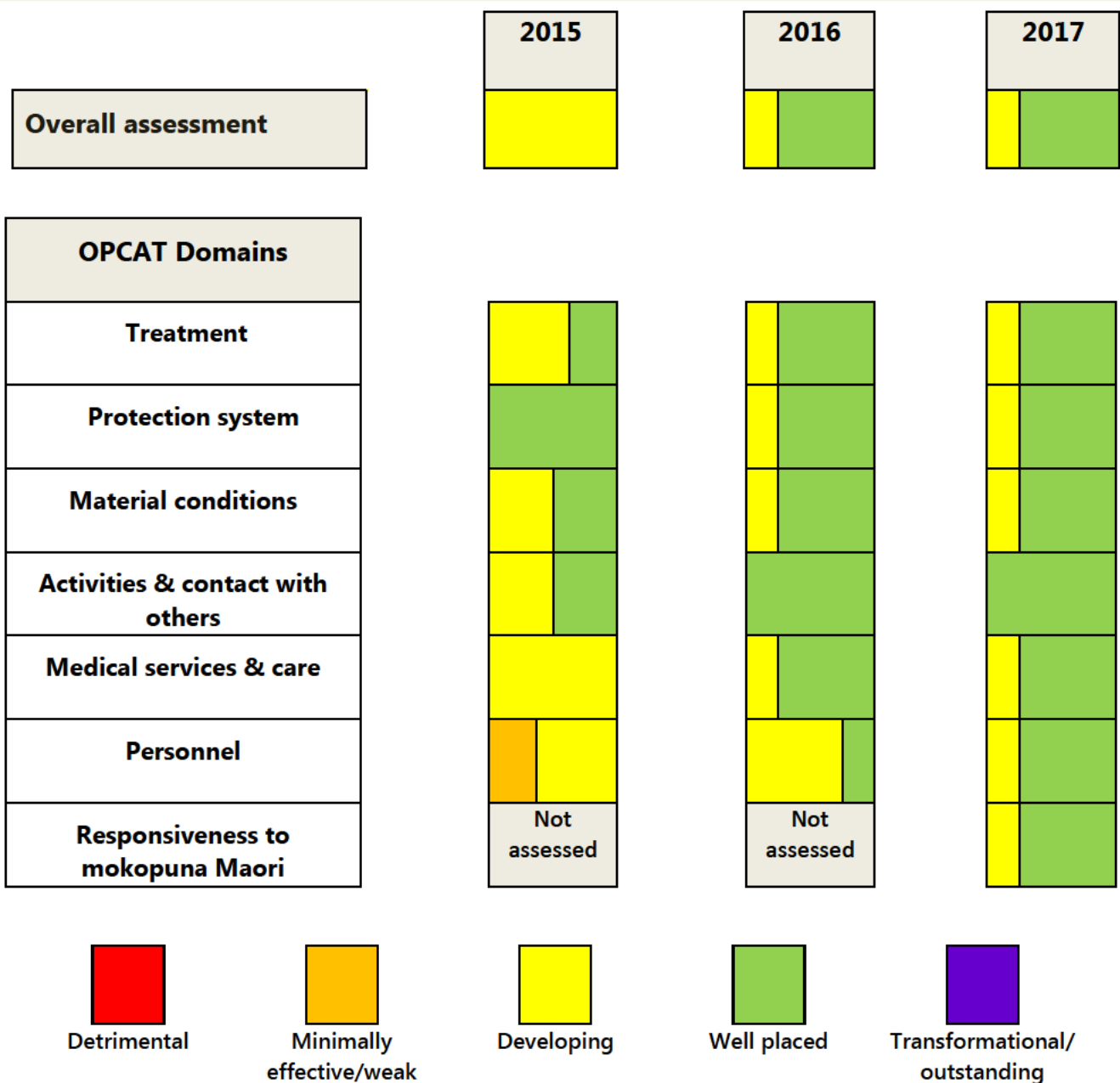


Te Poutama Ārahi Rangatahi, Residence, Christchurch

(Unannounced OPCAT Visit)

Visit date: 9(2)(a) 2017. Final report date: 17 November 2017



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Introduction

Purpose of visit

1. From **9(2)(a)** 2017, Senior Advisors' **9(2)(a)** and **9(2)(a)** from the Office of the Children's Commissioner (OCC) conducted an unannounced monitoring visit to Te Poutama Ārahi Rangatahi (TPAR). TPAR is a specialist care and protection residential treatment facility located in Christchurch. The residence is managed and operated by Barnardos, a national non-government organisation approved to deliver care services under section 396 of the Oranga Tamariki Act 1989. The purpose of the visit was to assess the quality of TPAR's services against the seven domains relevant to our role as a National Preventive Mechanism (NPM) under the Optional Protocol to the Convention Against Torture (OPCAT – refer to Appendix 1 for more detail). These domains are: treatment, protection system, material conditions, activities and contact with others, medical services and care, personnel and responsiveness to mokopuna Māori.

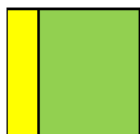
Structure of this report

2. This report shares the key findings from our unannounced monitoring visit to TPAR and makes recommendations for actions to address the issues identified. Under each of the OPCAT domains we list the strengths and areas for development.
3. We briefly outline the legislative background to our visit in Appendix 1. Appendix 2 contains information about the interpretation of ratings. We describe the interviews we conducted and the information we accessed in Appendix 3.

Context

4. TPAR is a twelve bed residence, however the residence only provides eight beds under Barnardos current contract with Oranga Tamariki. It was home to six young men at the time of our visit. TPAR is rurally located and has good outdoor spaces available to the young people.
5. Our last visit was a year ago, in July 2016. Since this visit the residence manager who was acting in the role in 2016 has been permanently appointed.
6. This visit was the first unannounced OPCAT visit this office has conducted with TPAR. The previous two visits in 2015 and 2016 were both announced.

Key findings and recommendations



Well placed with developing elements

7. Our overall 2017 rating for TPAR is *well placed with developing elements*. Young people are safe from harm and there is no evidence of torture or other cruel, inhumane or degrading treatment or punishment. The overall rating has remained the same as our visit in 2016 but shows a marked improvement on our 2015 rating where the overall assessment was *developing*.

Trends

8. This section of the report provides a brief analysis of TPAR's performance with regard to the OPCAT domains over three visits including this 2017 visit. The trend for TPAR over the 2015 to 2017 period shows steady development with improvement in the following domains:

- **Personnel.** In 2015 this domain was rated *developing with minimally effective elements* due to poor recruitment and retention practices. This improved in 2016 to *developing with well placed elements* as the residence was almost fully staffed and providing regular staff training. This year the residence has achieved *well placed with developing elements* due to continued improvement in staff recruitment, training and supervision.

Medical services and care. In 2015 TPAR lacked sufficient on-site nursing hours to improve the healthcare opportunities for young people. This resulted in a *developing* rating. The 2016 rating improved to *well placed with developing elements* as young people and staff reported improved access to healthcare. Young people continue to have great access to primary health services despite TPAR not having on-site health services

9. We have added the domain of **Responsiveness to mokopuna Māori** for all 2017 OPCAT visits. Whilst this is not a new area of assessment, it has been separated out from the OPCAT domains because it is a priority area of focus for both Oranga Tamariki and this Office. This domain is mainly well placed due to the role and work of TPAR's Kaihautū (Māori cultural leader) to improve cultural practice so that the cultural experiences of young people can be enhanced. The developing element recognises that there is still more work to do to embed cultural practice across the residence.

Strengths

10. TPAR has many strengths. We found that young people at the residence:

- Are treated respectfully and positively by staff
- Have a good understanding of the residence rules, values matrix and Whaia te Maramatanga
- Have a good variety of food and food choices
- Have good contact with family and whānau, including six-weekly family counselling
- Have opportunities to participate in a range of activities within and outside of the residence
- Have great access to primary health services
- Have good cultural support from the dedicated Kaihautū role

Areas for development

11. The key areas for development are:

- The finalisation and implementation of the model of therapeutic care
- Transitions out of TPAR
- Improved access of the grievance advocates for young people
- A more young person centred physical environment
- Improved access and support from specialist mental health services
- Improving responsiveness to mokopuna Māori
- To review the effectiveness of the new staff induction and training programme

Recommendations

NATIONAL

Rec 1: **Oranga Tamariki and Barnardos National Office** and the **Residence Leadership Team**, identify and address the system and practice impediments across both organisations that prevent excellent transitions out of Te Poutama Ārahi Rangatahi.

Rec 2: **Oranga Tamariki and Barnardos National Office** and the **Residence Leadership Team** develops a solution to the physical environment to address the institutional feel of the open space, and overall create a more young person centred physical environment.

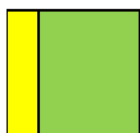
NATIONAL

Rec 3: **Te Poutama Ārahi Rangatahi's** leadership team develops and implements a plan to share the workload of the Kaihautū so that cultural practice can be embedded and sustained.

NOTE: There are some areas for development that have not resulted in formal recommendations. This is because there is evidence that they are already being progressed and we will review each of these at our next visit.

Findings for each OPCAT domain

Domain 1: Treatment



Well placed with developing elements

12. Young people in the residence are treated well. This was evidenced in their reports on the ease with which they could talk to and get help from staff.
13. The residence manager and leadership team have developed sensible responses to managing young people's escalated behaviour without having access to a secure care unit.
14. The therapeutic model is an exciting development but has yet to be embedded in practice.
15. There have been a number of successful transitions for young people. There have also been some instances where young people's transition plans fell through resulting in young people having to stay in the residence despite completing their therapy.

Strengths

- **Relationship between staff and C&YP.** Young people told us that they have positive relationships with staff, could easily ask for help and felt well-supported as staff worked with them on positive plans for their future.
- **Use of restraints and secure care.** Barnardos management have trained and supported their staff to use the Management of Actual or Potential Aggression (MAPA) strategies, so they can manage and de-escalate behaviour and volatile situations safely and effectively. Without a secure care unit staff need to be creative with the spaces available to them to place young people when their behaviour is de-escalating.
- The December 2016 – March 2017 Te Poutama Ārahi Rangatahi Incident Report showed no physical assaults causing injury to young people and a reduction in the use of force with young people. This is a very encouraging development attributed

What young people said:

"Generally it's really easy to get help from staff and get on with staff." 9(2)(a) yrs.

"I just talk to who I can trust pretty much. Like some staff will support you when you are in trouble and be there for you." 9(2)(a) yrs.

"Community meetings: we raise our issues about what's going on and that. It's alright." At community meeting do you give feedback? Yeah that's probably why we have community meetings now. 9(2)(a) yrs.

to staff better managing potentially volatile situations coupled with a more settled group of young men in the residence.

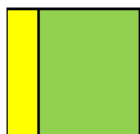
- In exceptional circumstances where secure containment has been required for the safety of a young person or staff, the residence manager has established an informal arrangement with the manager of the nearby youth justice facility, Te Puna Wai O Tuhinapo. Where necessary, a young person can be transferred to Te Puna Wai for a short period of time. The TPAR residence manager is currently considering the merits of formalising this arrangement.
- **Quality of assessment and planning.** TPAR has three psychologists on staff. Integration meetings had been introduced to enable clinical and care staff to share ideas and integrate their approaches to the young people's wellness. This new system has facilitated the sharing of skills, knowledge and ideas and ensured planning and regular file updates take place on a regular basis.
- **Quality of interventions.** Intervention planning is practical in focus and well aligned with the integration meetings and the range of therapies provided, including individual, group and family therapy, and life skills programming. The school's implementation of a primary school time-tabled day means the school days start earlier and have shorter breaks than the usual college day. This facilitates young people's access to therapy during school hours.
- **Involvement of children and young people.** Community meetings are held every Monday. They are usually facilitated by the Clinical Team Leader (CTL). These meetings encourage the use of the values matrix and strengths based comments and compliments from staff to young people and vice versa. The meetings are considered a priority, occur regularly and are a safe space where young people can air any questions or concerns they may not have been able to raise in other forums.

Good Behaviour Acknowledgement System. TPAR operates a good behaviour acknowledgement system called Tumeke. If young people meet the behaviour rules for the day, they can select a 'Tumeke' award in the evening. The awards consist of a DVD to watch, pictures for their bedrooms or food items like a milkshake. This is a young person centric system which operates in the young person's timeframes. The weekly Gold Award for good deeds is another acknowledgement from staff who have observed good behaviour. This certificate comes with \$10 which can be put towards an outing like the movies or go-carts.

Areas for development

- **Model of therapeutic care.** As identified at the last TPAR OPCAT visit in December 2016, work continues to progress with developing a trauma informed therapeutic model of care. A manual for staff is under development. The residence manager told us they are very close to being able to apply therapeutic care. His expectation is that the evidence and effectiveness of the model should be clear in a year's time. Overall the model will require a three year process to embed.
- **Transitions from care.** We were told by the residence manager that this year TPAR has had success supporting some young people to settle into a safe placement when they leave the residence. There are also times where it is a challenge to find a suitable placement for young people and as consequence; some young people stay at TPAR well after their therapy has been completed. This was the case with one young person we met with.
- The delay in finding a suitable placement for this young person was due to the Oranga Tamariki site staff responsible for the young person, not finding an appropriate placement in the community, and their delay in referring him to be considered for a community placement with one of Barnardos's specialist group homes. The delay is the primary responsibility of Oranga Tamariki; however TPAR could have contacted the site manager as soon as there were concerns about the lack of progress from the young person's site social worker.
- The leadership team has recently developed a transition proposal for Oranga Tamariki that would enable TPAR staff to provide more robust support to young people and their families when they leave the residence. Since our visit the residence manager has informed us that Oranga Tamariki has approved some money to support the young person that has been in the residence for over two years. We look forward to being updated about progress in this area at our next visit.

Domain 2: Protection system



Well placed with developing elements

16. The residence rules, admission and grievance processes are well known and regularly socialised with the young people. Improving young people's knowledge and access to the advocates will move this rating to well placed.

Strengths

- Admission to residence.** Admission to TPAR is facilitated through the Oranga Tamariki national hub, through the senior advisor for High Needs Services. The admission process is clearly set out in the Oranga Tamariki Youth Services service specifications and has internal and external monitoring systems. At TPAR the residence social worker and Team Leader Operations (TLO) told us that the admission day is well planned and executed. They focus on supporting new young people to integrate well into the new residence's therapeutic and contained living environment.
- Young people's understanding of the rules.** Young people told us they know the rules well. The rules are embedded through programming, regular reference to the values matrix and the documentation that the young people receive upon arrival. Generally young people told us they think the rules are fair, however, some young people felt it was unfair that their conversations with each other are constantly monitored. One young person told us he needed to be allowed to have a conversation without staff around all the time so he could get used to being back in the community. We recognise that there are safety issues regarding young people having alone time together. We encourage the residence to talk with the young people about how they can have some independent conversations but still be kept safe.
- The values matrix is highly visible on the walls of both the residence and school and young people know they must follow the rules to get their Tumeke reward. Young people know and are coached to use the values of the matrix to challenge any incidences of disparity, such as feeling that the with-holding of a Tumeke reward by a

What young people said:

"What are the rules? Follow staff instructions, appropriate touch, safe behaviour, appropriate language. Follow the programme" 9(2)(a) yrs.

"Part of Tumeke, we won't get our Tumeke if we don't follow rules. Get reward every night if we don't break rules. The staff tell us if we get it or not. I know most of the rules here." 9(2)(a) yrs.

"Don't use advocates, just do it myself coz I know what to do. I know my rights." 9(2)(a) yrs.

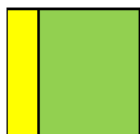
staff member is unjustified. Young people and staff also have access to a restorative system which is based on the values matrix. There is a dictionary of words to support and aid the conversations which take place as part of the restorative process.

- **Young people's understanding and use of the Whaia te Maramatanga complaints process.** Young people told us they knew how to use the grievance system, that their complaints were followed-up by the grievance co-ordinator and that they felt safe making complaints about staff and other young people. The last two quarterly reports show good use of the grievance system. The co-ordinator appears highly effective in her role and consequently Te Poutama Arahi Rangatahi has consecutively met the required timeframes for completed investigations.
- **Grievance panel.** Most of the young people knew the grievance panel members by name.

Areas for development

- **Youth advocates.** Advocates had only recently been engaged at TPAR and had only made three visits to the residence since mid-July this year. Young people gave us a range of responses about their views of advocates. This included, not knowing the advocates or their role, not being offered the support of an advocate, and not using an advocate because they knew how to fill in the form themselves. The advocates are an important part of the grievance process because they are independent from TPAR and can therefore offer impartial advice and support to young people. We therefore encourage the TPAR leadership team to talk with the young people about ways to make advocates more accessible.

Domain 3: Material conditions



Well placed with developing elements.

17. The internal physical environment is warm and colourful and some staff had some worthy recommendations of how the residence environment could be made more youth centred. Young people's views on the development of the physical environment and menu options are gathered through the community meetings and Whaia te Maramatanga.

Strengths

- Inside environment.** The faulty air conditioning has been a historical issue of concern and last year the residence was reportedly "freezing". This led to some young people being moved out of their rooms due to the excessive condensation and unacceptably low temperatures. To the residence's staffs credit, and as a result of their tenacity, this matter has now been resolved and a new heat pump has been installed. The new issue is now finding a temperature agreeable to all. The mattresses had recently been replaced and no issues had been recorded to date. There was a good whānau room, two lounges for young people, the showers and toilets were placed well away from the beds and the intercoms were all working. The school staff commended the residence facility functionality for their needs, as they had access to a wing of rooms, separate to the residential living environment.
- Food.** The young people eat balanced and nutritious meals and were generally positive about the food. There was a six weekly rotating menu which was based on the information the young people provided about what they wanted to eat. The cook provided an individualised approach to the young people's eating experience at Te Poutama Arahi Rangatahi. An example of this was providing fillings for rolls rather than mass producing them all, thus giving the young people options and choices. One young person shared his delight in getting a soup recipe changed upon his recommendation of how it could be improved.

What young people said:

"I like meat. And potatoes and mixed vegetables. And I like lettuce and broccoli and cheese sauce. And I like mushrooms – I always eat mushrooms."

9(2)(a) yrs.

Areas for development

- There are big open spaces that make for an echoey and institutional atmosphere. Added to this were some complaints from young people that there are no private spaces to be on their own. We appreciate that due to the young people's harmful sexual behaviour and the need to keep them safe, private spaces can be problematic. We have made a recommendation that Oranga Tamariki works with Barnardos to explore ways to improve these spaces for young people, whilst still keeping them safe.
- The areas for development relate to the photos below. The top photo is of the dining room and the bottom photo is the open area in the residence.



Domain 4: Activities and contact with others



Well placed

18. Young people have access to a range of recreational and sporting activities. The school programming is moving towards being innovative in addressing and meeting both young people's academic and personal developmental requirements. Young people have good access to their families through visits and phone contact for both therapeutic and personal entitlement purposes.

Strengths

- **Young people's participation in activities and programmes.** Programming is delivered by the residential teams and runs from 3.30pm - 5pm for recreational activities. Then after dinner there is a one hour slot for activities such as, arts and crafts, life skills, and going to the movies. Although most young people enjoyed the activities there were some requests for more physical activities and there were some complaints that the arts and crafts were boring.
- Young people told us they enjoy going on off-site visits or, at the very least, outside the residence building. They told us they enjoy bike rides with the residence manager and staff and outings to venues like 9(2)(i) [REDACTED]. However, over these past school holidays, some young people had noted reduced planned and off-site activities and had concluded that this was due to a shortage in staff. This feedback provides residence staff with an opportunity to engage in a restorative or matrix/values based conversation with the young people.
- In the last year the school has engaged the young people in more community involvement for the primary purposes of getting them back into society and out from underneath their label of Harmful Sexual behaviour (HSB). Dependent on their individual goals and plans, some of the boys played rugby, went to hip-hop dancing and received external education. One young person was in the process of building a mud kitchen outside the school and one of the teaching staff was growing a vegetable garden with the boys. The initial success of the vegetable garden has

What young people said:

"Activities in the residence is rated 5 (middle of the scale). Some activities are boring like doing arts and craft. They do the same activities again and that's why boys go to their rooms" 9(2)(a) [REDACTED] yrs.

facilitated the gifting of some of their produce to the Pacific Kitchen, within their local community.

- The school has embedded the values matrix and uses it daily as a check-in point with all the young people. The latest Education Review Office (ERO) report of August 2016 recommended the school improve the transition out process by ensuring continuity of learning that meets the young person's needs. Although this has historically been a responsibility held by the clinical team, the new practice is to work in tandem. The focus is on ensuring the young people are enrolled at the right school and are receiving the right support to achieve the best outcomes they are academically capable of.
- **Young people's contact with family and whānau.** The therapy report showed consistent family contact, especially during a young person's transition out and even when the next placement had not been identified as family. Young people told us they had easy access to phone contact and enjoyed their 6-weekly planned visits to and with family.



The residence craft room

Domain 5: Medical services and care



Well placed with developing elements

19. Young people have good access to primary health services. Improved access to specialist external mental health services such as mental health and occupational therapy was a recommendation in the last OPCAT report of December 2016 and although Barnardos have not been able to achieve this yet, it was encouraging to see they still saw this as an important goal. We encourage the Barnardos National Management team to continue working with Oranga Tamariki National Office to advocate for improved access to mental health services for young people, from the Canterbury District Health Board.

Strengths

- Young people's access to primary care services.** Staff told us young people had good access to healthcare and never missed an appointment. The nurse visits fortnightly and the doctor will visit onsite if the residence staff cannot get the young person to his clinic. The staff ratio for off site visits is one to one which is attributed to the settled and stable nature of the resident young people. This means a range of staff can take each young person to an appointment. Once a young person requests a visit with the nurse or doctor, the social worker undertakes an initial assessment, often erring on the side of caution. This means in all likelihood, that young people get more health visits than they may have if a health service was based on-site.

What young people said:

"We have 9(2)(a) as our nurse and Dr 9(2)(a) is our Dr." 9(2)(a) yrs.

Any problems getting to the doctors? "Nope, if there's not much staff OTL will take you. If you have an appointment they will get there." 9(2)(a) yrs.

Areas for development

- Young people's access to specialist mental health, alcohol and drug (AOD) services.** Young people have access to youth specialty services in Christchurch. However, some staff felt the TPAR young people's needs were not prioritised; as well they ought to be, due to the sheer nature of their specialist needs and the reasons for their incarceration at TPAR. Members of the management team told us they wanted access to a psychiatrist to provide oversight of young people with mental health diagnoses and where they are receiving medication. We understand that Barnardos and Oranga Tamariki are advocating for better access to specialist mental health services with the local District Health Board. We will monitor progress at our next monitoring visit.

Domain 6: Personnel



Well placed with developing elements.

20. The residence manager is actively and purposefully recruiting new staff that have the right qualifications, skills and experience to provide care for young people who have demonstrated harmful sexual behaviours. There is still some work to do to ensure that the induction and training programme equips staff with the skills they need to confidently practice, however these areas of development are being addressed.

Strengths

- Staff recruitment.** TPAR has had a large turnover of staff within the past two years. The residence management team has been diligent and focused on recruiting the right staff to work in this specialist environment and the residence is now almost back to full complement.
- Staff supervision and coaching.** All clinical staff have external professional supervision. Cultural supervision was available to all staff through the dedicated Kaihautū role and staff told us this was effective. The recent appointment of one of the clinical staff to look after all staff well-being had been positively received by the residence staff. The residence supervision report for June 2017 showed an almost six-fold improvement on the provision of individual supervision to all staff from the yearly low of only 15% in January 2017.
- Staff induction and training.** The training programme has been reviewed and improved. There is a comprehensive induction training of two or four weeks, dependent on the individual's role, followed by the practical implementation of the theory in the workplace. There are then regular progressive training options offered at three-monthly and yearly intervals. Staff can access and negotiate individual external training in alignment with their professional development agreements.

What young people said:

"Sometimes they listen. I just talk to who I can trust pretty much. Like some staff will support you when you are in trouble and be there for you." 9(2)(a) yrs

"How would you rate how staff treat you? About a 4 or 5. They are all good. I just like them."

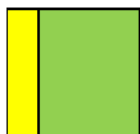
9(2)(a)

"To make me feel safe, staff need to listen to me." 9(2)(a) yrs

Areas for development

- **Staff induction and training.** Some care staff did tell us that the induction training can be too heavy in theory and it isn't until they have spent weeks on the floor that they are able to implement the new information and connect the theory with the practice. Staff also told us that they have already started working on the floor well before some key training is delivered which means they are not always well equipped to deal with incidents with young people e.g. MAPA training to support with de-escalation. The residence management team are planning to review their induction and training programme, so we expect these issues to be addressed at our next visit.

Domain 7: Responsiveness to Mokopuna Māori



Well placed with developing elements.

21. Te Poutama Ārahi Rangatahi has a dedicated Kaihautū. He is a respected and competent kaumātua who provides quality Māori cultural advice, wisdom and knowledge to young people and staff.

Strengths

- **Responsiveness to mokopuna Māori.** The Kaihautū, also known as matua, has an integral and special role at TPAR. He is included at the leadership table which clearly promotes the importance of his role within Barnardos and the work they do at TPAR. The Kaihautū's cultural proficiency enables him to assess young people and staff's cultural needs through conversations and relationships. He influences and facilitates the bi-cultural practice of individual casework and staff supervision using processes of engagement such as mihi whakatau, mihimihi and pepeha. He seeks young people's permission to engage with their whakapapa and identifies and addresses barriers to cultural responsiveness such as a lack of cultural information about young people when they are referred from Oranga Tamariki. The Kaihautū works across the residence and the school and has a permanent weekly block in the school timetable.
- The Kaihautū is leading an important project focussed on embedding kawa, tikanga, and wairua values, both at a leadership level and across the site. The project, once embedded, will take cultural practice from being 'activities based' to being about 'decision making' and about incorporating Māori practice into everyday interactions between staff and with young people.

Area for development

- Improving cultural practice of the site appears to be the primary responsibility of the Kaihautū. Even though the Kaihautū has strong Te Reo, whakapapa, and tikanga knowledge, and there is evidence cultural practice is improving, there is a real risk in relying primarily on one staff member to provide all cultural support for staff and young people. We recommend that the leadership team develops and implements a plan to share the workload of the Kaihautū so that cultural practice can be embedded and sustained.






- Some of the opportunities for young people to learn about their culture were implemented on a case by case basis and were not necessarily happening if they were not initiated by the young people. One young person told us that he had the opportunity to learn with matua but chose not to and another young person told us he hadn't really tried to learn because he was focused on getting out of the residence. We think it is important that cultural practice is normalised so that young people do not see it as an activity that they opt in or out of, but rather as a way of being and thinking about the world. Building the capacity and capability of staff will support this practice to happen.

Appendix One: Why we visit (legislative background)

22. The Children's Commissioner has a statutory responsibility to monitor and assess the services provided under the Children, Young Persons and Their Families Act 1989 (CYP&F Act 1989). Specifically, section 13(1) (b) of the Children's Commissioner Act 2003, states that the Commissioner must monitor and assess the policies and practices of Child, Youth and Family and encourage the development of policies and services that are designed to promote the welfare of children and young people.
23. In addition, the Office of the Children's Commissioner is designated as a National Preventive Mechanism (NPM) under the Crimes of Torture Act (1989). This Act contains New Zealand's practical mechanisms for ensuring compliance with the United Nations Convention Against Torture and other Cruel, Inhuman, or Degrading Treatment or Punishment (OPCAT), which was itself ratified by New Zealand in 2007. Our role is to visit youth justice and care and protection residences to ensure compliance with OPCAT.

Appendix Two: Interpretation of ratings

24. The Table below provides a quick reference to the meanings of ratings given in the report.

Rating	Assessment	What it means
	Transformational/outstanding	Exceptional, outstanding, innovative, out of the norm
	Well placed	Strong performance, strong capability, consistent practice
	Developing	Some awareness of areas needing improvement; some actions to address weaknesses, but inconsistent practice; pockets of good practice
	Minimally effective/weak	Low awareness of areas needing improvement; lack of action to address weaknesses; significant concerns exist
	Detrimental	Actively causing harm, negligent, ignoring, rejecting, undervaluing, undermining practice

Note: For more detail on the meanings of each rating for the individual sub-domains assessed, refer to our evaluative rubric: <http://www.occ.org.nz/assets/Publications/RUBRIC/Evaluative-Rubric-FULL.pdf>

Appendix Three: Interviews conducted and information accessed

Our visit to Te Poutama Ārahi Rangatahi included interviews with:

- Residence Manager
- Four Young people
- Operations Team Leader (OTLs)
- Clinical Team Leader (CLP)
- Residential team
- Clinical team
- Kaihautū
- Education team
- Kitchen staff
- Programme Coordinator/ Audit and Compliance Advisor

The following sources of information also informed our analysis:

- Visual inspection of the residence
- Last Oranga Tamariki audit report
- Grievance quarterly reports and electronic register
- Residence management reports (for three months prior to the visit)
- Training register
- Individual supervision report
- Serious Incidents report
- Medical appointments report
- Individual therapy report
- The residence Matrix
- Young people's files at the residence (including Individual Care Plans and Operational Plans)
- Secure care register, secure care log book, and unit log books