS) provided strong and effective oversight of the improvements in quality. They worked closely with leaders in education to improve the performance of the education provider. Following the issue of the notice to improve, leaders produced an appropriately detailed plan, which was monitored and implemented swiftly.
- 3.40 The YOI and the education provider (People Plus) had introduced appropriate ways to assess the quality of education. They visited sessions, reviewed teachers' plans, children's work and monitored progress. They used the outcomes from these activities to produce improvement action plans for curriculum teams and individual members of staff.
- 3.41 Leaders monitored quantitative targets such as attendance and qualification achievements, as well as the quality of teaching and the progress children were making. As a result, they improved the quality of the learning experience in most courses. Leaders were aware of the need to further improve achievements in English and mathematics.
- 3.42 Leaders had established and maintained clear and effective reporting mechanisms at all levels. The governor and senior leaders received, and frequently reviewed, reports on the performance of education. They held curriculum leaders and teachers to account for their areas of responsibility and provided appropriate support. Education leaders provided a programme of professional development to tackle the most frequent areas for improvement. For example, training to support reading in the classroom, and strategies to respond to children's different starting points.
- 3.43 Leaders had improved the level of support for children with additional learning needs. Teaching was strong in the development of practical skills in the vocational curriculum.
- 3.44 Despite improvements in the teaching, there remained some inconsistencies in the quality of education (see themes 3 and 4). Leaders were aware of the need to extend the quality assurance processes to include the work opportunities provided by the YOI.
- 3.45 Ofsted considered that the YOI had made reasonable progress against this theme.

Theme 3: What progress have leaders made in promoting reading and literacy?

- 3.46 Leaders had developed an appropriate reading strategy. This strategy was well considered. There was a clear aim to improve children's reading capability and fluency. It included improving reading in the classroom, in the workplace and reading for pleasure.
- 3.47 Leaders assessed children's reading ability on entry. Teachers used this information appropriately when identifying how to improve children's reading ability. Teachers helped weaker readers with the process of building words using phonics. Additional appropriate support was provided for children with special educational needs. For example, staff demonstrated appropriate consideration of font size, overlays, colour of paper and selection of texts.
- 3.48 Leaders had provided staff with appropriate training to support children's reading and comprehension. Leaders accepted there was more work to do on extending more able readers' comprehension through an expansion of their vocabulary. Children read out loud to teachers, and heard teachers read to them.
- 3.49 Some children had made significant progress in their reading. A few children arrived at the YOI unable to read. They had learnt how to read with fluency and accuracy. For example, they were able to read from the Bible in chapel and recipes in independent living classes.
- 3.50 A refurbished library was recently opened with children allocated weekly library time. Within the library, there were a limited number of books for children, however they were age- and stage-appropriate and contained a mixture of fiction and non-fiction. This met the needs and interests of most children.
- 3.51 The reading strategy was relatively new. There were individual success stories within English, some vocational areas and there was increased use of books from the library. However, leaders had not yet fully rolled out the strategy and therefore reading was not being routinely practised by all children.
- 3.52 Ofsted considered that the YOI had made reasonable progress against this theme.

Theme 4: What progress have leaders made in developing a wider curriculum that helps the children to develop social, emotional and communication skills and prepares them sufficiently for life in modern Britain?

- 3.53 Leaders had redesigned the curriculum to ensure all children were better prepared for life in modern Britain. All children now benefited from weekly sessions on a range of topics such as equality and

diversity, the notion of consent in relationships, and the risks of gang and knife crime. Leaders organised celebration events for children such as Chinese New Year and Eid. This helped most children to have a better understanding of different cultures.

- 3.54 Most children had the opportunity to discuss healthy relationships and knew the signs to look for when friendship groups become harmful. For example, some children could identify the use of coercive behaviour. Leaders organised a range of events and activities for children to improve their respect of women. Children took part in activities on international women's day, such as listening to guest speakers and writing letters to important women in their lives.
- 3.55 In most vocational sessions children demonstrated high levels of respect. They supported each other when carrying out activities. For example, when learning to plait hair in barbering, learners on level 2 taught new children how to do this correctly. In hospitality and catering, teachers helped the children to improve their communication skills when talking to customers. However, teachers did not always make this learning explicit to the children or record children's progress in these important skills.
- 3.56 The small number of children who were eligible for release on temporary licence were well prepared for their work placements. Staff provided helpful support in preparation for job interviews. This helped them to gain employment on release.
- 3.57 The quality of education in personal development provided by a subcontractor was not consistently good. As a result, not enough children made swift progress. A minority of children behaved poorly in these sessions.
- 3.58 Ofsted considered that the YOI had made reasonable progress against this theme.

Section 4 Summary of judgements

A list of the HMI Prisons concerns and Ofsted themes followed up at this visit and the judgements made.

HMI Prisons concerns

Shortfalls of operational staff hindered the development of effective relationships with children and prevented children from accessing other services at Werrington.

Reasonable progress

Systems for the safeguarding of children had fallen into disarray. Too many child protection referrals were outstanding and there were long delays in referring allegations of abuse to the local authority designated officer.

Good progress

Behaviour management systems were ineffective. Leaders were consistently unable to deliver the incentives on offer and there were limited consequences for poor behaviour by children.

Insufficient progress

Werrington accounted for 56% of all injuries during use of force in the YOI estate despite holding just 18% of the children. Governance arrangements had not identified or addressed this issue.

No meaningful progress

Children spent far too long locked up, particularly on weekends where many were in their cells for up to 22 hours a day.

Insufficient progress

Ofsted themes

What progress have leaders made in delivering a high-quality education, skills and work curriculum which meets the needs and ambitions of all children?

Reasonable progress

What progress have leaders made in implementing quality assurance and improvement arrangements that ensure children receive high-quality learning experiences?

Reasonable progress

What progress have leaders made in promoting reading and literacy?

Reasonable progress

What progress have leaders made in developing a wider curriculum that helps the children to develop social, emotional and communication skills and prepares them sufficiently for life in modern Britain?

Reasonable progress

Appendix I About this report

HM Inspectorate of Prisons (HMI Prisons) is an independent, statutory organisation which reports on the treatment and conditions of those detained in prisons, young offender institutions, secure training centres, immigration detention facilities, court custody and military detention.

All visits carried out by HM Inspectorate of Prisons contribute to the UK's response to its international obligations under the Optional Protocol to the UN Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (OPCAT). OPCAT requires that all places of detention are visited regularly by independent bodies – known as the National Preventive Mechanism (NPM) – which monitor the treatment of and conditions for detainees. HM Inspectorate of Prisons is one of several bodies making up the NPM in the UK.

Independent reviews of progress (IRPs) are designed to improve accountability to ministers about the progress establishments make in addressing HM Inspectorate of Prisons' concerns in between inspections. IRPs take place at the discretion of the Chief Inspector when a full inspection suggests the establishment would benefit from additional scrutiny and focus on a limited number of the concerns raised at the inspection. IRPs do not therefore result in assessments against our healthy establishment tests. HM Inspectorate of Prisons' tests for children's establishments are safety, care, purposeful activity and resettlement. For more information see our website: <https://www.justiceinspectorates.gov.uk/hmiprisons/our-expectations/>

The aims of IRPs are to:

- assess progress against selected priority and key concerns
- support improvement
- identify any emerging difficulties or lack of progress at an early stage
- assess the sufficiency of the leadership and management response to our concerns at the full inspection.

This report contains a summary from the Chief Inspector and a brief record of our findings in relation to each concern we have followed up. The reader may find it helpful to refer to the report of the full inspection, carried out in [MONTH, YEAR] for further detail on the original findings (available on our website at <https://www.justiceinspectorates.gov.uk/hmiprisons/>).

IRP methodology

IRPs are announced at least three months in advance and take place eight to 12 months after a full inspection. When we announce an IRP, we identify which concerns we intend to follow up (usually no more than 15). Depending on the concerns to be followed up, IRP visits may be conducted jointly with Ofsted (England), Estyn (Wales), the Care Quality Commission and the General Pharmaceutical Council. This joint work ensures expert knowledge is deployed and avoids multiple inspection visits.

During our three-day visit, we collect a range of evidence about the progress in implementing each selected concern. Sources of evidence include observation, discussions with children, staff and relevant third parties, documentation and data.

Each concern followed up by HMI Prisons during an IRP is given one of four progress judgements:

No meaningful progress

Managers had not yet formulated, resourced or begun to implement a realistic improvement plan to address this concern.

Insufficient progress

Managers had begun to implement a realistic improvement strategy to address this concern but the actions taken since our inspection had not yet resulted in sufficient evidence of progress (for example, better and embedded systems and processes).

Reasonable progress

Managers were implementing a realistic improvement strategy to address this concern and there was evidence of progress (for example, better and embedded systems and processes) and/or early evidence of some improving outcomes for children.

Good progress

Managers had implemented a realistic improvement strategy to address this concern and had delivered a clear improvement in outcomes for children.

When Ofsted attends an IRP its methodology replicates the monitoring visits conducted in further education and skills provision. Each theme followed up by Ofsted is given one of three progress judgements.

Insufficient progress

Progress has been either slow or insubstantial or both, and the demonstrable impact on learners has been negligible.

Reasonable progress

Action taken by the provider is already having a beneficial impact on learners and improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Significant progress

Progress has been rapid and is already having considerable beneficial impact on learners.

Ofsted's approach to undertaking monitoring visits and the inspection methodology involved are set out in the *Further education and skills inspection handbook*, available at <https://www.gov.uk/government/publications/education-inspection-framework>.

Inspection team

This independent review of progress was carried out by:

Angus Jones	Team leader
David Foot	Inspector
Angela Johnson	Inspector
Alicia Grassom	Researcher
Samantha Rasor	Researcher
Jasjeet Sohal	Researcher
Martin Ward	Ofsted lead inspector
Alison Humphreys	Ofsted inspector
Jen Southall	Ofsted inspector

Appendix II Glossary

We try to make our reports as clear as possible, and this short glossary should help to explain some of the specialist terms you may find. If you need an explanation of any other terms, please see the longer glossary, available on our website at: <http://www.justiceinspectorates.gov.uk/hmiprisons/about-our-inspections/>

Core support team

The 'Secure Stairs' integrated care model used in YOIs holding children allows for a trauma-informed, collaborative approach to assessment, sentence/intervention planning and care. It incorporates regular multidisciplinary core support team meetings with each child.

Custody support plan (CuSP)

Created for children through weekly meetings with a member of staff they know well.

Leader

In this report the term 'leader' refers to anyone with leadership or management responsibility in the prison system. We will direct our narrative at the level of leadership which has the most capacity to influence a particular outcome.

Time out of cell

Time out of cell, in addition to formal 'purposeful activity', includes any time children are out of their cells to associate or use communal facilities to take showers or make telephone calls.

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