



THIRD REPORT ON THE

JOINT SELECT COMMITTEE ON
**HUMAN RIGHTS, EQUALITY
AND DIVERSITY**

SECOND SESSION OF THE ELEVENTH PARLIAMENT (2016/2017)

on the

Treatment of Child Offenders at the Youth Training Centre,
St. Michael's Interim Rehabilitation Centre for Young Male Offenders
and St. Jude's Interim Rehabilitation Centre for Young Female Offenders



Committee Mandate

The Joint Select Committee on Human Rights, Equality and Diversity was established under House of Representatives Standing Order 106 and Senate Standing Order 96 and shall have the duty of considering, from time to time, and reporting whenever necessary, on all matters related to:

- (a) compatibility of Acts of Parliament with human rights, and any matters relating to human rights in Trinidad and Tobago (but excluding consideration of individual cases);
- (b) Government compliance with national and international human rights instruments to which Trinidad and Tobago is a party;
- (c) the promotion of measures designed to enhance the equalization of opportunities and improvement in the quality of life and status of all peoples including marginalized groups on the basis of gender, age (elderly, youth, children) disability and the creation of an inclusive and more equitable society through greater social justice and sustainable human development within Trinidad and Tobago.”

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Mrs. Glenda Jennings-Smith, MP	Member
Mrs. Vidia Gayadeen-Gopeesingh, MP	Member
Mr. Dennis Moses	Member
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List of Abbreviations

CATT	Children's Authority of Trinidad and Tobago
CCSLC	Caribbean Certificate of Secondary Level Competence
OPM	Office of the Prime Minister
GCA	Gender and Child Affairs
GYCD	Gender Youth and Child Development
SASC	Statutory Authorities and Service Commission
SJIRCYFO	St. Jude's Interim Rehabilitation Centre for Young Female Offenders
SMIRCYMO	St. Michael's Interim Rehabilitation Centre for Young Male Offenders
TTFS	Trinidad and Tobago Fire Service
TTPS	Trinidad and Tobago Prisons Service
UN	United Nations
WASA	Water and Sewerage Authority
YTC	Youth Training Centre

1. EXECUTIVE SUMMARY

1.1. The Committee resolved at its sixth meeting held on June, 03 2016 to inquire into the treatment of child offenders at the Youth Training Centre (YTC), St. Michael's Interim Rehabilitation Centre for Young Male Offenders (SMIRCYMO) and St. Jude's Interim Rehabilitation Centre for Young Female Offenders (SJIRCYFO) and agreed that the following three (3) objectives would guide the inquiry:

- ✓ **To evaluate the implementation of the physical, infrastructural and management recommendations within the following Reports:**
 - **Second Report of the Child Protection Task Force, 2012;**
 - **2014 Parliamentary Committee Report on the Statutory Authorities Service Commission;**
 - **2002 Final Report of the Cabinet Appointed Task Force on Prison Reform;**
 - **2013 Report , "No Time to Quit" by Prof. Selwyn Ryan;**
- ✓ **To evaluate the extent to which the Youth Training Centre and St. Jude's Interim Rehabilitation Centre for Young Female Offenders and St. Michael's Interim Rehabilitation Centre for Young Male Offenders are fulfilling their aims and objectives;**
- ✓ **To examine the difference in treatment of female and male child offenders.**

1.2. The Committee agreed that the Office of the Prime Minister and the Ministry of National Security should be invited to a public hearing on November, 04 2016.

1.3. The Committee obtained both oral and written evidence based on the objectives listed above.

1.4. Some of the significant issues raised during the public hearing were:

- ✓ The urgent need for the development of a Strategic Plan at SMIRCYMO and the YTC;
- ✓ The need for more data and research on the recidivism rate at the youth detention institutions;
- ✓ The proclamation of the Family and Children Division Act, 2016 would ensure that the Children's Authority of Trinidad and Tobago has the requisite legislative authority to address the needs of the 'children in conflict with the law' and ensure that all child offenders are properly assessed and assigned to the appropriate facility and programmes;
- ✓ The implementation of a Children's Registry to assist in tracking the process of 'children in conflict with the law' when they leave the institutions;
- ✓ The need for additional mainstream educational programmes to target child offenders exiting the system in order to ensure that they achieve competitive educational qualifications to function outside the institution;
- ✓ The lack of funding and insufficient human resources were the main challenges identified by the institutions;
- ✓ The need for adequate mental health professionals on staff at SJIRCYFO and SMIRCYMO;

1.5. The Committee agreed to conduct site visits to YTC, SMIRCYMO and SJIRCYFO on November 16, 2016.

1.6. Some of the significant issues that were observed during the site visit were:

- ✓ Lack of resources and budgetary allocation for the upgrade of facilities to cater to the child offender's needs;
- ✓ Lack of family involvement in the welfare of the children at the institutions;
- ✓ The need for legislation to be drafted to prohibit the child abandonment at the institutions by family members, to encourage their participation in the lives of their children and to facilitate the rehabilitation process;

- ✓ Inadequate staff available to cater to the needs of the children;
- ✓ Difficulties faced by boys to gain employment upon exiting YTC; and
- ✓ Residents at SMIRCYMO and SJIRCYFO have difficulty sourcing places to live after exiting the institutions at the mandatory age of eighteen (18) years.

1.7. The Committee submits its findings and recommendations with respect to the treatment of child offenders at the YTC, SMIRCYMO and SJIRCYFO in Chapters 4 and 5.

2. INTRODUCTION

Human Rights and Child Offenders

2.1. The Constitution of the Republic of Trinidad and Tobago states that one of the fundamental human rights and freedoms is, *“the right of the individual to equality before the law and the protection of the law”* and *“the right of the individual to equality of treatment from any public authority in the exercise of any functions.”*

2.2. Constitutional rights and freedoms also states, *“Parliament may not impose or authorise the imposition of cruel and unusual treatment or punishment”* and *“Parliament may not deprive a person charged with a criminal offence of the right to be presumed innocent until proved guilty according to law...”*.

2.3. According to the Children Act, 2012 a child is defined as a person under the age of eighteen years. Trinidad and Tobago signed and ratified the United Nations (UN) Convention on the Rights of the Child (1989) which includes:

- Article 37 (b): No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- Article 37 (c): Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

2.4. The International Covenant on Civil and Political Rights (1978) also states:

- Article 2(a): Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons;
- Article 2(b): Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.
- Article 3: The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.

2.5. The UN Standard Minimum Rules for the Administration of Juvenile Justice, 1985 (the Beijing Rules) lists the standards for the administration of child justice in a comprehensive manner and were adopted by the UN in 1985 in Beijing, China.

2.6. The UN Rules for the Protection of Juveniles Deprived of their Liberty (Havana Rules) were adopted by the UN in 1990 in Havana, Cuba. The major purpose of the Rules were to ensure that the rights of the detainee are respected at all times and addressed the management of juvenile facilities, the need for cells to be in proper condition and for general hygiene to be maintained and the need to have qualified personnel and a sufficient number of specialists working at the facilities where children are held in custody.

Child Offender Legislation

2.7. The Family and Children Division Act, 2016 which awaits proclamation, will effect significant changes to the legislation governing this inquiry topic. In particular, the changes to the Young Offenders Detention Act, Chap.13:05 (the short title was amended to Child Rehabilitation Centre Act) intends to transform YTC into the primary placement facility for child offenders. Other key definitions amended include:

- **Child offender** - a child who has been convicted of a criminal offence;

- **Child charged** - a child who has been charged with an offence and is awaiting the outcome of a hearing or trial;
- **Children Home** - a Community Residence for the care and nurturing of children)
- **Rehabilitation Centre** - a Community Residence for the rehabilitation of
 - (a) child offenders who –
 - (i) have been convicted and committed to serve a custodial sentence; or
 - (ii) are remanded in custody pending sentence; or
 - (b) children who have been charged with an offence and are in custody pending a hearing.)

2.8. The term “community residence” is defined² as “a Children’s home or rehabilitation centre and includes Industrial Schools and Orphanages referred to in the Children Act”. The following excerpts from the Children Act, 2012 relates to a child placed at a Community Residence and Rehabilitation Centre:

- Section 52 states, “Where a person who appears to be under the age of eighteen years is apprehended and is not released in accordance with section 51(qualifying conditions for bail), the officer in charge of the Police Station to which such person is brought shall notify the Authority forthwith and shall cause him to be placed in a Community Residence until he can be brought before a Court.”
- Section 54(1) states, “A Court, on remanding or committing for trial a child who is not released on bail, shall order that the child be placed in the custody of a Community Residence named in the Order for the period for which he is remanded or until he is brought before the Court.”
- Section 59(2)(e) states, “Where a child charged with any offence is tried by any Court, and the Court is satisfied of his guilt, the Court shall take into consideration the provisions of any written law enabling the Court to deal with the case and the Court may commit the offender to a Community Residence appropriate to the age of the child”
- Section 59(3) states, “Where a child is convicted of any offence and the offence is his first offence, the Court may pronounce a custodial sentence only if convinced that:
 - (a) the offence is so grave that no other punishment or course of action that it is authorised to impose under this Act is sufficient; and

² Section 2 of the Children’s Community Residences, Foster Care and Nurseries Act, 2000.

(b) having regard to such information revealed pursuant to subsection (1), it is in the best interest of the child that he be placed in an appropriate Community Residence.

- Section 64(1) states, *“A Court may order a child offender between the ages of ten and under eighteen years be placed in a Rehabilitation Centre until the offender attains the age of eighteen years.”*
- Section 65(1) states, *“A Court may order a child offender who is under the age of ten years to be placed in a Children’s Home until the offender attains the age of eighteen years.”*

Youth Training Centre

2.9. Male child offenders between the ages of sixteen (16) to eighteen (18) who are in conflict with the law are sent to YTC. The male child offender may be on remand or convicted of a serious/capital offence and is sent to the institution via the judicial system with a court warrant and medical records (if necessary).

2.10. According to Rule 52 of the Prison Rules, *“A Prison Superintendent shall be in charge of the Youth Training Centre and shall administer that Centre in accordance with the Regulations made by the Minister under the Young Offenders Detention Ordinance.”* The Youth Training Centre (Young Offenders Detention Institution) falls under the direction and control of the Commissioner of Prisons and is assisted by a Board of Management appointed by the Minister of National Security. The Board of Management holds office for three (3) years.

St. Jude’s Interim Rehabilitation Centre for Young Female Offenders (SJIRCYFO)

2.11. St. Jude’s Home for Girls provides accommodation for female:

- Children needing care and protection including:
 - Children who have been abused physically & sexually;
 - Children affected by other criminal activities perpetrated by adults;

- Children ‘beyond control’
 - Children guilty of, for example, breaking school rules, failing to remain within the care of parents/guardians;
 - Children with mental challenges.

2.12. However, the St. Jude’s Interim Rehabilitation Centre (located in a separate building on the same compound as St. Jude’s Home for Girls) provides rehabilitation and accommodation for female child offenders in conflict with the law between the age of twelve (12) and eighteen (18). These female child offenders may be on remand or convicted of a serious/capital offence and are sent to the institution via the judicial system with a court warrant. For the purpose of this inquiry, the Committee focused on child offenders at the Interim Rehabilitation Centre.

St. Michael’s Interim Rehabilitation Centre for Young Male Offenders (SMIRCYMO)

2.13. St. Michael’s Home for Boys is a community residence that provides accommodation for male children in need of supervision and beyond control.

2.14. However, the St. Michael’s Interim Rehabilitation Centre (located in a separate building on the same compound as St. Michael’s Home for Boys) is a rehabilitative centre for males on remand³ or convicted/committed⁴ between the ages of 10 and 18. These males are sent to the institution via the judicial system with a court warrant. For the purpose of this inquiry, the Committee focused on child offenders at the Interim Rehabilitation Centre.

³ Cases yet to be decided by the court.

⁴ Charges with serious/capital offences.

Inquiry Objectives

2.15. At a meeting held on June, 03 2016, the Committee agreed that the objectives of the inquiry were:

- i. **To evaluate the implementation of the physical, infrastructural and management recommendations within the following Reports:**
 - ✓ **Second Report of the Child Protection Task Force, 2012**
 - ✓ **2014 Parliamentary Committee Report on the Statutory Authorities Service Commission**
 - ✓ **2002 Final Report of the Cabinet Appointed Task Force on Prison Reform**
 - ✓ **2013 Report , “No Time to Quit” by Prof. Selwyn Ryan**
- ii. **To evaluate the extent to which YTC and SJIRCYFO and SMIRCYMO are fulfilling their aims and objectives;**
- iii. **To examine the difference in treatment of female and male child offenders.**

Conduct of the Inquiry

2.16. On November 04, 2016 a public hearing was held with representatives of Office of the Prime Minister and the Ministry of National Security.

2.17. During this time, the Committee questioned the officials on various matters based on the inquiry objectives. Prior to the public hearing, notice was given of the general objectives of the inquiry and in response, written submissions were received from the Office of the Prime Minister and the Ministry of National Security. These responses provided a frame of reference for the supplementary questions pursued at the hearing.

2.18. The Office of the Prime Minister was represented by the following seven (7) officials:

- Ms. Jacqueline Johnson Permanent Secretary (Ag.)
- Ms. Mary De Here Manager (Ag.), SMIRCYMO

- Mr. Deoraj Sookdeo Deputy Manager (Ag.), SJIRCYFO
- Ms. Tracey Lucas Policy, Strategy and Monitoring, Coordinator, GCA
- Ms. Gaietry Pargass Legal Consultant, GCA
- Ms. Safiya Noel Director, CATT
- Ms. Christalle Gemon Deputy Director, CATT
- Ms. Allison Joseph Deputy Manager, SMIRCYMO

2.19. The Ministry of National Security was represented by the following six (6) officials:

- Ms. Lydia Jacobs Permanent Secretary (Ag.)
- Ms. Maria Joseph Deputy Permanent Secretary
- Mr. Mark Lutchman Programme Manager
- Mr. Cecil Duke Commissioner of Prisons (Ag.)
- Mr Elvin Scantebury Superintendent of Prisons (Ag.)
- Mr Garvin Ferrette Legal Officer

2.20. The Committee also sought written responses from five (5) additional stakeholders. However, written comments were only received from three (3) stakeholders:

- Statutory Authorities Service Commission;
- Children's Authority of Trinidad and Tobago; and
- Faculty of Law, University of the West Indies, St Augustine Campus.

2.21. The Committee conducted a site visit on November 16, 2016 to YTC, SJIRCYFO and SMIRCYMO. The site visit report is attached in **Appendix III**.

2.22. The **minutes** and **verbatim notes** are attached as **Appendix I** and **Appendix II respectively**.

2.23. The Third Report was approved at the Eleventh Meeting of the Committee held on January 13, 2017.

3. EVIDENCE

Objective 1: To evaluate the implementation of the physical, infrastructural and management recommendations within the reports of the Second Report of the Child Protection Task Force (2012), the 2013 Parliamentary Committee Report on the Statutory Authority Service Commission, the 2002 Final Report of the Cabinet Appointed Task Force on Prison Reform and the 2013 Report, “No Time to Quit” by Prof. Selwyn Ryan;

Child Offender Statistics

3.1. St. Michael’s has a total accommodation capacity of seventy five (75) males at the home and rehabilitation centre. As at September 19, 2016, SMIRCYMO had twenty-nine (29) boys between the ages of thirteen (13) to sixteen (16) as provided in Table 1.

Table 1
Classification and Number of Child Offenders at the SMIRCYMO

Level	Classification	Number of Child Offenders
1	Beyond Control / Breaking & Entering	13
2	Narcotics /Trafficking	2
3	Arms / Arm robbery	11
4	Murder/Kidnapping	3

3.2. St. Jude’s has a total accommodation capacity of sixty (60) females at the home and rehabilitation centre. It should be noted that statistical records of the number of child offenders for the past five (5) years at SMIRCYCO and SJIRCYFO were requested and not submitted. The process map for a child’s admittance to SMIRCYCO and SJIRCYFO is provided in Appendix IV.

3.3. YTC has a maximum accommodation capacity of two hundred (200) males and statistical data of the number of child offenders from 2011 to 2015 is provided in Table 2. The admittance policy and process map for new committals are provided in Appendix V.

Table 2
Classification and Number of Child Offenders at YTC from 2011-2015

Year	Number of New Committals ⁵	Average Total Population
2011	295 (Average Age 15 years)	208
2012	257 (Average Age 15 years)	187
2013	290 (Average Age 14 years)	183
2014	210 (Average Age 15 years)	158
2015	152 (Average Age 16 years)	118

Second Report of the Child Protection Task Force, 2012

3.4. The Second Report of the Child Protection Task Force (2012) was laid in the House of Representatives on March 28, 2014 and in the Senate on April 02, 2014. The Task Force focused on creating recommendations that would target child violence and child abuse as well as protect children at risk from child abuse.

3.5. The Report⁶ provided infrastructural recommendations for the protection of at risk children in Trinidad and Tobago in YTC:

“...A Purpose-built centre required for female offenders under the age of eighteen as, contrary to T&T’s obligations under the Convention for the Rights of the Child, at present underage girls who are sent in defiance of the law are incarcerated in the Women’s Prison.

⁵ “New Committal” refers to a child brought to YTC for the first time/charged for the first time. “Committal” refers to child previously remanded to YTC.

⁶ Second Report of the Child Protection Task Force (2012). Pg. 13, 396, 397 and 401.
<http://www.ttparliament.org/documents/2229.pdf>

Boys are sent to a YTC, but the adequacy of these should also be reviewed, as well as the options available if the YTC cannot manage a particular boy."

Status of Implementation of Infrastructural Recommendations

3.6. YTC indicated that minimal progress has been made in the implementation of the recommendations. At present there are no girls under the age of eighteen (18) at the Women's Prison.

Parliamentary Committee Report on the SASC (2014)

3.7. The Twelfth Report of the Joint Select Committee appointed to inquire into and report on Municipal Corporations and Service Commissions on a Re-Evaluation of the Efficiency and Effectiveness of the SASC was presented in the House of Representatives on March 28, 2014 and in the Senate on April 02, 2014. The Committee's Report⁷ included a review of the disciplinary process for SJIRCYFO and SMIRCYMO staff that fall under SASC's mandate.

3.8. The findings and recommendations of the Committee included:

"... an expeditious and effective disciplinary process was not in place to deal with behavioural issues, which may exist throughout the various authorities, in particular Children's Homes. The Committee gathered that although Section 88(1) and (2) of the Statutory Authorities Act empowers the Commission to suspend an employee, pending the determination of an investigation, the lag time between the Authority's report on the matter and the initiation of disciplinary action by the SASC may be too long, particularly as it concerned situations involving children."

"...Industrial/ Children Homes should be removed from the ambit of the Commission, and responsibility for the management of these Homes be vested in a Board of Directors who would be responsible to the relevant line Minister. Under this new arrangement, the responsibility for effectively responding to issues concerning the employees would be the domain of the Board and management of the Homes."

⁷ Twelfth Report of the Joint select Committee appointed to inquire into and report on municipal corporations and service commissions on a Re-Evaluation of the Efficiency and Effectiveness of the Statutory Authorities' Service Commission. Pg. 14-15. <http://www.ttparliament.org/reports/p10-20131213-s4-J-SASC-R12.pdf>

Status of the Implementation of Management Recommendations

3.9. SMIRCYMO and SJIRCYFO indicated that they were unaware of the 2013 Parliamentary Report and were unable to comment on its recommendations.

Training

3.10. In terms of discipline, SASC indicated that staff training in the area of care and protection was necessary. Evidence submitted indicated that St. Jude's and St. Michael's held regular training sessions in areas such as anger management, mediation and dealing with bullying/using apologies.

Abuse Reports

3.11. At St. Jude's twenty one (21) cases have been reported over the past five (5) years. Whereas, at St. Michael's two (2) cases were reported in October 2015. The officials of the YTC indicated that there was no statistical data to indicate there abuse cases for child offenders.

3.12. With respect to media reports of abuse at St. Michael's, it was stated that the alleged staff members were on suspension from the SASC. In the case of St. Jude's, upon completion of data collection, the Manager requests an investigation and upon confirmation of abuse, the matter is referred to the SASC.

3.13. The CATT indicated that there was an absence of a human resource policy at the SMIRCYMO to address staff misconduct and procedures for the investigation and redress were not implemented. Although the media has highlighted alleged reports of abuse by the staff, the SMIRCYMO Board appeared to be powerless to institute corrective actions without the input of the SASC. Further, in some instances where matters had progressed to investigations by management, the staff was not subject to disciplinary action by SASC.

Final Report of the Cabinet Appointed Task Force on Prison Reform, 2002

3.14. The 2002 Final Report of the Cabinet Appointed Task Force on Prison Reform reviewed the prison system inclusive of all departments and institution under the penal system. The Task Force Report⁸ provided thirty (30) infrastructural recommendations provided in Table 1 and a similar recommendation for young female offenders as the No Time to Quit Report.

“The Women’s Prison is a multi-level facility, which utilizes a universal security classification system. Although it is an adult institution there are instances where young offenders are committed to the institution since there is no existing facility to house young female offenders similar to those that exist for young male offenders.

The Task Force is of the view that urgent consideration should therefore be given for the construction of a facility for Young female offenders, equivalent to that of the Youth Training Centre, St Michaels Industrial School, and the proposed Heights of Aripo Remand Detention Centre for Young male offenders, to alleviate the problem where young females are housed with the Adult Females.”

3.15. In November 2015, the CATT performed a site visit that highlighted several issues at YTC that required attention such as:

- majority of lighting fixtures were non-functional;
- little natural light and poor ventilation;
- washrooms flooded with stagnant water;
- missing toilet seats, tank covers and showerheads;
- walls with graffiti and cobwebs;
- tiled floors with build-up of dust and dirt; and
- damaged furniture.

Status of the Implementation of Infrastructural Recommendations

3.16. A status of the implementation of the infrastructural recommendations are provided in Table 1. Based on these observations, several infrastructural recommendations were made.

⁸ Final Report of the Cabinet Appointed Task Force on Prison Reform. 2002. Pg. 188, 396, 397 and 401.
<http://ttprisons.com/downloads/taskforcereport.pdf>

Table 1
Status of YTC Infrastructural Recommendations
from the
2002 Final Report of the Cabinet Appointed Task Force on Prison Reform

Infrastructural Area	Report Recommendation	Status
Administration Building	Refurbish	Completed
Officers Dormitory	Refurbish	Completed
Food Services	Refurbish	Completed
Lads Dormitories	Refurbish	Ongoing (commenced May 16, 2016)
Gymnasium	Refurbish	Completed
Socialization Unit	Refurbish	Completed repainting Room outfitted with air condition Awaiting furniture
Chapel	Refurbish/Upgrade	Upgrade completed
Laundry	Refurbish	Project not yet undertaken
Vocational Building	Refurbish	Roof changed
		Electrical upgrade needed
Security System (Medium)	Upgrade	Project not yet undertaken
I.T. System	Upgrade	N/A
Telephone System	Upgrade	System upgraded in 2004/2005 System outdated and problematic
Sewer System	Upgrade	Served by contractors in 2007
		Total upgrade needed
Electrical System	Upgrade	Administration and Food Services Buildings have adequate electricity supply
		All other buildings need upgrade
Fire, Health and Safety Systems	Upgrade	TTFS visited and completed repairs on three out of the five fire hydrants and recommended WASA conduct repairs on the other two lines. TTFS recommended installation of a fire alarm system with smoke detectors, the acquisition of additional fire extinguishers and the need for additional emergency signage
Visit System	Upgrade	Completed but currently in need of electrical upgrade
Educational System	Upgrade	Completed infrastructural building works
		Electrical upgrade needed
Canopy	Reconstruct	Roofing materials received for project
		Awaiting steel to commence canopy construction and wire wall installation to complete project

Air-conditioning Unit	Upgrade	Training rooms and administrative support facilities equipped with air condition Dormitories are well ventilated and equipped with fans
Transportation	Increase	Availability of adequate transport
Vocational/Technical Facilities	Equip	Fifty percent of materials were supplied in 2007 and due to wear and tear need to be replaced Facilities need to be upgraded including electrical work
Radio/Television System	Acquire/Install	Radio and television facilities provided
Teaching /Training Aids	Acquire	Teaching aids acquired as need arises
New Training Facility (Academy)	Construct and equip	Prison Service has a training facility
Discipline Unit	Construct and equip	Discipline Unit not required
Training Research Unit	Construct and equip	Prison Service has a Research Unit that services YTC
Psychiatric Unit	Construct and Equip	Psychiatric on call to serve inmates with required within designated compound areas
Training Academy	Construct and Equip	Equipped and functional
Tribunal Unit	Construct and Equip	Tribunal Unit not needed
Music Band Facility	Construct and Equip	There is a drumology group and a steel orchestra

3.17. The status of a facility for female child offenders is provided in item 3.25.

“No Time to Quit” Report, 2013

3.18. The 2013 Report, “No Time to Quit” by Prof. Selwyn Ryan was laid in the House of Representatives on March 22, 2013 and in the Senate on April 04, 2013. The Report⁹ included a review of prison reform, the justice system and policing that recommended:

“The St Michael’s School for Boys should be refurbished in the shortest possible time and should take into account, the erection of a Manager’s House, dormitories, a classroom bloc and library, a multipurpose indoor court, a space for worship. Secure fencing and well kept playing fields should be included. It should be conceived as a model secure environment for young offenders and staffed accordingly.”

⁹ Ryan, Selwyn. No time to quit. 2013. Pg. 44. <http://www.ttparliament.org/documents/2197.pdf>

“A similar institution should be established for young female offenders who are currently housed at the Women’s Prison at Golden Grove. The secure environment should be located at a site away from Golden Grove.”

“YTC should not be staffed by Prison Officers but individuals specially trained in youth development and sensitive to the objectives of YTC.”

Status of Physical and Staffing Recommendations

3.19. The No Time to Quit Report formed the basis of SMIRCYMO’s modernization programme. It was submitted that work had not commenced on the Manager’s House, class room block, library, multipurpose indoor court and space for worship. The CATT’s status update on the physical recommendations are provided in Table 2.

Table 2
Status of SMIRCYMO Physical Recommendations
from the
2013 “No Time to Quit” Report

Infrastructural Area	Report Recommendation	Status
Compound	Refurbish	The general compound found to be in a state of disrepair and in need of refurbishment. Maintenance focused on repairs due to daily destruction by the residents.
Manager’s House	Refurbish	The Manager had an office in the Administrative Building.
Dormitories	Refurbish	Six dormitories housed in one building requiring significant refurbishment and sanitisation. Renovation works commenced on one dormitory in 2016 and remained incomplete.
Library and Classroom Bloc	Refurbish	One room in the Administrative Building was available and outfitted for use as the classroom of a school through the Ministry of Education. Rooms in another building were outfitted with equipment and available for vocational training in electrical wiring, upholstery, welding and baking.
Multipurpose indoor court	Refurbish	There was an outfitted gym located on the compound and a separate room was

		stocked with recreational items, however, these items were not made available for use by the residents. There was an outdoor multi-sport court, however, the residents were not observed using this court.
Space for Worship	Refurbish	There was no space identified on the compound for worship of any denomination. Religious services were not conducted on the compound nor did the residents visit any external places of worship.
Secure fencing	Refurbish	The compound had a porous perimeter security fence and inadequate perimeter patrols which enabled residents to breach the compound's perimeter daily.
Well kept playing fields.	Refurbish	The facility grounds were not maintained and overgrown grass and poor drainage were observed.

3.20. A separate institution for young female offenders was not established to date. However, the establishment of the SJIRCYFO in November 2015, accommodates a maximum of three (3) female child offenders within a section of a two-storey dormitory with a small yard and enclosed by a fence.

3.21. Due to the view that corrections is a specialized field, and that prison officers are the ideal professionals to manage juvenile offenders, the recommendation made concerning YTC staff was not implemented. In order to build competencies amongst YTC prison officers and staff, training was given in social work, psychology and youth development to enhance their capacity to manage this client group.

Objective 2: To evaluate the extent to which the Youth Training Centre and St. Jude's Interim Rehabilitation Facility for Young Female Offenders and St. Michael's Interim Rehabilitation Facility for Young Male Offenders are fulfilling their aims and objectives;

St. Michael's Interim Rehabilitation Facility for Young Male Offenders

Aims and Objectives

3.22. St. Michael's aim is to provide holistic approaches to youth offenders that address their individual needs geared towards rehabilitation and reintegration into society. The deliverables are:

- care plans that address the individual needs;
- individual care plans gleaned from professional reports; and
- development and implementation of the assessment and individual care plan.

3.23. The objectives of St. Michael's are to provide a safe environment for young offenders in need of care and protection as well as to educate and to give therapeutic approaches for behavioral modification. The metrics used to measure the achievement of objectives are weekly, monthly, quarterly and monthly case conferencing with all relevant stakeholders. The deliverables are:

- to provide an international standard for residential care;
- to provide an environment for positive learning; and
- to provide psychiatric and counselling services for residents.

Evaluation of the Fulfilment of Aims and Objectives

3.24. In order to rehabilitate child offenders, SMIRCYMO's programmes need to be upgraded and more personalized towards the needs of each child. These programmes appear to be ineffective and a high rate of recidivism at the Centre is attributed to the lack of rehabilitative programmes, parental neglect and an uncoordinated transition support outside the institution.

3.25. SMIRCYMO also indicated that challenges were faced to execute its aims and objectives due to limited finances and qualified staff. Other challenges include security issues, substance abuse by some residents, insufficient educational support for residents and a staff culture that is resistant to change.

3.26. The Children's Community Residences, Foster Care and Nurseries Act, 2000 stipulated that any facility which provided accommodation and care for children placed by the Court must operate under the requirements for a community residence. According to the CATT, the institution had not met most of the requirements for licensure to operate as a community residence, which encapsulates its current objectives.

3.27. During CATT site visits in 2015 it was observed that:

- there were high levels of absconding by residents;
- education and training in the form of academic classes and vocational training were meant to be integral programmes at the facility, yet most residents were generally unoccupied;
- residents were not engaged in any recreational activities on the compound and were not permitted to use the gym, nor was the sporting equipment on the compound made available to them for supervised use;
- psychosocial evaluation of residents had only recently commenced in a very limited capacity, following the retention of psychologists on contract by the Office of the Prime Minister (GCA). As such, interventions targeting areas for rehabilitation were not in place or delivered;
- absence of a clothing allocation for each resident. Residents had common use of all clothing, shoes and toiletries. Laundry did not occur on a regular basis; and
- the register of children and children's files were found to be missing pertinent information on the children.

St. Jude's Interim Rehabilitation Facility for Young Female Offenders

Aims and Objectives

3.28. The mission of SJIRCYFO is to create the best possible environment for students to develop their maximum potential spiritually, socially, academically, emotionally and physically in the preparation for life. The metrics to measure the achievement of objectives and deliverables for each aim and objective were not submitted to the Committee and the strategic plan was in the preparation stage.

Evaluation of the Fulfilment of Aims and Objectives

3.29. SJIRCYFO indicated that staffing and financial challenges were faced to execute its aims and objectives. Other challenges identified include:

- Security – basic level of security with locks and keys, absence of a fire evacuation plan, minimal fire safety training, safety issues from inconsistent disciplinary practices amongst staff;
- Staff attitude – there is a misconception that staff training is a reward for seniority/long service, thus, staff training are usually granted to senior employees versus employees most in need of training;
- Lack of unity amongst staff to adhere to guidelines, especially in relation to resident discipline;
- Insufficient knowledge – the role of new types of staff, new policies, new procedures;
- Inability of existing middle management to manage/supervise due to the structure of the organisation;
- Employees remain resistant to policy changes and hostile to new staff, especially those hired on contract;
- Lack of support from parents/guardians; and
- Lack of legislative support enforcing greater involvement from parents.

3.30. SJIRCYFO indicated that its contract staff complement had increased by fifty percent, there had been the provision of an in-house psychologist and that there had been a significant drop in the absconding rate and incidence of attacks on care givers by residents. The Deputy Manager of the Rehabilitation Centre also advised that there is a high recidivism rate by child offenders upon release mainly attributed to neglect by a high percentage of parents.

3.31. The Children's Community Residences, Foster Care and Nurseries Act, 2000 stipulated that any facility which provided accommodation and care for children placed by the Court must operate under the requirements for a community residence. According to the CATT, the institution had made strides to improve the delivery of accommodation, food, clothing, education, medical, recreation and rehabilitation needs for residents. Specialist staff were engaged to develop individual care plans and ensure appropriate records and children's files were maintained. The facility still needs to finalise and institute an operations manual outlining its policies and procedures as part of its legislative requirements.

Youth Training Centre

Aims and Objectives

3.32. The mission of the YTC is to be committed to the safe custody and mature development of young offenders. The institution enlists various non-governmental organisations, government agencies and the support of families to ensure that the young men are productively engaged and have the opportunity for successful reintegration.

3.33. It was articulated that the Strategic Plan for the Trinidad and Tobago Prison Service for 2016 focused on education, agriculture, vocational training, staffing, training and infrastructure development. Therefore, the YTC stated its objectives were:

- To improve the overall result in exams by building capacity in teaching staff and providing additional assistance for lads with their studies;
- To develop the agriculture department to such an extent that the young men can view agriculture as a viable option, while utilizing the produce to supplement the lads' diet;
- To partner with YTEPP to provide programs that increase the chances for sustainable employment.

3.34. The metrics used to measure the achievement of objectives were:

- reduced absconding from the institution;
- improved discipline among the residents;
- gradual improvement in the goal attainment in educational and technical programmes;
- reduction in the number of children who re-offend after leaving the institution;
- attracting the relevant type of staff required to work at the institution.

3.35. The deliverables for the objectives as at July 30, 2016 were:

- increased passes for CSEC and the Caribbean Certificate of Secondary Level Competence (CCSLC);
- increased production of short term crops;
- provision of YTEPP for programmes such as welding, plumbing and grow box;
- safe and secure environment;
- commitment and dedication by all members of staff;
- continued involvement in the institution's endeavors by the wider society;
- lads realising the value of the education and training to achieve their goals in life;
- attainment of the commitment of Youth Training and Employment Partnership Programme (YTEPP), Ministry of Education and other government agencies to provide training programmes for lads.

Evaluation of the Fulfilment of Aims and Objectives

3.36. YTC indicated that lack of equipment and resources to pursue training programmes were faced in an attempt to achieve its aims and objectives.

Programmes (SJIRCYFO, SMIRCYMO and YTC)

3.37. SJIRCYFO, SMIRCYMO and YTC each indicated there were a number of programmes for social integration, education and recreational activities (provided in Appendix X). It was noted that the programmes for remanded boys and girls were provided within the facility. However, in the case of YTC, the licence and daypass system outlined in Section 12A of the Young Offenders Detention Act, Chap. 13:05 allowed boys to attend education/vocational institutions outside the facility, however boys and girls at SJIRCYFO and SMIRCYMO are:

- Convicted of a capital offence – cannot attend schools outside of the facility; and
- Remanded – can only attend schools outside of the facility if they have been given a special allowance from the court.

3.38. In terms of rehabilitative programmes, SJIRCYFO offers counselling, music therapy, CSEC and life skills activities and YTC offers anger management and a “Thinking for Change” programme.

3.39. There are pre-release programmes at SJIRCYFO and SMIRCYMO delivered by Childline and the Pyllar Programme. In addition, a post-release programme had been developed by the OPM upon the construction of post release transitional homes to accommodate boys and girls. However, YTC’s pre-release and post-release programmes are offered by volunteers.

Management

3.40. The oversight mechanisms and staffing were provided in Tables 3 and 4. A staffing breakdown and organizational charts are provided in Appendix VIII.

Table 3
Oversight Mechanisms

St. Jude's	St. Michael's	YTC
Manager	Manager	Board of Management
Deputy Manager	Deputy Manager	Prison Executive
Transition Team (which also manages the Modernisation Programme)	Transition Team (which also manages the Modernisation Programme)	
Office of the Prime Minister	Office of the Prime Minister	
Children's Authority of Trinidad and Tobago	Children's Authority of Trinidad and Tobago	
Former Board of the St. Jude's School for Girls	Former Board of the St. Jude's School for Girls	

Table 4
Staffing as at September 14, 2016

Organization	Staff Category	Total	Vacant
St. Jude's	Established Post	25	2
	Contract Post	72	55
St. Michael's	Established Post	28	15
	Contract Post	56	NA
YTC	Established Post	140	3
	Contract Post	8	5

3.41. The employment of psychologists and psychiatrists was not stated within the organization charts and staffing listings provided. In the case of St. Jude's there was one (1) Resident Psychologist, one (1) Counselling Psychiatrist, one (1) Psychologist Assistant and four (4) Social Work Assistants. Whilst St. Michael's utilized one (1) Psychologist as-needed, one (1) Counselling Psychiatrist as-needed and was in the process of recruiting social workers, a psychologist and a psychologist assistant. However, YTC indicated that *"the situation is static and may be subject to review based on the changing needs of the residents. It should be noted that psychiatrists are on call as the need arises."*

Objective 3: To examine the difference in treatment of female and male child offenders

Rights of Child Offenders

3.42. According to written submissions received, the rights of female and male residents at St. Michael's and St. Jude's are in accordance with the child the UN Convention on the Rights of the Child and the Beijing Rules for Juveniles Deprived of their Liberty. These rights are enforced and monitored by the Child Development Team in the OPM through monthly meetings with the welfare team. The OPM also provides feedback and training for weak areas and internal team members communicate to ensure that operations are in accordance to the prescribed rules and regulation. However, internal team members may not meet regularly due to other matters occurring at the same time.

3.43. The treatment of the male child offenders at YTC is in accordance with the Young Offenders Detention Act, Chap. 13:05 and the Prison Rules and Regulations. The Board of Management led by the Inspector of Prisons is responsible for the overall monitoring of the functioning of the institution and ensuring the rules and rights of the child offenders are preserved. The challenges to monitor and enforce the rules and rights of a child are:

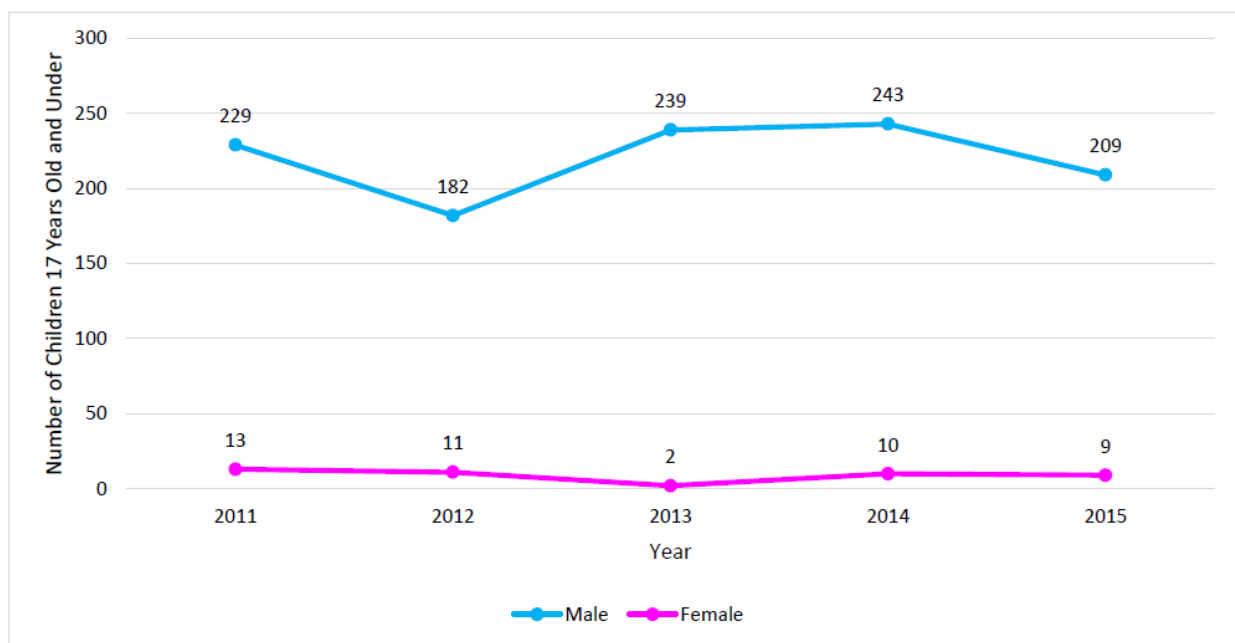
- absence of CCTV cameras in key areas;
- funding for continual staff allocation difficult to obtain;
- critical need for additional staff training;
- insufficient funding for rehabilitation programmes;
- inadequate equipment and infrastructure;
- lack of a functioning laundry facility;
- inadequate food chillers and refrigerators for food storage; and
- lack of proper storage facilities for the property of residents.

3.44. The Guideline and Rehabilitative Handbook for SMIRCYMO as well as the Draft Operational Procedures, Protocols and Policies for SJIRCYFO are in Appendix VII and VI respectfully.

Treatment of Male and Female Child Offenders

3.45. According the CATT, temporary arrangements for male and female child offenders at SMIRCYMO and SJIRCYFO were not sustainable and did not allow for adequate rehabilitative care. Although the data in Figure 1 outlined that the male child offender population surpassed the female child offender population, there is still a necessity of adequate rehabilitation centres for both male and female child offenders.

Figure 1
Number Male and Female Children Charged with Serious Offences¹⁰
from 2011-2015



Source: The Crime and Problem Analysis Branch of the Trinidad and Tobago Police Service.

3.46. It was also noted, there were increasing bodies of research which highlighted differential presentations of mental health issues between male and female child offenders and these require gender specific therapeutic programming. However, there

¹⁰ The crimes classified as serious crimes by the Trinidad and Tobago Police Service include murder, woundings, sexual offences, kidnappings, breaking offences, robberies, general larcenies, larceny of a motor vehicle and narcotics offences.

was also a movement towards more gender specific therapeutic programming in juvenile justice programmes.

4. FINDINGS AND RECOMMENDATIONS

Findings – Objective 1

To evaluate the implementation of the physical, infrastructural and management recommendations within the Second Report of the Child Protection Task Force (2012), the 2014 Parliamentary Committee Report on the Statutory Authority Service Commission, the 2002 Final Report of the Cabinet Appointed Task Force on Prison Reform and the 2013 Report, “No Time to Quit” by Prof. Selwyn Ryan.

Second Report of the Child Protection Task Force, 2012

4.1. The Committee noted that the recommendation that *“a Purpose-built centre required for female offenders under the age of eighteen”* was not accomplished. However, girls are sent to SJIRCYFO and there are no *“underage girls who are... incarcerated in the Women’s Prison”*.

4.2. During the site visit to SJIRCYFO it was observed that the housing was well-kept and adequate dormitories for three (3) female child offenders. However, in the instance of increased admittance of female child offenders, alternative accommodations would have to be arranged.

Parliamentary Committee Report on the Statutory Authority Service Commission, 2014

4.3. The Committee noted that recommendations to create *“an expeditious and effective disciplinary process”* and *“...Industrial/Children Homes should be removed from the ambit of the SASC”* for St. Jude’s and St. Michael’s were not implemented and the staff remained under the purview of the SASC.

4.4. Although SASC indicated that it had the expertise and knowledge to fulfil its mandate related to disciplinary matters for staff, the findings and concerns highlighted in the 2013 Parliamentary Report, have not been resolved and persist three (3) years later. CATT conveyed that it had not observed any actions by the SASC with regards to staff performance at St. Michael's.

4.5. The Committee is concerned that there is an absence of a human resource policy to address the issue of abuse as evidence submitted indicated that there were two (2) reported abuse cases at St. Michael's over the past five (5) years and twenty one (21) abuse cases per year at St Jude's. It was noted that the staff allegedly involved in abuse cases from one year ago, were placed on suspension until investigations were completed by the SASC.

Final Report of the Cabinet Appointed Task Force on Prison Reform, 2002

4.6. The Committee noted the issues highlighted by the CATT during a YTC site visit performed in November 2015 at item 3.15, YTC implemented twenty five (25) out of the thirty (30) infrastructural recommendations (as provided in Table 1). During the Committee's site visit on November 16, 2016, the outstanding works required to refurbish lad dormitories was observed as two (2) out of the three (3) dormitories are yet to be renovated.

"No Time to Quit" Report, 2013

4.7. Status updates of St. Michael's refurbishment recommendations as provided in Table 2 highlighted that three (3) out of the eight (8) physical recommendations were implemented. During the Committee's site visit to SMIRCYMO it was observed there were:

- i. broken lighting fixtures;
- ii. holes dug into the walls;
- iii. a kitchen leak;

- iv. puddles of water in the bathroom and kitchen areas;
- v. furniture was beyond repair;
- vi. shower curtains were torn;
- vii. graffiti on the doors in support of the 'Rasta City' gang; and
- viii. boys slept on the floor with mattresses because of inadequate dormitory beds.

4.8. It was noted that many of the recent works/renovations were not appropriate for the physical environment and bathroom fixtures were installed without consideration of mitigation plans to prevent repeat instances of damage.

4.9. The Committee is concerned by the CATT submission that the institution had not received approval from the Trinidad and Tobago Fire Services or the Public Health Division, Ministry of Health.

4.10. The Committee observed that the male child offenders showed little care for their surroundings. This observation coupled with the lack of specialised professionals on SMIRCYMO permanent establishment, including psychologists, counsellors, social workers and nurses negatively affects the rehabilitative mandate of the facility. It was also noted there was an absence of a Psychiatric Unit at the facility.

4.11. The Committee was informed by SMIRCYMO that they were unable to adequately address the needs of the young men housed at the facility due to staff shortages and that one of the main challenges faced by the SMIRCYMO's management was the staff culture at the facility.

4.12. The Committee noted that the recommendation that "*YTC should not be staffed by Prison Officers*" was not implemented due to the view that corrections is a specialised field and prison officers were given competency training in social work, psychology and youth development. However, staff training for prison officers was conducted based on programmes identified in annual individual performance appraisals and promotion.

During the site visit the Committee was informed that the rotation of YTC's prison officers does not provide a stable environment for the psychological rehabilitation of a child offender, breaks relationships with familiar officers and creates an adjustment period for new officers.

Recommendations

St. Jude's Interim Rehabilitation Facility for Young Female Offenders

- 4.13. The Committee recommends that priority needs to be placed on the creation of a long term solution for placement and rehabilitation of female child offenders.

St. Michael's Interim Rehabilitation Facility for Young Male Offenders

- 4.14. The Committee recommends the amendment of the Statutory Authorities Act, Chap. 24:01 in order to remove the SASC's responsibility for the recruitment and disciplinary process of SMIRCYMO/SJIRCYFO staff.
- 4.15. The Committee recommends the creation of human resource policies that provide for the expeditious investigation of abuse reports.
- 4.16. The Committee recommends that the OPM treat with the five (5) outstanding recommended works and conducts an assessment of works yet to be completed. The issues observed by the Committee are provided in item 4.7.
- 4.17. The Committee recommends that the OPM develop and implement a plan to ensure that the requisite approvals are received from the Trinidad and Tobago Fire Services or the Public Health Division, Ministry of Health over the next six months.

- 4.18. The Committee recommends that the recruitment of specialised staff at SMIRCYMO be addressed by the SASC and OPM as a matter of urgency within three to six months. Consideration should be given to the requesting the use of state scholarship recipients within the identified specialised field as a short term solution.
- 4.19. The Committee recommends that there be greater collaboration and coordination between the SASC, the OPM and the CATT to address the human resource issues at SMIRCYMO.
- 4.20. The Committee recommends that more male staff are hired at SMIRCYMO in order to provide a positive male influence on the behaviour of the boys.
- 4.21. The Committee recommends that the maintenance and upkeep of the facility be done by the staff and the young men at the institution. This will provide child offenders with more responsibility and to gain a sense of accomplishment.
- 4.22. The Office of the Prime Minister should review the CATT recommendations in Appendix IX.

Youth Training Centre

- 4.23. The Committee recommends that the TTPS increase the budgetary allocation to YTC in order to complete outstanding renovations for the dormitories, security system, sewer system and vocational materials. During the site visit the Committee was advised that if monies were allocated for material the labour can be sourced from the Centre or from other state institutions, such as YTEPP, MUST or SERVOL.

- 4.24. **The Committee recommends that there is a need for additional specialised staff to support and develop rehabilitative policies, programmes and procedures for the child offenders.**
- 4.25. **The Ministry of National Security should review the CATT recommendations in Appendix IX.**

Findings – Objective 2

To evaluate the extent to which the Youth Training Centre and St. Jude’s Interim Rehabilitation Facility for Young Female Offenders (SJIRCYFO) and St. Michael’s Interim Rehabilitation Facility for Young Male Offenders (SMIRCYMO) are fulfilling their aims and objectives

4.26. The Committee noted the absence of strategic plans for SJIRCYFO, SMIRCYMO and YTC. In the case of YTC, the TTPS strategic plan covered all departments and the SJIRCYFO submitted the Draft Operational Procedures and Policies. The SJIRCYFO strategic plan is in draft and the SMIRCYMO also indicated that a draft was under review by the Office of the Prime Minister (GCA).

4.27. The Committee recognised there was a lack of statistical data and recidivism data across all three institutions in order to track the recidivism rate of a child offender becoming an adult offender. OPM officials expressed that the implementation of a Children’s Registry would assist in tracking ‘children in conflict with the law’ when they exit these institutions. The officials also indicated that the high recidivism rate was possibly due in part to community influence and the lack of parental support in the home.

4.28. During the site visits to each institution, there was a common factor that many child offenders housed at these facilities did not receive parental visits and were abandoned by their families upon entry to these facilities.

4.29. The Committee expressed the need for a formal follow-up mechanism and additional support to child offenders upon leaving all three institutions.

St. Michael's Interim Rehabilitation Facility for Young Male Offenders

4.30. The Committee was informed that a child is assessed within two (2) weeks of entry into SMIRCYMO which supports the achievement of its aims and objectives listed in item 3.25 and 3.26. This assessment is geared towards the development of a child's treatment plan and the programmes required for each child. In cases where a psychiatric evaluation is required by the courts, CATT provides assistance as SMIRCYMO was in the process of recruiting a resident psychologist. The Committee noted that at the time of the public hearing, one (1) psychologist was utilized on an as-needed basis until the process for the recruitment of social workers, a psychologist and a psychologist assistant.

4.31. The Committee was concerned by the problem of poor record management and missing records as this was critical *"to development and implementation of individual care plans"*. Poor record management was evidenced by the inability to submit statistics of the number of child offenders at the institution for the past five (5) years. The CATT advised the Committee that the records of some young men were missing.

4.32. The Committee sought to understand the current efforts by St. Michael's to minimize the recidivism rate and preparation methods for male child offenders to re-enter society upon the age of eighteen years. Child offenders were educated by tutors and most boys attained at least three subjects from the School Leaving Examination of the Ministry of Education. Members were informed that St. Michael's was currently embarking on a conflict mediation and peer mediation programme with the Ministry of Community Development, Culture and the Arts. There is also a pre-release programme conducted by Childline, a life skills programme and trade shops in the areas of carpentry, masonry, mechanics, electrical and baking.

4.33. Officials from St. Michael's indicated that recidivism had other contributory factors such as parental neglect and uncoordinated transition support outside of the institution. However, according to the CATT, St. Michael's had not met most of the licence requirements to operate as a community residence and site visit observations related to St. Michael's objectives were provided in item 3.32.

4.34. The Committee noted that the CATT is responsible for monitoring programmes at all three institutions. In the case of St. Michael's, there are a number of programmes that are not available and the programmes that are available do not provide a beneficial return to impact the behaviour of a child offender and reduced recidivism. Many boys may not regularly attend programmes.

4.35. The Committee was informed that based on the court order that accompanied a male child offender entering SMIRCYMO, the psychiatrist's report would include a risk assessment. Due to overcrowding at the facility, child offenders at different risk levels were treated by caregivers at different times during the day. At the time of the public hearing, there were twenty two (22) male child offenders rather than intended capacity of twelve (12) child offenders being accommodated.

4.36. St. Michael's submissions indicated that one of its objectives was *"to provide a safe environment for young offenders in need of care and protection"*. In response to alleged attack reports in the public domain, the Committee was informed that St. Michael's with the assistance of the Ministry of Social Development would be introducing an anti-bullying programme to charge residents that bully other residents. Further, in response to abuse reports, alleged staff members were suspended by SASC.

4.37. The Committee noted that although one of the core responsibilities of SMIRCYMO is the rehabilitation of young male offenders under the age of 18 years, there were no rehabilitative programs. There was little or no interaction with the other young men at

the institution due to behavioural issues and the fear that they would negatively influence the other young men.

St. Jude's Interim Rehabilitation Facility for Young Female Offenders

4.38. The Committee noted the mission of SJIRCYFO was *"to create the best possible environment so that students can develop their maximum potential spiritually, socially, academically, emotionally and physically in the preparation for life"*. In terms of education, academically inclined female child offenders may pursue Ministry of Education subjects and there is the provision of hairdressing and nail technician programmes.

4.39. Officials from St. Jude's highlighted a number of challenges in order to achieve its aims and objectives at item 3.34 and CATT also stated there was a need for the finalization of an operations manual in accordance with legislative requirements.

4.40. The Committee was pleased that SJIRCYFO has a resident psychologist, two (2) social workers and two (2) psychiatric nurses to support the needs of a female child offender. In addition, there were improvements such as the increased specialised staff to address the psychological needs of students, dormitory renovations, record management and programmes to assist with the rehabilitative process. It was also submitted that there were the provision of rehabilitative programmes such as counselling, music therapy and life skills activities.

4.41. During the site visit the Committee observed the students participating in recreational activities and cultural activities such as dance. The Committee questioned the remedial teaching methods used by Special Education teachers. Members sought to determine whether the students were adequately prepared upon exiting the institution.

Youth Training Centre

4.42. A child is assessed within two (2) weeks of entry into YTC which supports the achievement of its mission listed in item 3.37. This assessment is conducted by a medical officer who determines the psychological or psychiatric needs of a child offender. However, the Committee noted that although there is a psychiatric clinic, there is the absence of a resident psychologist until the recruitment process is completed. Therefore, in the instance that a male child offender exhibits abnormal behaviour he is referred to the medical doctor who may refer the child to an external recommended practitioner.

4.43. YTC has a number of programmes and increased passes in CSEC and CCSLC in order to achieve the objective of increased chances for sustainable employment upon exiting YTC. Given that a high number of male child offenders were school drop-outs, CCSLC was conceptualized as a hybrid of basic level Caribbean Examination Council (CXC) and life skills for boys that were not prepared for CSEC general level. However, the Committee raised concerns that CCSLC did not contribute to the attainment of competitive education qualifications to successfully equip male child offenders.

4.44. The Committee was advised that the Centre also focuses on educational, technical, vocational training and life skills outlined in Appendix X. In addition, rehabilitative programmes such as anger management and “Thinking for Change” were provided. During the site visit, Members were informed that the male child offenders were involved in community activities via the YTC Outreach Programme. Another vocational skill such as a barbers programme had led to YTC apprentice barbers visiting the Pt. Fortin Senior Citizens’ Home to give the residents free haircuts. However, it was conveyed that financial resource challenges affected the YTC’s ability to achieve its mandate as it affects the ability to purchase equipment and materials for the trade schools.

4.45. The Committee learned that YTC currently does not fall under CATT's purview as a community residence. However last year, due to a court matter, CATT reviewed YTC's systems in order to ensure legislative alignment and will provide this report to the courts. In order to be in alignment with legislation, changes must be made to some of YTC's current processes.

4.46. The Committee noted that there was the absence of an official follow-up system to confirm employment was attained. During the site visit, the Members were informed that there were difficulties to attain employment after leaving YTC.

4.47. Although a Level of Service/Case Management Inventory (LS/CMI) System was the current assessment tool used by YTC to identify the chromogenic needs of the child, the Committee expressed concerns that the absence of a strategic plan and recidivism statistics would significantly limit the effectiveness of this evidence-based approach to measure a programme's success.

Recommendations

4.48. **The Committee strongly recommends that the strategic plans for the SMIRCYMO and the YTC be drafted and approved by the respective Ministries within six months. The strategic plan would assist the Rehabilitation Facilities in providing a functional organisational Chart and methods to rectify the issues of staff shortages.**

4.49. **The Committee recommends that the OPM and the CATT work steadfastly to implement the Children's Registry in order to track the progression of the children in conflict with the law after they exit the rehabilitation Centres. The Committee requests a status update on the progress of the Children's Registry by April 30, 2017 which is expected to be completed by May 31, 2017.**

- 4.50. The Committee recommends that the SASC and the CATT provide mandatory capacity building programmes for staff. This training should include a Workshop on the UN Convention of the Rights of the Child and training in basic social work and rehabilitative methods.
- 4.51. The Committee recommends that the OPM, the CATT and the facility management develop rehabilitative programs in conjunction with other Ministries and NGOs in order to foster and develop the wide breadth of skills and talent of the young men at the Facility.
- 4.52. Given the lack of cultural programmes available to boys at SMIRCYMO, the Committee recommends that the Centre collaborates with the Ministry of Community Development, Culture and the Arts to establish programmes that would help with the cultural development of the boys.
- 4.53. The Committee recommends that the OPM seek the assistance of the Ministry of Attorney General and Legal Affairs to draft legislation to prevent parents from abandoning their children at the Rehabilitation Centres and YTC. Parental involvement plays a critical role in the successful rehabilitation of a child offender.
- 4.54. The Committee recommends that the Youth Training Centre works in tandem with the various trade schools such as YTEPP and other organisations such as CEPEP to further the vocational skills of the offenders at the Centre. This would allow for the offenders to be able to utilize their vocation as a means to secure a productive future and help reduce recidivism at the Centre. Furthermore, these persons could be hired by the Centre later on to use their vocations to aid in the continual maintenance and upgrading of the Centre.

- 4.55. **The Committee recommends that remedial teaching methods adopted by St. Jude's and YTC need to be tailored to improve and encourage the transition into other mainstream education/vocational institutions upon exit of the institution.**
- 4.56. **The Committee recommends that the Officers assigned to YTC be kept for a minimum 2 to 3 years prior to being rotated so as to provide stable relationships for the boys' psychological rehabilitation and increase the trust between the staff and the lads.**

Findings – Objective 3

To examine the difference in treatment of female and male child offenders

4.57. Written submissions received indicated there are more male versus female child offenders as provided in Figure 1. Therefore, overcrowding affects a male child offender more than female child offender.

4.58. A comparison of the process maps for SJIRCYFO/SMIRCYMO and YTC in Appendix IV and V revealed that YTC child offenders were given “institutional clothing” versus regular clothing for SJIRCYFO/SMIRCYMO child offenders observed during the site visit.

4.59. During the site visit the Committee observed that maintenance issues were the primary difference between SJIRCYFO and SMIRCYMO. SJIRCYFO was well maintained, clean and provided an environment for learning and rehabilitation. However, SMIRCYMO's building was recently renovated but the physical surroundings did not foster a rehabilitative environment.

RECOMMENDATIONS

- 4.60. The Committee recommends that the model used to develop the rehabilitative programmes at SJIRCYFO and YTC be adopted at SMIRCYMO.
- 4.61. The Committee also recommends that the legislation be amended to allow the YTC to provide for the accommodation of male child offenders under the age of 16 years on criminal and capital offences. This would address the issue of funding and the streamlining of human resources.

Your Committee respectfully submits this Report for the consideration of Parliament.

Sgd.
Dr. Nyan Gadsby Dolly, MP
Chairman

Sgd.
Mr. Kazim Hosein
Member

Sgd.
Mr. Randall Mitchell, MP
Member

Sgd.
Dr. Dhanayshar Mahabir
Member

Sgd.
Mrs. Vidia Gayadeen-Gopeesingh, MP
Member

Sgd.
Mrs. Glenda Jennings-Smith, MP
Member

Sgd.
Mr. Rodger Samuel
Member

Sgd.
Mr. Dennis Moses
Member

January 13, 2017

Appendix I

Minutes

**EXCERPT MINUTES OF THE NINTH MEETING OF THE
JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY,
HELD IN THE J. HAMILTON MAURICE ROOM, MEZZANINE FLOOR, TOWER D PORT OF SPAIN
INTERNATIONAL WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN
ON FRIDAY NOVEMBER 04, 2016**

Present

Dr. Nyan Gadsby-Dolly, MP	Chairman
Ms. Jennifer Raffoul	Member
Mrs. Vidia Gayadeen-Gopeesingh, MP	Member
Mr. Rodger Samuel	Member
Mrs. Glenda Jennings-Smith, MP	Member

Not Present

Mr. Randall Mitchell, MP	Member (Excused)
Mr. Dennis Moses	Member (Excused)

Secretariat

Ms. Khisha Peterkin	Assistant Secretary
Ms. Keiba Jacob	Procedural Clerk
Ms. Aaneesa Baksh	Parliamentary Intern

OFFICIALS FROM THE OFFICE OF THE PRIME MINISTER

Ms. Jacqueline Johnson	Permanent Secretary (Ag.)
Ms. Tracy Lucas	Policy Strategy and Monitoring Coordinator
Ms. Gaitry Pargass	Legal Advisor
Ms. Mary De Here	Manager - St. Michael's Interim Rehabilitation Centre for Young Male Offenders
Ms. Allison Joseph	Deputy Manager - St. Michael's Interim Rehabilitation Centre for Young Male Offenders
Mr. Deoraj Sookdeo	Deputy Manager – St. Jude's Interim Rehabilitation Centre
Ms. Safiya Noel	Director – Children's Authority
Ms. Christelle Gemon	Deputy Director – Care Legal & Regulatory Services, Children's Authority

OFFICIALS FROM THE MINISTRY OF NATIONAL SECURITY

Ms. Lydia Jacobs	Permanent Secretary
Ms. Maria Joseph	Deputy Permanent Secretary (Ag.)
Mr. Cecil Duke	Commissioner of Prisons (Ag.), TTPS
Mr. Elvin Scantebury	Superintendent of Prisons (Ag.), YTC
Mr. Garvin Ferrette	Legal Officer, TTPS
Mr. Mark Lutchman	Project Manager, MNS

Public hearing with Officials from the Office of the Prime Minister and the Ministry of National Security

- 9.1 The meeting resumed at 10:42 a.m. in public, in the J. Hamilton Maurice Room.
- 9.2 The Chairman welcomed and thanked the officials for attending. Introductions were made.
- 9.3 The Chairman provided a contextual background on the inquiry topic and reminded all present of the objectives of the hearing.
- 9.4 The Chairman acknowledged receipt of three (3) stakeholder submissions from the Statutory Authorities Service Commission, the Children's Authority of Trinidad and Tobago and the Faculty of Law, St. Augustine.
- 9.5 The Chairman invited Ms. Jacqueline Johnson, Permanent Secretary (Ag.), OPM to make a brief opening statement. Ms. Johnson provided a brief history on the remit of Ministry in relation to the treatment of children, the framework of juvenile justice and the resident child offenders at the Rehabilitation Centres.
- 9.6 The Chairman also invited the Permanent Secretary from the Ministry of National Security to make a brief opening statement.
- 9.10 The following issues arose during discussions with the officials:
- i. The urgent need for the development of a Strategic Plan at St. Michael's Interim Rehabilitation Centre for Young Male Offenders and the Youth Training Centre to be aligned to the institutions' objectives;
 - ii. The completion of the construction of the third dormitory at the YTC;
 - iii. The need for more data and research on the rate of recidivism at the youth detention institutions;
 - iv. Poor record management in relation to former child offenders;

- v. The implementation of a Children's Registry to assist with tracking the process of 'children in conflict with the law' when they exit the institutions;
- vi. The requirement for the proclamation of the Family and Children Division Act, 2016 which would ensure that the Children's Authority of Trinidad and Tobago has the requisite legislative authority to address the needs of the 'children in conflict with the law'.
- vii. The need for new legislation to ensure all child offenders are properly assessed and assigned to the appropriate facility and benefit from the programmes;
- viii. More educational programmes to target the young adults leaving the system to ensure they attain the required level of education to function outside the institution;
- ix. The main challenges identified by the institutions were the lack of funding and insufficient human resources;
- x. The need for mental health professionals at the St. Jude's Interim Rehabilitation Centre for young female offenders and St. Michael's Interim Rehabilitation Centre for young male offenders; and
- xi. The use of technology to increase the efficiency and data gathering of the institutions.

9.11 The Chairman summarized the main topics discussed during the hearing and requested that each institution provide a process map of each category of child offender.

Adjournment

10.1 The meeting was adjourned at 12:22 p.m.

I certify that the Minutes are true and correct.

Chairman

Secretary

November 24, 2016

Appendix II

Verbatim Notes

VERBATIM NOTES OF THE NINTH MEETING OF THE JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY HELD IN THE CONFERENCE ROOM, LEVEL 2, (IN CAMERA) AND J. HAMILTON MAURICE ROOM (MEZZANINE FLOOR) (IN PUBLIC), OFFICE OF THE PARLIAMENT, TOWER D, THE PORT OF SPAIN INTERNATIONAL WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN, ON FRIDAY, NOVEMBER 04, 2016 AT 10.42 A.M.

PRESENT

Dr. Nyan Gadsby-Dolly, MP	Chairman
Mrs. Glenda Jennings-Smith	Member
Mrs. Vidia Gayadeen-Gopeesingh	Member
Mr. Rodger Samuel	Member
Miss Jennifer Raffoul	Member
Ms. Khisha Peterkin	Assistant Secretary
Ms. Keiba Jacob	Procedural Clerk
Ms. Aaneesa Baksh	Parliamentary Intern

ABSENT

Mr. Randall Mitchell	Member [<i>Excused</i>]
Mr. Dennis Moses	Member [<i>Excused</i>]

Madam Chairman: Good morning everyone. It is my pleasure to reconvene the Ninth Meeting of the Joint Select Committee on Human Rights, Equality and Diversity and I would like to welcome the viewing and listening audience to this session.

This public hearing is being broadcast live on Parliament Channel 11, Parliament radio 105.5 FM and the Parliament's YouTube channel ParView. I would like to welcome with us the officials from the Office of the Prime Minister, from St. Michael's School for Boys, St. Jude's School for Girls and the Youth Training Centre. My name is Dr. Nyan Gadsby-Dolly and I am the Chairman of the Joint Select Committee on Human Rights, Equality and Diversity and I would like to introduce at this time and allow them to introduce themselves, the members of this Committee who are here present with me today. We can start with Mrs. Glenda Jennings-Smith.

[Members introduce themselves]

Madam Chairman: On September 30, 1990, Trinidad and Tobago signed the UN Convention on the Rights of the Child, and on December 5, 1991 this was ratified by the Government of the Republic of Trinidad and Tobago. In our particular enquiry today, Article 37 of that convention is very relevant in that it deals with child offenders, and it also deals with the minimal acceptable standards that they should be exposed to with respect to their institution.

And so some of these recommendations have to do with their physical environment and accommodation which should be in keeping with rehabilitative aims; also their right to education and their education which should be designed to return them to society; their right to be examined by a physician upon admission to the correctional facility; the recommendation that the staff of the facility should promote and facilitate frequent contact with the child and the wider community, with opportunities to visit with home and family. It speaks about the use of restraint or force which should only be used, not as a punitive measure, but when the child poses an imminent threat to themselves or to others. It also speaks about disciplinary measures and the fact that corporal punishment, placement in a dark cell or solitary confinement should be forbidden.

Over the years there have been a number of reports done to assess the implementation of these recommendations and these lead us directly into the objectives of the enquiry today which would be to, one, evaluate the implementation of the physical infrastructural and management recommendations within the following reports which were all done based on our ratification of that convention. And these reports are: the second report of the Child Protection Task Force in 2012; the 2013 parliamentary committee report on the Statutory Authorities' Service Commission; the 2012 Final Report of The Cabinet Appointed Task Force on Prison Reform and Transformation; and the 2013 report No time to quit: Engaging Youth at Risk by Professor Selwyn Ryan.

Our second objective was to evaluate the extent to which the Youth Training Centre and the St. Jude's Home

for Girls and St. Michael's Home for Boys are fulfilling their aims and objectives.

And the third objective was to examine the difference in treatment of female and male child offenders.

During this public hearing viewers and listeners are invited to send the Committee questions related to the topic via email at parl101@tpparliament.org, that is P-A-R-L 101 @tpp-a-r-l-i-a-m-e-n-t.org, on Facebook @tpparliament and on Twitter @tpparliament.

I would like to acknowledge that we did receive three stakeholders' submissions, written submissions from the Statutory Authorities Service Commission, the Children's Authority and the Faculty of Law St. Augustine.

At this point, I would like to invite our officials from the Office of the Prime Minister, St. Michael's School for Boys, St. Jude's School for Girls, as well as the YTC to give us brief opening remarks. We can start with the Office of the Prime Minister.

Ms. Johnson: Good morning, Madam Chairman, and other members of the Committee and my colleagues here today. The Office of the Prime Minister thanks the Joint Select Committee on Human Rights, Equality and Diversity, the environment and sustainable development, for the priority it has placed on the issues relating to child offenders and in particular the rights of this category of children. And we also welcome to the opportunity to participate here today. While overall responsibility for the accommodation and treatment of children fall within the ambit of the Office of the Prime Minister, a number of other agencies of Government, as well as in private agencies are also responsible for children in this category.

The framework for juvenile justice resided for a long time in the 1925 Act, young offenders between the ages of 10 and 16 were generally sent to St. Jude's and St. Michael's. The suite of children legislation proclaimed in 2015 represents an attempt to modernize the juvenile justice system by introducing many of the rehabilitative and human rights principles articulated in the Convention on the Rights of the Child.

The institutions for accommodating child offenders over age 10 are now known as rehabilitation centres. In 2013, the State embarked on a project to design and construct a state-of-the-art rehabilitation centre. The designs were completed, but we have not progressed to construction stage at this point. To meet the need in 2015 separate sections of St. Jude's and St. Michael's were refurbished and have been approved as interim rehabilitation centres under the definition of community residences to accommodate child offenders.

In the '80s the management of the human resources at these institutions, in part, were taken over by the Statutory Authorities Service Commission, however the managerial structure of these two institutions continued to be managed non-state entities with near 100 per cent funding and support provided by the Government.

Rehabilitation Centres under the management of the State is an absolute need and to reconcile the Young Offenders Detention Act and Regulations with the Children Act of 2012, we had the enactment of the Family and Children Division Act of 2016. Upon proclamation, the Ministry of National Security will consult with stakeholders who have premises designated "rehabilitation centres" in accordance with their regulations for rehabilitation centres.

In summary, the need for the human rights of child offenders must be respected and to be fulfilled in an absolute nature. The legislative framework for treating with child offenders is being strengthen to provide the standards for care and protection and rehabilitation. We will continue to address the programming and accommodation issues in collaboration with our key stakeholders to ensure that all standards for the care and protection of children are met. Thank you, Madam.

Madam Chairman: Thank you, Permanent Secretary. And can I ask at this time that you take the opportunity to introduce the members of your team.

Ms. Johnson: Certainly, thank you. My name is Jacqueline Johnson, Permanent Secretary (Ag.) in the Office of the Prime Minister with responsibility for gender and child affairs. I will let my other members introduce themselves.

**OFFICIALS FROM THE
OFFICE OF THE PRIME MINISTER**

Ms. Tracey Lucas	Policy Strategy and Monitoring Coordinator (Gender & Child Affairs)
Ms. Gaietry Pargass	Legal Advisor (Gender & Child Affairs)
Ms. Mary De Here	Manager, St. Michael's Interim Rehabilitation Centre for Young Male Offenders
Mr. Deoraj Sookdeo	Deputy Manager St. Jude's School for Girls
Ms. Allison Joseph	Deputy Manager – St. Michael's School for Boys

Ms. Johnson: Madam Chairman, I also have the Children's Authority here with us.

CHILDREN'S AUTHORITY

Ms. Safiya Noel	Director – Children's Authority of Trinidad and Tobago
Ms. Christalle Gemon	Deputy Director - Care Legal & Regulatory Services, Children's Authority of Trinidad and Tobago

Madam Chairman: Thank you so much. I am very glad to have you all here with us today. May I ask officials from the Ministry of National Security who are dealing with the YTC to introduce themselves and to make their opening statement at this time.

MINISTRY OF NATIONAL SECURITY

Ms. Jacobs: Good morning. Thank you, Chair. Lydia Jacobs, Permanent Secretary, Ministry of National Security. We are just happy to be here to give our contribution towards implementation of all the recommendations with respect to the rights of the child offenders. I will ask the rest of my team to introduce themselves. Thank you.

Mr. Duke: Good morning. My name is Cecil Duke, I am the acting Commissioner of Prisons, Trinidad and Tobago Prison Service that has overall responsibility for the Youth Training Centre.

Mr. Elvin Scantebury	Superintendent of Prisons (Ag.), Youth Training Centre
Mr. Garvin Ferrette	Legal Officer Trinidad and Tobago Prison Service
Ms. Maria Joseph	Deputy Permanent Secretary (Ag.) Ministry of National Security
Mr. Mark Lutchman	Project Manager Ministry of National Security

Madam Chairman: Thank you very much and welcome to you as well and thank you for being here with us.

At this time we will open for questions. And let me just remind the members of the Committee, as well as the officials here with us that your questions should be directed through the Chair. You need to make sure to put your mike on when you are asking your questions and we anticipate that we would have a very good sitting today.

So, I will start off the round of questioning. The first question and I would like to direct it to the St. Michael's School for Boys, as well as the YTC. I noticed that in your written submissions there was the absence of a strategic plan and I wanted to find out what was the reason for this and whether or not there are plans to formulate such a plan in the very near future in terms of measuring the impact of the programmes and the services which you offer?

Ms. De Here: Good morning, Madam Chair, and the Committee. At present, St. Michael's School for Boys is working on our strategic plan, hoping to complete it in a two-month time frame.

Madam Chairman: Could I ask: was there a strategic plan before this?

Ms. De Here: We had been working on one, but they stopped, I do not know for what reason it was not completed. So the plan has to be completed.

Madam Chairman: Okay. And the YTC.

Mr. Duke: Good morning, again. At the present time the YTC does not have a strategic plan. Strategic issues would fall under the wider scope of the Trinidad and Tobago Prison Service. Presently, the strategic plan for the Trinidad and Tobago Prison Service has expired and we are working towards a new strategic plan.

Madam Chairman: And St. Jude's, is there a strategic plan?

Mr. Sookdeo: The strategic plan was submitted to the Ministry already. I do not know if the Committee got a copy of it, but it could be forwarded to the Committee.

Madam Chairman: When was your strategic plan developed?

Mr. Sookdeo: It took us about a six-week period. We set up a committee including the manager, myself, the psychologist, the social workers and one or two other stakeholders who were part of the team and it took us about six weeks to develop.

Madam Chairman: But when? What year?

Mr. Sookdeo: Recently. It is a recent document and it was only submitted about two weeks ago.

Mr. Samuel: This is to Mr. Cecil Duke. You mentioned to the Chair that because the St. Michael's Home falls under the ambit of the Prison Service—or sorry, the strategic plan we are talking about—and they said it falls under the strategic plan of the Prison Service. What aspect of the strategic plan for Prison Service incorporates the plan for the YTC?

Mr. Duke: I do not directly understand your question. Could you elaborate a little more for me, please?

Mr. Samuel: I am actually following up on your response to the Chair when she asked if you had a strategic plan.

Mr. Duke: My understanding was that whether or not we have a strategic plan for the Youth Training Centre specifically.

Mr. Samuel: Yeah.

Mr. Duke: And I said, we do not have a strategic plan for the Youth Training Centre specifically, but what goes into the whole planning and direction of the Youth Training Centre falls within the overall—falling under the umbrella of the strategic plan for the Trinidad and Tobago Prison Service.

Mr. Samuel: So the question is: if I were to review the strategic plan for the Prison Service will I find a part of it that deals with the Youth Training Centre?

Mr. Duke: Obviously you would.

Mr. Samuel: I will?

Mr. Duke: Yes. But as I said before, the previous plan has expired and we are in the process of doing a strategic plan, an overall strategic plan for the organization.

Mr. Samuel: Okay.

Mrs. Jennings-Smith: I am continuing with the question to Mr. Duke. Could you then outline to this Committee, through Madam Chair, the objectives of the Youth Training Centre?

Mr. Duke: I will allow my colleague to answer your question, if the Committee does not mind? Mr. Scantebury.

Mr. Scantebury: All right. Good morning, again. Our objectives are to, one, have holistic education. All young men coming into YTC must continue their education wherever they have been assessed and the stage that they have been assessed for; they will continue their education; to provide opportunities for boys to learn an employable skill; to provide opportunities to develop social skills, interpersonal skills through some of our programmes such as the Thinking for a Change Programme.

We also, not just for the boys, but this year we are also looking to build our capacity around our staff. So our objective in reference to staff is to expand staff training and building the capacity overall.

Mrs. Jennings-Smith: Can you tell us of your success rate? Let us look at the last year in review? Could you give us some of your successes?

Mr. Scantebury: Well over the last we have one young man who was able to get a full certificate at the CSEC level. We have been able to make steady improvement with boys who started off at a primary level, boys were able to do the school leaving and be successful at the school leaving. We have boys who completed programmes such as the barbering programme so that they would be able to be self-employed upon discharge. We have had officers trained in youth development, introduction to counselling and those things are already beginning to bear fruit in the way that officers interact with the clients on a day-to-day basis.

Mrs. Jennings-Smith: Madam Chair, presently there are three dormitories being renovated to meet the required standards for accommodation as identified by your report. Can you tell us how soon those dormitories would be completed?

Mr. Scantebury: The two dormitories of which we have already completed, the last one is, I would say, 80 per cent completed. Just the terrazzo work needs to be done and we already have the furniture to outfit the dormitory.

Mrs. Gayadeen-Gopeesingh: To YTC representatives: what role does the Ministry of Education play in training the youths at the YTC?

Mr. Scantebury: All right. Well there are two situations which exist. One that exist presently is that the YTC has a registered government school. The staff, the civilian staff they are hired on a contractual basis through the Ministry of National Security. The Ministry of Education's supervisors, some of them are on an advisory role. And what is happening new with the new legislation, the Ministry of Education is mandated now to have a greater role because we have some limitations in our education system. For instance, if a young man comes into our institution and he was pursuing sciences: physics, chemistry, biology, he may not be able to access labs and continue with his physics. So, we are now in negotiations with the Ministry of Education for them to address some of these issues.

Mrs. Gayadeen-Gopeesingh: And in what cases would a certificate be issued "youth training government school"? You have any examples it will be issued "youth training government school"?

Mr. Scantebury: No. No. No. The certificates, they have nothing about the Youth Training Centre on them. It is the official CXC certificates.

Mrs. Gayadeen-Gopeesingh: Is there any follow-up programme with students like those youths, I should say, who come out and are reintegrated into the system? Do you have any follow-up programme to see if indeed they were employed?

Mr. Scantebury: Right. Officially, no. With our system it is not really built where there is such an extensive after-care programme, but we have recognized this as a need and we are partnering with the NGOs now who are going to peer different stakeholders with young men to do the follow-up. The welfare officers at the institution have a limited type of relationship. What they would try to do prior to discharge, they will try to ensure that they have some type of employment. They will partner with their parents and people in the community to ensure that they have some kind of employment.

What we have and that is why we have shifted our focus to entrepreneurship. So that you will find that we are looking at deepening the agriculture programme, deepening tilapia farming programme, partnering with YTEPP

so that the boys could engage seriously in self-employment. Because there is a challenge now especially with our situation in Trinidad where a lot of companies want the certificate of character and unless an application is done up to a particular time to get it expunged, it will be showing up on the certificate of character and there are limitations with them seeking employment. So that is why we are shifting, trying to shift aggressively to those types of courses such as barbering and that type of thing.

Madam Chairman: If I may? Are there any statistics which link the lads from the YTC and to try to determine how many or if they end back up in the adult prison? Because the rate of recidivism is not, based on your submission, they do not come back into YTC.

Mr. Scantebury: No.

Madam Chairman: Right. So is there a data which shows, I am following up on this whole issue of follow-up.

Mr. Scantebury: Yes.

Madam Chairman: Because if the intention of YTC, is it restorative and rehabilitative?

Mr. Scantebury: Yes. Yes.

Madam Chairman: How are we sure and what do you use to measure that you are actually fulfilling that purpose?

Mr. Scantebury: Right. So that we are now heading into a culture of data gathering and recording. And as a matter of fact, you all may be aware of the juvenile court project that has a team of people that are looking at the juvenile system in Trinidad and Tobago to upgrade the juvenile court and that type of thing, and with their assistance we have been working on our tools, our data gathering tools—

Madam Chairman: May I just ask?

Mr. Scantebury: Sure.

Madam Chairman: How recent is this initiative?

Mr. Scantebury: That is two years juvenile court project. They have been assisting us for the last year or so. So that we have been doing a new data collection form and that type of thing. So that we would be able—

Madam Chairman: So is there at this time then any data to show what has happened to the lads—after leaving YTC?

Mr. Scantebury: No. No. We have no reliable data right now to present.

Miss Raffoul: Thanks. I wanted to follow-up on your remark about partnering with NGOs.

Mr. Scantebury: Yes.

Miss Raffoul: How long has YTC been partnering with NGOs? What is the current number of NGOs that work with YTC? It is one or is it five and what are the success rates? And can you name some NGOs, the type of interventions they do?

Mr. Scantebury: Right. YTC has several NGOs that are partnering with us. Some of those, a large number of those are spiritual-oriented programmes, but we have like YTEPP who has been partnering with us for the last, about five years. We have certain—like the probation department has recently partnered with us to bring the Thinking for a Change Programme to the Youth Training Centre and several faith-based organizations as well assist us. Again, there is no measurement tool to assist the impact, but definitely YTC would not be where it is today without the assistance of these groups.

Mrs. Jennings-Smith: It is no secret that the rate of recidivism is very high especially with young people and it is a

bit disappointing to hear that, you know, you do not have a strategic plan and you do not have a measurement facility in place which would lead me to think that your programmes also are not informed. There is no evidence base to suggest why you do a programme or why you do not do a programme. And what I gather, I am looking at your report which says a number of your subjects, programmes were placed on hold which include English, Principles of Accounts, from that to poetry writing, art and craft, flower gardening.

Can you tell me why that happened? Because if you said, you know, it suggest that, you know, you are not doing things based on evidence. So can you tell me now, why did you take that decision and what you have in place when you took that decision? What other approach you have to dealing with these young lads in the YTC?

11.10 a.m.

Mr. Scantebury: Well, we have adopted for some time now, it is what we call the LS/CMI or the Level of Service/Case Management Inventory, an assessment tool as used in criminal justice where we identify the chromogenic needs of the clients. We have been using that for some time now so that we could manage the clients. Now, YTC is going through a transition phase with the coming of law changing from this youth training centre to a child rehabilitation centre, so that we have to build now. We are creating a new institution so we have to build the strategic plan going forward. So, we use this tool and we identify the chromogenic needs and we channel—and this is an evidence-based tool—the boys into these areas that have been identified through the tool. So, that is what we use right now.

Mr. Samuel: The prison service operate as an entity that has subsets, YTC, prisons, et cetera. How difficult is it if a young man enters the system at whatever level, if he returns to the system at another level, how easy it is that it is flagged? Because it is the same entity. If he is here at YTC and he returns to Remand Yard/Golden Grove, or wherever, does the system—is it not easier to pick it up on the system of the prisons so that you can have a clear idea as to recidivism, where they are coming back from? Why?

Or, is it that they are so disconnected, and the system is so poor, or archaic, that you cannot determine—because you have your records, you have your records of inmates and people who are incarcerated at the higher levels and you have your records of young men who enter the system at YTC? Why is there not something that can flag names and flag things when they enter again, so that you can determine that there is recidivism, and what is the cause and stuff like that? I am hearing from you a kind archaic system, when, to me if your records are in tack you should be able to pick it up.

Mr. Duke: What has been happening—yes we do have records that would indicate this information, but what has been happening, as my colleague would have explained, over the last maybe two years, we would have introduced a LS/CMI system where we do proper assessment that would indicate what are the factors that would have contributed to the person returning to the system, and we are using that type of information, that type of data to look at developing programmes that would possibly help and aid in the whole idea of reducing the recidivism, but it is not just that alone. The whole idea is that we are also developing a level of connectivity, a level of networking with agencies that would help us do programmes and would assist us in ushering the persons, helping in the whole re-entry process subsequent to the person completing their prison sentence.

Mr. Samuel: But you still have no data with regard to recidivism. In other words, you are unclear as to how many young men who pass through YTC end up in Golden Grove, or in any other prison. You still have no data on that, and if you have no data on that then you cannot begin to plan and prepare to deal with the magnitude if there is a serious issue. And I want to recommend that something be done with your data so that your data over the period of time you need to go back into your records and begin to access the records of people so that you can have a clear idea of the quantity?

Mr. Duke: Out of that assessment tool used, or we are using now, it would give us the data. Additionally, over the last year and a half we would have developed and instituted a research and development unit that would utilize that sort of information in order to help us develop the type of products and the type of training, generally, that we need to deal with issues of recidivism.

Madam Chairman: I would like to broaden the discussion, because I would imagine that the other institutions would have the same end game with respect to reducing recidivism, and I would like to ask both St. Jude's as well as St.

Michael's, what are your processes for determining whether you have recidivism? Whether the restorative and rehabilitative roles that these institutions are designed to play really is being impactful and it really is having the desired effect that it should; St. Jude's and St. Michael.

Ms. De Here: At St. Michael's School for Boys we have a data record of all the boys at the school, and it is very rare that boys go home and come back to the institution, because some of the boys are committed till 18 years, so their committal is at 18 years, and when they leave they leave with all their records that they have to go home with, so it is very rare that they return to our—and some we have “remandees” who come for a certain time then go back to court, some may return and some may not return.

Madam Chairman: Now, let me just clarify what I am asking, we are dealing with child offenders and the aim of these institutions, I would imagine, is to ensure that they come in and they are restored, they are rehabilitated, and they do not end back up as adults in the system. I would imagine the programmes that are instituted are designed for that purpose, so that when they leave St. Jude's, or St. Michael's, or YTC, they do not become adult offenders.

So, I am asking basically, what data do you have at St. Jude's and St. Michael's? What are your processes to look at that and to determine whether or not what you are doing does not result in the child becoming an adult offender? How do you track? Do you track at all? Do you look to see whether or not these children have left at 18, being an adult now, do they end back up in the system as adult offenders? Because if they do it means that something has to be looked at with respect to the programming and so on. So, that is what I am trying to determine. Do you have any processes that would indicate to you that your child offenders are becoming adult offenders?

Ms. De Here: Presently at St. Michael's we do not have a tracking to track whether they return to the adult prison, we do not have that system at St. Michael's.

Mr. Sookdeo: Madam Chair, as you are talking about child offenders, at St. Jude's we have both category, we have the offenders and those in the community residence. With the child offenders, that facility was only established and we had our first client in December 15, 2015, and upon 18 that person was sent to the women's prison, so there is no tracking in terms of that for us in terms of the offenders. But, those in the community residence who are beyond control, we track up to six months after they leave at their 18th birthday, which is sometimes very difficult because of resources. But one of the challenges with that is that some of those clients of ours at age 18 they are not ready for reintegration, but we cannot keep them in the institution. At 18 we may think that is an adult, but some of our clients they have not finished their educational needs that we were trying to provide, sometimes the family may not be ready to accept the client, and we try as much as possible to network with NGO's or other organizations, or Ministries to try and give the support, but it is very difficult for some of them, because I think they are not ready for that reintegration as yet.

Madam Chairman: Could I just ask the Children's Authority, when they meet with their discussion, do you believe that you have a role in this regard, with respect to this data, this tracing, this tracking to ensure that the programmes being offered by the institutions are fulfilling at least one very serious objective, that the children are restored and rehabilitated, and do not become repeat offenders as adults? What is the role of the Children's Authority in this regard?

Ms. Noel: Good morning, Madam Chair, and the Committee, again, The Children's Authority, our role really centres around monitoring and ensuring that the facilities meet their objectives which would—I mean, the lion share of it would be the rehabilitation to ensure that they do not go back and reoffend. What has happened, the Authority is a data-driven organization and an evidence-based organization, and we did a similar study on the side of children in need of care and protection, and we are seeing that there is a need to do a similar type of research to get data on the child offenders' side. Whether the Children's Authority would be the one to do it, we probably have to have some collaborative discussion to determine whether we would be the ones to do it, but we do see there is a need to inform programmes, just as what we have been saying and the Committee members have been saying, to tell us whether what we are doing if it is working, what else we need to do, so there is need for that. The Authority is an agency, as I said, that is data-driven and would certainly push for that type of research to guide our planning, and to guide what it is we do, to determine whether it is successful. We need, so we are in support.

Mrs. Jennings-smith: To the Children's Authority, when we look at the Children's Act, we are seeing section 5(1)

of the Children's Authority Act:

"The Authority may have and exercise such powers and functions as are conferred on it by this Act..."

The word "may" in legal jargon is always discretionary. So it means that sometimes, perhaps, you may follow-up and sometimes you may not follow-up; discretionary. Is it really that you all investigate complaints or reports of mistreatment of children from these homes?

Ms. Noel: Yes, we take our interpretation to mean that we must even though there is "may". We do. All complaints received we do investigate it, whether it is on a community residence, foster care home, a foster home, or just at large. We do investigate all complaints received by the authority.

Mrs. Jennings-Smith: Do you have any data on the number of cases you all have investigated thus far, like, perhaps for 2015?

Ms. Noel: With respect to child offenders or overall?

Mrs. Jennings-Smith: Mistreatment of these children, because under the Act also you have complaints or reports of mistreatment of children. Do you have any data with respect to the investigation?

Ms. Noel: Yes. So, we would have received—specifically with children in community residences, just to clarify that as it stands community residences include children homes which would house children that are in need of care and protection as well as rehabilitation centres which will house what we call children in conflict with the law. So, we would have received in terms of that whole category just over 300 reports of complaints throughout Trinidad and Tobago, and we have investigated them. Overall we have received just under 8,000 report of children in need of care and protection, not necessarily children housed at community residences.

Madam Chairman: And what do you all do with that report? When you get that report what is the follow-up process?

Ms. Noel: The Children's Authority has an entire system. So, when we receive the report we log it in our child protection information management system, which is where we lodge everything—it is a computerized system—and from there, depending on the severity of the report and the nature of the report, our investigation team will go out. If the report involves a child that is in imminent danger or is perceived to be in imminent danger, our emergency response team will go out immediately. If it is a complaint that involves a criminal element, the matter is also reported to the police, and very often joint investigations are conducted with the Child Protection Unit of the police. Once that investigation is completed, the Children's Authority would also determine whether the child needs to be assessed.

That assessment is a multidisciplinary assessment which includes an assessment by a psychologist, medical doctor and a social worker, to determine the needs of the child and to determine the type of trauma the child has experienced, and what are the appropriate interventions. That assessment will also give us guidance on the appropriate placement for the child, and then we follow through with that plan. Also, if it is we need to go to the court to treat with removals or any other type of order that we see may be necessary for the child we also do that. The police will handle the criminal side of the investigation in terms of gathering evidence to be able to charge any alleged perpetrators. But, the authority will focus on the needs of the child and try to decrease trauma and to get the child back to a normal level of functioning as it were.

Mrs. Jennings-Smith: Just a follow through question, Prof. Selwyn Ryan had done a report, "No time to quit: Engaging Youth at Risk", do you all take any of those recommendations at heart at the Children's Authority?

Ms. Noel: Yes. Well, what is happening is that Prof. Selwyn Ryan's report would have address mainly the child offenders. Now, child offenders came to the authority's portfolio much later than children in need of care and protection. And in addition to which, there is the impending proclamation of the Family and Children Division Act which will also change our responsibility under the legislation. So, it is a new portfolio as well as it is also still in the process of changing. So, yes, we take it on board, but it is in the midst of so many moving parts, so we are always child focused and child-centred, and we always seek to uphold the rights of the child, even child offenders, it is something that we are advocates for.

Mr. Samuel: Good day again, from what I have heard from the offenders standpoint, there seems to be no connectivity among the relevant authorities that deal with offenders.

When I say that, when the young offender or a young person is sent to one of the homes and there is no connectivity between that home with data as to the other system, so that if at a certain age that young person ends up in another institution, there is assessment or checks and balances to determine, well, this is somebody who came from a home, they would have gone through such and such programmes in that lower level, to determine what action is needed to help this person. This person will be dealt with differently from the person who is now entering the second level of offence at another institution, and to see that, okay, this person has been through something; he has been taught; he has gone through a process.

How do you deal with him as apart from the person who is now entering at the higher level of incarceration or whatever? Do we just lump all of them together, or do we have programmes that can determine, okay this person has gone through this, let us see where we can take this person, why they have come back, as opposed to the other offender who is entering it at a different age, at a higher level? I feel there needs to be some kind of connectivity in order for there to be effectiveness, because we will end up, you know, spinning top in mud and going over the same things, and feel that if we have no data at the lower age, then when we bring them at the other level, what are we doing with them? How do we know what they have been through? Where are the records from the lower institutions that will inform the other level what should be done with this person? I am very concerned about that. Very concerned.

And my second question, Madam Chair, is from a document of the resident data at the St. Michael's School for Boys and the rehabilitation centre data. I am a bit confused because on the rehabilitation centre, I would like to know who are the ones that are accommodated there as opposed to the resident data? Because I saw two sheets. I am seeing people for larceny, and assault, and stuff like that on the resident data, but in the—inclusive of people beyond control—and in the rehabilitation centre I am seeing people with offences, but also I am seeing people who are beyond control. So, I am wanting to find out, are you mixing the “beyond controls” with the people who are charged and what different programmes these people pursue? Because I am seeing in the both data a kind of mix up of the situation, can you clarify that for me please?

Ms. De Here: Madam Chair, what is happening with the “beyond controls”, we have had children come to the St. Michael's School for Boys who they came on a warrant “beyond control”, and on investigation we have found that these boys are more involved in—were previously child offenders, probably larceny and other offences. So, they come to the residential area, the “beyond control”, and we have been seeing that lately much, and upon investigation we have found that these children at these residence have been committing offences, and when these children reach to the institution they display behaviour that is far beyond control.

They go up to like 99.9 per cent sometimes in their behaviour as beyond control, and it is difficult at times to keep them at the residence who have been there like for the committals at the community residence. So, the disruption that happens at the community residence sometimes—I am the manager at the school and I take the opportunity sometimes to place them at the rehab facility for the safety and care and protection of the community residence who have been there for protection. Because these children, and Ms. Joseph, the deputy manager, could attest to that, she was the welfare officer before she became the deputy manager. She worked on a lot of children who came as “beyond control” and upon investigation we found that they have infringements with the law, a lot of them.

Ms. Noel: If I may, Madam Chair, just for the purpose of the Committee, just to clarify the language. The community residences include two categories of facilities, the children's home, which is what we are saying community residence kind of loosely, and then the other category is the rehabilitation centre. But the both categories fall under the umbrella of community residences.

Madam Chairman: If I could ask a question on clarification, and it is following up on Sen. Samuel's. You asked about, Sen. Samuel, the difference in programming, and what I am asking is this, when children come—based on what was said by the official from St. Michael's—into the home, are they not as a matter of course supposed to be assessed and then placed? Or is it that you are not supposed to go to the rehab unless you are sent there by the court?

Ms. De Here: The residents come with a court order stating rehab facility.

Madam Chairman: So, what you are saying is that there are children who are sent there, deemed beyond control—

Ms. De Here: To the rehab facility, yes.

Madam Chairman: By whom?

Ms. De Here: The court.

Madam Chairman: The court sends the “beyond control” children to the community residence?

Ms. De Here: They also send them to the rehab facility.

Madam Chairman: If I must understand what you said just now. You said there are some children sent to the community residence that need to go to the rehab, I am asking, who sends them, the court sends them?

Ms. De Here: The court. All the children that come to the residence come to the community residence, they come from the court with a warrant.

Madam Chairman: So, who assesses those children upon entrance to the institution and then determines where they should be?

Ms. De Here: It comes with the court order, Madam Chairman.

Madam Chairman: So, how then do you transfer them from one to the next? By what process do you transfer them from the community residence to the rehab centre?

Ms. De Here: Based on the climate of the community residence at the time and the behaviour the children exhibit.

Madam Chairman: Right. So, I am asking then, so there is a decision made within the institution itself?

Ms. De Here: Yes, Ma’am.

Madam Chairman: Barring whatever was sent from the court?

Ms. De Here: Yes, Ma’am.

Madam Chairman: So, what I am asking is this, would it not make more sense, and is it not a requirement that when the children come in they are assessed and then a determination is made where they should go, and therefore that would inform the programming that they are exposed to?

Ms. De Here: When the children come to the home they are assessed by a psychiatrist, Dr. Shaffie, based on the assessment we give. That is the rehab facilities, they are assessed by Dr. Shaffie.

Madam Chairman: But the ones that come to the community residence are not assessed?

Ms. De Here: The ones that come to the community residence, most of times they come already committed to the residence

Madam Chairman: I do not know if I am asking the right question, and I do not feel I am getting the answer I am seeking. All children coming to the institution are not assessed?

Ms. De Here: All are assessed after we do the preliminary intake, all are assessed by Dr. Shaffie.

Madam Chairman: Good. At that point, how long is that process when they come, is it a week, a month, two months?

Ms. De Here: Well, within two weeks we do the assessment with Dr. Shaffie.

Madam Chairman: And within that time—so, after the assessment process is that geared to deal with their programming or is it geared to deal where they should be, whether it is community residence or rehab?

Ms. De Here: It is geared to do with their programming, what programmes they should be sent to.

Madam Chairman: Within the community residence or within the rehab?

Ms. De Here: Within the community—when they come to the rehab they are assessed by Dr. Shaffie, because the warrant states the rehab facility. So, they still have to be assessed in order to develop a care plan, because we must develop a care plan for each resident.

Madam Chairman: What I am trying to get to, really is, if there are instances where a child comes to the community residence but really based on the assessment done he needs to be in the rehab, is that an automatic process?

Ms. De Here: No, it is not an automatic process, Madam. We sit at a care plan meeting and the care plan team assess the situation with the child and decides whether or not he should remain at the community or go to the rehab.

Madam Chairman: So, then is there inadequate assessment at the level of the court then?

Ms. De Here: Yes, Madam, inadequate assessment at the level of the court. Sometimes we are waiting months for a probation report and then we have to do our own investigation and do the assessment through the psychiatrist and the psychologist.

Madam Chairman: Well, maybe I can direct this to the Children's Authority. Do you have any input in what happens at the court in terms of the assessment of the children and so on?

Ms. Noel: No, only if the court ask us to do an assessment. Other than that we—particularly for children in conflict with the law, we cannot just offer our assessment services, because it is a court proceeding. However, there are instances where the court may ask us to do an assessment in which cases we do.

Madam Chairman: Well, that is, to me, a major disconnect, because we have a system where children, and I guess it leads into this whole issue of how the child goes through a system, because we have a situation where the children are committed and the assessment may be inadequate, so when it comes to the home it presents the problem there, and there now, that determination has to be made, but the disruption has already happened in the community residence, if they are there and they should not be there.

Ms. Noel: Madam Chair, with the new—if I may—Act that is waiting to be proclaimed, there is an opportunity, when it is a child is charged, to be assessed by the Children's Authority, either an initial assessment or a full multidisciplinary assessment, which is going to be sent to the court to aid with the court's decision of placement. So, that piece of legislation is waiting to be proclaimed, so there was that recognition that there was that flaw in the system. So, once that is proclaimed that opportunity will be had for the children.

Ms. Johnson: Madam Chair, I just want to answer one of your questions, please, just to set the record right. Mr. Samuels issue with the tracking would be remedied with the children registry, which is intended to map all children between the ages of zero and 18, but with the children at the institution, the children's homes, the rehab centres, whether it is YTC, or St. Michael's, we track those children up to age 25. So that issue of tracking the children would be remedied when we implement the children's registry. We are at the design stage. We have completed the design stage, we have purchased the equipment to house the system, and we expect the system to be up and running by May latest of next year. Just want to set that for the record.

Madam Chairman: Thank you so much. Sen. Samuel.

Mr. Samuel: To the Commissioner of Prisons, is there a similar system of assessment when a young person enters YTC? Psychological assessment, everything? Is there a similar system of assessment?

Mr. Duke: I would want to answer, yes, but I would also like to defer to the superintendent of prisons at YTC who would give you a more detailed outline of what takes place.

Mr. Scantebury: Yes, to answer the question. There is a comprehensive assessment that takes place within a week to two weeks maximum at the time you come into YTC. You will be assessed by the school to determine—they have approved best practice tools that they use to assess where they are at, at the education level. He is assessed by the medical officer. The medical officer would determine to what extent they will need any kind of psychological or psychiatric intervention. They would be assessed also by the welfare officers, and also by our LS/CMI trained officers who would do that chromogenic assessment tool that I spoke about earlier.

11.40 a.m.

Mr. Samuel: Is there a psychologist attached to the YTC, so that you can have that level of assessment for each person who enters this system?

Mr. Scantebury: So at present, YTC do not have a resident psychologist? There is a psychologist who functions, who takes care of all the issues in the prison. YTC sometimes benefit from the training that they provide for students from time to time from the university. We are in the process, and the Commissioner and the HR department have been in the process of identifying a resident psychologist to meet the standards too, as well, set out by the Children's Authority. So that is in train.

Mr. Samuel: So you are saying at present, those young people that are within the system at YTC are operating at a disadvantage, because they have not been privy to intense psychological assessment to determine what is the cause of their problems?

Mr. Scantebury: I think the Commissioner will answer that.

Mr. Duke: That to me would be somewhat inaccurate because it says that based on how you put it, it says that we get a rush of people coming to YTC every day and that is not so. The fact is that when the lads come they have ample opportunity because we get people coming towards, maybe one to five persons per day, if it is so many and given the situation as it is now, those people who come to us are remanded persons; we do not keep them. The persons who are criminally convicted would have ample opportunity to see and have the attention given to them by the psychologist. The psychologist also has the opportunity and generally has an assistant from students who come on placement, like the University of the Southern Caribbean, the University of the West Indies, who come to do their masters placement and those people augment the services that the psychologist would give. But it is not a bulk situation that the psychologist ever have to attend to that, that would make it a strain or deprive the lads of that particular type of intervention.

Mrs. Jennings-Smith: I listened to the submission from the manager of the St. Michael's Home and you said that probation reports are sometimes tardy. But I know that when a Magistrate makes a decision it is based on the report of the probation officer. Are you telling us today that this no longer occurs in the court?

Ms. De Here: What is happening, Ma'am, the Magistrate will ask for a probation officer's report. At the rehab facility presently we have about three residents that we are still awaiting the probation officer's report, so every time they go to court they will return to us. So it has a shortcoming on the probation officer's report.

Mrs. Jennings-Smith: How many instances this occurred? How often does this occur?

Ms. De Here: It does not happen very often.

Mrs. Jennings-Smith: Good. So that when a person is brought to your home, a young offender with a probation officer's report, and I want to direct this question also to the Children's Authority, what collaboration takes place between the probation officer, you as the manager of the home and the Children's Authority? What type of collaboration takes place in terms of treating with that person? I want to refer to a report that was submitted by the Assistant Commissioner of Prisons, where he suggested in his report that there is evidence that there are members of a particular gang, young offenders in that home and I will refer to a clipping here from the *Daily Express*, October 25th, where a particular inmate was beaten.

I want to ask you, along with the Children's Authority, it is not a matter of keeping and keeping and keeping. It is a matter of keeping and treating. So I am looking at the probation officer's report, I am looking at your systems within your home, I am looking at your collaboration with the Children's Authority and I am looking at the particular situation that exists now with recidivism and young people with offending. I am asking you with respect to young boys being lured to gangs. You know that in your institution young boys would have been brought there through a probationer's report and you would have a lot of investigative work to direct your operations. What is done to prevent young offenders having reached the age of 18 years, what are you doing in your institution to minimize the occurrences of these young boys, young offenders, young lads going into gangs? How are you preparing them to reengage themselves into society?

Ms. De Here: Ma'am, presently we are embarking on a programme with the Ministry of Social Development and Family Services having a programme at St. Michael's School for Boys that specifically deals with conflict mediation and also peer mediation among the residents at St. Michael's School for Boys. We also have programmes for the boys where we do life skills with the residents at St. Michael's School for Boys and we have the Childline people coming in to do, like, preparation for leaving, where they also talk about gangs and all the gang activities with the residents at the school.

Mrs. Jennings-Smith: Madam Chair, I really want to ask you, you see it is about survival. Let us be practical. It is about when these young men come out of your institution they have to live and they are lured by these gang members. They are lured to an easier way of living. Do you train them in skills for living and how they could live within the society without being lured to gangs? Do you give them any training for living?

Ms. De Here: We have the Life Skill programmes that deal with the trading for living and also we have trade shops at the school where the boys access the trade shops to learn particular trades that they are interested in at St. Michael's School for Boys.

Mrs. Jennings-Smith: I really want you to elaborate, please.

Ms. De Here: We have like carpentry; we have masonry; we have mechanic; we have electrical; we have the bakers shop; we have the kitchen area where the boys go to learn to do different things, because on a morning after they do their parade and they have breakfast, they are assigned to the different trade shops.

Mrs. Jennings-Smith: So great. Last question, Madam Chair. So I am asking this to the Children's Authority and we have four agencies before us this morning. So despite the fact that you engage that type of training, we still have high levels of recidivism. Now, what we had asked earlier is about your evidence based planning, lack of strategic plans and your objectivity to your programmes. And one of the main things facing this country is crime and criminality. And the concern that our young people are turning to a life of crime. So that what is really required is a sort of monitoring of all those young lads and young offenders who have served time when they pass out of the institutions and the training that you are giving them presently and what is happening. We still have high recidivism, because they leave your place and they enter into another place, and are we saying that we are engaging in any kind of programme that would deal with this present situation? I want the Children's Authority to answer this question, please.

Ms. Noel: Okay, Madam Chair. The question you had asked before concerning the collaborative assessment, if a child goes to St. Michael's or any other institution and the court ask us to do an assessment we would via the court ask for the probation officer's report and we generally receive it and that also informs our assessments. So we do receive the report of the probation officer if it is we are asked by the court to do an assessment.

Particularly with monitoring and the programmes that are at the facilities, in particular, St. Michael's, which is the one that you were discussing earlier or just now, what we have found is that the children at St. Michael's, they do not receive the full benefit of the programmes that the facility would have in place for various reasons. So while the facility may have the programme in place, many boys do not attend regularly as they ought and submit themselves to the process as they ought to really receive the full benefit of it so it can impact behaviour and so give them a higher chance of surviving on the outside.

So to answer your question, the facility has the programmes in place, not all that they should, we feel that

there should be some more, however, those that are in place the boys do not receive the full benefit of them to impact their behaviour and that is why you are going to have a high level of recidivism still.

Madam Chairman: Can I ask a question? And this is going based on the written submission from the YTC. In appendix I, punishments are listed. And one of the punishment listed are corporal punishment, rod/strokes. Is corporal punishment still used at the YTC?

Mr. Scantebury: No, Ma'am.

Madam Chairman: Is solitary confinement still used at the YTC?

Mr. Scantebury: No, Ma'am.

Madam Chairman: Separation from well behaved inmates.

Mr. Scantebury: Yes, Ma'am.

Madam Chairman: So seeing those are not used, why are they being included in this document that was submitted to the Committee?

Mr. Scantebury: Because those are in the exiting Young Offenders Detention Act, Ma'am, and that has not been repealed.

Madam Chairman: So based on this where there is ACOP, COP, IOP, right, and there are numbers underneath, what those numbers refer to?

Mr. Scantebury: The amount—

Madam Chairman: You know what I am speaking about?

Mr. Scantebury: Those numbers, the amount that each level or the authority that could award, punishment that they could award.

Madam Chairman: They can award nine strokes?

Mr. Scantebury: Yeah.

Madam Chairman: And so in the body of the document where solitary confinement is mentioned it is mentioned as not being used.

Mr. Scantebury: Yeah.

Madam Chairman: Okay. One other question. The Caribbean Certificate of Secondary Level competence, which is being used?

Mr. Scantebury: Yes, Ma'am.

Madam Chairman: And it says in the submission, that this is proven to be ideal for the client group?

Mr. Scantebury: Yes, Ma'am.

Madam Chairman: Does this qualification render the lads competitive when they leave the institution and why would this be an ideal solution?

Mr. Scantebury: We found it to be ideal, we used the word "ideal" because when we do the education assessment for most of the lads they fall within that middle category. They are just between school leaving and probably Form

1/Form 2. And some of them could not cope at that level, the CSEC level. This CCLC is a highbred of the basic that CXC had offered before and it provides a life skill component that is unique in its own sense. So we found that ideal, the boys were able to accomplish a recognized certificate, most of them were able to get their masters, a real feeling of a sense of accomplishment—

Madam Chairman: When you say masters?

Mr. Scantebury: They have different levels in the different categories. Let us say you score 70 per cent, we call it a master, pass—they have three different levels.

Madam Chairman: What are we consigning them, what kind of future are we consigning them to if they are going to come out onto the work market, frankly uncompetitive, because this is not a qualification that anybody else in a normal school system, in the average school system would come out with.

So what are we consigning them to and I am asking, Mrs. Gayadeen-Gopeesingh also asked, what is the role of the Ministry of Education? Is it that when you enter the facilities along with whatever psychological troubles that the young men may have or the young women, in the case as St. Jude's, are they being consigned, and the Children's Authority as the monitoring agency, are they being consigned into the lowest rungs? And if we are saying we want to restore and rehabilitate, is the intention not to bring them back into society with a fighting chance? If this is the level of qualification that is looked at as ideal, because many of the boys come in with low levels of education for different reasons, I find it hard to understand how we are giving them that competitive edge, how we are giving them a fighting chance, what are we really doing to them? And maybe we can get from the YTC, St. Michael's as well as the St. Jude's and the Children's Authority, what are we bringing them back into society to do and therefore how does this impact on recidivism and their entrance into gangs and what are we doing?

Mr. Scantebury: For us those programmes will really be a spring board for them to get themselves involved in other programmes. For instance, we were having an issue in the YTEPP programme where boys were not able to manage the basic competencies in the early stages of the programme and getting them involved in that CCLC started to boost their confidence, they started to be able to manage themselves in classes.

Large number of the boys that we get are school drop outs and for various reasons they drop out of school. Some of them were expelled from school. So sitting down in a classroom and taking in school work or depending on the individual attention and everything was strange to them, but we are seeing, because they are able now to accomplish and achieve they have something, their parents can feel very proud. Some of them, first time their parents saw them complete something and accomplished. It forms a spring board now for greater things.

Madam Chairman: Maybe the others could address. I am not necessarily decrying the intention of it. What I am saying though, is when they leave that institution they may feel very good within the institution and so on because they are accomplishing something. I am speaking about when they reenter, what would be their position and is it that because they have reached 18 they are now adults, the institutions themselves are meant to deal with children, but what is the effect on society and what are their chances? Is it that we are creating a kind of system within the institution that makes them feel good about themselves and so on, but when they come to the reality of the country that they are coming back into, what is your opinion or what is your experience with what happens to these young people?

Mr. Scantebury: There is a critical factor that we have to look at and we have seen it. Why we also partnered with the Ministry of Community Development, Culture and the Arts is that some of the boys would make tremendous progress in the institution. They would leave with an employable skill. Let us take barbering for instance, and they go back into these organized communities where there are certain norms and subcultures there and eventually all the gains that we would have made attrition takes place and they fall away.

I personally make phone calls and contact some of the boys that leave just to get updates with them and see how things are going with them. Those who have the support sometimes, real, real, do well with the foundation that we give them at the institution. So there is always room for improvement in what we do, but I do not think we are putting them at a disadvantage by exposing them to some of these programmes and leading them down a path where they would know that they can accomplish positive things and things that are aligned to the norms of society.

Madam Chairman: Anyone else wants to weigh in on that?

Ms. De Here: Madam Chair, at St. Michael's School for Boys the rehab facility, the boys are afforded the opportunity. They have tutors at that facility and recently we had about 10 of the residents there took the Ministry of Education School Leaving Examination and most of the boys there passed at least three of the subjects from school leaving certificate. And at the community residence the children are afforded the opportunity to attend secondary schools outside of the compound. We have boys going to Mucurapo Boys, we have boys attending Servol and we have boys that we have sent to Servol because of their aptitude. We have sent them to Goodwill Industries and these other schools. So they are afforded the opportunity to compete in the wider society.

Madam Chairman: St. Jude's.

Mr. Sookdeo: At St. Jude's we used the stream line education system where students who are academically inclined they are given the opportunity at the compound to do Maths, English, Social Studies and POB and those who have the ability they are afforded to go to school on the outside once they are committed. We also offer hairdressing, nail technician programme. We have been partnering with St. Dominic Home where they have a programme offered by the Ministry of Community Development, Culture and the Arts so we partner with them and some of our clients go across there to be part of that programme. They do as well, YTEPP assist us in terms of getting some of our students certified in hair dressing. We also use the Open Campus evening programme for some of those close to 18 where they can be certified with their certificate and those types of programmes.

Madam Chairman: Children's Authority.

Ms. Noel: Yes, Madam Chair. All right, so since last year May, 18 when the package of Children Legislation was proclaimed that give us the opportunity to really go into the residences and monitor and really see what was happening, what we have found is that education was not a centre place as it should be because that is the pathway to aid improvement in behaviour and just as what you say to really give them a fighting chance. What we have found since that time to now was that there have been improvements. We have seen where the residences are making strides, they are adding on subjects and so initially at that point it was not necessarily as centre stage as it should be, admittedly. Just over a year to now we have seen some improvement, not all that we would want to see, but just over a year the Authority has had the opportunity to really monitor and really provide those recommendations and the support to the community residences to improve their position in relation to education.

With respect to the YTC though, they are not under the purview of the Children's Authority as it stands legislatively because it is not a community residence. We have had opportunity to go in via another court matter that took place last year and we have had opportunity to review the YTC systems and the way it is set up as a facility and align it to the legislation and regulations that exist and we will provide them with our report.

So, I think that is also why the YTC would be changing some of their processes because that is where they are heading to, that they would now be under the legislation, have the ability to house child offenders, and so they must now come in alignment with the legislation and regulations that exist in relation to children.

Mr. Samuel: Madam Chair, through you, to the St. Michael's School for Boys, who determine the risk levels of those young people that are sent to St. Michael's?

Ms. De Here: The court order, when the court order comes to St. Michael's School for Boys, based on the court order from the Magistrate and then we do the psychiatrist report. We look at the risk assessment with the residents at the school.

Mr. Samuel: And the risk assessment means that the higher the number the greater the risk?

Ms. De Here: Yeah.

Mr. Samuel: So what differences happen in the system for the people whose risk levels are one as opposed to four, one as opposed to three, what is the difference in the operations with regards to such individual?

Ms. De Here: What is happening, Sir, at the rehab remand facility, presently we are overcrowded as it stands. The remand rehab facility at St. Michael's School for Boys was built to accommodate 12 residents; presently we have 22.

Mr. Samuel: So now answer. What happens with people at different risk levels?

Ms. De Here: What happen with the people with different risk levels is that the caregivers at the rehab facility they treat with the children with different risk levels at different times of the day when—like for tutoring, standardize the hours for higher the risk and the lower risk. So we always have to be careful, especially the dorms, we have two dorms. So we have to look at how we are placing residents at the different dorms to avoid any confrontation or conflict.

Mr. Samuel: My second question is to Mr. Scantebury. In response to the Chair's question with regards to corporal punishment, solitary confinement there were two categories here: solitary confinement and separation from well behaved inmates. Am I to understand from this that there is a drastic difference? One. And that if there is a separation from well-behaved inmates, is there a separation from bad behaved inmates? What is the difference between solitary confinement, separation from well-behaved inmates? Is there another category of bad behaved inmates? I am kind of confused over the two categories.

Mr. Scantebury: The essence, I think we interpret the essence of what they try to do in the legislation, many, many, years ago. One of the things I think happened is that they did not build the facility to accommodate solitary confinement. The way our separation from well-behaved inmates is designed they could still communicate and there are times that they could come in a particular area.

So we have not had solitary confinement, I think, for some time. What it does though, it can also be placed separately from everybody else so that they do not have that, most of the time it is a dormitory setting we have at the institution. So you would have that time to socialize and you have to watch television and so. So you have separation that could be placed in a space by yourself. Hope it helps. I hope it helps. *[Laughter]*

Miss Raffoul: Thanks. I have another question about partnering with NGOs. A few months ago I saw a fantastic intervention that was done at St. Jude's. It was led by one of my colleagues' Teocah Dove. She has Teocah Dove legacy foundation and it was really inspiring and really encouraging to see other young people that were helping other young people. And the girls really responded really, really well to it and you can tell there were a lot of healing from trauma that was taking place. And for those who, of course, St. Jude's knows about it, but it was multidisciplinary in the sense of getting girls to discuss what their past trauma was, to reconcile with their families, to better understand and acknowledge their own strengths and their desire for a better future.

I know there are a lot of NGOs doing really great work. I wonder if there are opportunities for them to do more, because I think that the public sectors have been very time strapped and there is always a need for greater expertise but a lot of that expertise does exist in the NGO sector. So my question is, are there opportunities for NGOs to partner? How would they find out about the opportunities for financing? Would they have to go through the Ministry of Social Development and Family Services, would it be the Ministry of National Security? Is there some kind of level of fiscal transparency for NGOs? Would they liaise directly with each entity here? How can we, as a country, progress in moving forward so that there is greater partnership and greater personal accountabilities that we all help and support each other?

Ms. Johnson: Madam Chair, maybe I could answer that. In the case of the Teocah Dove programme, it came to the Ministry for consideration and we thought that it would benefit the girls at St. Jude's and so we financed a great portion of it. There are similar NGOs offering their services. Government recognizes that it cannot do it alone and therefore through our nonprofit institution funding that we have available we try to fund as much as possible having identified that the benefits to be derived are aligned with the objectives of the St. Michael's and St. Jude's. And it is like that for all the other homes that are asking for funding to do specific things that would treat with the development of the children.

Mrs. Gayadeen-Gopeesingh: St. Michael's, you have just mentioned that some of the boys go to Mucurapo Secondary. Do these boys pose any risk at all to the other students in the classroom? And what measures are put in place so those boys return to your home?

Ms. De Here: Ma'am, we have the monitoring and evaluation by the welfare unit at St. Michael's School for Boys who monthly visits the school and gives a report and the children are taken to school by a driver. We have a driver that takes them to school on mornings and they return to the home on evenings with the driver. So all the residents that attend school outside of the compound they have a driver that do these duties daily.

12.10 p.m.

Mrs. Gayadeen-Gopeesingh: So during the day it is not optional for them to run away whilst the driver is away from them?

Ms. De Here: No, they do not.

Mrs. Gayadeen-Gopeesingh: On another issue, perhaps with YTC, St. Jude's and St. Michael's, there is well-researched data in Trinidad that there is a large number of persons who suffer from mental health issues, and we have seen recently where two young persons committed suicide. Do you all have any trained personnel at any of your institutions who could pick up the signs and symptoms of those lads and those youths who are experiencing or showing some behaviour that may indicate that these persons are depressed? Do you all have any trained person at your institution?

Mr. Sookdeo: At St. Jude's we have a resident psychologist, two social workers and two psychiatric nurses who monitor on a daily basis at our facility.

Ms. De Here: What is happening at St. Michael's is that we are in the process of hiring a resident psychologist. Subsequent to which when the children are assessed by Dr. Shaffie, he would indicate that the child may seem depressed and then we have the Children's Authority who do the assessments for some of the residents for us, and we would know and the nurse at St. Michael's, or the child may indicate that he is feeling depressed, and then we would take him to the doctor for assessment. Also we have had two residents who recently came in with a court order for psychiatric evaluation, and we have since asked the assistance of the Children's Authority to have it done for us.

Madam Chairman: So there is not a psychologist or psychiatrist on staff?

Ms. De Here: Not presently. There was a psychologist present at one time, but she has since left. So the board of management of St. Michael's is presently looking to do interviews for a psychologist at St. Michael's.

Madam Chairman: One?

Ms. De Here: One psychologist.

Madam Chairman: Do you consider that sufficient?

Ms. De Here: No, ma'am.

Mr. Scantebury: Our medical doctor would make the assessment and the referral. We have a psychiatric clinic as well, and if the individual needs further intervention he would make further referrals and we would just have to transport the young man to the institution that he recommends.

Madam Chairman: So there are resident psychiatrists and psychologists?

Mr. Scantebury: Yes, we have a psychiatric clinic in MSP.

Madam Chairman: But the boys have to tell the doctor? Is it that the boys have to show something or is there a routine type of monitoring?

Mr. Scantebury: Well, there is routine monitoring constantly with the boys. If a boy is demonstrating any type of mostly unusual behaviour or less than normal behaviour, he would be referred to the medical doctor with the different complaints or the assessment or observations of the staff, and the doctor would make the referral.

Mrs. Jennings-Smith: This is my final question, but it is a question of concern. It is an issue that was brought up by Sen. Chote during her contribution for the financial year 2017, and I want to quote her. She said that:

There is no room for boys at St. Michael's Home for Boys. Boys are being brought back to the court with injuries. They are being brought back to the court in tears after having been attacked at the home.

And these are her words:

It has simply got out of control. So parents are now being told by the court, "Listen, it is better you take your uncontrolled child home, because I am not going to send him to St. Michael's."

She goes on to say:

This is a serious issue especially when you talk to people who are marginalized in society.

You must have been aware of this issue, and you would have heard about this presentation. Can you tell us what have you done since to deal with this particular issue?

Ms. De Here: Presently at St. Michael's School for Boys we have decided, with the help of the Ministry of Social Development, to bring a programme on board in order for the boys to recognize that bullying is against the law. Also we have recently decided to charge boys who have bullied other boys, take them before the court for bullying other residents.

Madam Chairman: Let us get the last question coming from Miss Raffoul.

Miss Raffoul: Thanks, I just have one final question. When the institutions that you all are a part of make certain commitments, are there clear lines of responsibility and accountability, and if there is a team who commits to a certain project, is there a team leader that is responsible for actually ensuring that that commitment happens?

Ms. De Here: Can you repeat the question, please?

Miss Raffoul: When you make certain commitments, is there a team and a team leader that is personally responsible for making it happen?

Ms. De Here: We have a care plan team that meets weekly and they are held with the responsibility. The Deputy Manager is in charge of the care plan and they are charged with the responsibility that any action that has to be taken must be implemented.

Madam Chairman: At this time I would like to invite the representatives from the Office of the Prime Minister and the Ministry of National Security to make their closing submissions. I will like to ask, within your brief submissions you can identify maybe the main challenges that you are facing with respect to achieving your objectives, and any recommendations or solutions that you have been able to implement or are seeking to implement in the very near future.

Miss Johnson: Thank you, Madam Chair. We would just like to indicate that we recognize there are many deficiencies at St. Jude's and St. Michael's, at these interim rehab facilities. We have been trying in the past year to do the programming, hire the staffing necessary to treat with young offenders. Things have been moving but they are not moving at the pace that we would want them. St. Jude's is a good example of where we are in terms of creating these homes and schools as model institutions for the care and protection of the children.

Our challenge remains getting the human resource on board in terms of the legislation and the standards for the care of the children and, of course, we have our challenges with funding to ensure that the accommodation that we provide for those children meets the standard required under the convention and under our local law.

Thank you.

Miss Jacobs: Thank you, Chair. I would just like to say that the Ministry of National Security is at present looking at the whole issue of strategic planning with a view to aligning all our different agencies, some of which have just come back under the Ministry. In some institutions there would be a strategic plan, but to bring that alignment together we have already gone through phase one of the strategic planning process. I guess at some point in time within the year we will be better aligned, and all our agencies would be able to clearly articulate their vision and new strategic objectives, in keeping with the overarching goals and objectives of the Ministry.

We have also recognized that technology can play a very important part in improving our efficiency levels, and so across the board, not only at YTC, but in terms of how we manage data, in moving forward that would be another pivotal aspect of our improvement challenges.

We continue to work with all our stakeholders, including the Office of the Prime Minister because we are all linked by the legislation. So we will continue to work together so that we can have better results in the long-term, and the children who really need these improvements, the benefits will redound to them as well. Thank you.

Madam Chairman: So based on our discussions and our questioning, we have identified certain important issues, the first being the strategic plans which need to be instituted and to be developed for the institutions, along with metrics for the measurements of the objectives that have been elucidated, both in the written submissions as well as orally.

We also looked at the fact that tracer studies or some sort of follow-up would be critical to determine the recidivism rate, and that really speaks to child offenders becoming adult offenders, because that is what every institution before us is trying to prevent.

In addition to that, we were told that the Children's Registry, which should be introduced next year, should assist in that regard with looking at the progress of a child through the system and what can be done and what has been done and what should further be done to ensure the rehabilitation of that child.

We are also pleased to note that the new legislation which is to be proclaimed, will assist in the assessment of children at the level of the court to ensure that they are placed within the correct areas of the institutions, whether the community residence or the rehab centre, and that the level of programming offered to the child then and the care plan that is produced would be more relevant to the child's needs.

We are also recognizing maybe a need for programmes to specifically target young adults who have now left the home and need that extra support, one, and also in terms of their education, they need that educational push and thrust, and an environment which can cater to their needs to ensure that the adults re-entering the system can lead productive lives and can compete with other citizens of the country.

In this regard, I would like to request of each institution before us a process map which charts the progress of a child through the institution itself, from when they come into the institution and as they pass along, to when they would leave the institution. If I can request that that be submitted to the Committee as soon as is possible please, to aid in the report that will come out of this hearing.

We also note the calls, and I am certain it is across the board, of insufficient staffing, funding, resources and especially very critical the whole issue of psychological and psychiatric staff who can assist in those areas, as is very often needed within these institutions to ensure that the young people get the kind of attention that they need.

Lastly, we note the call for the use of technology to increase the efficiency and the data gathering in these institutions which in turn would inform the programming, would inform the policies and impact on the success of the institutions in achieving their stated objectives.

That being said, I would like to thank the media, I would like to thank the officials who came out here with us and were very cooperative in answering all the questions that we had. Any observers we may have had in the gallery, I would like to thank you and, of course, our viewing and listening audience who were here with us today. Anyone who would have submitted questions and comments online, we thank you as well. I would like to now declare this meeting adjourned and wish everyone a wonderful rest of the day.

12.22 p.m.: *Meeting adjourned.*

Appendix III

Site Visit Report



PARLIAMENT
Republic of Trinidad and Tobago

Levels G - 7, Tower D
The Port-of-Spain International Waterfront Centre
1A Wrightson Road, Port-of-Spain

Joint Select Committee on Human Rights, Equality and Diversity



Figure 2 St.Jude's Interim Rehabilitation Centre for Young Female Offenders

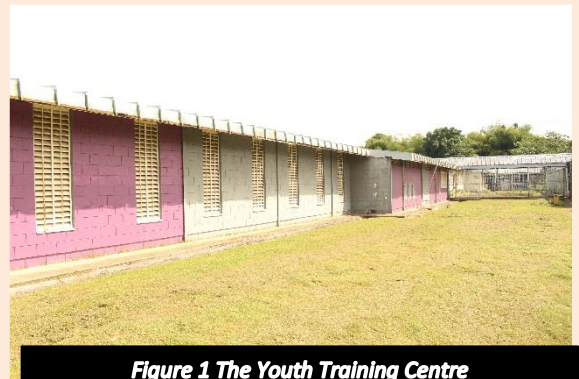


Figure 1 The Youth Training Centre



Figure 3 St. Michael's Interim Rehabilitation Centre for Young Male Offenders

Site Visit Report to Youth Training Centre (YTC), St. Michael's Interim Rehabilitation Centre for Young Male Offenders (SMIRCYMO) and St. Jude's Interim Rehabilitation Centre for Young Female Offenders (SJIRCYFO)

Introduction

At a meeting held on Friday November 04, 2016, the Committee agreed to conduct a site visit at the Youth Training Centre (YTC), St. Michael's Interim Rehabilitation Centre for Young Male Offenders (SMIRCYMO) and St. Jude's Interim Rehabilitation Centre for Young Female Offenders (SJIRCYFO). The Committee wrote to the Ministry of National Security and the Office of the Prime Minister requesting written submissions on organisations under its purview as follows:

- i. Youth Training Centre (Ministry of National Security)**
- ii. St. Michael's Interim Rehabilitation Centre for Young Male Offenders (Office of the Prime Minister)**
- iii. St. Jude's Interim Rehabilitation Centre for Young Female Offenders (Office of the Prime Minister)**

The Committee convened a public hearing with officials on Friday November 04, 2016. While the written and oral submissions provided the Committee with a considerable information on the operations of the Interim Rehabilitation Centres and the Youth Training Centre under the two Ministries, the Committee determined that it would be useful to conduct a site visit to the organisations in order to:

- a) to acquire a realistic perspective of the issues/challenges which may be impacting the entity in question with a view to making informed findings and feasible recommendations in its report to Parliament; and**
- b) to verify evidence received in writing or during the public hearing.**

Thus, the Committee wrote to the Ministries and gave notice of its intention to conduct a site visit on November 16, 2016.

Report

1. The contingent visiting YTC, SMIRCYMO and SJIRCYFO comprised the following persons:

Members

- | | | | |
|------|------------------------------------|---|----------|
| i. | Dr. Nyan Gadsby-Dolly, MP | - | Chairman |
| ii. | Mrs. Glenda Jennings-Smith, MP | - | Member |
| iii. | Mrs. Vidya Gayadeen-Gopeesingh, MP | - | Member |
| iv. | Ms. Jennifer Raffoul | - | Member |
| v. | Mr. Dennis Moses | - | Member |
| vi. | Mr. Rodger Samuel | - | Member |

Parliament Staff

- | | | | |
|------|-----------------------|---|----------------------------------|
| i. | Ms. Candice Skerrette | - | Secretary |
| ii. | Ms. Khisha Peterkin | - | Assistant Secretary |
| iii. | Ms. Aaneesa Baksh | - | Parliamentary Intern |
| iv. | Ms. Melissa Griffith | - | Corporate Communications Officer |

Youth Training Centre Site Visit

Members Present

- i. Mrs. Vidya Gayadeen-Gopeesingh, MP - Member
- ii. Ms. Jennifer Raffoul - Member
- iii. Mr. Rodger Samuel - Member

2. On arrival at YTC, the contingent assembled and was greeted by the following officials of the facility including:

- Mr. Cecil Duke Commissioner of Prisons (Ag)
- Mr. Elvin Scantebury Superintendent of Prisons (Ag)
- Mr. Garvin Ferrette Legal Officer

3. The tour commenced at approximately 10:30 a.m. Prior to the commencement of the tour, a short meeting was held with YTC officials to welcome the Committee, exchange introductions and host a question and answer session.



Figure 4 The Members at YTC being welcomed and introduced by Mr. Scantebury

4. The tour of the facility was guided by Mr. Evlin Scantebury, Mr. Cecil Duke and Mr. Garvin Ferrette. Officials from the Children's Authority of Trinidad and Tobago also joined the facility tour.
5. The tour began at the Administrative Building and then moved to the dormitory section where the remanded inmates and those charged with capital offenses were held. The Members were shown the refurbished dorms of the YTC and the present condition of some of the dorms that were not renovated.

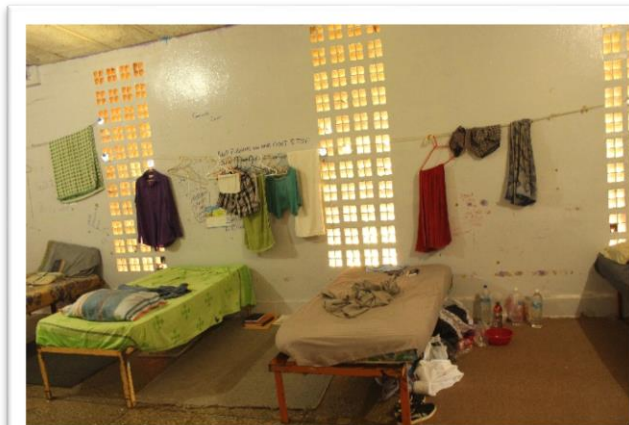


Figure 5 Dorms at YTC that still need to be renovated



Figure 6 One of three newly renovated Dorms at YTC

6. The tour then moved to the trade shop for barbering. The Members were introduced to some students in the barbering programme and were informed of the achievements of the students in the programme. The community work of the YTC Outreach Programme was highlighted during the tour. It was noted that the young barbers visited the Pt. Fortin Senior Citizens' Home to give the residents free haircuts.

7. The tour was then guided to the school area of the facility where the Committee was met by Mr. Persad, Principal of the facility. The Members then asked him questions on the quality of education the students received in order to ascertain whether the young men leaving the system were able to attain the required level of education to function on their own.



Figure 7 Members of the Committee and Mr. Duke at the School Facility at YTC

8. The tour then moved to the Reflection Area and on the way, the Members stopped at the Cultural Centre and the Medical facility for inmates.
9. At the medical facility, the Members were able to meet the nurse on shift and ask questions as well as view the facility.
10. At the Cultural Centre the Members were introduced to the instructor and were able to hear some of the group achievements.

11. At the Reflection Area, the Members were able to enquire on the separation penalty for the boys at the facility and the time period the inmates would stay in the area. The Members were allowed to view the cells and conditions of the area.



Figure 8 Reflection Area where the boys are kept after breaking the rules of the institution.

12. During the tour the following issues were discussed:

i. Resources

- Lack of resources to upgrade the facility and the need for an additional budgetary allocation to adequately cater to the needs of the inmates;

ii. Legislation

- Proclamation of the legislation for YTC to be officially recognised as a rehabilitation centre that would allow for the accommodation of boys under the age of 16;
- Legislation needs to be drafted to prohibit parents from abandoning their children at the rehabilitation facilities;
- The remand period of the boys on capital offences is usually 10 years before the case is sent to trial;

iii. Family Visits

- Many of the boys housed at the facility do not receive visits from their parents and are abandoned by their families upon entering the facility;
- The officers highlighted the importance of the family in the rehabilitative and healing process of young offenders.

iv. Education

- 60 % of the boys at the facility have a secondary school literacy level;
- Difficulties were faced to gain employment upon exiting YTC;

v. Abuse

- The Committee was informed that there have not been any allegations of sexual abuse reported by the inmates. However, it was noted that the introduction of two new inmates, who officers allege to be homosexual, had caused some anxiety amongst the other inmates, but the officers were able to quell the concerns of the other boys;
- There have been cases of violence among inmates of the Facility.

13. The Members were debriefed at the Administration Building where they met with the Mrs. Cheyronne Cyrus-Williams, Prison Psychologist and were able to ask about the psychological evaluation and assessment of the young offenders upon entering and leaving the facility.



Figure 9 Members of the Committee speaking to the Prison Psychologist at YTC

14. The tour was concluded at approximately 11:45 a.m., where the members then proceeded to the Office of the Parliament for lunch until 12:50 p.m.

St. Jude's Interim Rehabilitation Centre for Young Female Offenders Site Visit

Members Present

- | | | | |
|------|------------------------------------|---|----------|
| i. | Dr. Nyan Gadsby-Dolly, MP | - | Chairman |
| ii. | Mrs. Glenda Jennings-Smith, MP | - | Member |
| iii. | Mrs. Vidya Gayadeen-Gopeesingh, MP | - | Member |
| iv. | Ms. Jennifer Raffoul | - | Member |
| v. | Mr. Dennis Moses | - | Member |
| vi. | Mr. Rodger Samuel | - | Member |

15. On arrival at the site, the contingent assembled at the Administrative Building and were greeted by SJIRCYFO officials including:

- | | | | |
|---|------------------------------|---|-----------------------------|
| • | Mrs. Yvette Bruce | - | Manager (Ag.) |
| • | Mr. Deoraj Sookdeo | - | Deputy Manager (Ag.) |
| • | Mrs. Tonya Greaves | - | Psychologist |
| • | Mrs. Patricia Caddette-Petit | - | Liaison Officer (School) |
| • | Ms. Patricia Alexander | - | Juvenile Home Supervisor II |
| • | Ms. Camille Mitchell | - | Social Work Assistant |
| • | Mrs. Malika McLeish | - | Human Resource Specialist |

16. The tour commenced at approximately 1:40 p.m. Prior to the tour's commencement, a short meeting was held with the officials for the exchange of introductions and a warm reception from the institution's management.



Figure 10 The Committee being welcomed by the management and staff of SJIRCYFO

17. The tour of the facility was guided by Mr. Deoraj Sookdeo. Officials from the Office of the Prime Minister also joined in the tour of the facility.

18. The tour began at the Houses for the girls also known as the Camil Home and St. Therese House. The Members were shown the dining and lounge areas of the Home and were given an opportunity to speak with the residents of the home. There are twenty (20) residents housed for “beyond control” at the Home. The Committee was informed that most females were placed at the Home for protection as most of them ran away from home because of sexual and physical abuse. The Committee was also informed that some of the girls have STDs which they contracted prior to entering the Facility.



Figure 11 Dormitory of the 'committed' girls at St. Jude's Home for Girls

19. The tour then proceeded to the dormitory area of the committed girls at the Home. The Members were able to view the dormitory conditions and posed questions on the dormitory's rules.
20. The Committee was taken to view the Computer Room and this room is also utilized for Mathematics and English classes and to also complete homework. The Committee was informed that the computers were donated by Scotia Bank.



Figure 12 Computer Room/ Study Room for the Girls at St. Jude's

21. The tour continued into the kitchen where all the meals are prepared by the cooks and then sent to the various departments.

22. The tour then moved to the School Area for the girls which included a Recreational Space and a Special Education Room. The Members were then invited to speak with



special education teacher. Members sought to determine whether the outdated teaching methods used benefitted the remedial students. The teacher informed the Committee that other practical teaching methods were used.

23. Thereafter, the tour was guided to the St. Jude's Rehabilitation Centre for Young Female Offenders which consisted of a laundry area, kitchen area, classroom and the upstairs dormitory for the girls on remand. The Members were invited to interact with the girls at the Centre. The girls in this area were on remand for criminal



Figure 14 Committee Members viewing the remand area for the girls.

offences.

24. The Members were also shown the Transition House which included the Medical Facility. The Committee was informed that the House was used for the girls who were turning or about to turn eighteen (18) years, to aid with the transition out of the Facility.

25. During the tour the following issues were discussed:

i. Resources

- Lack of resources available for the upgrading of the facility and the need for an increased budgetary allocation for the facility to cater to the needs of the girls;
- The facility is in urgent need of an upgraded electrical system since the old system is unable to accommodate the additional electrical load required for air condition units and other appliances;
- The current Rehabilitation Centre is not appropriate to house the girls as there is limited space on the compound. There is no additional room for an extension and new Facility is required;

ii. Legislation

- Many of the girls are not ready to leave the facility, however, must leave at eighteen (18) year according to the law;
- Legislation needs to be drafted to prohibit parents from abandoning their children at the rehabilitation facilities;
- It should be mandatory that the family plays a role in the child's rehabilitation at the facility;

iii. Family Visits

- Many of the girls housed at the facility do not receive visits or phone calls from their parents. Many of the young ladies cannot return to their homes upon leaving the facility. As such the staff tries to assist by finding rooms at the Salvation Army Hostel and half way homes;
- The Committee was informed that family visits are allowed every 2nd and 4th Sunday and phone calls are allowed every Thursday;
- The Committee was advised of the negative psychological effects that resulted from family members who do not visit;

iv. Donations

- NGOs give donations in the form of programmes and activities for the girls and sometimes throw parties for the girls;
- Donations from persons are also allowed, however, there has been a reduction in the donations received over the years.

v. Education

- Committed girls have access to attend programmes at Servol, Junior Life Centres and go to schools outside the facility;
- The Committee was also informed that currently there are three (3) girls ages 13, 14 and 17 who need the assistance of the Special Education Teacher;

vi. Sexual Abuse

- The Committee was informed that many of the girls at the facility were sexually abused and some of the girls have tested positive for STDs.



Figure 15 The Committee after the performance by the girls of the SanFest group

26. At the end of the tour, the Members were invited to view a performance by the girls from St. Jude's Home, which was a performed for SanFest.

27. The tour was concluded and the Members left at approximately 3:00 p.m.

St. Michael's Interim Rehabilitation Centre for Young Male Offenders Site Visit

Members Present

- | | | | |
|------|---------------------------|---|----------|
| i. | Dr. Nyan Gadsby-Dolly, MP | - | Chairman |
| ii. | Ms. Jennifer Raffoul | - | Member |
| iii. | Mr. Rodger Samuel | - | Member |

28. On arrival at the facility, the contingent assembled at the Rehabilitation Centre and was greeted by SMIRCYMO officials including:

- | | | | |
|---|--------------------------|---|---------------------------------|
| • | Ms. Mary De Here | - | Manager (Ag.) |
| • | Ms. Allison Joseph | - | Deputy Manager (Ag.) |
| • | Mr. Dominic Martin | - | Welfare Officer |
| • | Mr. Fitzgerald Pierre | - | Care Giver II |
| • | Mr. Kenrick Joseph | - | Assistant Facilities Technician |
| • | Mrs. Malaika Rudder | - | Human Resource Specialist |
| • | Mrs. Gail Neptune-Joseph | - | Human Resource Personnel |

29. The tour commenced at approximately 3:44 p.m. Prior to the tour's commencement, a short meeting was held with the officials that introduced and welcomed the Committee to the facility.



Figure 16 Members of the Committee being welcomed by Ms. DeHere at SMIRCYMO

30. The tour of the facility was guided by Ms. Mary De Here and Ms. Allison Joseph. Officials from the Office of the Prime Minister and the Children's Authority also joined in the tour of the facility.

31. The tour of the newly renovated Rehabilitation Centre commenced with the classrooms. The Members were also able to view the Segregation Room and the Serving Recreational Area. The Members posed various questions about the use of the rooms and the duration of time the boys on remand spent in the segregation area.



Figure 19 Dormitory of the boys on Remand

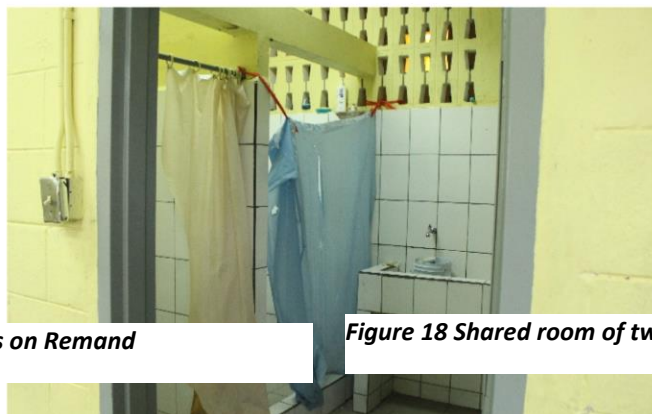


Figure 17 Bathroom area for the boys on Remand



Figure 18 Shared room of two of the boys on Remand

32. The tour then moved to the Dormitory Area for the boys on remand which was separated into two rooms with six (6) rooms each in both rooms. The Members were allowed to view the dorms and interact with the inmates as well as pose questions to the caregivers of the boys.

33. The Members decided to expand the tour to the Community Residence of the facility where the boys classified as 'beyond control' are housed. The tour was led to the dormitory area for the boys. The Committee was able to interact with the residents and were shown a newly refurbished dorms as well as the other yet to be refurbished dorms.



Figure 21 Refurbished dorms for the 'beyond control' boys at SMIRCYMO



Figure 20 Dorms that need to be refurbished for the 'beyond control' boys at SMIRCYMO

34. During the tour the following issues were discussed:

i. Rehabilitation Centre

- The space in the Centre appears not to be built through specification. The rooms are very small, the corridors are very narrow and there is little ventilation;
- The bathroom and kitchen area are partially destroyed and not well kept;

- Lack of resources available for the upgrading of the facility and the need for an increase in the budget for the facility to cater to the needs of the boys;
- The facility needs new dorms and more space for the boys on remand;
- Current Centre is not appropriate to house the boys. There is inadequate space as it currently houses 21 boys, although there are only rooms for 12 boys. As such some of the boys are provided with mattresses that are placed on the ground in the small rooms that are designed for one person;
- Inadequate amount of supervisory staff;
- There is a lack of human resources with the requisite qualifications in psychology to assist in the rehabilitation of the young male offenders;
- There is no permanent social worker at the facility, all social workers are hired on contract as needed;
- The Facility also uses the services of the Mediators from the Ministry of Community Development, Culture and the Arts when conflicts arise with the offenders;
- The type of child offenders at the Centre are mixed within the two rooms. Those with capital offenses and held in the same room with boys who committed less grievous crimes which causes a behaviour change in the boys.

ii. Community Residence

- The dorms are in urgent need of repair or new dorms renovated for the boys at the Home;

- Increased funding to deal with lighting issues as well as the environmental problems caused by the new fence for the rehabilitation facility;



Figure 23 Bathroom for boys at the Community Residence of St. Michael's

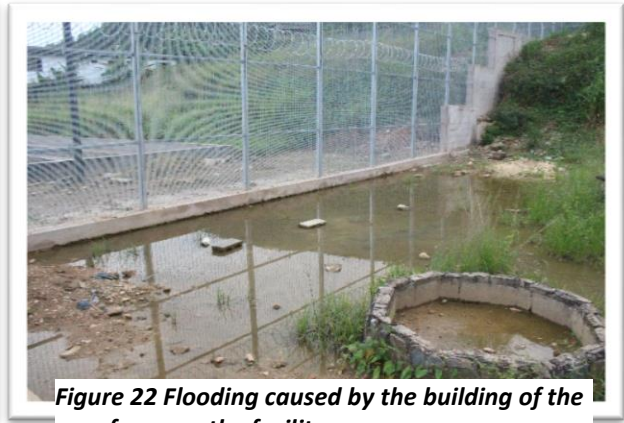


Figure 22 Flooding caused by the building of the new fence on the facility

iii. Family Visits

- Some of the boys housed at the facility do not receive visits from their parents and are abandoned by their family upon entering the facility;
- Lack of parental or familial support for the children creates additional psychological issues for the boys;

iv. Donations

- NGOs give donations in the form of programmes and activities.
Donations can be made through the Manager of the Facility.

v. Education

- The boys on remand at the Rehabilitation Centre have tutors;
- The boys from the Community Residence are allowed to go to school outside of the facility and are given the opportunity to attend extracurricular activities.

vi. Legislation

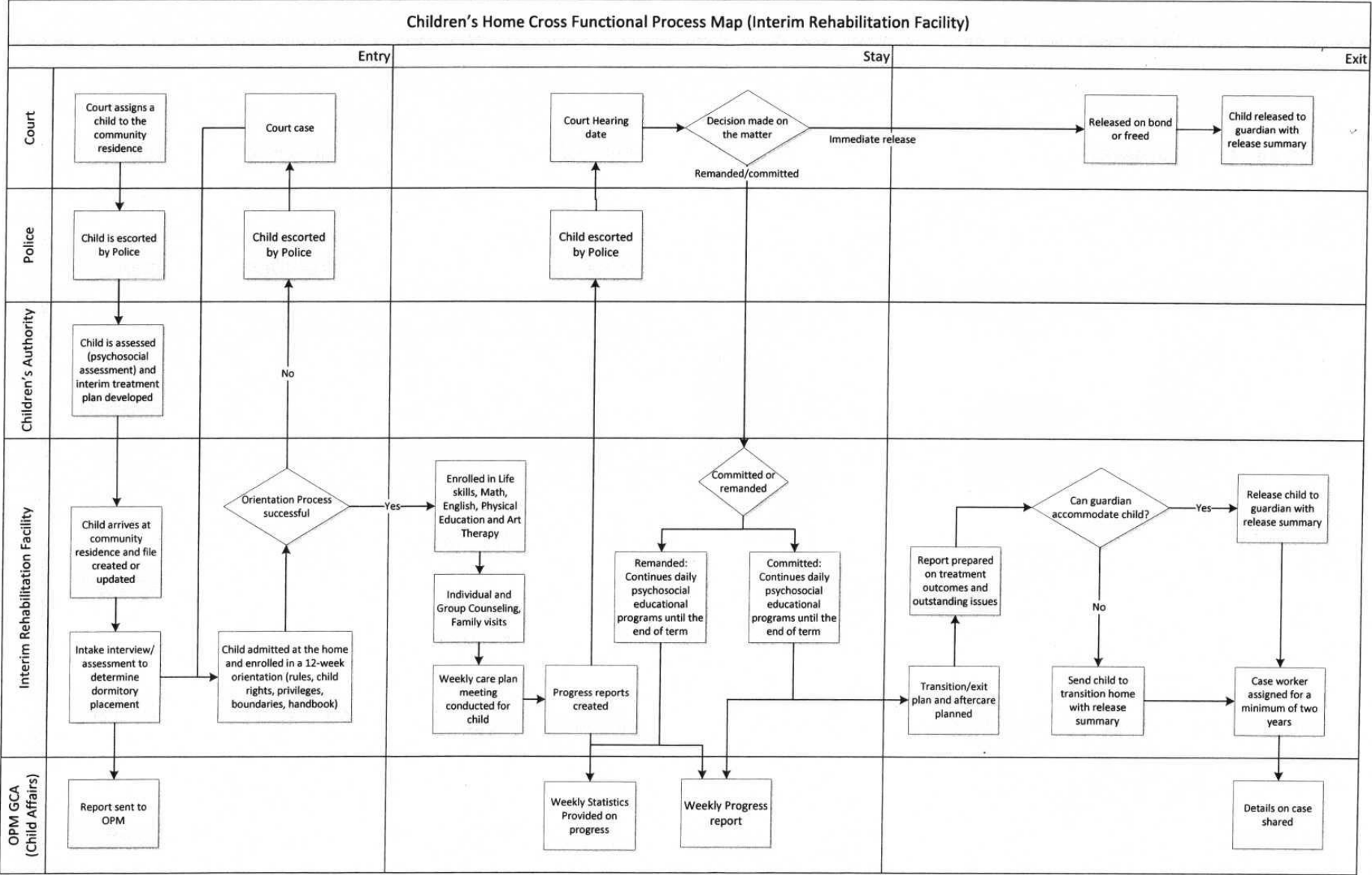
- The remand period of the boys is approximately 10 years before the case is sent to trial;
- Legislation needs to be created to prohibit the parents from abandoning their children at the facility and ensure that the family plays a role in the children's rehabilitation at the facility;

vii. Abuse

- The matter of the three officers who are on suspension was raised and the Committee was informed that two of the matters were heard last year (2015) and one more was heard in May, 2016.

35. The tour was concluded and the Members departed at approximately 5:40 p.m.

Appendix IV
Process Map -
St. Michael's School
for Boys and St
Jude's Home for
Girls



Appendix V

Admittance Policy

and Process Map -

Youth Training

Centre

Youth Training Centre Admittance Policy

Steps Taken at Child's Intake

1. RECEPTION

A child is brought to the Reception at the Youth Training Centre by a Police Officer and handed over to the Reception Officer together with his warrant of commitment.

2. INTAKE INTERVIEW

The Reception Officer interviews the child about the information contained in the warrant and checks that the warrant of commitment contains all the necessary information and that the document is legal.

3. LEVEL OF SERVICE/CASE MANAGEMENT INVENTORY (LS/CMI)

The child shall also be assessed using the LS/CMI Level of Service/Case Management Inventory.

4. MEDICAL EXAMINATION BY INFIRMARY OFFICER

All sick or wounded children will be examined immediately on arrival, by the Infirmary Officer. A statement shall be taken from the child detailing circumstances of the injury/sickness and witnessed by escorting Police Officer.

5. SPECIAL SEARCH

The child is then asked to declare all his items in his possession, thereafter, he is diligently searched.

6. COLLECTION OF ALL PERSONAL EFFECTS

All personal effects and money are taken from the child (except clothing in the case of a "child charged" and in the case of a "child offender" all clothing is taken and stored at the reception. "Child Offenders" are given institutional clothing.

7. PHYSICAL DESCRIPTION

A detailed description is taken of the child at the back of the warrant. Physical properties are carefully noted at this stage.

8. CASE DETAILS RECORDED

The Reception Officer then records the following; child's case number, name, charge, date remanded to, or sentence and final Date of Discharge, bail status and court jurisdiction, together with the child's property and then allows the child to sign the Property Book.

9. PHOTOGRAPH TAKEN

The child will be photographed for the purposes of effective record keeping and identification.

10. DISPENSATION OF LIGHT NECESSITIES

The child is then issued with toiletries and eating utensils, together with sheets, towels or articles of clothing if necessary and is allowed to have a bath.

11. DORMITORY ALLOCATION

The child is then housed in his respective sleeping area, according to his classification. (Child Charged, Child Offender)

12. MEDICAL EXAMINATION BY INFIRMARY OFFICER

The child shall, within forty-eight (48) hours after admission, be separately examined by the Medical Officer, who shall record the state of health of the child, and such other particulars as the Commissioner of Prisons may request him to record.

13. WELFARE INTERVIEW

Within forty-eight (48) hours after admission, the child is interviewed by the Welfare Officer who will:

- Conduct an orientation session to acquaint the child with the institution and the training programmes available to him and to apprise the child of the rules of the institution.
- Respond to any queries/concerns the child may have including contacting his family.

14. YTC's HANDBOOK DISTRIBUTION

The resident shall be given a copy of the Youth Training Centre handbook on admission and it shall be read to him in the event he cannot read it himself.

15. NEW COMMITTAL INFORMATION FORWARDED

The Commissioner of Prison shall cause the Children's Authority to be informed of all persons admitted to the institution.

Steps for discharging a child

- The Warrants Clerk is responsible for the compilation of a Discharge List. This Discharge List is prepared daily and certified correct by the officer-in-charge of that Station - usually the Superintendent of Prisons in his absence the Assistant Superintendent of Prisons.
- This list is then handed over to the Reception Officer, who in turn would have the child prepared for discharge.
- On the morning of discharge, all valuables kept in storage are handed over to the child in the presence of the supervisor, they would sign the Property Book acknowledging as receiving same. The Reception Officer also signs the Property Book as evidence of having handed over all properties in order.
 - All child offenders shall be seen by the Prison's Medical Officer, before they are discharged. The Medical Officer would state his observations in the resident's record. The Welfare officer shall also interview the child before his final date of discharge.
 - All child offenders shall be interviewed by the Superintendent, Assistant Superintendent or the Supervisor - before they are discharged. During this interview the Superintendent has with him the child's record, the Property Book and the Discharge List. Questions are asked to ascertain that all valuables, clothing and cash taken at reception are returned and if anything was learned from his experience. When the Superintendent of Prisons is satisfied that the child did receive his property, the Superintendent then signs the Property Book, the records and the Discharge List.

Discharge

Discharge on Sunday or Public Holiday

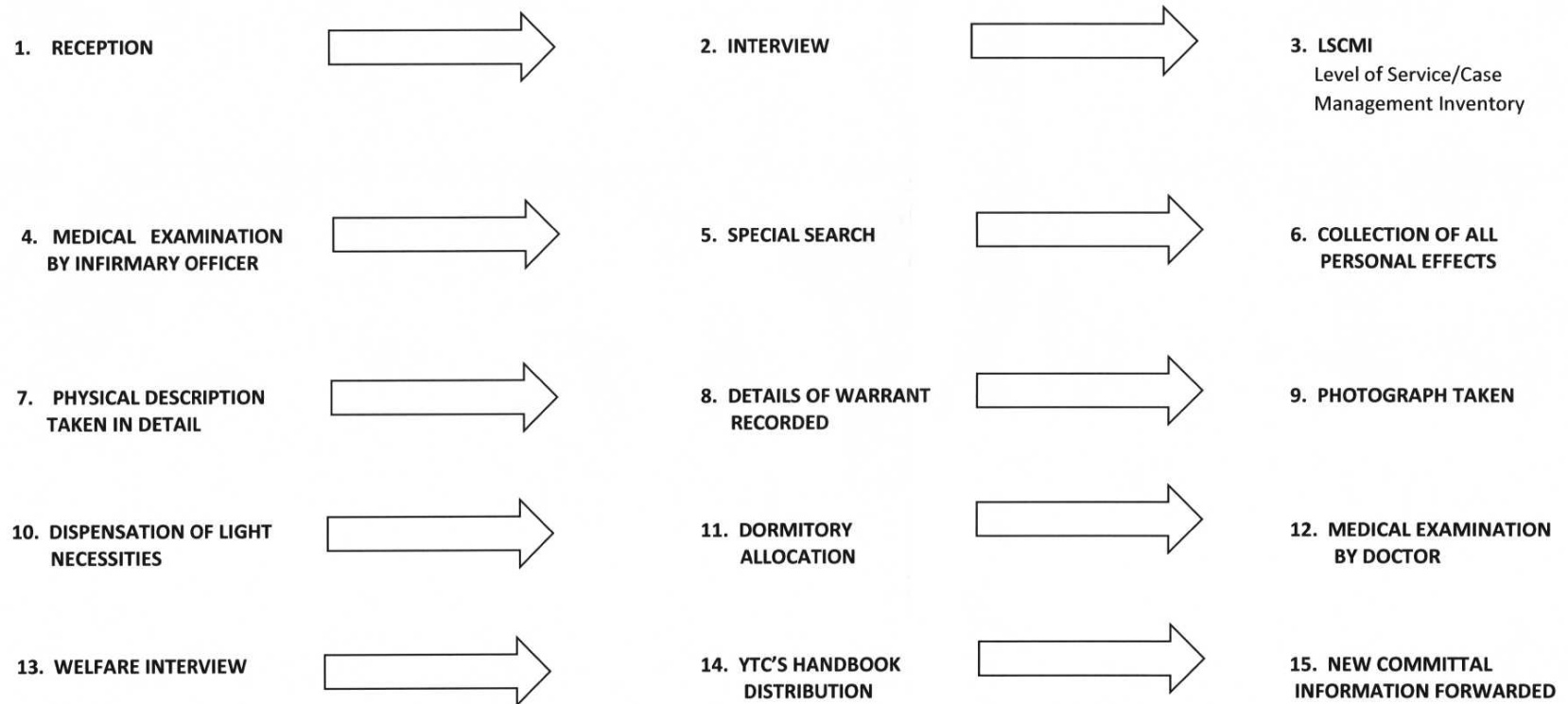
Every resident whose term of commitment expires on Sunday, Christmas Day, Good Friday or Corpus Christi, shall be entitled to his discharge on the previous day. Residents from Tobago whose commitment would expire on the day after the departure of the coastal or other convenient steamer, shall be discharged on the day before.

Return of Clothing on Discharge

On the discharge of a resident, his own clothing shall be returned to him unless it has been found necessary to destroy or otherwise dispose of them in which case appropriate clothing shall be provided.

- In the case of a child charged, the Warrants Clerk prepares a discharge list containing all the names, charges and various courts of all persons due to attend court.
- This list is prepared daily and certified correct by the Superintendent or the Assistant Superintendent of Prisons.
- On the morning the reception officer prepares the child for his attendance at court. His property is handed over and he signs the Property Book as receiving same.
- The child is then handed over to the escorting police officer who then signs a body receipt for receiving the child.

TRINIDAD AND TOBAGO PRISON SERVICE
YOUTH TRAINING CENTRE
PROCESS MAP FOR NEW COMMITTALS



Appendix VI
Draft Operational
Procedures and
Protocols -
St. Jude's Interim Rehabilitation
Centre for Young Female Child
Offenders

OPERATIONAL PROCEDURES PROTOCOLS AND POLICIES; REHABILITATION CENTRE

Purpose & Function- A clear purpose and function of the home should be stated. Mission, aim and objectives can be included here.

Example of Aim:

St. Jude's Home aims to provide holistic approaches to youthful offenders which addresses individual needs and prepares them to return to living in the community. This approach includes all aspects of a child or young person's life, need for care and protection, education, therapeutic services, and in recognising that children live within systems of family and community; a restorative approach that ensures children's voices are heard, and when possible, solutions arrived are negotiated.

Model of care approach:

St. Jude's Home for Girls will be identified as a 'Rehabilitation Centre' a residence for the rehabilitation of youthful female offenders, in which youthful female offenders are lodged, clothed, and fed as well as taught. The rehabilitation centre is therefore a home for children within a secure setting that provide a safe environment to allow children to address concerns resulting in the loss of their liberty. The rehabilitation centre aims to consider all aspects of the female child offender's wellbeing including physical, mental, emotional, health, lifestyle choices, maintenance of dignity and respect.

1. **Care of Residents-** Residents will be cared for by staff with whom there is effective communication. Day-to-day care is of good quality and takes account of their individual needs without discrimination. The quality of care provided would be equivalent to that which would be expected of trained carers supported by a multidisciplinary team experienced and specialty trained managers. Residents are rewarded for the achievement of acceptable behaviour facilitated by written within a behavior policy and explained within the context of an orientation program and receipt of a resident handbook. Early intervention, development of problem solving skills, group living, and pro-social modelling additionally support personal development.
2. Measures of control must include a privilege system and expressed residential regulations which would assist to motivate appropriate behaviours. Restraint is a last resort and conducted in ways that exclude hurt or harm to residents.

3. OPERATIONAL RELATIONSHIPS

The management of St. Jude's Home (Rehabilitation Centre) shall promote a reciprocal system of relationships-administrative, instructional and cordial amongst:

- i. The **Minister** to whom responsibility for Industrial Schools and Orphanages is assigned
- ii. The **Permanent Secretary** who is the Financial Officer to whom responsibility for Industrial Schools and Orphanages is assigned
- iii. The **Children's Authority** to whom responsibility for the licensing of Rehabilitation Centres and Orphanages is assigned
- iv. The **Statutory Authorities Services Commission** responsible for the appointment and discipline of some human resource
- v. The Catholic **Church** the body having management and control of the church
- vi. The **Board of Management** instituted by the Church and delegated responsibility for the management and control of the school
- vii. The **Parents, Guardian and or Caretakers** to whom their children are in care
- viii. The **Manager** appointed on the recommendation of the Board for the day-to-day management of the school including subordinate staff directly responsible to the Board

4. COMMUNICATION

- i. All communication to and from the school shall pass through the Manager, Secretariat of the Board of Managers and copied appropriately to the reporting Ministry.

- ii. The Board shall maintain an on-going relationship with the day-to-day Manager through its sub-committees and the Secretary to the Board.

5. SUB-COMMITTEES

The Board shall appoint, from among its members, sub-committees. Such sub-committees shall include the Manager, Deputy Manager, or any other Senior Staff recommended by the Manager. This arrangement shall enable expeditious and timely attention to the various issues as they arise. The Sub-Committees are:

- i. Finance and Accounting
- ii. Education, Welfare and Development
- iii. Human Resources and Personnel
- iv. Grievance

6. STAFF ROLES, RESPONSIBILITIES AND SUPERVISION

Purpose: To provide an overview of the roles and responsibilities of individual members of the care team in providing a safe and rehabilitative living environment for young people in secure residential care (i.e. Managers; Psychologists; Welfare and Life Skill Officer, Social Workers, Education Officers; Residential Care Officers and Carers).

Practice Requirements

All staff contribute different expertise and strengths, in a variety of roles to a collaborative care team which aims to provide a consistent, safe and nurturing environment for young people in residential care. While different levels of responsibility exist in accordance with line management roles, a successful residential care team focuses on the residents' needs; communicates openly; plans and works closely together and supports each other to best meet the needs of the children and young people in their care.

The care team has a responsibility to maintain the school to the highest possible standard. The school, fixtures and fittings, together with the surrounding gardens should all be maintained to a 'home-like' standard. Any damage or mal-functioning equipment (e.g. washing machines, dryers, reticulation systems, etc.), or failure of contractors to maintain services to the expected standard, should be reported to facility type management immediately for rectification. It is envisaged that staff and residents will take an active role in maintaining the facility

Managers lead and display the expected behaviour and develop a sense of common purpose and team cohesion consistent with the principles underpinning the Rehabilitative Care Conceptual and operational framework for children in conflict with the law. They manage team resources, human and physical, act in accordance with delegations and ensure compliance with guidelines.

- Managers develop positive partnerships with external agencies and other stakeholders (e.g. Neighbours) ensuring that planning takes place within the school to promote predictability for the young people (e.g. resident meetings, activity planning).
- Managers contribute to the broader planning and management processes of residential care and the various departments. They contribute to the development and implementation of policy and program frameworks and manage local projects.
- Managers provide monthly reports to the Board of Directors,

The **Psychologist** will provide specialist advice and consultative support to residential staff on the provision of clinical assessments and therapeutic care to children or young people. Psychologists will be based in residential care, and not in a separate office setting, and are involved in all aspects of the young person's daily life as consultant to the Pare-Plan Team.

- The psychologist will be a change agent in the delivery of services to children or young people in the residential care setting by:
 - Working closely with the manager and other care plan team members on developing and creating a therapeutic environment;
 - Working collaboratively with residential staff and guiding and supporting the provision of therapeutic care; and
 - Interacting with the young person regarding continuous assessment, therapeutic counseling; individual, group and family therapy.
- The psychologist will be develop and deliver social programs in conjunction with the care-plan team and in cooperated within the day programs and orientation programs for residents (remands and committals).

The **Education Manager** plans, delivers and maintains suitable schooling and education programmes for young people in residential care. They consult with appropriate staff (and ICP team), young people and families and make a significant contribution to the development of a child or young person's activity program and contribute to case conferences as appropriate.

- The Education Officer liaises and negotiates with carers, schools and other education providers and relevant agencies to provide appropriate learning and education opportunities to children and young people in residential care.

The **Deputy Manager** undertakes a similar role to the Manager, providing a high standard of group care consistent with the program objectives and supervises and works alongside the Manager and home carers, or life skill supervisor in all matters impacting on the management and welfare of the young people in the home. The Deputy Manager leads the care-plan Team but receives advice on management issues relating to children from the Multidisciplinary Team and in their absence, the Psychologist.

When required, the Deputy Manager directs the operations of the home and ensures compliance with legislation, policies and practices and management instructions. Persons performing outside policy requirement are liable to disciplinary approaches as indicated by the deputy manager in the absence of the Manager.

The **Life Skill Facilitators (or carers)** is a member of a team that provides group and individual residential care to young people who at times may display challenging behaviours. They create and maintain a safe and caring environment for young people that are consistent within the Conceptual and Operational Framework. They plan, coordinate and participate in lifestyle and recreational activities with young people to promote positive growth and development.

- Such carers contribute significantly to the daily activities of young people, provide a high standard of care and supervision and very valued members of the care approach. They undertake and organise housekeeping and maintenance to ensure a positive and safe physical environment.
- Carers must document within case notes and record activities apart from the main log. These include activities and critical incidents to assist with the record keeping, meet statutory requirements and assist with appropriate response to children's needs. They may also liaise with families and where appropriate, provide support. Each young person may be allocated a key carer or supervisor as a main worker or support **key worker**.
- The key worker is expected to have regular discussions and get to know the young person more thoroughly (their interests, likes, dislikes, goals, fears), to ensure that their needs are being addressed by the care team and to provide additional support as needed. In addition to the care team, the key worker in particular, will: liaise with Welfare Officer/Case Manager, social workers and other members of the care team to ensure care-plan implementation.
- the Psychologist, the Manager and welfare personnel regarding the needs of the child or young person; ensures that the young person's material needs (including clothing, toiletries and personal items) are met; liaise with the Case Manager to organize practical matters (e.g. access to funds, appointments); ensure that special events relevant to the young person are planned for (e.g. the young person's birthday, family members' birthdays, cultural events); assist the young person to have maintained, personal records (certificates, photographs, memberships); and participate in discussions, planning and reviews involving the young person. All these concerns are written within a care-plan. Carers and supervisors must access training to function within this legal requirement.

7. Training/Development

- The Manager and staff will participate in training conducted by the Ministry and Children's Authority and any other agencies acquired to facilitate staff's skills and ability to work within children within the requirement of the law.
- Other on-the-job training will be provided to staff.
- All staff must be trained in general first aid, including CPR and other child relevant skills including implementation of the rights of the child; deprived of their liberty.
- Training by (professional) volunteers will be supported.

9 Work Policy

- Working hours are as follows:
 1. Domestic Employees (Manager, Accountant, Clerical) will work 8 am until 4:15 (Monday to Thursday) and 8 am to 4:00 (Friday)
 2. Three eight (8) hour shifts or two 12 hour shifts will be staffed in such a way that there are employees on duty for the entire 24 hour period 1 staff to a maximum of 5/6 children:
 - a. 7:00 am to 3:00 pm
 - b. 3:00 pm to 11:00 pm
 - c. 11:00 pm to 7:00 am, or combinations of shifts including, or (d) below
 - d. 7.00am to 7.00pm (12hrs) and 7.00pm to 7.00am (12hrs) with
 - All employees must dedicate themselves to their work
 - Employees are expected to remain active during working hours.
 - At no time should the School's confidential procedures be discussed outside the School.
 - Mutual respect should be displayed in keeping with the principles of the School.

- Gossip is strongly discouraged.
- 10 **Child Protection**- Residents shall be protected from abuse and systems implemented to ensure such protection. These include hiring of an advocate, complaint's procedures and incident's reports.
 - 11 **Residents Rights**- Residents should receive care in a manner which safeguards their rights and actively promotes their welfare. The practices of the home should promote the additional rights afforded to young people living in alternative care.
 - 12 **Planning for Residents**- The facility would maintain written care/treatment plan for each Resident entering its care. The plan is developed in consultation with parents/guardians (whenever possible) and the resident with members of a care team (identified within the care-planning policy). The plan stresses the need for regular contact with the family and prepares the resident for leaving care. The plan promotes the general welfare of the resident including appropriate provisions to meet his basic needs including but not limited to educational, health, emotional and psychological needs and special needs. The experience of residents is enhanced by a positive working relationship between professionals and carers or life skill facilitators.
 - 13 **Staffing and Management**- Staff shall be organized and managed in a manner designed to deliver the best possible care and protection for residents in an efficient and effective manner.
 - 14 **Education**- Education is recognized as an important factor in the lives of residents in remand as well as those committed. Each resident has a right to receive an appropriate education for age appropriate developmental level.
 - 15 **Health**- Health Care is an essential element in any arrangement for the care of youths. Each resident has a right to receive appropriate health care and advice. Healthy lifestyles are promoted.
 - 16 **Premises, Safety, & Security**- The facility is located on premises which are suitable, safe and secure for the purpose of providing residential care to young people.
 - 17 **Dealing with Offending Behavior**- Individual youth interventions must be in place to address offending behaviors consistent with the young person's assessed needs. A behavior management policy will provide guidelines on approaches for managing offending behaviors.

18. POLICIES, LEGAL FRAMEWORK AND PROCEDURES

a. Residential Policies

- i. Residents should follow the policies and timetable of the home.
- ii. Residents should not use equipment, including kitchen equipment, within the facility without permission and or supervision.
- iii. Residents should not use the telephone without permission.
- iv. The Manager and staff will monitor all contact with outside personnel.
- v. Residents will be adequately supervised, based on age group.
- vi. Residents should never be left unattended either on or off the premises.
- vii. The personal belongings of all young people should be left in the care of the Manager.
- viii. Every resident will be treated with respect and dignity.
- ix. All requests and opinions from a resident should be listened to with respect and care.
- x. All forms of corporal punishment are prohibited.

Food/Visits should not be withheld as a punishment.

All employees are liable to disciplinary matters if these legal frameworks are neglected

18.b Legal Framework

The Legal Framework and function of St. Michael's School for Boys and St. Jude's Home for girls as Temporary Rehabilitation Centres) as mandated by the following:

- i. The Children's Authority Act (2012), proclaimed on.....
- ii. The Community Residences, Foster Homes and Nurseries Act (2000); section 45
- iii. Cabinet Note (.....) Temporary Rehabilitation Centre (.....)
- iv. Juvenile Justice Act 13:06.....

When a young person is committed, they remain at the school until age eighteen (18) unless otherwise stated. If their case is reviewed, or, and obtains a license for release. The legal parameters provides for a resident to be reintegrated into society before 18 once certain conditions are met and at the point of a case review.

When young people are remanded and or committed to St. Michael's by way of the Court. The matters fall into two categories:

1. Court Orders; criminal Offences where a young person has broken a specific law and brought before the court on a police charge.

19. Programmes:

All programmes should generate learning that is therapeutic and beneficial in both the short term and long term. As such, events may support pleasure or the ability to develop expertise that can later support an economic earning or form the basis for development of an external social network, for example, sporting skill, cooking skill. Children can form friendships with coaches and external peers **to generate long term relationships and social support networks.**

20. Admittance Policy

The focus of the Resident's programme will be directed towards rehabilitation and re-integration of residents' reunification with families within a balance of child rights and safety. As such, residents will enter programs and access care-plans that prepared for early release where possible and long term development as the individual case determined by reason of consideration by a multidisciplinary Team.

A most critical part of the admission process will be the filling out of admission or intake forms in order to gather pertinent information needed to ensure a social history that indicate resident's needs. Residents will be interviewed with their parents, guardian and or previous caretaker (whenever possible).

The admission/orientation process shall include the following:

Residents arrive on a court order when they commit a criminal act and require rehabilitative care. Prior to beginning the intake process staff will assess the individual to ensure that the individualised programme that is developed, adequately addresses the individual's needs. (see care-plan model and guidelines)

Upon intake/admission, all residents (and their parent/guardians/caregiver) receive an initial orientation to the programme and handbook.

20.a Admission of Residents

During admission of each resident, a file will be developed that include paper work received from the Children's Authority, Courts and assessments conducted at the facility. Each file should be kept up to date with all information related to the resident. The file will contain the following documents and shall be reviewed every (30-60 days):

Every attempt to have commenced the following within one week is expected.

- i. Individual Care Plan
- ii. Court Order
- iii. A photograph of the resident
- iv. A birth certificate (Affidavits whenever possible)
- v. A medical report (preliminary and recent)
- vi. A welfare (Social Worker) officers report
- vii. A psychological (Psychiatric if necessary) report
- viii. An educational assessment
- ix. A career (vocational if necessary) assessment
- x. Resident profile (to include, parents, guardian and or caretaker information, any court order of support from either parent)

Admitted residents shall be placed on orientation for a twelve (12) week period. A specific 2 week program for children who have been remanded for this period should be included. During the orientation process the residents, along with the admission officer shall ensure that the residents know and understand the rules of the school, his rights and responsibilities, his privileges and his boundaries.

The parent along with the resident will be given a Parent/Resident Handbook containing the following:

- Client Handbook; including the following:
 - Rights and responsibilities
 - Complaint procedure
 - Fire safety plan
 - Release of information
 - Rights of Residents deprived of liberty
 - Rights of the Parent
 - Visitation
 - Weekday/Weekend Time Table

Parents and Residents acknowledge receipt and understanding of the information contained in the Handbook (Copy of signed document will be given to parent and resident and placed in the resident file).

The resident will meet with the:

- b. Manager/Deputy Manager (whenever possible)
- c. Doctor (based on referral other medical personnel when needed)
- d. Psychologist (psychiatrist when needed)
- e. Counsellor
- f. Educational officer
- g. Social worker and welfare officers

21. Resident Services

Homes should ensure use of a cognitive behavioural approach, social learning, role modeling, problem solving and natural and logical consequences to empower residents and provide them with living skills, problem solving and decision making skills. Programme should provide a safe and healthy nurturing environment for residents. Residential services should accommodate appropriate chronological and developmental level services and care-approaches.

22. Residential Timetable

Weekday Routines - Consistency through daily routines helps promote a safe, predictable and comfortable environment. The programme routine, for the most part, should also include specification of the individual needs of children.

Weekend Routines - For some of the residents, this is a time when they can practice their learning in their home environments; through maintaining a hygienic environment, development of self-care skills. Other activity like case planning, weekend visits to the family residence are to be encouraged and supported for residents being prepared to be released. Some of the residents will visit home for the entire weekend, for others, home visits may be limited to day releases.

23 Information Sharing

23.a For programme licensed under the Children's Authority; Children's Authority Act and Community, Foster Care and Nursery Act, a young person in residential care **CANNOT** be identified in any manner. The appropriate response for **ALL STAFF** when contacted and or asked for requests of information is as follows:

"For resident confidentiality reasons, I am prevented from discussing this with you"

All calls requesting information **MUST** be directed to the Manager and or Deputy Manager.

23.b. Faxing

Faxing is a regular way to send documents to other agencies. Although email is the preferred mode of communication, items containing the last name of residents are not to be emailed. Facility fax cover sheets are to be used in all departments. This is the only fax cover sheet that is to be used and it must accompany **ALL** faxes. Once the fax has been sent, the fax cover sheet, showing that the document was successfully sent, is to be stapled to the document by the staff member sending the fax and filed to ensure record of the fax.

23.c Database

Residents data should include paper record and or electronic database to store and manage resident's information. Basic resident information is entered on the database. All staff has a responsibility to ensure that all resident information is up to date and accurate.

All computers have are connected to a central database so that information can be entered from a variety of different locations. With confidential information going into the system, the database becomes a powerful and useful tool to manage resident information.

23.d Internal Memos

Internal memos are kept in the staff office and are an important communication tool. Staff are expected to review memos during each shift. Staff are to initial each memo after reviewing.

23.e Progress Notes

Progress notes should be written for each resident on every shift. Staff use progress notes to record observations of the resident's daily activity and progress made during each shift. This information is used for case/care planning and goal setting.

The notes should be clear and concise such that all staff is able to read and understand documentation regarding each resident. Notes can be brief if the residents have had a positive or uneventful day/evening.

When documenting resident progress, staff are to outline the activity the client was involved in during that shift and describe significant situations, events and behaviour.

23.f Hard Drive Back Up System

Staff are responsible for backing up all computers on a rewritable CD or memory stick. Each computer is to be backed up a minimum of twice per week. Backed up CD/memory sticks are to be forwarded to the Manager for secure storage.

24 Use of Residents for Publicity or Promotion

Normally residents are not used to raise monies to promote the work of the school. When a resident's involvement in publicity or promotion will enhance the mission of the Centre and will not reveal confidential individual and or family information or lead to exploitation of the resident, the manager may consider the resident voluntary involvement, but with the appropriate license; particularly educational purposes.

25. The Care-planing Team: The Deputy Manager, Psychologist, Social Worker, Welfare Officer and Case workers/or social workers are, individually and collectively responsible for care-planning the following:

- Basic and special needs of residents.
- Ensuring professional assessment of Residents
- Completion of ICP gleaned from professional reports.
- Development and implementation of the Assessment and ICP
- Review of ICP and progress of the residents as the need arise
- Presentation of weekly reviews at case management meeting where indicated
- Follow up on issues and action plans arising from case management meetings.
- Support of residents through advocacy, counselling and programming.
- Coordination of services for residents.
- Maintenance of resident file.
- Transition Planning
- Completion of the release summary
- Aftercare, follow up and support to a minimum of 2 years post discharge

1. The Psychologist in conjunction with the careplan team is individually and collectively responsible for:

- Reviewing assessments and supervision of care-plans and writing of care-plans. They supervise changes to care-plan following care-plan meetings and case conferences.
- Supporting Social Workers at the Treatment Planning meetings.
- Follow up on issues and action plans from case management meetings in the absence of the social workers who should actually fulfill this role.
- Ensure residents files are current and accurate if the social worker is unavailable
- Initiating Case Consultations and care-plan meetings as needed
- Review and approve the release summary, release for educational purposes and ICP.
- Ensuring proper service arrangements and closure, after care and follow up

2. Timelines for Developing and Reviewing the Residential Individual Care Plan (ICPT)

The Initial Treatment/Action Plan - The initial Treatment/Action Plan must be developed within 5 days following the admission of a resident. A meeting with the resident, with the family, probation officer and other identified stakeholders will take place as far as possible.

30-Day Reviews – The Treatment/Action Plan must be reviewed a minimum of once per month. The Social Worker (case manager) and Counsellor will review the Treatment/Action Plan with each resident during the weekly meeting. Residents will provide input and acknowledge his participation in the process by signing the weekly report, together with the Social Worker and Counsellor. The resident's perspective is also recorded on the weekly report.

Quarterly Care- Plan Reviews - The Care Plan is reviewed in a formal meeting between the resident, and multidisciplinary team including Psychologist, Psychiatrist, the counsellor, the social worker, family members, the probation officer and other stakeholders every three months. The first care plan review must occur 90 days after the admission of the resident and every 90 days thereafter.

i. Progress Reports

Progress reports inform magistrates about resident activities within the care-plan over a period of time. This needed for residents on remand. Residents recommended for review, early release, and license for educational purposes.

Progress reports are to be completed by the Welfare Officer/Counsellor/psychologist at the same intervals as the Treatment/Action plan (i.e. 30 days following admission, 60 days following the initial progress report and every 90 days thereafter).

The Progress report must include the following information (where applicable):

- Court Involvement (court dates, outcome etc.)
- Education Update (academic achievements, learning disabilities, school attendance, grades etc.)
- Family involvement/Access (outline who the client has access to, when visits occurred, the amount of supervision, nature and location of visits)
- Clinical status (psychiatric or psychological appointments/consultations, recommendations)
- Medical schedule (medical, dental/vision appointments during the period including the nature of appointment, diagnosis, treatment, medication prescribed, including start and end dates, name of medication, dosage and name of prescribing doctor)
- Incident Reports/Serious Occurrences (number and nature of incidents and serious occurrences during the period)
- General Progress (resident's social/emotional adjustment, resident's adjustment to the residential placement and relationship with staff and other residents, resident's involvement in general and structured recreation and entertainment activities, life skills participation and process, involvement in religious and cultural activities)
- The occurrence of significant events concerning the resident during the period (if not covered previously or in the care plan.)

Progress reports are presented during multidisciplinary meetings and reviews. Copies of the Progress Reports are to be provided to the resident, parent/guardian/caregiver.

b. Residents Property

All residents' property must be documented on a Resident Property Form. Missing items should be listed on a separated property form. Property found in the resident's possession of a resident, but not on the resident's property list, must be listed on a separate property form and bagged. This property will not be returned to the resident until such time as he can prove ownership. It is the resident's responsibility to ensure that all property is on his property list. Residents must sign all forms, witnessed by a staff member.

Staff must ensure that all residents have adequate supply and quality of clothing relative to the resident's age, size and activities. Upon intake, residents will be provided with adequate bedding. All property is to be placed on an itemized property list at the time of intake. The resident and staff will sign the property list acknowledging what has to be brought into the facility. Staff are to be specific when recording property, using brand names if possible.

In the event that a resident refuses to sign, a notation will be made on the Property List form indicating such. Staff are to examine all property to ensure that contraband or dangerous goods are removed and stored until they are returned from the residence. Staff may remove, withhold or refuse access to property for safety or security reasons.

Property of excessive value should not be brought into the facility. In the event excessive quantities of property are brought into the residence, staff will limit the amount and the remaining property will be inventoried and placed in the Social Workers office and or Management Offices. Immediate arrangements are to be made by the social worker to have the property in question removed from the facility.

28. Resident Clothing and Clothing Allowance

Each home should ensure that all residents have an adequate supply of clothes in suitable size and quality in relation to the resident's age and activities. Upon admission, all property (including clothing) is documented on the resident's property list. **Funds should be made available to ensure that each resident had adequate clothing.**

Upon admission, the staff on duty will take an inventory of the resident's clothing. If the resident is coming from an orphanage and require additional clothing, the staff should inform the social worker who is to make contact with the staff at the orphanage to request additional clothing.

29 Personal Care Items

Residents are provided with basic personal hygiene and grooming products such as soap, toothbrush and paste, deodorant and comb/brush. Residents who may wish to shave should be monitored with razors and also given shaving cream. Shavers are to be returned to a place of safety.

Clothing and property brought into the facility by a resident or a parent/guardian/caregiver must be acknowledged and documented on a property list before the resident has access to it

Receipts for the purchase of clothing for residents must be kept for these expenses and given to the Manager for monthly billing.

30. Individual Files

Individual files will be opened- both on the computer and in a hard copy- for each resident admitted to the facility (including those on remand). This file will include:

1. Admittance form
2. Medical form
3. Report from person sending young person to school
4. Copies of any court orders
5. Child's birth certificate
6. A recent photo of young person
7. Placement form
8. All grade reports, etc.
9. Treatment Plan/ Care plan

Residents placed by the court will require:

1. An overview of the child's background information leading to admittance
2. A description of the child's current health status and details of any medication
3. Details of the child's current family status (including parents, siblings, address, telephone numbers and etc.)
4. A description of the child's school experiences, learning disabilities and educational needs.

Files will be held in a secure location to which the Manager, Psychologist, Case Manager and Social Worker (Welfare Office) have exclusive authorization and access.

31. Weekly Assessments

1. The Case Manager/Welfare Officer or keyworker assigned to the child's case should make a weekly assessment of the child.
2. Assessments should be conducted in a manner that will not cause the resident trauma.
3. Case files must be kept confidential and stored in a locked cabinet. Information gleaned from the files are to be treated delicately and not raised with child unless within a professional structure.

32 Transition Planning\Aftercare Planning

1. Transition planning should commence by the minimum age of 16.
2. In accordance with this plan, family reunification and reintegrated would be prioritised, including placement options upon release, and opportunities to develop life skills and semi-independence.

33, Release Procedures

Upon discharge from the programme, a discharge summary should be prepared by the Social Worker. The discharge summary should contain:

- A Brief overview of the presenting concerns
- Services provided
- Treatment goals and strategies
- Treatment outcomes
- Outstanding issues and recommendations
- Information regarding future support

- Name and address of the programme/person the resident is being released.
- Have a case worker/probation officer follow case up to a minimum of 2 years post release.

Before any resident can leave the home, a release must be signed by the Magistrate, or, Minister on recommendation of the Manager. A resident will only be released after proper notification is made and/or an aftercare plan has been put in place. No resident shall be released to the environment from which he came unless conditions there have significantly improved. An evaluation of the environment to which the resident is to be released is to be done and placed on the file prior to release.

The “draft” release summary must be agreed at a care-plan meeting and copied to the Manager, Board of Directors and reporting Ministry within 14 days prior to discharge. The Social Worker forwards the approved release summary to which the resident is to be discharged to or the person or agency to whom the resident is released no later than 30 days prior to release. Additionally, a copy of the release summary should be offered and provided to the resident and the probation officer.

34. Spirituality/Religion

At intake and during treatment plan reviews, each client is informed of his right to access and benefit from, voluntary spiritual and religious activities. His affiliation and the name of his community spiritual/religious leader provider should be documented in the resident file. If a resident expresses an interest in maintaining his or her faith, it is the responsibility of staff to make appropriate arrangements.

The facility will provide religious contacts for residents as required/needed. Parents/guardians/caregivers will be consulted and involved in this process as well. In cases where residents have identified spiritual and religious interests, this is addressed in their care-plan. Residents may have unsupervised visits from their community clergy or a religious care provider of their faith group. Such visitors will be screened per the standard visitor’s policy.

35. Contraband

A Contraband item is considered to be any prohibited weapon, potentially dangerous device, unauthorized drugs/alcohol, stolen property, or inappropriate paraphernalia, which is in the possession of a resident. Residents are not allowed to have cigarettes, tobacco, matches, and lighters. Possession of these items will incur varying degrees of offenses and the items will be confiscated.

Drugs - In the event that staff suspects a resident is in possession of drugs, the police must be notified in order to search the resident. If the resident is in possession of drugs, the resident can reappear in court or an internal system decide the outcome of the offense. Police Officer may choose to arrest the resident. Staff should consult with the Supervisor on shift and or call the Manager and or Deputy Manager to determine the appropriate steps in dealing with the situation. The drugs should be turned over to the Police immediately and documented. Staff are not permitted to transport illegal contraband to the police station.

Weapons – In the event weapons are discovered on the compound they should be handled in a fashion similar to drugs and turned over to the Police. The police will determine whether to interview and or charge a resident (s) suspected of being the owner (s) of the weapons.

36.Searches - Searches of residents are conducted to prevent contraband from entering the facility that could put staff and residents at risk to be harmed. The decision to search must be based on a reasonable balance between maintaining safety/security and respecting the resident’s right to privacy and be conducted in a way that maintains the resident’s dignity.

These procedures are to be followed when completing property searches:

- No searches are to involve physical contact between residents and staff.
- Staff are to wear gloves during a search, especially when searching unwashed clothing or bedding.
- Searches must be completed quickly and quietly, in private and with respect and consideration for the resident.
- When possible, staff of the same sex as the resident should conduct the search
- Staff conducting the search must, complete and sign a search form.
- Two staff should be present during a dorm or room search
- Residents should be invited to be present during a room search if they are calm and compliant.
- A dorm or room search form must be completed.
- Residents must be made aware of staff’s intent and reason to search
- Residents should be permitted input if they desire. If a resident has a concern about the search, staff should allow the resident to write their concerns on the dorm search form and direct it to the Manager.

- Staff conducting the search must be respectful of the resident's property
- The bed and or area should be left in the same condition as it was found
- Staff conducting the search documents the search in the log book and in the resident file.
- If contraband is discovered, staff is to refer to the above contraband procedures.

Any resident entering the facility, even on return to the facility from court are entitled to be searched immediately.

Searches: Dorms/rooms searches should be scheduled regularly but randomly. If there is suspicion that contraband or weapons may be present, searches should be scheduled immediately.

The resident's right to privacy needs to be considered, therefore, searches should not become a daily routine unless specific safety and security issues with a specific resident exist, i.e. extremely volatile and assaultive with weapons, suicidal or self-abuse issues. In such cases, safety contract is to be put into place that advises the resident that frequent searches will occur in order to maintain his safety.

Personal Searches: Searches are not to involve physical contact between a resident and staff. A search should be conducted using the least intrusive to most intrusive measures. For example, if the resident is suspected of returning to the facility with drugs or weapons, more intensive search is warranted.

The following procedures should be followed when conducting a personal search:

- Whenever possible, the search must be conducted before the resident has access to any part of the facility, the opportunity to be out of the direct supervision of staff, or to have contact with the other residents.
- The resident is informed that he is going to be searched and asked if he has any contraband items that he would wish to present prior to the search
- The search must be initiated in the presence of another staff member whenever possible
- Two staff, one being of the same sex are to be involved in the search when any item of clothing is to be removed. The second staff member is to be position in such a manner as to only view the second staff member. Only female staff should search female offenders

If the client is known to have returned to the facility with drugs or weapons, a more intensive search is warranted. Depending on the nature of the search, the resident may be asked to remove the following items for inspection and adhere to the following procedures:

- Shoes
- Socks,
- Hat
- Shirt
- Any additional layers of clothing that can be removed without violating privacy,
- The resident must pull pockets inside out and show staff that they have nothing in their hands.
- The resident must turn down the waistband of their pants, lift up their shirt to expose the waist and turn around so that staff can visually inspect the area
- The resident must pull up their pant legs for visual inspection
- Wallets, backpacks, etc., must be searched.

If there is good reason to believe that a resident has something in his possession that is considered illegal and/or potentially dangerous, the resident is to be isolated and contained in an area under direct staff supervision. The resident should be given every opportunity to surrender the item. If a resident is non-compliant, staff supervision should be increased. On-going supervision and searches of the areas of the residence where the client has been may be helpful in retrieving any item the resident may have disposed of.

If staff believe a client has contraband that is considered dangerous, police contact may be made. In these situations, staff should contact the manager for authorization and guidance.

All incidents involving personal searches are to be documented in the resident's file and in the logbook.

37. Contacting Security in Emergencies

It is important to maintain a clear perspective on the types of problems facing residents and what types of behavior might be reasonable from their perspective. Even residents who have had the benefit of a positive home environment and who have not experienced significant hardship, engage in antisocial behaviors such as lying, stealing, rule breaking, manipulating, disrespect, etc. some even get into physical fights with their siblings, peers and other community members.

All residents are subject to all the normal experiences of adolescence. Some residents may have experienced a great deal of loss or trauma which can include emotional abuse, neglect, abandonment, loss of family, witness to violence, substance abuse amongst others. Additionally, many suffer from a variety of mental health and childhood disorders in which they have limited control, which include any of the following: anxiety, depression, bi-polar disorders, oppositional defiant disorder, mild to moderate forms of autism, or conduct disorders. at a time when these residents are most in need of support, consistency and stability, they are asked to live with a group of peers they do not know and a group of staff with considerable power and authority over their lives.

Based on this reality, staff should fully expect that residents will not only continue to present the symptoms which may have landed them there in the first place, but, in fact, that these symptoms may intensify. Aggression, disrespect, not following the rules and running away are reasonable responses to the reality these young people face when deprived of their liberty.

The role of the staff then, is to assist residents with their problems and to give them the help they need. Staff must look beyond symptoms and focus on the core issues that may give rise to these behaviours from a nurturing and supportive perspective rather than relying on punitive interventions or immediate consequential referral to courts.

Staff must be committed to working through issues with clients by referring to professional assessment, and implementing requirements of the individual care plan with appropriate review of the cases.

Security should not be called in situations where a resident is acting out behaviourally. Staff should attempt to deal with these situations without security or, restraint as long as it can be done safely, using standard methods of behavior/anger/aggression management.

Staff will contact the police when a resident becomes violent and/or significantly injures another person in the facility, a resident is found to have illegal weapon in his possession, or when a client sexually assaults another person in the facility. The staff will involve the police in circumstances where there is an immediate and significant threat to the well-being of a resident, a staff member or anyone else on the facility.

The Manager, supervisor on shift or designated person must be consulted prior to any call to the police to deal with residents' incidents, unless safety is a serious issue.

Exceptions to the above procedure are:

- Staff calling to report a missing person, unauthorized absence or escape in which case staff must call the police immediately.
- Staff to call police to respond to an emergency of immediate threat of harm

38.Visitors

All visitors to the organization are to provide a valid identification and sign into a visitation book. Person's without valid identification can be admitted at the discretion of the Manager, care-plan team, or senior supervisor, who will organize supervision of the visit.

Visits by family members of residents are permitted with respect to the policy on visiting days. These will be altered according to the individualized care-plan needs of each resident and discretion of the lead care-plan team.

Visitors are to remain in designated areas. Any visitors causing a disturbance or violating programme rules will be asked to leave the facility.

39 Visitor Procedures

Personal belongings of visitors must be locked in the storage cabinet provided during visits. This includes purses etc.

All property brought to or taken from the resident must be given to staff for approval prior to transferring the property either in or out of the facility. All incoming or outgoing items must be noted on the property list.

Visits will be held in private unless staff are requested to sit in or if it is in the best interest of the child.

Visits may not be withheld as a form of discipline.

40.a Food and Mealtime in the Residence

Food is not only important because it serves the basic needs of residents, but also because it provides a wide range of opportunities for personal and group development, therapeutic relationships, skill development and other important aspects of providing effective client care for young people and youth. Food cannot be withheld as a form of discipline.

Some of the areas and contexts in which the value of food can be maximized include:

Life Skill Development- teaching residents how to cook, making menus, understanding nutrition and the use of the kitchen appliances, managing finance, self care, etiquette, writing C.V, citizenship.

Celebrating/Recognizing Diversity – ensuring that menus reflect ethnic groups in Trinidad and Tobago.

Therapeutic Value – building self-esteem through skill development, learning table etiquette, therapeutic interaction between staff and clients, nurturing and comfort building.

Programme Development/Support – providing meals to programme activities in order to create a more nurturing and comforting environment, building programme components around nutrition related activities.

40.b Guidelines Related to Food and Mealtimes in the Programme

The following guidelines have been developed to enhance the importance of nutrition in the overall therapeutic process:

- Residents would be involved with staff in all aspects of menu/meal planning and meal preparation.
- Staff will eat together with residents as deemed possible. Residents at Rehabilitation level 3 and 4 will certainly eat together.
- Staff will teach and model table manners and positive meal time conversations.
- Residents and staff will clean the dining area together after meals and snack times.
- Upon admission, staff will ask residents about food preferences, dislikes and life styles practices that they may have pertaining to food.
- Birthdays and other special days in the lives of the residents should be marked with cakes and favourite foods, wherever possible.

41. Volunteers

- All volunteers must have a clean record (i.e. police record, 3 referral one being from a religious leader)
- All volunteers must be of good character and reputation, genuinely concerned for the interests of the young people we serve and be able to provide at least three personal references.
- All volunteers must complete an agency application.
- Short Term or Day Volunteers will be monitored closely, especially with in respect to their interaction with the residents.
- Long Term Volunteers must submit the following for the approval of the Board of Directors:
 1. Letter of application to Board of Directors
 2. Resume and all certificates documenting qualifications including the above outlined requirements.
- Volunteers may be assigned a variety of duties, including:
 1. Administration
 - a. Helping with fund-raising
 - b. Answering phones
 - c. Typing
 - d. Filing
 - e. Tutoring
 - f. Mentoring
- Management reserves the right to assign duties on an as needed basis

42 Behaviour Management

To assist residents to develop positive socially acceptable habits a privilege system would be used. Detailed guidelines are written within a separate behavior management policy. Good disciplinary practices include:

- Positive reinforcement
- Praise
- Modelling
- Structure and routine
- Setting and maintain limits
- Realistic expectations
- Following through
- Verbal and nonverbal cues,
- Time outs
- Natural consequences
- Logical consequences
- Problem solving

Residents' need to know that all staff support the approaches used.

When dealing with a behavioural or discipline issue, the following factors should be considered:

- Why is the resident behaving in this way?
- What are the pre-disposing 'cognitions' and precipitating 'environmental' factors?
- Has the thinking error/cognition been identified?
- Does the consequence promote constructive modification of thoughts/thinking

Residents will benefit from supportive interventions and consequences that:

- Provide options or choices
- Teach new skills
- Increase the resident understanding of their anti-social cognitions.

When considering responses to indiscipline, the following questions should be considered:

- What are the resident's risk and need areas and treatment/action plan goals?
- Has the resident engaged in this type of behaviour before?
- What previous behaviour interventions have been successful or unsuccessful?
- Is the consequence natural and logical to the behaviour?
- Is the consequence fair?
- Will the resident learn from the experience?
- Are responses consistent with approved disciplinary policies and a cognitive behavioural approach?
- What the options available?

43.a Resident Health

The programme ensures that residents have access to counselling, emergency dental, medical, psychiatric and psychological services and ensuring that any resident suspected of having a contagious disease or an acute illness receives immediate medical attention.

Each resident should:

- receive immunization (if needed)
- be taught health principles
- receive information on health risks and the use of drugs and other substances that are dangerous to their health
- be given information and teaching on sexual education, including sexual transmitted diseases.
- be taught about their personal hygiene and given the privacy to ensure their dignity.

Staff should:

- Set a good example and exercise control over their behaviour
- Not bring drugs and/or alcohol on the premises
- Not smoke in the presence of the residents in fact, a non-smoking policy should be adopted.

Residents are referred for medical examination within 72 hours after admission (if not completed 30 days prior to admission) and for a dental examination within 90 days after admission (if not completed within months prior to admissions).

Upon request and according to need, can be referred for emergency dental, psychological, psychiatric, medical and counselling services. All doctor, dental and vision appointments and outcomes are recorded in the medical section of the resident file.

All residents have at least one annual assessment of their health, dental, vision, and hearing status.

Procedures recommended by the doctor or the health centre are followed for the prevention and control of disease.

Residents receive basic education and life skills instruction, suitable to the resident's level of understanding in personal hygiene and health care. Basic areas covered include:

- Frequency of bathing, shampooing or hair and cleaning of teeth,
- Proper nutrition,
- Family life education and
- Physical fitness

43.b Accidents and Injuries and physical Assaults

All residents and staff who are injured should receive first aid treatment and professional medical attention as soon as possible.

Residents' accidents and injuries are to be documented in a case note, and Incident Report and may require the completion of a Serious Incident Occurrence Report.

All incidents of alleged physical abuse by staff or young persons are to be reported to the inspector of homes/children's Authority when operationalised, the Board of managers; the reporting Ministry and the employment agency. Such cases are to be treated as critical incidences. Cases of physical abuse are to be reported to the police.

With immediate effect, the all edge perpetrator should not be allowed on the compound until the investigation has been closed. This prevents interference with the investigation.

43.c Sexual Abuse

Young persons who have reported sexual abuse by another young person or staff will have the details of the incident or incidents documented and be treated as a critical incident.

The young person is required to have an immediate medical examination and the incident reported to the police, depending on the severity of the case the opposite is required.

A full investigation should be launched and perpetrators removed from contact with the young person to avoid interference with the investigation.

If the alleged perpetrator is a member of staff, the employment agency should be informed with immediate suspension, and possible dismissal depending on the weight of the evidence and results of the investigation. Such cases of abuse **Crisis Management**

This plan shall include provisions for appropriate intervention strategies, the immediate normalization of the situation and appropriate rehabilitation strategies for involved residents. Such crises can include, but are not limited to, a death in the residents' family, assault, robbery, etc.

Manager Intervention strategies: Manager or assigned agent shall oversee contacting the appropriate authorities, crown control, removing immediate danger.

Normalization of the situation

Rehabilitation strategies: group discussion and counseling sessions to promote healthy dealing with the situation.

45 Fire Management Plan

A Fire Management Plan is to be clearly displayed in the Emergency File. This will be available within a separate policy. In case of a fire or the potential for fire, clearly documented and understood procedures are followed to ensure that all young people and staff remain safe, are accounted for and that normal activities are returned to as soon as practicable.

Fire/Evacuation Drills

Evacuation drills (to the assembly area) involving staff and residents must be conducted on a regular basis by staff. It is advisable that drills take place at varying times of the day. The Evacuation Drill Record is to be completed and signed by relevant parties and placed in the Emergency File.

Staff must regularly conduct evacuation drills (to the assembly area)

46 Counselling Services/Recreation Services

46.a Individual Counselling

Each resident will be provided with individual counselling to assist them with behavioural, emotional, educational, employment, addiction and mental health issues and preparation for discharge. Counseling is provided to empower them to resolve problems, increase their overall sense of well-being, increase internal locus of control/self control and goal achievement.. Goals for change are negotiated and clients are encouraged to take an active role in the process.

46.b Group Counselling

All residents attend programming that focuses on Problem Solving, Youth Anger Control, Cognitive Living Skills, Life/Social Skills and Independent Living Skills, substance use, citizens program. Additionally, each dormitory should hold weekly community meetings to encourage negotiation of problem-solving, social skills and participation in how the dormitory is managed.

46.c. family therapy: This is encouraged to assist families to develop appropriate and improved communication between them. Promote parenting skills and psycho-education on developmental concerns related to the child, including problem solving approaches.

47 Recreation Programme

Each home would encourage opportunities for residents to become involved in positive leisure activities, which include the use of the community resources. The school encourages them to participate in recreational and leisure activities that promote physical, social and cultural benefits.

Children's interest and strengths would be identified during their assessments and every effort to engage wishes and written within their care-plans. For example, some children are good athletes, musicians, singers, actors, efforts to support permanent development of skills is required. Through club memberships these efforts can be supported.

Daily activities can be noted on the monthly calendar, which is completed with residents' participation and is based on a monthly budget. This schedule cannot be altered without the authorization of the Manager.

The purpose of the recreation schedule is to get clients out for some form of exercise each day, it is based on the resident's individual risk levels, interests and abilities. Participation is highly encouraged by staff.

Staff is also encouraged to organize in-house recreational activities. In-house activities can include playing various sports, watching movies, crafts, gardening, board games, or national projects and competitions.

POLICIES

CONFIDENTIALITY AND INFORMATION SHARING

Purpose: To guide staff in the need for confidentiality and the necessary integrity and professional judgment expected in the workplace regarding the disclosure of any information pertaining to any other staff member or any resident in the home or in care.

Practice Requirements: The home is committed to maintaining confidentiality of information for all staff and residents of the young people in our care. Personal information about residents is sensitive and privileged and is subject to strict confidentiality. The principle of "need to know" should guide the release or sharing of confidential information with third parties.

Procedures: A resident has the right to confidentiality on personal information. Information about any resident of the home should be secured in the staff office such that residents in the school do not have ready access. This is particularly important in relation to information about health issues, sexualised behaviour and any disclosures or allegations or legal matters pending. In the course of a professional relationship, some sharing of information is required with other agencies. At all times staff are required to safeguard the residents' rights. If unsure about a request for information or the appropriateness of sharing information you should consult with your Manager.

Requests for information which fall outside the Home Supervisor immediate area of responsibility should be referred to the Social Worker/Case Manager assigned to that resident. When responding to phone queries, staff needs to confirm the identity of the caller and

be sure the person is genuine. If there is any doubt, the matter must be referred to the Manager, or Care Plan Team members. Staff are not to discuss personal details about a resident with another resident or in the hearing of, another resident. Conversations about residents on the phone or on the school compound should always be discreet and never conducted in the public domain.

All files are to be kept in a secure place when not in use. To ensure the privacy and security of confidential information, locked cabinets are to be used for the storage of all personal documents and items. The cabinet is to be kept locked at all times. To dispose of confidential information, the papers must be shredded or placed in a secure bin.

Confidentiality may be limited in cases where:

There is a clear possibility of harm;

There are reciprocal procedures (Police, Probation Services etc.); and/or

There are ethical reasons (such as the need to protect the young person).

Photographs: For reasons of safety and confidentiality, in photographing residents, they must not be identified as an individual of the specific home.

CRITICAL INCIDENTS POLICY

Purpose: That clearly understood procedures are followed to ensure the safety of young person and staff; and that appropriate recording and reporting procedures are followed in the event of an incident which involves an injury (or potential for injury), a strong stress reaction in a young person or staff; or damage to property.

Practice Requirements: Critical Incidents and Incidents are situations or experiences which are out of the ordinary routine of events, and the circumstances of which are concerning. By maintaining good supervision, staff may be able to defuse potential incidents before they reach crisis point. If staff feel that an incident is developing, they should employ the principles of Therapeutic Crisis Intervention (TCI) and the Manager should be consulted as soon as possible.

Procedures: A Critical Incident: is an event, which involves an injury or potential for injury, and/or a strong stress reaction in a young person or staff. It also is any situation where by staff have utilised TCI restraint procedures. The young person does not have to have been on site for a critical incident to have occurred.

An Incident: relates to a less severe situation such as verbal abuse and/or damage to property.

1. During the Incident

Staff are to use therapeutic care de-escalation techniques to try to settle the person(s) involved (in other words descale the event as soon as possible as soon as possible). Safety of the young person and staff must be the prime concern. If staff feels that an injury is likely to occur or that the situation is out of control, the police, or, prison guard, should be involved until staff receive accredited training in control and restraint .

2. After the Incident

Where an incident relates to an allegation against another young person or staff member, the young person must be made safe and the potential risk to others immediately assessed and appropriate action taken to ensure their safety.

1. After an incident has occurred, consideration should first be given to minimising the likelihood of it starting again.
2. Administer First Aid if required and ensure appropriate medical attention.
3. An interview should be conducted with the young person as soon as possible and their views form part of the critical incident/incident report
4. A Critical Incident Report or an Incident Report should be completed as soon as practicable and handed over to the other shift, but made available to the manager.
5. The manager should be contacted if staff feel unable to continue, require an immediate debrief or wish to request extra staff on site or have any other urgent concerns.
6. All incidents are to be reported to the relevant authorities

3. Reporting/ Documentation: It is important that all incidents are recorded. This information is used in making decisions about individual cases. It is also an opportunity to review the incident and school procedures with regards to ensuring a safe environment for the young person and staff. Basic details of the incident should be recorded in the Logbook and Case Notes in order to bring the matter to the attention of other staff. A full report of the incident should be recorded on an “Incident Report Form” or a “Critical Incident Report Form”. A copy of this form goes in the Case Notes File and a copy goes to the Manager of the School, the case manager and the Deputy Manager, for quality assurance purposes. The manager in turn will send a copy of the incident to the Board of Managers and to the reporting Ministry.

Once the case worker is notified it is their responsibility to inform the parents or carer of the young person and ensure that the child receive appropriate professional intervention. If a child has been injured the child should be seen immediately by a medical practitioner, not only the nurse. Following this, the child must be interviewed by a child specialized psychologist. Further, the child can be provided the option of reporting the incident to the police if damage was inflicted by a staff or another child. All critical incidents will be the subject of an interview and debriefing with staff by the Manager or appropriate staff member and should be completed in detail to ensure that all aspects of the incident are captured.

BEHAVIOUR MANAGEMENT POLICY

POLICY

- The purpose of any kind of behavioural management method is to educate and train the young person in self-discipline. No type of behavioural management shall be allowed which violate the child’s personal rights and damage self-esteem.
- Kinds of behavioural management methods which are allowed include: restriction of privileges, time outs for relaxation and calming down purposes, meaningful work, natural and logical consequences.
- Kinds of behavioural management methods which are prohibited includes: corporal punishment, yelling at, threatening, intestinally embarrassing, put down, shaking, meaningless work, depriving a young person of love and needed attention, sleep, school attendance, family contact, food or drink.
- Each young person reacts to situations differently. From time to time, the emotional trauma that young people have experienced within developmental years can be acted out. This is when a young person needs help from staff managing his feelings and often behavior within a rehabilitation setting.
- Each staff member providing supervision of young people is responsible for addressing needs of the young person in an appropriate way. Although each staff member stands as an authority figure, the behavior management of the young people is the responsibility of the care planning team or coordinators and can only be approached as dictated within the individual care plan.
- Corporal punishment cannot be used. Cases of indiscipline shall be addressed using the following options. All cases of indiscipline shall be referred to the Deputy Manager/ Welfare Officer and other members of the Care-plan team. If incidents occur outside day shifts; the following options can be used;

Options available when responding to indiscipline:

- Letter of apology
- Time out (time away from the group and opportunity to calm, reflex on the situation)
- Essay
- Loss of privilege (s)
- Early bedtime
- Personal behaviour contract
- Restorative justice. The individual can suggest means by which he or she can improve discipline and written within the care-plan.
- Refer to the Rehabilitation Behavior Management Program (an implemented privilege system) and document accordingly.

METHODS

BEHAVIOUR MANAGEMENT

Each home shall hold young people accountable for their behaviours through the following systems:

Positive behaviour interventions and supports that provide

- (1) a common set of expectations for their behaviour expressed in positive terms
- (2) instructional procedures for teaching, modeling and reinforcing positive behaviour and interventions (identified within care-plans).
- (3) support for young people who engage in problem-solving behaviours and gaining children's opinion.
- (4) Implementation of a privilege system; allows children to move up increasing levels of rehabilitation- levels with attached privilege's. This privilege system is attached separately.

REHABILITATION BEHAVIOURAL PROGRAMMES:

Residents will be allocated to a living and privilege system according to their level of responsibility and independence as determined within the care-plan team.

This privilege system includes 4 levels as follows:

- Level 1: The remand system, in which residents are allocated and access a separate program within all the rights of the child identified within the care-plan arrangements.
- Level 2: Young people are introduced to a living arrangement (younger children separated from older and committed separated from remands). They will be closely supervised and assisted to develop levels of responsible behaviours and skills in daily living; developing healthy relationships with their peers and supervisors; cleaning, tidying bed and surrounding areas; washing of clothing; assisting with making a small meal; demonstrating responsibility to develop skills in vocation or education.
- Level 3: Residents demonstrate level recognizable level of responsibility by conduct and relationship with others. This person enters the living arrangement because of an attempt to demonstrate respectful relationship with others and demonstrates responsibilities towards developing life skills (personal hygiene, etc). Whilst the resident may still experience short comings he/she shows remorse by reflecting on the situation and develops problem-solving approaches, for example discuss the situation with key workers, psychologist/social worker, offers a written apology, ask for assistance to do same if necessary; offers a way forward or agrees a way forward. Finally, he/she enters a behavior contract entered within his/her care-plan.
- Level 4: This person shows remarkable levels of responsibility and self-development, he/she will be promoted no less than 1.5 to 2 years prior to discharge from the rehabilitation centre. If at two years prior to discharge, age 16yrs, the resident shows little progress on levels of responsibility and skills in daily living, an extension of 6 months will be given for the young person to work on these skills. If at the time of that period no development has been determined by review of a behavior contract; the resident will be given a further 6 month extension and so forth.

Clear privileges that accompany this behavioural system are outlined in a separate document.

Grievance policy; Complaints by Resident and Staff

By Residents

When a resident believes they have been wronged or failed to be understood by a staff member, the young person may file a grievance complaint with an Advocate attached to the home and the Manager. The Manager and advocate will approach the situation independently, but can meet and discuss the issue to promote resolution. The manager will

discuss the situation individually with both the resident and staff in an effort to seek a solution. The child's complaint against a staff member will be put in his personal file, additionally; incident reports are to be copied to the Board of Managers, Children's Authority and the reporting Ministry.

Persons in authority's failure to report incidents will be held accountable to the employing agency and powers as related to the Children's Authority.

By Staff

- When a staff member is unable to resolve a conflict with another staff member, the staff member may file a grievance report with the Manager. The Manager will discuss the situation individually with each staff member in an effort to resolve the conflict. If the staff member holding the grievance complaint is not satisfied with the director's decision/resolution, the staff member may bring his/her disagreement to the Human Resource Officer and Board of Directors
- The staff complaint will then be placed in the staff member's individual file.

MANAGING ANGER POLICY

By Residents

Young persons living in alternative care may exhibit anger due many reasons. It is important to note that expressed anger is usually in response to a need and often triggered (by a negatively perceived or experienced event or thought).

One should understand where it comes from and how one can assist the young person to develop emotional stability, or how to manage anger or aggression when it occurs.

- A key management of anger and aggression is **prevention**.
- Always observe residents closely.
- Anticipate an event before it happens by this process
- Intervene and distract child from the potential anger stimulating factor or stimulus before the child or children becomes aroused by anger
- This can be done by encouraging child or young person to focus on another concern relevant to him or her
- Make an assessment and decide if to ask the more aroused or less aroused resident to leave the area for a chat or a walk.
- Accompany the young person on the walk, but you can ask if the child would welcome your company.
- Remain silent if accompanying the child. This is not a time to make corrections on conduct, but a time to listen first.
- Listen to the child if he or she chooses to talk without interruptions unless clarifying what is being said.
- When the child is calmer you can ask questions e.g 'What do you think could have been done differently?' 'How could you have responded differently?'
- Assist the child to develop a problem solving approach by promptings but not wholistically directive approaches. Children need to build the ability to problem solve independently as far as it is possible. Problem solving the issue may include an apology; admission of wrong and a resolve to try another approach if a similar situation develops.
- Engage the child in an activity to assist emotional stability. After expressed anger a person usually feels depressed and remorseful. One can state would you like to assist me with making tea? Or how about a game of snake and ladders or scrabble (a game or activity the young person would enjoy and regain emotional balance.

MANAGING AGGRESSION POLICY

By RESIDENT

- Apply similar techniques for the management of anger.
- Observe and prevent the escalation of angry outburst and aggression.
- Distracting a young person to engage in another activity, rather than touching is another approach to managing aggression. For example, 'John, let us go for a walk'. 'Let us do something different, let us go downstairs'.
- Safely, physically remove a young person from an anger stimulus; (persons must obtain certification in control and restraints).
- Only females must approach female residents.
- Encourage resident to cool off in a safe environment. This could be a relaxation room in which there are no breakable objects
- Young person can be provided a pen and paper and encouraged to write down feelings.
- They can choose to share those with a keyworker or destroy the writing.
- The young person should be observed with respect to a further display of anger or aggression.
- If not satisfied that anger has subsided, keep the young person under careful watch but preferably engaged in a relaxing or enjoyable activity if the child does not wish to talk their feelings.
- Keep the young person under careful watch and observation throughout the day and night.
- Assess mood in the morning. Continue to monitor and engage in meaningful activity.
- If the young person has injured anyone, please contact emergency services. This may include an ambulance, or transport to accident and emergency.
- Calling in the Police should be a last resort.

FIRE AND SAFETY PROTOCOLS

RESIDENT

These protocols are being developed within a standard policy for all state homes.

Intermittent Protocols

- Ensure all fire standards are met for the specified institutions and facility including smoke detectors; extinguishers etc.
- Establish an escape route for all dormitories and houses.
- Identify a muster point for residents and staff
- Ensure all residents have left dormitories or houses by checking all departments
- First allocate staff to lead visible children to escape route and muster point
- Second, other staff to check other departments for children.
- Third, allocate an employee to gather and remove case records and daily log from offices as far as possible
- Conduct regular drills to ensure all are familiar with procedures.

SAFETY POLICY

RESIDENT

These protocols are being developed within a standard policy for all state homes.

Refer to standard set for the specified institution.

Other Protocols

- Count and be watchful of sharp knives in the kitchen if children are working in the kitchen.
- Make a count of knives before children are allowed to leave the kitchen.
- Count the total number of forks, spoons and dinner knives before dinner and number returned after dinner.
- If the numbers are accurate, children can be allowed to leave the dining hall.
- Apply protocols for suicide risk and self-harming
- Apply protocols for anger management and aggression
- Ensure the environment is free from potential weapons
- Supervise children, particularly on evenings and weekends and engage in meaningful and therapeutic activity.

Policy: PARENT AND FAMILY PROGRAMES: These promote contact with family and close ones.

Each organisation will outline and implement clear programs to maintain family contact with residents including the following:

- Family therapy
- Family days inclusive of that listed below:

Event days, sport days; thank giving days; multidisciplinary meetings, August/summer family events e.g games and opportunities to engage with family; Christmas Dinner; Easter events; Carnival 'Jump up'; parent days (workshops on relationship building.); Parent support groups.

TELEPHONE POLICY

Each young person are allowed telephone privileges as determined within the care-plan.

All telephone calls are to be conducted on speaker phones

Young people can be allowed telephone calls within counselling sessions as deemed fit by their therapist

Telephone calls cannot be removed as a form of discipline, but increased as determined by rehabilitation level.

The person supervising the call will verify the caller or target before the call is passed to the young person.

EDUCATIONAL AND VOCATIONAL PROGRAMS

Children and young people would be placed according to the prescription of an intellectual or educational assessment and cognisant of the child and his or her parent's wishes. All programs will include a combined therapeutic, educational, and vocational framework. That is although children have been attending educational programs outside the home.

There would be trend of therapeutic services and programs that augment children's developmental skills in the following core areas:

- Life skills
- Personal and social skills
- Preparation for goal achievement
- Citizenship

THE REMAND PROGRAM

- Children who have been admitted by remand will access an initial orientation program.
- There would be separate remand programs for children on the bases of age with children 14 years and above or need dependent to access separate classes from younger children.
- The remand program will include a combined therapeutic and educational framework that includes Mathematics and English Language dependent on need, other relevant subjects as determined by an educational specialist. This program will include skills in anger management and self-regulation, coping skills and goal achievement classes. Additionally, life skills and therapeutic recreational activities including physical education.
- The final curriculum and program will be developed between the care-plan team and educational specialist.

THE COMMITAL PROGRAM

- Children would have accessed an assessment either at the home or would have an accompanying treatment plan from the children's Authority. Based on the individual care-plan a child's educational program would be implemented.
- Children would enter programs for committals that upon review of development would be assessed for an appropriate consideration of school and vocational placement outside the home.
- Children who are unable to immediately access a program outside the facility on the bases of their development would access a program within the home including core educational needs and therapeutic needs.

VOCATION PROGRAM

- Vocation programs should be established that target both the developmental age and therapeutic need for the period of the vacation outside educational program.
- Within the vocation period every child should access a program internal or external that is well researched and supports the child's safety and protection.

FINANCE POLICY

As within the standards Rehabilitation Centre

Appendix VII
Guidelines and
Rehabilitative
Handbook -
St. Michael's School for
Boys



Welcome to the St. Michael's School for Boys



We know this may be difficult time for you. Our purpose a secure, supportive and rehabilitative environment for the residences here.

The handbook will explain the rules, regulations, code of conduct, disciplinary process, sanction imposed for violations of rules, severity scale, prohibited acts, vision and initiatives geared towards YOUR HOLISTIC DEVELOPMENT.

Orientation: Staff will give you an orientation during the intake process. If you are new here, the staff will briefly go over this handbook and answer your questions about what to expect. ***** If, during your stay, you are having personal problems or problems adjusting to the institution you may visit the Welfare Department or Individual Care Plan Unit (I.C.P)

 Please be advised that ST. MICHAEL'S School for Boys is a gang-free, hate-free zone. Bullying, name calling or harassment of any kind will not be tolerated.

Parents/Guardians Notification: Staff will call your parents or legal guardian immediately to let them know you are here and allow you to talk with them. Staff will ask parents questions about your medical history during this phone call. Staff will also tell your parents/guardians when they can visit and what number to call to inquire about your court appearance(s). We will keep calling until we reach them.

Court: Please be advised that you may enter the school a remanded or committed resident via the Court; additionally due to any involvement in criminal activities displayed by you would be placed before the Court whereby you will remanded at **Youth Training Centre**.

Visitation: Any member of the family, friends or well wishes may visit you. All individuals entering the compound must present picture identification and sign the visitor's log upon entry.

Visitation Hours

Every 1st Saturday 3 p.m. - 6p.m.

Every 3rd Saturday 1 p.m. - 6p.m.

Visits are unlimited within schedule time. You and your visitors must maintain appropriate behaviour and language or your visit will be terminated. If there is any Family Emergencies, Visits are allowed at any time once Management or a Senior Staff is contacted. If for some reason you don't want to communicate with your visit please inform The Supervisory Staff.

Supplies: During intake you will be given a toothbrush, comb, soap, toilet paper, cup, deodorant and towel. Other hygiene supplies will be given as needed. Soap & shampoo will be given at shower times.

Telephone Calls: Phone calls would be given on Friday in the Welfare Office. Phone calls are limited to 5 minutes. If staff suspect this privilege is being abused, (for example: obscene languages, inappropriate dialogues) the phone call will be terminated and privilege would be taken away. If there is an emergency, calls would be permitted before Friday or otherwise

Personal Belongings: All personal belongings will be kept in an available locker; otherwise clothing would be handed over to the Clothing Officer for safe keeping.

Personal Hygiene: Showers are taken daily; clothing is given out every day. Sheets are to be changed on a regular basis/ as needed.

Dress Code: Resident **should** be properly dressed at **all times**. No resident should be seen bare back, in a vest, boxers or bare footed.

Meals: Meals are served at 7:15 A.M., 11:45A.M., and 6:30 P.M. A fruit is given in the mornings and a snack is offered in the evenings.

Medical Attention: The Nursing Officer is on the compound Monday –Friday 8am to 3pm. In her absence Staff would take residents to a different Medical facility for all serious injuries or as necessary.

Building Emergencies: If you hear an alarm, Listen carefully and follow all staff directions. Please do not ask questions at this time - we will keep you informed and tell you exactly what to do and where to go. You must WALK – NOT RUN AND TALK.

NB: NO RESIDENT SHOULD BE SEEN IN THE OUT OF BOUND AREAS WHICH ARE CLEARLY LABEL AROUND THE COMPOUND.

Grievance/Complaints: If you feel you have been treated unfairly by Staff. Please lodge your complaint to the Welfare/ I.C.P Department where it would be recorded in the relevant log book. The matter would be investigated and you would be informed on same.

School Program: St. Michael’s School for Boys have Primary and Vocational Trade schools. Primary School are for boys between the ages of 10-15yrs. Vocational Trade are for the boys between 16-18yrs.

Residents are allowed to attend Secondary schools; College, SERVOL, Wharton Patrick and Good Will Industries externally provided you meet the requirements.

Residents must be committed to the Institution in order to attend school externally. If a resident is on remand the Magistrate would provide a Court Order that would allow a remanded to attend school.

Other Programs: A variety of programs are held daily. Everyone is encouraged to participate. These programs help you acquire skills for building Self-esteem, Spirituality and tools for the reintegration process to Family life and society.

Exercise Equipment Rules: Use only with staff supervision and permission.

TV Rules: TV watching is allowed only on weekends. Please do not interfere with TV equipment or wiring. Channels and Movies selection is by majority rule and staff approval. If a dispute arises, staff may choose the channel/movie or turn off the TV. Volume will be set at a level that does not interfere with other activities.

MONDAY-FRIDAY DAILY SCHEDULE

5 am Wake up

5.30am – 6.05 am Pray/Make beds and clean personal surroundings.

6:15 am	Shower/ Breakfast for Residents going to school.
6.30am	School Boys leave with Driver

Dormitories Locked

7:00 am	PARADE
7:15 - 7:45 am	Breakfast/Clean up
8.15am	Primary School Boys handed over to Teachers
8.30am	Trade Shop Boys handed over to Instructor
10:15 – 12:00 am	School Programs
12:00 – 1:00 pm	Lunch/ Clean up
1:00 - 2:45 pm	School Programs (cont.)
3:00 pm	PARADE
3:15 –4:00 pm	Cleaning of their surroundings
4.00 – 5.30 pm	Free Play/ Home- Work
5.30pm- 6.30pm	Shower/ Dress
7:00PM	PARADE
7:15 – 8:00 PM	Supper/Clean up
8:15 PM	<i>All Residents in Dormitory</i>
9: 00 PM	LIGHTS OUT

WEEKEND SCHEDULE

6am	Wake up
6.05 am	Pray/Making beds.
6.30am	Shower/ Dress
7:15 am	PARADE
7:30am - 8.00 am	Breakfast/Clean up
8.30am	General cleaning of personal surroundings

9.30am- 12.00pm	Free Play, TV viewing, Sports
12:00 – 1:00 pm	Lunch/ Clean up
1:30pm- 4.00 pm	Residents in Dormitory resting
4.00pm- 6.00pm	Recreational Activities
6.15pm	Shower/ Dress
7:00PM	PARADE
7:15 – 8:00 PM	Supper/Clean up
8:15 PM	Viewing of Television
11: 00	LIGHTS OUT

NOTE: ALL OUT OF ROOM TIME IS SUBJECT TO ADJUSTMENT DEPENDING ON POPULATION AND FACILITY NEEDS.

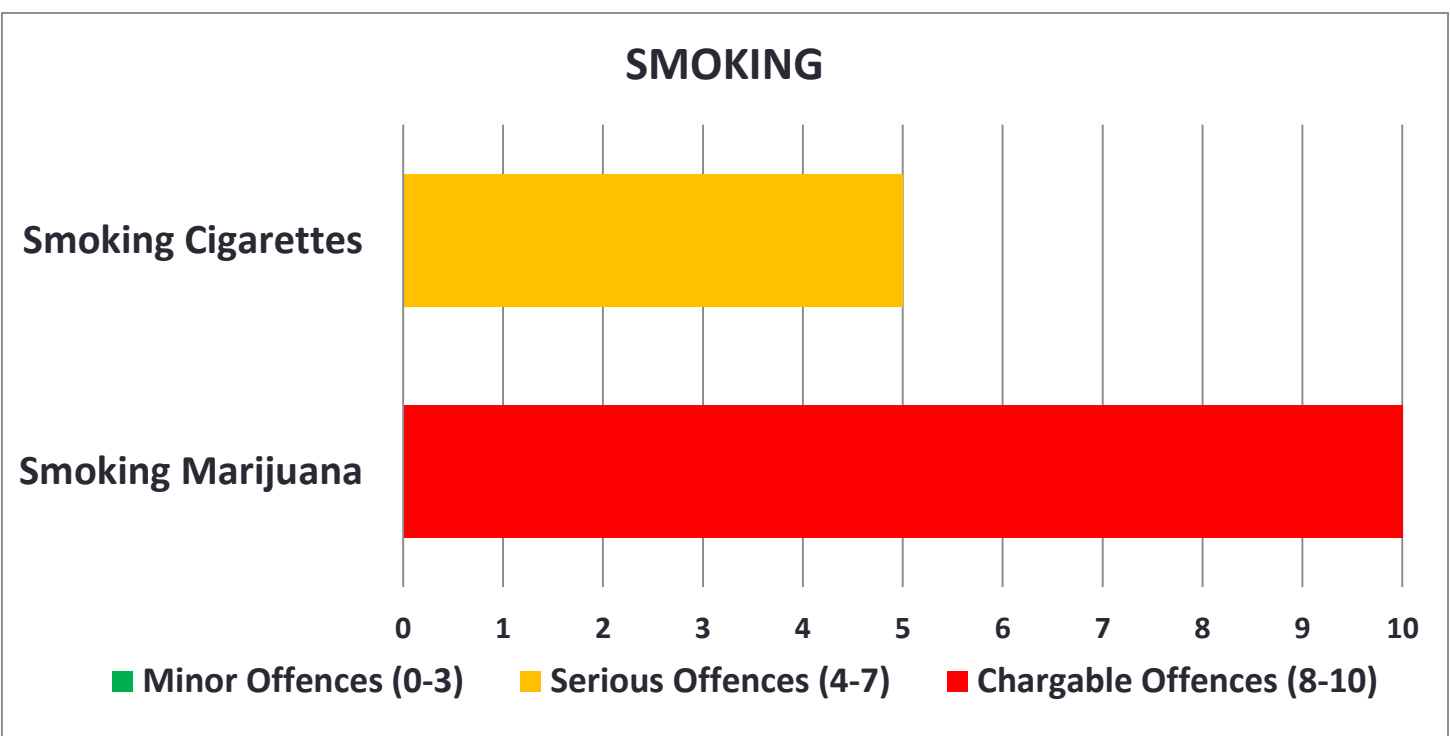
THINGS TO REMEMBER:

1. Clean your room and make your bed before coming out of your room.
2. Participate in programmes.
3. Follow directions given by staff, do not argue with staff.
4. No graffiti or verbal profanity or abusive language towards Staff/ Residence.
5. No running in the building or hall way/ dining hall and Trade shop area.
6. Do not tamper with any lights, smoke detectors, speakers, light any fires or deface the property. This would be deemed as an offence.
7. Any drawings, graffiti or anything verbal or non-verbal related to drugs/alcohol, weapons, pornography, malicious wounding, or gang related activity (staff perception), will result in a Court matter.
8. Any graffiti found on your room walls, bunk, toilet, mirror, etc., will be removed and you will lose points from the point system.

Rules of Conduct & Severity Scale
List of Offenses and their Consequences

OFFENCES	PENALTIES	SEVERITY
❖ Smoking: If a Resident is caught smoking cigarettes	-Parents/ Guardian would be informed -Referral to drug program -Points taken away	5
❖ Smoking: Caught smoking Marijuana	-Police called -Parents/ Guardian would be informed -Referral to drug program	10
Destruction of property/ possession of staff keys	-Chargeable offence	9
Threatening Staff or Residents/ Use of obscene language towards staff, resident or parents.	-Parents/ Guardian would be informed -You will be caution -Enroll in a Conflict Management class.	6
Possession of a cell phone	-Points taken away from Privilege System	3
Possession of a weapon	-Chargeable Offense (Court)	10
Bullying	-Intervention/ Counselling	5
Repeated Bulling	-Chargeable Offence -Police Called in -Parents/ Guardian informed -Enroll in a Conflict Management class.	10
Fighting with other residents and maliciously wounding	-Parents/ Guardian would be informed -Chargeable Offence	9
Larceny /Theft	-Chargeable Offence	10

Maliciously wounding Staff	-Chargeable Offence	9
❖ Boys in Dormitories Juniors caught in Senior Dormitory without permission	-Points taken away from Privilege System	2
Refusing to attend Programmes	-Parents/ Guardian would be informed -Intervention -Points taken away	3
❖ Dress Code Coming to parade or any assembly inappropriately dressed/ Coming leaving the compound without full uniform	-Points taken away from Privilege System	2
❖ Absconded Absconded for 24 hours/ Abscond and come back with illegal substance	-Report would be made to the Police Station -Parents/ Guardian would be contacted -Chargeable Offense	8
❖ Money Caught with more than \$5.00 (Seniors) and \$3.00 (Juniors)	-Money would be given to the Welfare Department which would be logged into a book -Points taken away	3
Parents caught giving resident money/ phones and illegal substance	-Parents would be caution concerning Rules and Regulations	7
❖ Late / Absent Late or absent from parade, classes, breakfast, lunch or dinner	-Points would be taken from Privilege System	1



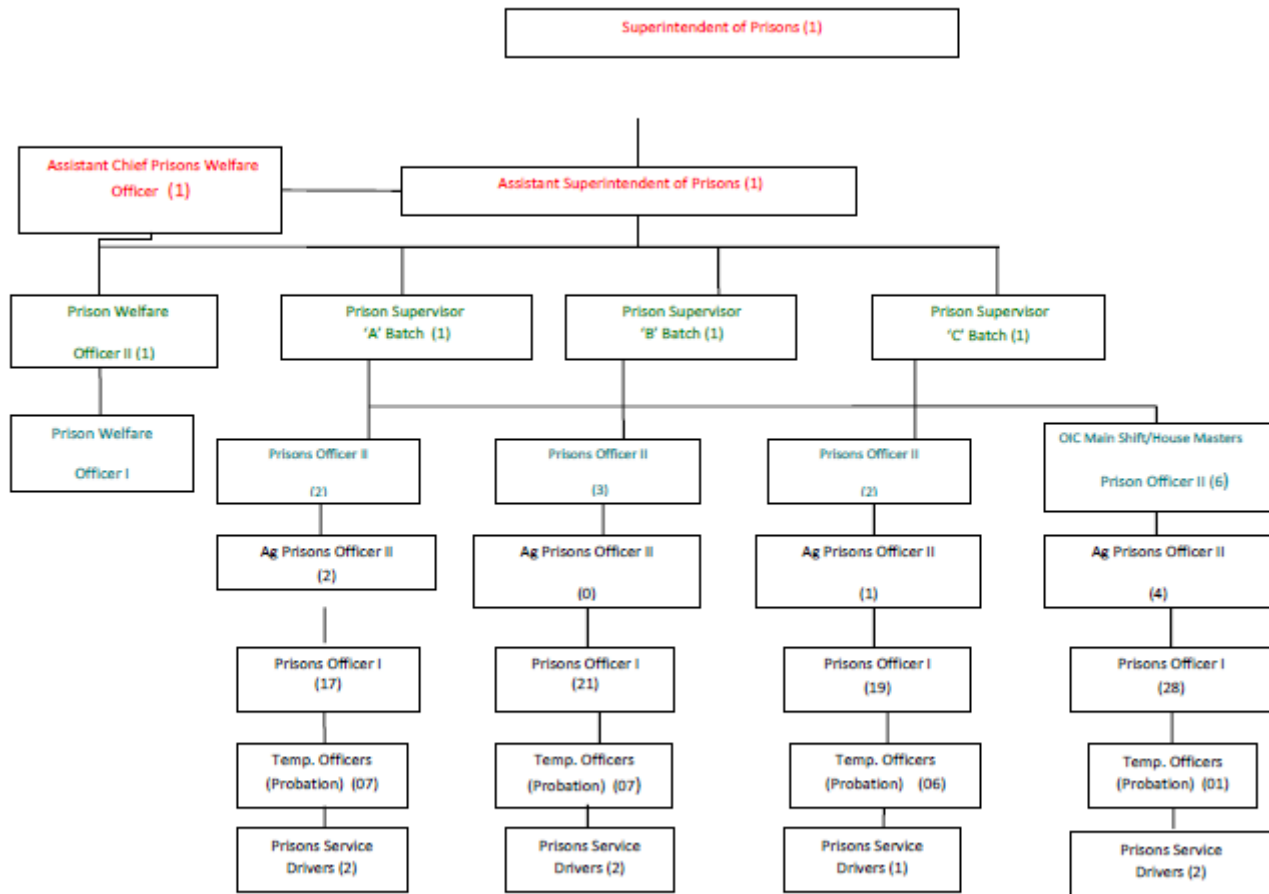
Appendix VIII

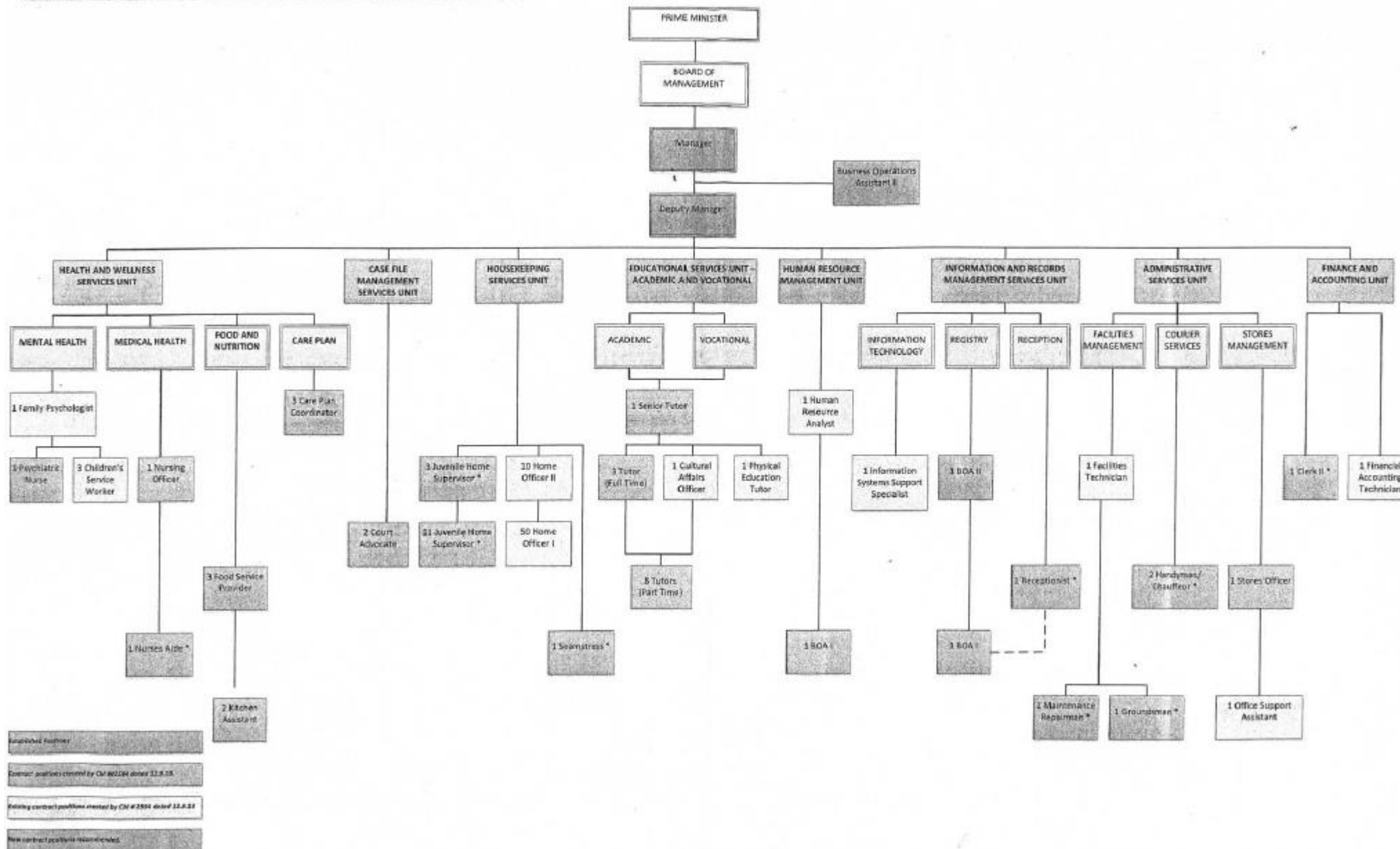
Staffing Breakdown

and Organizational

Charts

ORGANISATION CHART OF YTC





**Category of Staff at St. Michael's School for Boys
(as at September 9, 2016)**

Position	Permanent/Contract/ Short-term	Number	Comments
Boys Home Supervisor I	Permanent	14	1 – Vacation Leave 1 – No Pay Leave
Trade Instructor - Baker	Permanent	1	-
Clerk II	Permanent	1	-
Motor Vehicle Driver	Permanent	1	-
Trade Instructor - Mechanic	Permanent	1	-
Cook II	Permanent	1	-
Acting Welfare Officer	Permanent	1	-
Acting Manager	Permanent	1	-
Acting Deputy Manager	Permanent	1	-
Accounting Assistant	Permanent	1	1 – Vacation Leave
Trade Instructor - Tailoring	Permanent	1	-
Trade Instructor - Electrician	Permanent	1	-
Trade Instructor - Plumbing	Permanent	1	-
Trade Instructor - Upholstering	Permanent	1	-
Boys Home Supervisor III	Permanent	2	2 - On Suspension
Boys Home Supervisor I (Ag. II, III)	Permanent	4	1 – Vacation Leave
Boys Home Supervisor I (Ag. II)	Permanent	5	-
Trade Instructor - Welding	Permanent	1	1-Vacation Leave
Clerk Typist II (Ag. Storeskeeper II)	Permanent	1	-
Court Officer	Contract	1	-
Cleaner	Contract	1	-
Groundsman Maintenance	Contract	1	-
Maintenance Supervisor	Contract	1	-
Nursing Officer	Contract	1	-
Business Operations Assistant II	Contract	1	-
Driver	Contract	1	-
Accounts Manager	Contract	1	-
Human Resource Analyst	Contract	1	-
Kitchen Assistant	Short-term Contract	1	-
Laundress	Short-term Contract	1	-
Relief Driver	Short-term Contract	1	-
Part-time Cleaner	Short-term Contract	1	-
Groundsman Maintenance	Short-term Contract	3	-

Assistant Laundress	Short-term Contract	1	-
Clothing Officer	Short-term Contract	1	-
Evening Kitchen Officer	Short-term Contract	1	-
Records Keeper	Short-term Contract	1	-
Office Support Attendant	Short-term Contract	1	-

**Category of Staff at Youth Training Centre
(as at September 14, 2016)**

(1:00 pm – 9:00 pm) & (6:00 am – 1:00 pm)			
POSTS	RANK	CURRENT STAFFING	QUALIFICATIONS
Supervisors		03	Prisons Officers Diploma
Officers in Charge	POII	03	Prisons Officers Diploma
Control II	POII/ Ag. POII	03	Prisons Officers Diploma
Reflection (Dis Unit)	(01)POII (01)POI	06	Prisons Officers Diploma
Control I	POI	03	Prisons Officers Diploma
Control I Assistant	POI	03	Prisons Officers Diploma
Health Care Officer	POI	03	Prisons Officers Diploma/ Enrolled Nursing Assistant Diploma
Food Services	POI	03	Prisons Officers Diploma/ Food Preparation/
Reception	POI	06	Prisons Officers Diploma
Control II Assistant	POI	03	Prisons Officers Diploma
Corridor	POI	03	Prisons Officers Diploma
Pre-Trials (1-4)	POI	03	Prisons Officers Diploma
Assistant	POI	03	Prisons Officers Diploma
Respect	POI	03	Prisons Officers Diploma
South East Point	POI	03	Prisons Officers Diploma
South West Point	POI	03	Prisons Officers Diploma
Gymnasium	POI	06	Prisons Officers Diploma/ Physical Training Instructor Certificate
Drivers	PSD	05	Defensive Driving
TOTAL		65	

It should be noted that these figures represent the total combined allocation distribution amongst the three (3) Batches which operate on a 24 hours on 48 hours off shift.

Night Duty (9:00 pm – 6:00 am)			
POSTS	RANK	CURRENT STAFFING	QUALIFICATION
Officers in Charge	POII	03	Supervisory Certificate/ Prisons Officers Diploma
Control II	POII/ Ag. POII	03	Prisons Officers Diploma
Reflection	POII	03	Prisons Officers Diploma
Control I	POI	03	Prisons Officers Diploma
Control I Assistant	POI	03	Prisons Officers Diploma
Sentry Patrol	POI	03	Prisons Officers Diploma
Pre-Trials	POI	03	Prisons Officers Diploma
Respect	POI	03	Prisons Officers Diploma

TOTAL	24
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(8:00 am to 4:30 pm)			
POSTS	RANK	CURRENT STAFFING	QUALIFICATIONS
Superintendent		01	Bsc. Social Work
Assistant Superintendent		01	Bsc. Public Sector Management
OIC (Staff)	POII	01	Prisons Officers Diploma
OIC (Warrants)	POII	01	Prisons Officers Diploma
Senior Clerk	POII	01	Prisons Officers Diploma
OIC(Agriculture)	POII	01	Prisons Officers Diploma
OIC (Technical Services)	POII	01	Prisons Officers Diploma/ Construction Management/ National Training Academy Assessor Certificate
OIC Airing/Security	POII	01	Prisons Officers Diploma
Head House Master	** POII	01	Prisons Officers Diploma/ Defining Masculine Excellence/ Counselling Adolescents/ Housemastering
OIC Training & Programmes	** Ag. POII	01	Prisons Officers Diploma/ Monitoring & Evaluation
OIC Building/Cabinet Shop	POII	01	Prisons Officers Diploma/ Cabinetry Certificate National Training Academy Assessor Certificate
OIC Tailoring	POII	01	Prisons Officers Diploma/ Garment Construction/ National Training Academy Assessor Certificate
Asst. Store keeper	POII	01	Prisons Officers Diploma/ Stores Inventory Management
OIC Visits	** Ag. POII	01	Prisons Officers Diploma
Warrants Clerk	POI	02	Prisons Officers Diploma
Clerks	POI	03	Prisons Officers Diploma/ Microsoft Office
Agriculture Officers	POI	02	Prisons Officers Diploma
Trade Officers	POI	03	Prisons Officers Diploma/ Masonry/Construction/ National Training Academy Assessor Certificate
Clinic/Escorts/Habeas	POI	01	Prisons Officers Diploma

Airing	POI	01	Prisons Officers Diploma
Welfare Clerk	POI	02	Prisons Officers Diploma/ Certificate in Counselling
School/Programme Officers	POI	10	Prisons Officers Diploma
Programmes Clerk	POI	01	Prisons Officers Diploma
Storeroom Assistant	POI	01	Prisons Officers Diploma
Visit/Scanning Officers	POI	01	Prisons Officers Diploma
Infirmery	POI	01	Prisons Officers Diploma/ Enrolled Nursing Assistant Diploma
Gymnasium	POI	02	Prisons Officers Diploma/ Physical Training Instructor Certificate
Maintenance/Fatigue Duty	POI	03	Prisons Officers Diploma
Drivers	PSD	02	Defensive Driving
TOTAL		47	

Key: PO – Prison Officer; PSD – Prison Service Driver; WO – Welfare Officer

** Denotes Officers fulfilling multiple offices.

POSITION	AMT.	QUALIFICATIONS
Welfare Officer II	01	Prisons Officers Diploma Msc. Social Work
Welfare Officer I	03	Prisons Officers Diploma Bsc. Social Work

Contracted Staff (Civilian Teachers)		
POSITION	AMT.	QUALIFICATIONS
Director of Teaching	01	Teacher's Diploma Associate Degree in Education Bsc. Psychology Msc. Criminology & Criminal Justice (candidate) Med. Testing & Measurement (Candidate)
Teachers	06	Teacher's Diploma
Special Ed. Teacher	01	Bed. (Special Education)

Appendix IX
Recommendations
submitted by the
Children's Authority of
Trinidad and Tobago

Having regard to the specific recommendations in relation to the infrastructural and managerial requirements for rehabilitation centres for male and female child offenders, as contained in the 2002 Final Report, the Task Force on Prison Reform Report, the 2013 “No Time To Quit: Engaging Youth At Risk and the 2013 Parliamentary Committee Report on the Statutory Authorities Service Commission, the following conclusions are drawn:

1. In relation to the YTC, the Authority advises that:

- (i) While some infrastructural improvements have been precipitated by recent litigation, these improvements are currently insufficient to equip the YTC to meet the standards required by the international conventions or our domestic standards for designation of a facility as a rehabilitation centre.
- (ii) The Authority therefore recommends that the following is required before the YTC can formally be designated as a Rehabilitation Centre within the meaning of the Children’s Community Residences Foster Care and Nurseries Act (CCRFCNA):

(a) Recruitment of sufficient suitable staff

- This is necessary to facilitate the extension of the education, vocational and rehabilitative programmes beyond the existing committed population of 36 residents and the 12 residents on long term remand. The YTC will need to extend these services to all residents.
- The OPM has indicated it will provide tutors on contract to the YTC to conduct remedial math and English classes for 24 offenders on remand for a period of 3 months. The Prisons Services must commence a recruitment process for such persons to fill this role at the end of that period.
- Additional specialised staff, including teachers, social workers and psychologists will need to be recruited to ensure adequate delivery of services to all residents.
- In order to ensure adequate supervision, additional officers will need to be assigned to the dormitories. This may include reassignment of existing personnel who are provided with suitable training or the additional recruitment of suitably trained officers.

(b) Requisite policies to be developed and implemented

- A number of policies must be developed for the facility to properly guide the operations and procedures implemented by officers. These policies include, but are not limited to:
 - behaviour management policy
 - disciplinary policy
 - sexual abuse policy
 - search policy
 - security plan
 - surveillance policy
 - Clear escort and scheduling procedures should be developed and implemented to ensure the separation of the remand and committed populationsThese policies may comprise an operational manual for the facility.

(c) Financial allocations to facilitate procurement of renovation materials for remaining dormitories as well as recurrent costs

- An allocation of \$1,000,000.00 has been utilised for the renovation of three dormitories which are designed to accommodate approximately 12 to 15 single cot beds. An additional allocation will be required for the upgrade of the other nine dormitories¹² and the other areas of the premises to ensure the facility will meet the requirements of rehabilitation centres¹¹;
- In the 2017 budget an allocation of a further \$1,000,000.00 has been approved for use by YTC toward the renovation of dormitories for the purpose of achieving compliance with the minimum requirements for rehabilitation centres.
- The Superintendent has indicated that currently allocations are inadequate for the provision of the four mandated meals to the existing population at the facility, and only three meals are served. Allocations to address the recurrent costs of the rehabilitation centre housing 144 residents will have to be contemplated by the Ministry of National Security, under whose purview the Prisons Services operate.

(d) Provision for increased capacity

- Although the YTC may seek to renovate nine dormitories in the next phase of works, these dormitories are already fully occupied with residents. There are currently 36 committed residents and 27 remanded residents at the YTC, a total of 63 residents.
- The maximum capacity of the YTC following the renovations will be 144 residents.
- Long term strategic planning by the Ministry of National Security for children in conflict with the law must include increasing the capacity of the YTC and identifying alternate placement options for male offenders.

2. In relation to the St. Michael's School for Boys, the Authority advises that:

- (i) Notwithstanding the construction of the new dormitories at St. Michael's which at present serve as 'temporary rehabilitation centres', the recommendations in the Ryan Report regarding the dire need for the St. Michael's School for Boys to be refurbished, a Manager's House erected, secure fencing installed, and facilities such as a classroom block and library, a multipurpose indoor court, and a space for worship introduced, have not been implemented;
- (ii) The recommendations in the 2013 Parliamentary Committee Report on the Statutory Authorities Service Commission (SASC) that the St. Michael's School for Boys (as an Industrial School) be relieved from the inherent inefficiency and preclusion of disciplinary action by its removal from the ambit of the Commission has not been implemented as the staff employed at St. Michael's still fall under the purview of the SASC and not the Board of Management as recommended;
- (iii) In light of the critical and numerous areas of non-compliance with the minimum standards for the operation of a children's home in accordance with the licensing criteria under the Children's Community Residences Foster Care and Nurseries Act (CCRFCNA) and Children's Community Residence Regulations, the Authority strongly advises the Gender and Child Affairs Division of the Office of the Prime Minister (OPM) that urgent steps should be put in place for the transfer of all residents out of the St. Michael's School for Boys into a facility which demonstrates compliance with the minimum standards for the operation of a children's home and is

¹¹ The dormitory was not furnished with any beds, furniture sets or cabinets for personal storage. It was observed that a few of the bed frames were being painted and repaired in the corridor outside the dormitory and cabinets were still situated in the stores area.

equipped with staff and programmes tailored to the needs of children in need of supervision¹², following which the St. Michael's School for Boys should cease to operate.

- (iv) In the alternative, as recommended in the 2013 Parliamentary Committee Report, the responsibility for the staff at the St. Michael's School for Boys should be immediately removed from under the purview of the Commission and vested in an appropriate management body with the required expertise to address the needs of the children and the management of this home. The Board may then take steps to examine the issues, strategise and execute an overhaul to equip the facility with a suitable organisational structure, coherent policies, procedures and protocols by which its operations may be governed and sufficient and suitable staff. Future actions taken by the State should not compromise the responsibility of the Board nor give opportunity or clemency for such responsibility not being upheld.
- (v) The recommendations from the audits of Baker Tilly Montano Ramcharitar for St Michael's School for Boys for the years, 2012, 2013 and 2014 should be implemented.

3. In relation to the St. Jude's School for Girls, the Authority advises that:

- (i) The current provisions made at St. Jude's for the accommodation of female offenders are insufficient for the purpose of being designated as a rehabilitation centre for girls and cannot be considered a long term placement option;
- (ii) A specialised rehabilitation centre for the accommodation of female offenders aged 10 to 18 must therefore be identified and equipped as a matter of priority.

4. In relation to the placement of offenders with special needs including medical and psychiatric needs, consideration and planning for appropriate infrastructure and staffing at the institutions established for male and female offenders should be contemplated by the State. The State may also consider alternative facilities to be identified and staffed for these children.

¹² Otherwise referred to as 'beyond control', however a change to the language will be effected by the 5th Schedule to the FCD Act 26

Appendix X

Programmes

List of YTC Programmes as at September 14, 2016

Programme	Type	Duration	Purpose & Comments
LEVEL 1 (Remedial)	Educational	Ongoing	Reading, Writing and Mathematics.- Infants level
LEVEL 2 (Lower Primary)	Educational	Ongoing	Laying a literacy and numeracy foundation
LEVEL 3 (Remanded Life Skills)	Educational	Ongoing	Life Skills - literacy and numeracy
LEVEL 4 (School Leaving)	Educational	Assessment 2016	Min. of Ed. Certification
Mathematics	Educational	Exams 2016	Certification
English B	Educational	Exams 2016	Certification
Social Studies	Educational	Exams 2016	Certification
Integrated Science	Educational	Exams 2016	Certification
(EDPM) Electronic Document Preparation and Management	Educational	Exams 2016	CXC Certification One Lad repeating.
English A	Educational	Exams 2016	CXC Certification
English B	Educational	ON HOLD	To be resumed
History	Educational	ON HOLD	CXC Certification
Office Administration	Educational	Exams 2016	-----
Integrated Science	Educational	Prep for 2015exam	ON HOLD
H & S Biology	Educational	-----	Completed. (To be resumed)
Mathematics	Educational	Exams 2016	CXC Certification
POA	Educational	ON HOLD	CXC Certification
POB	Educational	Exams 2016	CXC Certification
Social Studies	Educational	Exams 2016	CXC
General Art	Educational	ON HOLD	General Proficiency
Literatures in English	Educational	ON HOLD	CXC Certification
Library	All Lads	Ongoing	School Staff
YTEPP Info. Tech.	Educational	Nine Months	TTNVQ (Trinidad and Tobago National Vocational Qualification)
Video Production	Educational	ON HOLD	-----
Radio Broadcasting	Educational	Nine Months	TTNVQ (Trinidad and Tobago National Vocational Qualification)
Drama	Educational	Ongoing	In House
Drumology	Educational	Ongoing	In House
YTC Steel Orchestra	Educational	Ongoing	In House
Choir	Educational	ONHOLD	In House
Poetry & Script Writing	Educational	ONHOLD	In House
Art & Craft	Educational	ONHOLD	In House
Flower Garden	Educational	ONHOLD	In House

Masonry/ Construction	Tech/Voc	Ongoing	Maintenance & Training
Plumbing	Tech/Voc	Ongoing	Maintenance & Training
Electrical	Tech/Voc	Ongoing	Maintenance & Training
Tailoring	Tech/Voc	Ongoing	Training
Food Preparation	Tech/Voc	Ongoing	Training
Apiary Culture (Beekeeping)	Tech/Voc	Ongoing	Training
Agriculture	Tech/Voc	Ongoing	Maintenance & Training
Barbering	Tech/Voc	Ongoing	Training
Laundry	Tech/Voc	Ongoing	Training
Welding	Tech/Voc	Ongoing	Maintenance & Training
Small Engine Repairs	Tech/Voc	Ongoing	Maintenance & Training
Landscaping	Tech/Voc	Ongoing	Maintenance & Training
Bread Cakes & Pastries	Tech/Voc	Nine Months	Technical/Vocational
Woodwork	Tech/Voc	Nine Months	Technical/Vocational
School Guidance & Counselling	Life Skills	Ongoing	In House
Prisons Psychologist & Trainees	Life Skills	Ongoing	In House
Servol A.D.P.	Life Skills	Three months	Certificate of Participation
ALPHA	Life Skills	Nine Months	Certificate of Participation
Lifeline	Life Skills	-----	On Hold
LifeSPORTS	Life Skills	-----	On Hold
Mentoring (Agents of Social Change Programme)	Life Skills	Completed	Training Certificate for successful completion from RYDEUS Solutions
Neal & Massy Foundation	Life Skills	Ongoing	In House
Pre Release Programme	Life Skills	Ongoing	House of Judah
Sibling Partnership Programme	Life Skills	Ongoing	This programme runs on the second and fourth Sunday of the month
Dean of Discipline	Life Skills	Ongoing	-----
Church of the Nazarene	Religious	Ongoing	This programme runs on the first and third Sunday of the month
Curepe Pentecostal Church	Religious	Ongoing	This programme has been consistent since its inception
Evans Vision & Sound Ministry	Religious	Ongoing	This programme runs every third Friday of the month
Fundamental Baptist	Religious	Ongoing	This programme has been consistent since its inception
House of Judah	Religious	Ongoing	This programme has been consistent since its inception
Jesus is the Answer	Religious	Ongoing	This programme has been consistent since its inception

Roman Catholic	Religious	Ongoing	This programme has been consistent since its inception
Spiritual Baptist	Religious	Ongoing	This programme has been consistent since its inception
St. Vincent DePaul	Religious	Ongoing	This programme takes place every two months or when needed
Urban Ministries	Religious	Ongoing	This programme has been consistent since its inception
Way of Holiness	Religious	Ongoing	This programme has been consistent since its inception
Boxing	Sports	Competitive	Boxing
Basketball	Sports	Competitive	Basketball
Football	Sports	Competitive	Football
Rugby	Sports	Competitive	Rugby
Track & Field	Sports	ON HOLD	Track & Field
Cricket	Sports	ON HOLD	Cricket
Badminton	Sports	ON HOLD	Badminton
Volleyball	Sports	ON HOLD	Volleyball
Table Tennis	Sports	-----	ON HOLD
On the Job Training	-----	-----	Job Training
On the Job Training	-----	-----	Job Training
On the Job Training	-----	-----	Job Training
On the Job Training	-----	-----	Job Training
YTC Mentorship Team	-----	-----	Crime Prevention, Public Relations and Anti - Bullying

List of St. Jude's Home for Girls and St. Michael's Home for Boys Programmes as at September 09, 2016

Social reintegration	Education / Vocational	Recreational (St. Jude's only)	Recreational (St. Michael's only)
Day Leave	Remanded boys and girls attend school on the compound;	Home Economics	Tae Kwando
Home leave		Craft	Boxing
Participation in Joint Camps with St. Jude's and St. Michael's School	Boys and girls charged with capital offences which do not carry bail are not allowed to leave the Rehabilitation Facility. They are provided with education and recreational activities at the facility.	Swimming	Football
Finishing School		Football	Basketball
Social Skills Counselling		Dance	Police Youth Club
Attending school outside of the institution		Art/Music Therapy	Steel Pan
Attending programmes outside of the institution (Cadets, Police Youth Club etc.)		Tennis	Music
Family visits, monthly parent meeting and home leave for community residents.		Police Youth Club	
	Boys and girls at the community residence are assessed and will either attend school/vocational training on or off the compound.	Vacation Camps are offered during the vacation period	