

Building the Future

Welcome

Smock Alley Theatre, Exchange Street, Dublin 8
#buildingthefuture



Building the Future: the Story So Far

Prof Ursula Kilkelly
Chair, Board of Management

29 May 2017



Oberstown: the national context of change

- ▶ Law and Policy Reform -
 - ▶ Children Acts 2001-2015
 - ▶ Youth Justice Action Plan 2014-2018
- ▶ Significant change focused on -
 - ▶ Maximising diversion of young people from court and from detention
 - ▶ Increased use of community-based and evidence based programmes
 - ▶ Elimination of young people from adult prison and reduced use of remand
 - ▶ Commitment to single, modern detention facility at Oberstown

Our first year has seen great challenge

Issues:

- ▶ Merging three institutions into one
- ▶ Teething problems with the new buildings
- ▶ Complexity of establishing new staff teams
- ▶ Young people with very complex needs
- ▶ Concerns about change in culture for staff

Challenges:

- ▶ Industrial unrest and concern among stakeholders
- ▶ High profile and serious events - August, September, October 2016
- ▶ Negative publicity, intense scrutiny

Openness to review and reform

- ▶ A year of extensive external reviews
 - ▶ Security (physical and dynamic)
 - ▶ Health and safety
 - ▶ Behaviour Management
 - ▶ Limited PPEs
 - ▶ HIQA inspection
 - ▶ Campus operation against international best practice and standards
- ▶ All Reviews have supported change in different ways
- ▶ Dissemination on a case by case basis
- ▶ **Review Implementation Group** - process for analysing and tracking all recommendations

Key Themes from the External Reviews

- ▶ Improved physical environment - better security, enhanced health and safety
- ▶ Consistency in care practice
- ▶ Revise and implement Campus policies, including through comprehensive training programme
- ▶ Residential Units - strengthen and support leadership
- ▶ Improve adherence to behaviour management programme, with restraint and separation as a last resort
- ▶ Data, information - improve recording, IT systems, data collection and use it to evaluate inform direction of Campus
- ▶ Communication - internally and externally
- ▶ Relationships - support staff, consult young people, bring people together
- ▶ Accountability - at all levels, individually and collectively⁶

Oberstown Action Plan - 2017

► Five themes

1. Providing the best possible care for young people
2. Develop a motivated, cohesive and skilled workforce
3. Define the high standards, associated measures and evaluate
4. Prioritise communication
5. Ensure there are robust systems in place to ensure effective accountability

Providing the best possible care for young people

- ▶ CEHOP finalised as the care framework
- ▶ Improved links with family and community - Le Chéile, YAP
- ▶ Secured psychiatric services, with ACTS
- ▶ Agreements with EPIC and the Ombudsman for Children to enhance advocacy services/complaints mechanisms
- ▶ School Council to ensure voices are heard
- ▶ Prepared a distinct and separate care environment for young people detained on remand
- ▶ Assumed responsibility for all under 18 year olds

Develop a motivated, cohesive and skilled workforce

- ▶ New management structure - with clear roles and responsibilities
- ▶ External supports and capacity building for unit managers with group supervision training
- ▶ Comprehensive HR services and supports
- ▶ Greater training for all staff across a range of areas
- ▶ CISM and peer supports to improve staff resilience
- ▶ Improved physical and dynamic security with a health and safety roadmap
- ▶ Enhanced processes to address building works

Policies, Communication and Good Governance

- ▶ Updated policies being rolled out, in consultation with staff
- ▶ Information Management
 - ▶ HR
 - ▶ Oberstown case management system
- ▶ Enhanced communication with staff and stakeholders
- ▶ Improved Board Governance
- ▶ Steps taken to promote accountability at all levels
- ▶ Supporting external visibility and engagement

Concluding Remarks

▶ Shared Vision

- ▶ To provide a safe and secure environment for young people and staff at Oberstown

▶ Commitment

- ▶ Having come through a challenging time, we are focused on moving forward, with everyone working together

▶ Partnership

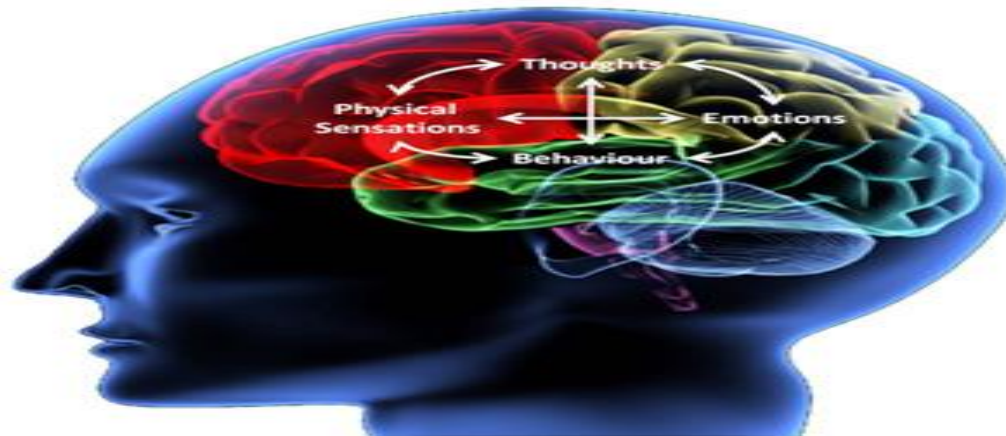
- ▶ Building the future at Oberstown requires the support of all

Building the Future

Panel 1

Providing the best possible care
for young people

BEHAVIOUR MANAGEMENT



Dr. Margaret O'Rourke

**Consultant Forensic Clinical Psychologist /
Director of Behavioural Science and Psychological Medicine
School of Medicine, University College Cork**

WOW !

My experience of
OBERSTOWN



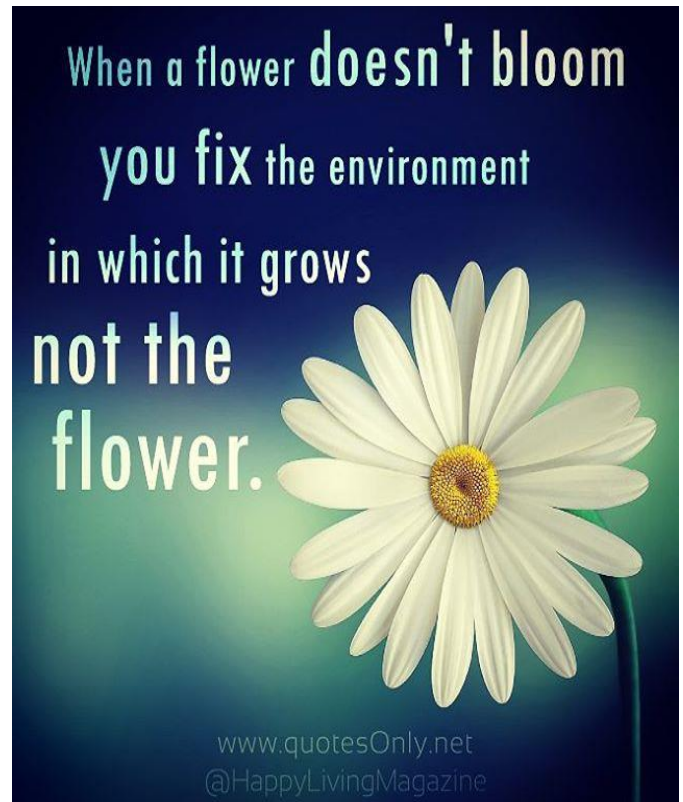
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BEHAVIOUR MANAGEMENT

Children who are remanded or sentenced to Oberstown are amongst the most chronic, challenging and difficult young offenders.

The **children** remanded or sentenced to Oberstown are ranging in ages from 13-18, have **high cumulative lifetime adversity** and multiple needs and vulnerabilities.

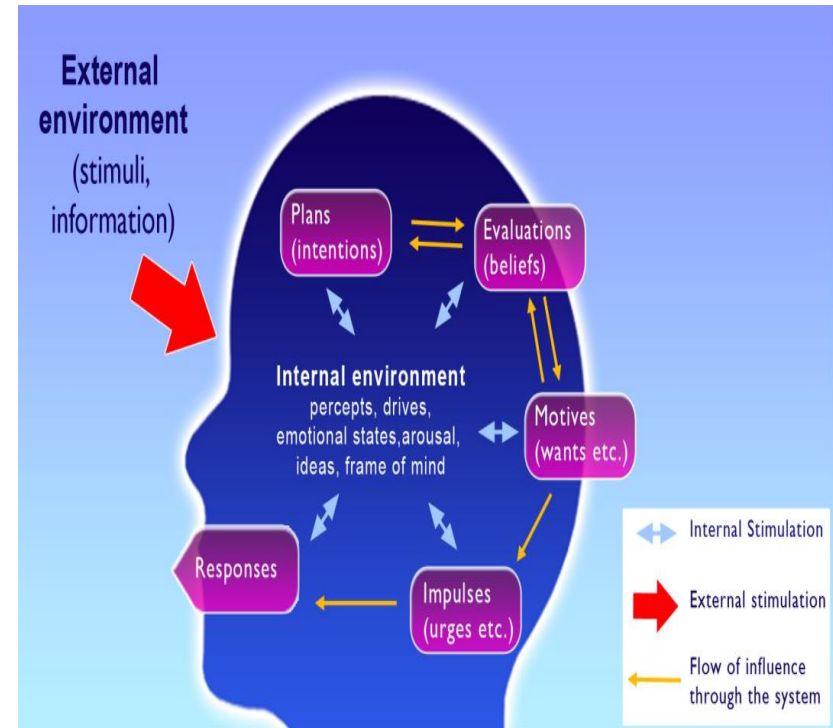
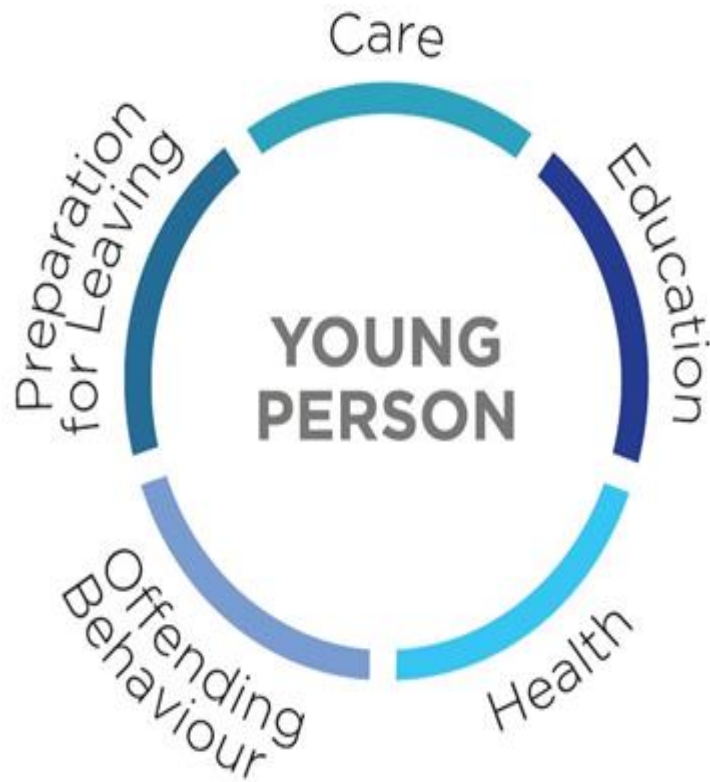
The children have a history of a range of **serious and persistent offences**, anti-social behaviours, fractured family relationships, poor coping and a history of **self-medicating** against distress.

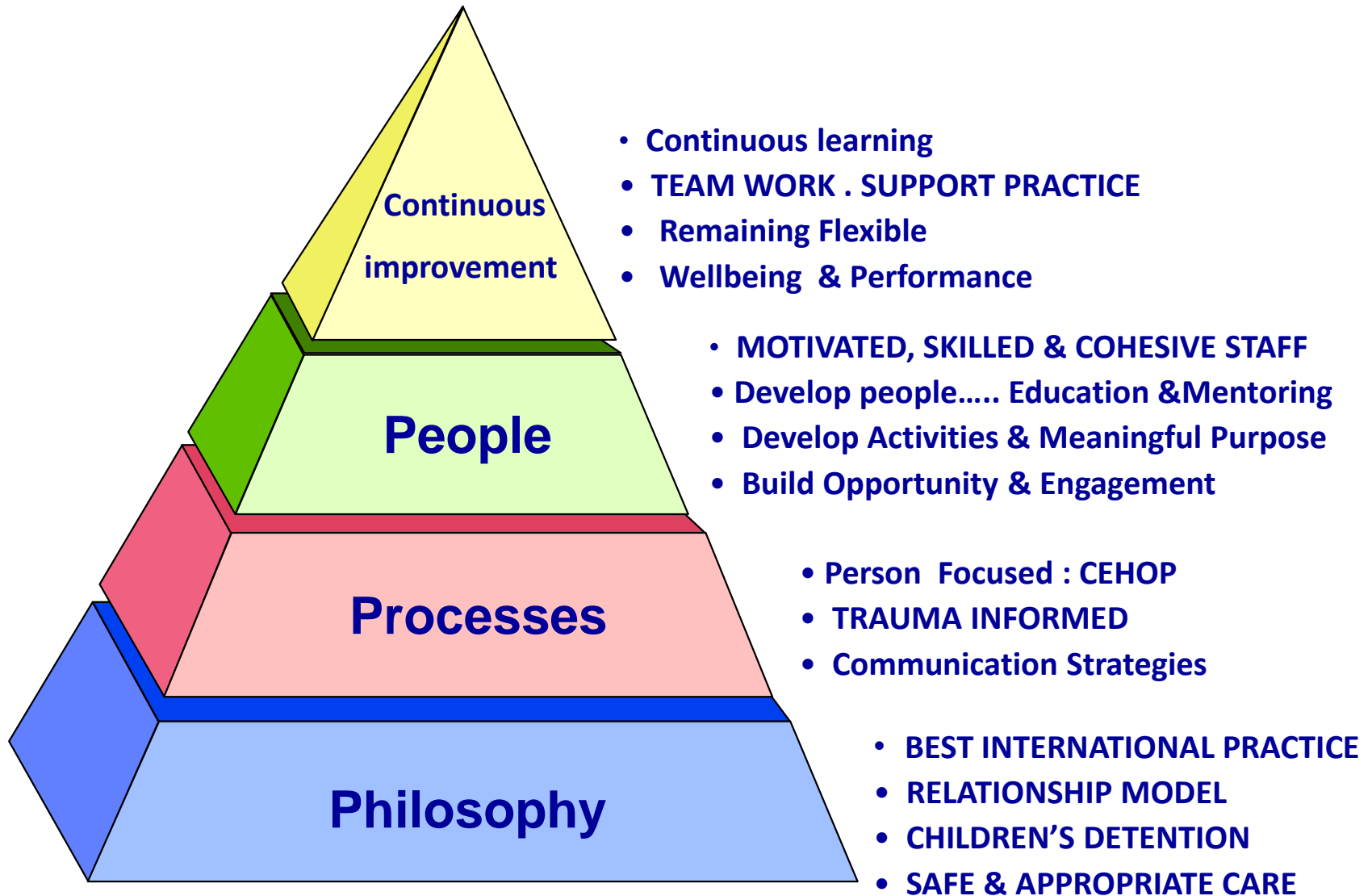


BEHAVIOUR MANAGEMENT : BUILDING BEST OUTCOMES



Pillar 1 OUTCOMES

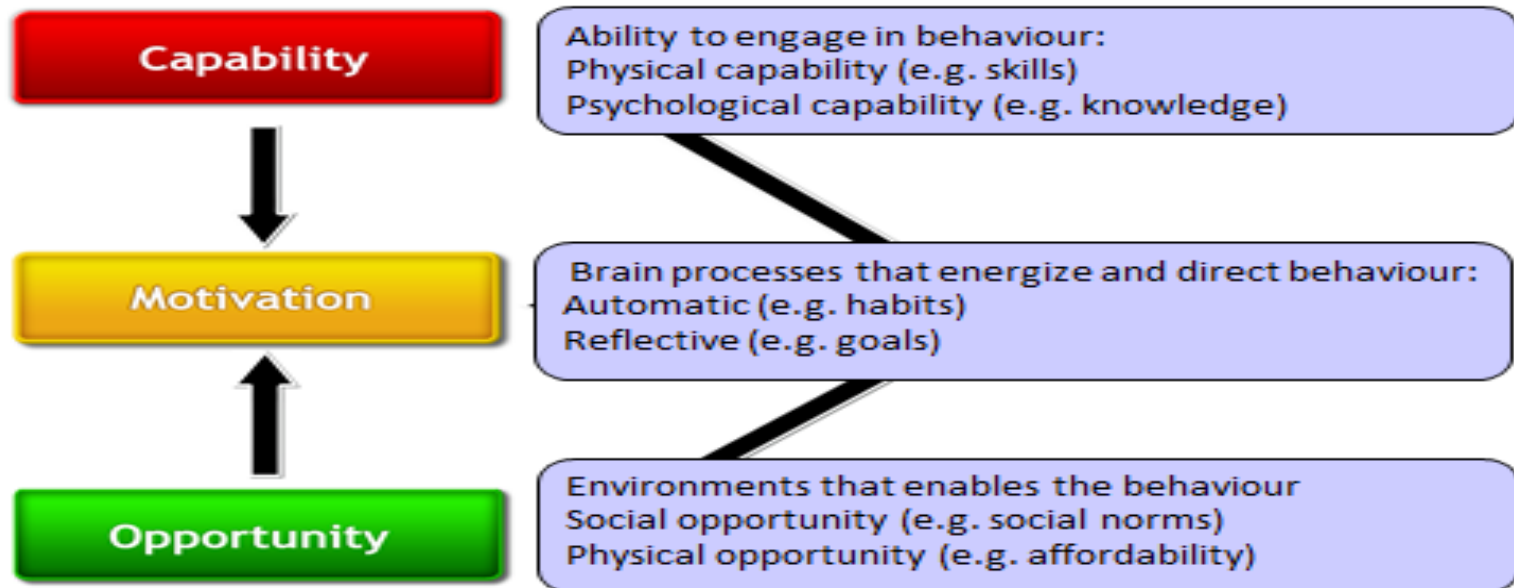




Pillar 3 Children's Experience

Behaviour Management

The COM-B Model

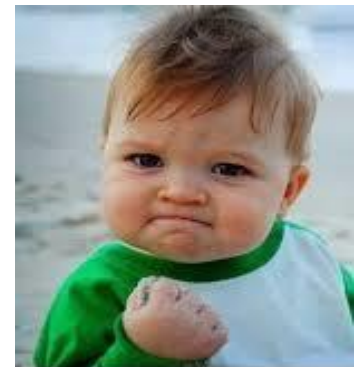




KNOWLEDGE
I know smoking is bad



BENEFITS OF CHANGE
Healthier lifestyle



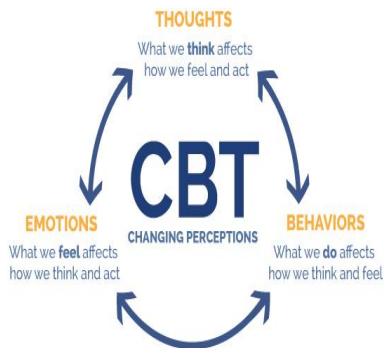
SELF-EFFICACY
I can CHANGE

OUTCOME & EXPECTATIONS
If I stop smoking I will have lower risk of getting diseases like...

Pillar 3 CHILDRENS EXPERIENCE



FACILITATORS & BARRIERS
- COM-B
- ENVIROMENT

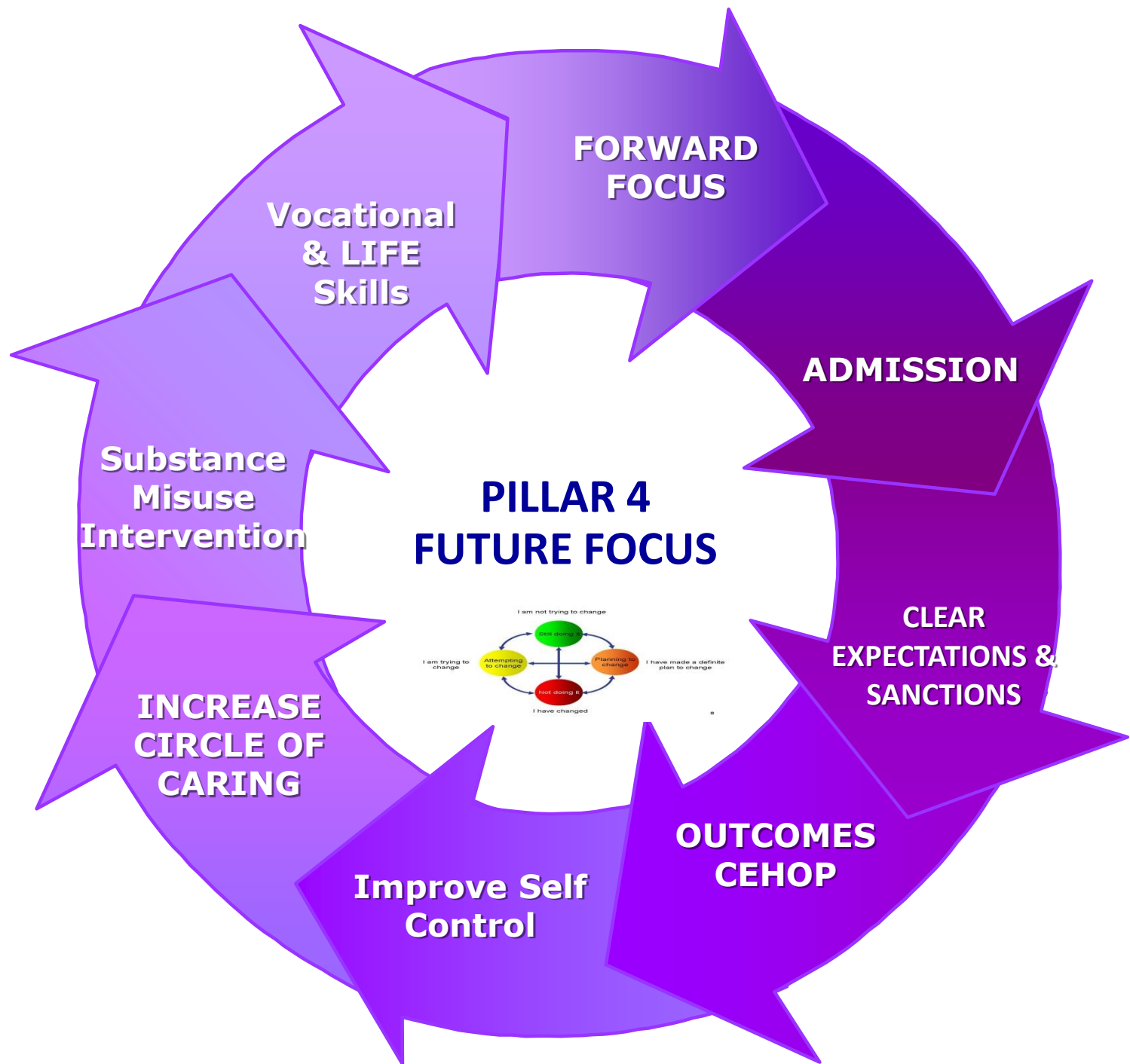


Pillar 4 FUTURE FOCUS

BEST INTERNATIONAL EVIDENCE

1. Improve Self Control
2. Increase Circle of Caring
3. Engagement in pro-social values
4. Increase contact with pro-social “faces & places”
5. Substance Misuse Treatment
6. Reconnect to primary healthy relationships







Thank You

Comments, Questions ?

Key concerns of service users (RAMAS 2016)

- *Being greeted warmly*
- *Being Listened to*
- *Reassurance*
- *Have confidence in ability of Professionals*
- *Being Respected*
- *Being able to express concerns & fears*
- *Being given enough time*
- *Having personal circumstances considered when advice / treatment is offered*
- *Being treated as a person and not just a disease / illness*



RAMAS

RISK ASSESSMENT MANAGEMENT AND
AUDIT SYSTEMS

Key Concerns of Families

- *Being listened to*
- *Access to service when P is ill*
- *Practical Support*
- *Reassurance*
- *Contribute to assessments, information exchange, recovery, and risk management*
- *Advocacy*
- *Help with motivation & support*



8

RAMAS

RISK ASSESSMENT MANAGEMENT AND
AUDIT SYSTEMS

Oberstown: Building the Future

Oberstown Way- Journey through Care

Lena Timoney, Deputy Director, Care Services



Overview



OBERSTOWN CHILDREN DETENTION CAMPUS



Journey through Care



Key elements- CEHOP



Q&A

Journey Through Care

The Oberstown Way



Admission
JtC1



JtC2
Intake



Plan Placement Plan
CEHOP
Constructive Interactions
Activities & Programmes
Specialised Interventions



Education
Learning Community-
Looking after
Education needs



Placement Plan
Monitor & Action
Regular Review



Care
Care Community-
Looking after Care &
Welfare needs



Health
Health &
Wellbeing:
Mental,
Physical,
Dental, Optical



Focus on reasons for
admission
Offending
Offending Behaviour
Court Attendance &
Outcome



The Journey starts
with leaving in
mind
**Preparation
for Leaving**



Key Components- CEHOP



YOUNG PERSON VIEW



NEXT STEPS



Thank you!

lpmoney@oberstown.com



Activities at Oberstown

John Smith, Activities Coordinator



Activity Routine

- 4pm – 7:30pm, Monday to Friday
- 12pm- 5:15pm, Saturday
- Daily Planning Meetings
- Choice, Variety of Activities
- Risk Assessed
- Collaborative approach



Mobility Programme

- Children Act, 2001
- Placement Planning
- Purposeful
- Pro-social engagement & Relationship Building
- Skills Development
- Reintegration



Summer School

- July and August
- Activities and Educational Classes
- Continual Learning
- Skills Development
- Collaboration



Building the Future

- Accredited Activities
- Communications Systems
- Partnerships
- Initiatives



Thank you!
John Smith, Activities Coordinator
jxsmith@oberstown.com



Questions and Comments

Panel 1



Building the Future

Panel 2

**Developing a motivated,
cohesive work force**

Oberstown: Building the Future

Creating a Safe Environment for All

Ray Murray (CMIOSH)

Campus Health and Safety Officer

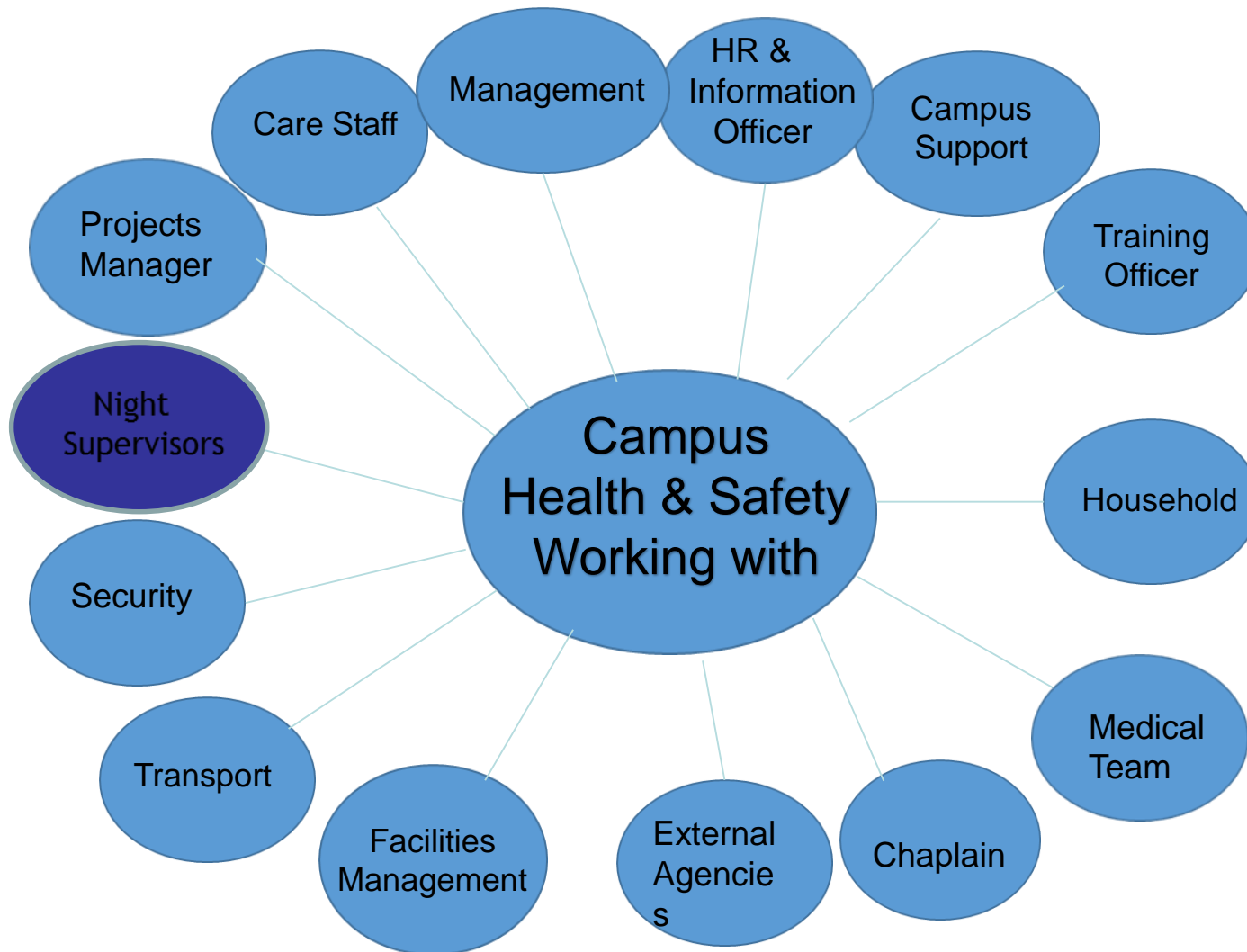


Our commitment to creating a safe environment

- Consultation
- Driving change and safety awareness
- Key issues



Consultation with staff and various teams on campus



Our commitment to creating a safe environment

Driving Change

- Appointment of a H&S Officer to the campus
- An initial safety review of the campus
- Focus on incidents and investigations
- Appointment of a Risk Manager with responsibility for safety and emergency planning
- Safety Policy
- Safety Statement and risk assessments
- Legislation
- Need to improve safety awareness and reduce injuries



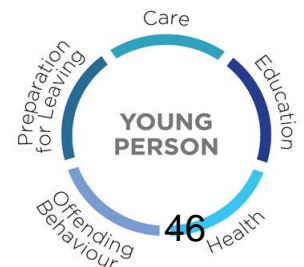
Our commitment to creating a safe environment

Key issues identified

- **Buildings and security**
- **Incidents, staff injuries, data analysis**
- **Psychosocial Hazards**
- **Training Needs**



Building a Safer Workplace



Thank You



Oberstown Building the Future Critical Incident Stress Management

Clare Coyle (SCW)

Paul McGuinness (Campus
Trainer)

Psychosocial Risk- Detention Centre Stressors

- ‘YP-related’: threat of violence/injury, inmate mental illness, substance abuse, suicide, etc.
- Occupational (inherent to the profession): closed work environment, hyper-vigilance, etc.
- Organizational/administrative: mismanagement, poor relationships, inadequate resources/ pay, understaffing, inconsistencies amongst colleagues etc.
- Psycho-social: fear, work/family conflict, media scrutiny, etc. (Brower, 2013)

What Works?

- However, we do know that EAP can be a useful support once they have organisational awareness
- Post Incident Reviews can be helpful
- Peer Support Programmes beneficial
- Development of CISM for detention centres is considered of value (Brower, 2013; Fix, 2001)

What is CISM- Critical Incident Stress Management? Why Important?

- A 'package' of Crisis Intervention Techniques or Tools to assist individuals, teams and organisations address stress that may arise following a critical incident
- Developed for Fire fighters in U.S.A and adopted across the world in wide variety of settings.
- In Oberstown we commenced a process of developing the programme for our Campus - and Peer Support Workers were selected and trained. Then an awareness programme took place for all staff

Key Element-Peer Support Workers- What is a PSW?



How does it work?

- Staff can contact PSW directly- 23 currently available
- After an Incident UM offer support to those involved/
then speak with PSW on duty and arrange support
- Follow up will be made by manager
- Also have access to onsite Campus support Service or
Employee Assistance Programme

NEXT STEPS





Childhood Development Initiative

Restorative Practices in Oberstown: What, Why and How

The **A**rea **B**ased **C**hildhood Programme 2013–2017

29th May 2017

WHAT: Restorative Practices (RP)

- RP is both a philosophy based on respect and fairness and a set of skills for building relationships and for creatively transforming conflict when it does arise
- RP is about having high expectations of each other and also offering high levels of support for meeting those expectations
- Restorative Practices help us to consciously and proactively work at developing and maintaining good relationships



WHY RP?

- Where RP has been adopted and measured there have been consistent research findings of benefits such as:
- Improved staff morale
- Improved relationships between service providers and service users
- Reduced workplace conflicts
- Reduced disciplinary incidents
- Reduced re-offending



Sources: Mirsky, L., 2009, Fives et al, 2013, Strang & Sherman, 2007.

WHY RP?

- People take responsibility for their actions
- People develop emotional literacy
- People demonstrate empathy
- People feel more confident in dealing with conflict or breakdown in relationships
- Improves well-being & reduces stress





HOW?

- Training with Staff in Units 9 & 10
- Agreed Implementation Plan with Short & Medium Term Objectives
- Training with Managers
- AVP Training with Young People
- Regular reflective practice
- Evaluate and review December 2017



Questions and Comments

Panel 2



Building the Future: Next Steps

Pat Bergin
Director

29 May 2017



Building the Future

Themes from today

Building the Future: Priorities for 2017

Implementation of
recommendations

Improvements
in what we do

Building the Future

Priorities for 2017 - 2020 (Young people)

- A system to provide programmes / interventions to meet the needs of every young person
- Create a drug free Campus
- A set of national/international benchmarks and measurements for this services
- Have 'good practice' and behaviour management environment
- Advance the views and interests of young people across the Campus

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Priorities for 2017 - 2020 (Staff)

- A programme of supports and enablers for registration for our Residential Social Care staff;
- Reviewed and enhanced our performance management processes and ensure that all staff have a clear understanding of their roles and responsibilities
- Developed and implemented an affiliation with a leading University to support student placement and Continuous Professional Development for staff

The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side and bottom of the frame, creating a modern, dynamic feel.

Building the Future

**What is it all about here
in
Oberstown?**

Thank you