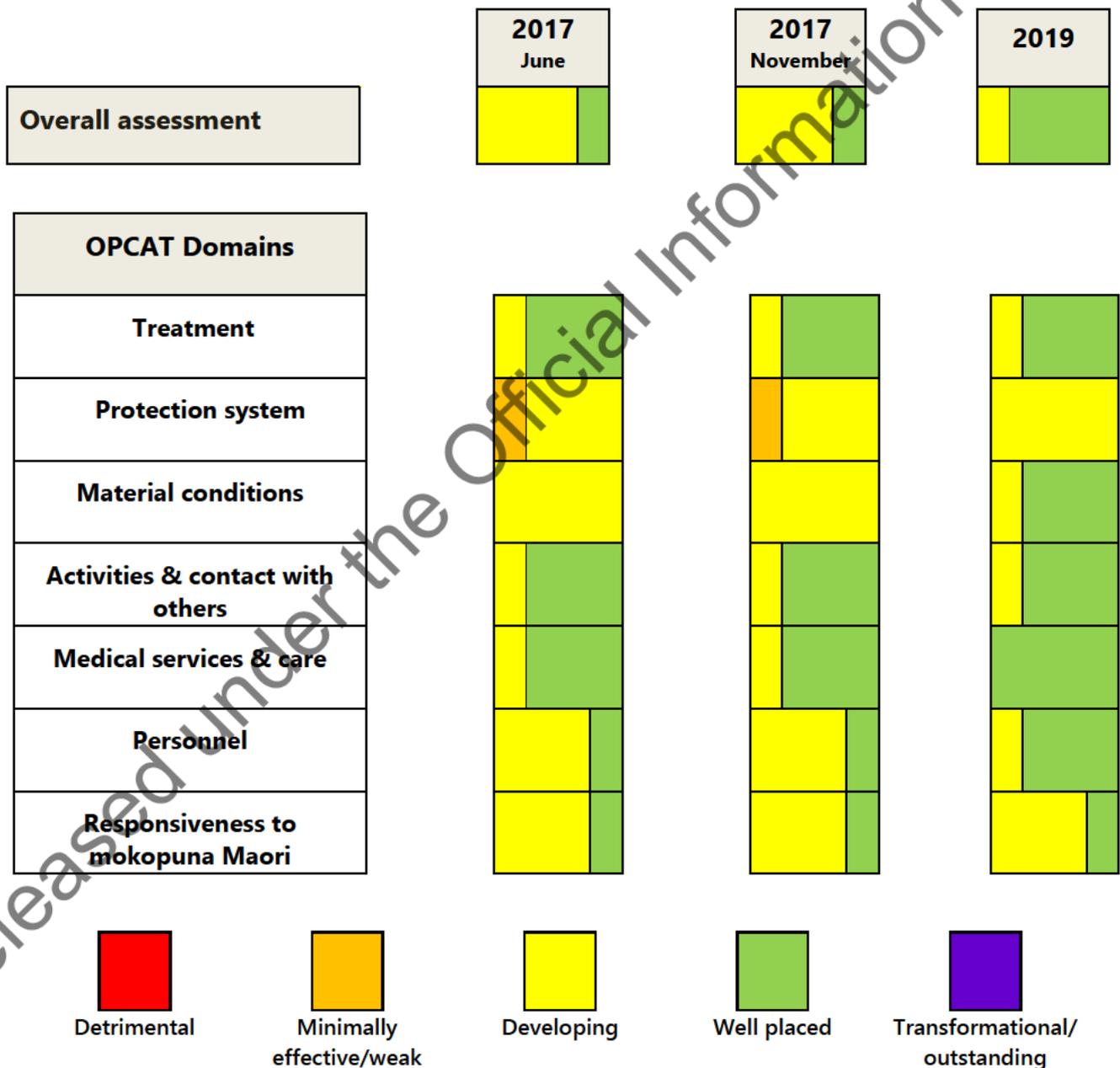


Oranga Tamariki Residence Visit (Unannounced OPCAT Visit)

Te Puna Wai ō Tuhinapo Youth Justice Residence

Visit date: s 9(2)(a) OIA 2019. Report date: 23 August 2019



Released under the Official Information Act 1982

Contents

Introduction.....	3
Key findings and recommendations.....	5
Domain 1: Treatment.....	8
Domain 2: Protection system.....	11
Domain 3: Material conditions.....	13
Domain 4: Activities and contact with others.....	15
Domain 5: Medical services and care.....	17
Domain 6: Personnel.....	18
Domain 7: Responsiveness to mokopuna Māori.....	20
Appendix One: Why we visit (legislative background).....	22
Appendix Two: Interpretation of ratings.....	23
Appendix Three: Interviews conducted and information accessed.....	24

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Introduction

Purpose of visit

1. On s 9(2)(a) OIA [REDACTED] 2019, s 9(2)(a) OIA [REDACTED] from the Office of the Children's Commissioner (OCC) conducted an unannounced monitoring visit to Te Puna Wai ō Tuhinapo, Youth Justice Residence, Christchurch. The purpose of our visit was to assess the quality of Oranga Tamariki's services against the seven domains relevant to our role as a National Preventive Mechanism (NPM) under the Optional Protocol to the Convention Against Torture (OPCAT, refer to Appendix 1 for more detail). These domains are: treatment, protection system, material conditions, activities and contact with others, medical services and care, personnel, and responsiveness to mokopuna Māori.

Structure of this report

2. In the context of our OPCAT visits, we use Mana Mokopuna principles and resources to engage young people in conversation about their experiences in the residence. Mana Mokopuna supports our monitoring to put a stronger focus on: (a) young people's experiences, and (b) Māori beliefs and social structures. The information from interviews with young people sits alongside our assessment of the residence's compliance with the six OPCAT domains. For more information on our Mana Mokopuna approach, see our website. <http://www.occ.org.nz/our-work/mana-mokopuna/>
3. This report shares the findings from our visit to Te Puna Wai ō Tuhinapo, and makes recommendations for actions to address the issues identified. For the convenience of readers, we first list our key findings and recommendations. We then describe our findings for each of the six OPCAT domains. For each OPCAT domain, we provide a statement that summarises the reasons for our rating for that domain. We highlight, in text boxes, young people's experiences and voices. Finally, we provide the evidence for our overall domain finding as a list of strengths and areas for development.
4. We briefly outline the legislative background to our visit in Appendix 1. Appendix 2 contains information about the interpretation of ratings. We describe the interviews we conducted and the information we accessed in Appendix 3.

Context

5. Te Puna Wai ō Tuhinapo is a Youth Justice Residence. It is located in Rolleston, Christchurch and sits within a rural area, next to Rolleston Prison. The residence has 40 beds, 4 units of 10 beds.
6. At the time of our visit, there were twenty-four young men placed in the residence. Their ages ranged from 13 to 18. [REDACTED] young men were sentenced and all others were on remand. One young person had been in the residence on remand for over a year and another just under a year. At the time of our visit, there were higher than usual ratios of staff to young people, with the residence only having 60% of their bed capacity occupied. This has had a positive impact on staff morale and the relationships between young people.
7. When young people are admitted to the residence, a decision is made about the most appropriate unit for them to be placed into. Young people are given some choice about the focus for their education while in residence. Kingslea School, along with the residence, are currently operating four 'home rooms' with different focus areas: core curriculum, vocational, kaupapa Māori and physical education. Therefore a young person may spend the school day in a 'home room' located in a different unit to the one they mainly live in.



Photo 1: Entrance to agricultural programme area

Key findings and recommendations



Overall Rating. Well placed with developing elements.

8. Our overall rating for Te Puna Wai ō Tuhinapo is well placed with developing elements. This is an improvement from our previous OPCAT visit in November 2017, when the residence's overall rating was developing with well placed elements.

9. There were shifts across several domains as follows.

The ratings for three domains improved:

Protection System: The administration of the Whaia te Māramatanga process has improved.

Material Conditions: These were greatly improved due to the recent refurbishment

Personnel: Vacancies have recently been filled, there is a new induction process for staff and relevant training is provided to staff.

Medical Services and Care: Primary health care needs and serious mental health needs are met.

The ratings for three domains have stayed the same:

Treatment, Activities and Contact with Others and Responsiveness to Māori

10. Our monitoring assessment identified that the residence has many overall strengths. These include:

- Caring relationship between staff and young people
- Support for young people to reflect and identify ways to change their behaviour
- Good quality planning including involvement from young people
- Sound administration of Whaia te Māramatanga
- A tidy and bright inside environment
- Engaging education for young people
- Good access to primary health care

11. We identified a number of other areas for the residence's development. Young people:

- Lack opportunities to have a say in day to day matters
- Need more support to understand their whakapapa
- Lack confidence that using Whāia te Māramatanga will lead to change

- Want more variety in after school activities
- Want to see tikanga and learning about te ao Māori embedded more in daily life



Photo: Mural in unit



Photo: Mural in unit

Recommendations

For the National Office, Oranga Tamariki

- Rec 1: The DCE Youth Justice Services takes steps to support the residence to consistently meet the supervision policy of Oranga Tamariki. (State of Care 2017, Rec. 1)
- Rec 2: The DCE Youth Justice Services takes steps to strengthen policies relating to youth justice residence placement decisions so that young people can be geographically close to their family/whānau when possible.

For the Residence Manager and Leadership Team

- Rec 3: When young people are placed a long distance away from their whānau, work with site social workers to find solutions to whānau visiting. This will enable young people to maintain relationships with their whānau and to safely learn about their whakapapa. (Refer pgs 10, 16)
- Rec 4: Support case leaders with the time, resources and cultural knowledge to contribute to relationships with whānau, ensuring that whānau are involved in planning while their rangatahi are in the residence. (Refer pg 10)
- Rec 5: Provide regular, youth centred forums that support young people:
- to share their thoughts, ideas and concerns to the residence
 - to learn about children's rights including their rights in residence (Ref pgs 10, 12)
- Rec 6: Ensure all care staff have an appropriate amount of time and resources to support planning of activities for young people. (Refer pg 16)
- Rec.7: Support staff to embed the learning they are doing to be responsive to mokopuna Māori in everyday practice and meet the residence's cultural development plan goals. This should include support to reinstate the Rōpū Māori and cultural supervision for all staff. (Refer pgs 20, 21)
- Rec 8: Investigate, rectify and monitor equipment concerns, including air conditioning and poor quality sound during phone calls to whānau. (Refer pg 14)
- In addition, find effective, safe means for young people to adequately clean their hands after toileting. (Refer pg 13)
- Rec 9: Ensure that any changes resulting from Whaia te Māramatanga investigations are clearly explained to young people both verbally and in writing. (Refer pg 11, 12)

Findings for each OPCAT domain

Domain 1: Treatment



Well placed with developing elements

12. Good relationships between staff and young people and an effective model of care make the residence's treatment of young people mostly well placed. On the other hand, we consider several elements are in need of development. These include, support for a young person's cultural identity and their opportunities to have their voice heard.

Strengths

- **Young people have good relationships with staff.** We heard and observed that young people can relate well to staff. Most young people told us that they have a member of staff they can talk to. One care staff member said that "Relationship building with young people is massive here". Young people told us that staff are generally consistent and fair, with only some exceptions. The use of mediation between staff and young people following a challenging incident supports the maintenance of good relationships.
- **Physical restraints are being used less often.** Staff have recently completed training in Safe and Tactical Approach and Response (STAR). This is the approach to managing risk being implemented by Oranga Tamariki youth justice residences. As a result, staff feel more confident to de-escalate when the behaviour of young people is heightened. We encourage the residence to continue reviewing each use of physical restraint.
- **Young people feel supported to reflect on their behaviour while in secure care.** We are pleased to hear that staff are using more creative processes to support young people to reflect on incidents. For example, staff use whiteboard notes when discussing incidents with young people. This makes these exercises more engaging and meaningful for young people. Using visual means and discussion also supports young people with earlier levels of literacy to understand and participate in this work.

Young people's voice

"I admire the staff because they listen to you one on one."

"All the staff come around here with their aroha, make it feel like a family."

"Māori staff here are all good. As I said, some staff you know not to mess with but most staff are pretty cool."

"There are barely any restraints now cos the kids are all sacked. They are all calm now. Staff are nicer"

"My arms are fragile." s9(2)(a) OIA

████████████████████

████████████████████

████████████████████ Staff don't know that."

- **Staff understanding of trauma-informed care is improving.**

There is some evidence of trauma informed practice in the importance all staff place on building positive relationships with young people. Young people also reported changes in staff behaviour. Case leaders support young people to understand their backgrounds and their current behaviours and risks. We encourage the residence to continue to deepen their knowledge of complex trauma and to further strengthen the staff responses to young people.

- **Youth friendly plans are being developed.** The residence has taken the initiative to redesign Individual Care Plans. These have been simplified to make them easier for young people to understand. Young people told us that they are involved in their plans; for example that they work together with case leaders to establish their goals. Case leaders, health and education have good multidisciplinary team collaboration.

Case leaders also develop helpful coping plans for care staff and young people. These include identified triggers, early warning signs and coping strategies. There has been an increase in case consultations between case leaders and care staff being held to develop these coping plans. These are usually arranged reactively when a young person is identified as 'struggling', e.g., because they have been admitted to secure repeatedly over a short period. We encourage the residence to proactively create coping plans for all young people to ensure staff and the young person are able to better understand their behaviours.

- **There is some tailoring of the Behaviour Management**

System for individual young people. Many young people we spoke to were able to tell us about the behaviours expected under the Behaviour Management System (BMS). We found some evidence of points and rewards being tailored for individual young people. For example, some young people receive rewards throughout the shift, rather than waiting until the end of the shift. They also have more individualised behavioural targets to make it easier for them to move up the levels on the BMS. Young people also have choice in how they use the credits they earn to buy items. Some young people have access to sensory items that support them to regulate their behaviour. We acknowledge the challenges associated with individualising the BMS in the residence environment. However, we encourage the residence to continue finding ways to adapt the way the BMS is implemented to meet the needs of each young person as much as possible.

Young people's voice

"Every time you are in secure you write on this piece of paper, reflect on the situation that lead you in. Write a timeline sheet of event leading up, during and after. During school time they'd send over school work a well."

"I got a good plan. My case leader talks to me first about what needs to go into the plan and then writes the plan and then checks with me."

"I hate the teachers marking up my points. They mark you down even in you say sorry. They say that doesn't count because you already know it. What's the point in trying"

"Four core values for BMS – respect responsibility, listening and good choices: we learn about them at community meetings four times a day"

"There is a beast inside of me that is trying to get out; but staff around me can feed the beast with more warmth, so at least the beast doesn't come out as usual."

"Work to manage my anger. The staff help me with that."

Areas for development

- Staff have challenges developing meaningful relationships with some whānau.** Staff told us there has been a focus from the leadership team on the importance of the involvement of whānau in planning for their children. Some young people told us their whānau are not involved in developing their plan or were not respected when they were involved. Case leaders need the time, resources and support, along with site social workers, to develop meaningful, culturally responsive relationships with whānau.
- Young people lack opportunities to have a say in day to day matters.** The youth council has not met for over a year. We encourage the residence to find a child-centred way of ensuring that young people have a say in the running of the residence. Young people also identified some opportunities to lead, such as welcoming people when they visited the residence or being the duty student in Waimakariri unit. However, they wanted more opportunities to use their strengths, for example using fluency in te reo Māori.
- Most young people need more support to understand their whakapapa.** Some young people told us that they are supported to learn their pepeha, primarily through education staff or the youth forensic team. However, the majority of young people had limited understanding of their whakapapa and are not sure how they could get support to learn more. It is important for young people to be supported to maintain and develop their relationships with their whānau and through them to safely learn more about their whakapapa.

Young people's voice

"They think my mum is dumb"

"I've been able to say thank you to people who visit the residence. That's the only leadership opportunity. Put on the spot really"

Young people's voice

"I do whakapapa in class and stuff. I learnt how to say the ones that were missing"

"No-one has talked to me about (my whakapapa). I want to know but (staff) can't do nothing about it cos they don't know."

Domain 2: Protection system

Developing

13. While the administration of Whaia te Māramatanga is improving, young people's lack of confidence in the process and limited understanding of their rights means we have rated the protection system as developing.

Strengths

- Most young people feel safe in the residence.** Young people told us that staff support them to feel safe. Relationships with other young people in the residence can be challenging and affect how safe young people feel. Young people told us that staff usually manage such concerns well.
- Young people have good understanding of the Whaia te Māramatanga process.** Monthly programmes are run for young people to learn how to use Whaia te Māramatanga (WTM). Some young people also use the grievance panel to escalate their complaints.
- Whaia te Māramatanga processes have been strengthened.** Since our previous visit, the Grievance Panel and the Leadership team delivered training on WTM for Team Leaders Operations (TLOs). This has resulted in improvements in WTM processes. All investigations of complaints in the last quarter were completed within the time frame. During our visit, the grievance co-ordinator was receptive to improving ways that withdrawn complaints will be handled in future.

Areas for development

- Young people lack confidence that using Whaia te Māramatanga will lead to change.** Many young people told us they would not use WTM. We heard two key reasons for this from young people. For some, their lack of confidence is because they rarely experience change occurring as a result of putting in a complaint. It was also worrying to hear four out of fourteen young people we interviewed refer to the use of Whaia te Māramatanga as 'snitching'.

Young people's voice

"Everything feels safe here"

"Other (young people) feel unsafe cos they just can't get along with other YPs"

Young people's voice

"I ask them for a form and they give it to me"

"Grievances don't get you anywhere, so nobody uses them cos everyone knows there is no point cos nothing comes of it. Sometimes you get the grievance panel down to see you but then nothing happens"

"It's basically called the Kasashi form because of a rapper, Kasashi is his name. He snitched on another rapper"

No young people told us that staff discouraged them from using WTM. We encourage staff to continue talking to young people about the importance of WTM as a way of raising concerns safely so they can be addressed. Furthermore, changes made as a result of complaints should be communicated in a way that is easy for young people to understand.

- **Young people have a limited understanding of their rights.**

The majority of young people we spoke with were able to name some of their 'rights in residence'. However, they had a limited understanding of those rights, both their rights under the Residential Regulations and their rights as explained in the United Nations Convention on the Rights of the Child (the Children's Convention). Some young people told us they did not have their rights, while in residence, explained to them when they were admitted to the residence. There was a lack of understanding amongst some young people that their rights are important. Reference to the Children's Convention is strengthened in legislation changes to the Oranga Tamariki Act (1989) that will take force in July 2019. It will be important for staff and young people to understand what these changes mean. Running regular, child-centred programmes on rights would help ensure all young people and staff develop a fuller understanding of children's rights.

Young people's voice

"I have the right to remain silent"

"Sometimes we do regs but only after someone has played up to remind us of the rules of the residence"

"Rights to have a shower every day; I have the right to not be concealed in my room for longer than 1 hour between 8 and 8. Right to have contact with family- there is a maximum of 1x per day except weekends. I asked for the book and I read it"



Photo: Whaia te Māramatanga information

Domain 3: Material conditions



Well placed with developing elements

14. The recent refurbishment has moved the residence to a rating of predominantly well placed. The developing elements reflect several equipment issues still needing attention.

Strengths

- Recent refurbishment has improved the inside environment.** Inside spaces are clean and tidy. There are appealing murals on the walls of the main unit and along the wings and artwork in young people's bedrooms, all of which have brightened up the spaces. There is little visible tagging. Staff told us that the addition of carpets in the main units has reduced the noise levels and echoing, making a more pleasant environment for staff and young people. We note, however, that sound quality in the main units remains non-optimal, with voices still echoing. The education rooms for the subject 'options', which include cooking and art, are child-centred.
- A majority of young people like the food provided.** Almost all young people told us they receive enough food. It was good to hear that young people are consciously trying to eat more nutritious food. They expressed some concerns about the amount of bread in their daily diet. A few young people told us they would like more say in the variety of food provided, especially at lunchtime. We heard that care staff relay feedback about young people's opinions of the food to the kitchen. Providing a more formal means of feedback would give young people an opportunity to have a say in influencing the menu.

Young people's voice

"Happy with the kai, it's more than I'm used to on the outside"

"The kai is always yum, it makes you full"

"I'd like more of a variety cos it's always the same thing, we always have sandwiches."

"What we should be doing is cutting down on the bread, that's what's making us fat"

"Sometimes too hot in our rooms. We should get air conditioning. They don't put it on overnight."

Areas for development

- Young people are not provided with soap and hand dryers in their toilets.** Accepted hand washing protocols are not able to be followed by young people. Onsite nurses suggested the lack of soap and hand dryers is a significant hygiene concern, leading to infections and prolonged skin conditions. Although hand sanitiser is provided in the units, it is not clear if the young people use it regularly after going to the toilet. A safe solution needs to be found to protect the health of all young people and staff in the residence.

- **Some issues with equipment were identified.** The recent refurbishment involved replacing the old phones that had handsets with phones built into the wall of a room with soft fabric walls. As a result, young people now have to talk into the receiver in the wall. Some told us that the sound quality of the new phones is poor, making it difficult to hear their whānau and vice versa.

There are inconsistencies in the temperature and airflow throughout the units. We were told that technicians conduct a functionality survey every three months to ensure the air conditioning system is still functioning as it should. However, on the day we visited, some rooms off the main units felt very cold. This impacts on young people's wellbeing in several ways and needs to be addressed

- **Personal clothing items frequently go missing.** There is a lack of secure storage for clothing. We were told that only young people on BMS level 3 are allowed to store clothing in their room. We saw that clothing for other young people is stored on a table within each unit. It is easy for young people leaving the residence to take other young people's clothes off the table. Better checks need to be made when young people leave, to ensure they are only wearing clothing that belongs to them. The residence has recently begun to photograph young people's clothing to keep better track of which items belong to each young person. The residence needs to continue to support young people to securely store their personal belongings and make property claims if necessary.

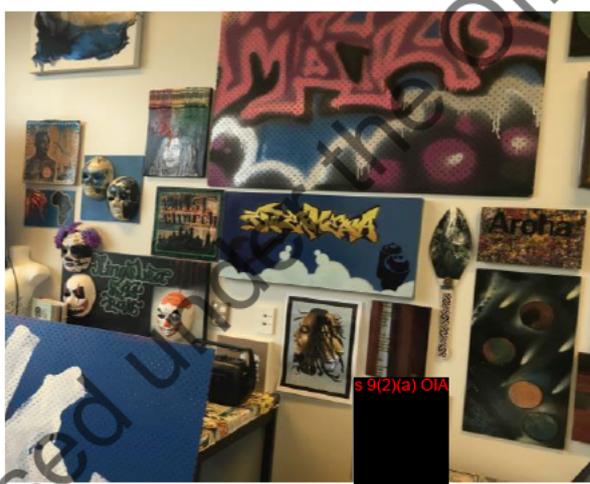


Photo: Education room



Photo: Lunch

Domain 4: Activities and contact with others



Well placed with developing elements

15. This domain has been rated as well placed because young people have access to a variety of engaging programmes during the school day. The developing elements include the need for more variety in programming outside of school hours and infrequent visits for young people placed away from their family.

Strengths

- Young people told us there are some engaging programmes available.** They spoke highly of programmes such as the Aumangea, outdoor physical education military style programme run in one unit. Those in this unit enjoy going offsite, for example for overnight tramps as appropriate. The residence and the school also work together to provide the Inspire adventure therapy programme and an agricultural programme on the paddocks adjacent to the residence. Young people told us that activities provided for them after school may include going to the gym, pool, playing sport on the field, playing Playstation or cards and cooking. However, they would like more variety in afterschool activities.
- Young people have good education experiences.** Many young people we spoke to were positive about their experiences of education while at the residence. When young people arrive at the residence, they are supported to identify their preferences for their education pathway. Staff take this into account when assigning a young person to an education 'home room' where they spend their school day. If a home room is full, young people may need to go on a waiting list. Young people who spend an extended time in the residence may also move between home rooms depending on their education plan. Individualised learning programmes are developed for each young person. The school assesses young people to identify their learning needs. However, resourcing is not always available for comprehensive learning assessments. We encourage Oranga Tamariki and Kingslea school to work together to ensure comprehensive information sharing and ensure access to funding for learning assessments is made available as appropriate.

Young people's voice

"I chose to go to the Māori unit but they put me in Muriwai first then in here"

"We just sit around most of the time. Just sit around watch tv play a game wait for the gym go to the gym. They're always the same holidays programmes every holidays that's quite boring"

"There is a mix of cultures here in the staff so if you wanna learn you can just ask them there is a lot of variety"

s 9(2)(a) OIA

Areas for development

- **More proactive planning is needed for after school activities.** While some engaging activities are provided in the after school time slot, young people told us they are often bored with the options available to them. We particularly heard this from young people who have spent extended periods of time on remand. Some staff told us they do not have enough office time or resources to support their planning of programmes. We encourage the residence leadership team and programmes co-ordinator to ensure staff have the support they need to plan engaging activities.
- **More cultural activities are needed.** Some engaging cultural programmes are available for some young people, such as the off-site whakairo (carving) class during the school day and taiaha wānanga on the weekend. The residence is looking into providing whakairo programming within the residence so more young people can access this learning. Both the Rōpū Māori and Pacific Fono group of staff with Pacific backgrounds have previously run engaging cultural programmes for all rangatahi in the residence. The Pacific Fono has not been active this year and the Rōpū has not been active for over a year. Practical, timely support from the leadership team is needed to re-establish these groups and provide opportunities for young people to learn more.
- **Young people want more time to talk to their whānau on the phone.** Young people on level 3 of the BMS system stay up later than those on BMS levels 1 and 2. They have their phone calls after those on levels 1 and 2 have gone to bed and therefore often have longer calls to whānau. However, some of the young people on levels 1 and 2 perceived the length of phone calls as a reward. We encourage the residence to find solutions, such as providing more than one phone, so that all young people can spend the amount of time they need on the phone to their whānau.
- **Face to face contact with whānau is limited.** Most young people told us they are given good support to contact their whānau on the phone. Young people whose whānau live locally also have good access to kanohi ki te kanohi (face-to-face) visits with their whānau. Some young people told us they can use audio visual links (AVL) to contact their whānau. We were pleased to hear that the residence is supporting young people to use AVL and we encourage more frequent use.

However, for those young people whose whānau live further away, opportunities to meet with their whānau face to face continue to be infrequent. Visits from whānau are usually organised every 6-8 weeks. We acknowledge that the residence supports this contact to happen and attempts to overcome barriers to whānau visiting. Oranga Tamariki national office, sites and the residence need to continue to work together to find solutions to enable face to face contact with whānau.

Domain 5: Medical services and care



Well placed

16. Young people's access to primary health services is well placed. Using the opportunity while young people are in residence to ensure all young people receive dental check ups and providing greater mental health support for those with mild to moderate needs will improve the experience of young people.

Strengths

- Young people have good access to primary health care services.** Young people were positive about the on-site nursing staff and have good access to a range of primary health care services when needed. Young people spoke about being supported to improve their physical health through exercise and nutrition while at the residence.
- Services are available for serious mental health or Alcohol or Drug (AOD) concerns.** Young people are screened for mental health problems when they are admitted to the residence. The local Youth Forensic Team provide in-reach support for young people with serious mental health concerns. Nurses and primary health care physicians provide some support to young people with anxiety and/or depression while in the residence.

Young people's voice

Both the nurses are lovely"

"If I've got a health problem I just go to the nurse and she gets it sussed. s 9(2)(a) OIA

"I want to get fit. We have a fitness programme. We wake up at 6:30 am and go for a run"

However, both case leaders and health staff identified that greater mental health support is needed for young people in the residence, particularly those that do not meet the threshold for specialist services from the Youth Forensic Team or Child and Adolescent Mental Health Services. One young person told us they needed help to address their s 9(2)(a) OIA which the residence said they would be following up.

Areas for development

- Ensure all young people receive a dental check up.** While there are no delays for urgent dental care, young people often wait 3 to 4 weeks to see a dentist for a routine check-up due to waiting lists. Some young people may be in residence for a short amount of time and therefore do not receive a check up during this time. We encourage the residence to find ways to use the opportunity while young people are in residence to ensure they receive a dental check up.

Domain 6: Personnel



Well placed with developing elements

17. This domain is predominantly well placed due to improving staffing levels and relevant training being provided. There continue to be concerns around some staff behaviour and provision of supervision.

Strengths

- **Staffing levels are adequate following recent recruitment.** A recent focus on recruitment means that there are fewer vacancies than usual. The residence attempts to recruit staff with a mix of experiences and backgrounds in order to provide holistic support for young people. Care staff spoke positively about their morale currently being high.

However, we continued to hear about the negative impacts when there are not enough staff available. In addition to delayed access to off site health appointments, staffing ratios also affect young people's participation and choice in activities. For example, all young people in a unit have to agree on an activity to do after school, as there is only enough staff for one activity at a time.

Young people's voice

You might like wanna go to the gym but we can't cos we don't have enough staff"

"They yell at me sometimes when I'm trying to calm down sometimes"

- **Relevant training is provided for staff.** A new nationwide induction training programme for residences, Te Waharoa, is receiving positive feedback from new staff. A range of other appropriate training has been provided to all staff. Staff spoke highly of the value of training they had received in the Treaty of Waitangi and STAR. It is important to provide opportunities to embed and sustain change from this training. Ongoing training on responding effectively to young people who have experienced trauma would be valuable for staff working with this cohort of young people.
- **Case leaders and care teams are developing stronger relationships.** The increase in the use of case consultations to develop coping plans for young people has strengthened the interface and relationships between case leaders and care staff. Providing more opportunities for proactive discussions between clinical and care teams about young people's needs would strengthen relationships even more.

- **Supervision levels are increasing.** Group supervision is currently being provided for all care staff on their office days. An external psychologist has been contracted to provide group supervision. There are opportunities for care staff to have individual supervision with their TLO if deemed necessary by the staff member or their supervisor. Team Leaders Operations have a high number of care staff they are supervising. The Team Leader Clinical Practice is also planning to increase the frequency of 1:1 professional supervision for all care staff who are social workers. Further resourcing and support is needed to extend 1:1 professional supervision to all staff.

Areas for development

- **Cultural supervision is not currently provided.** Cultural supervision is necessary to help to embed the learning staff are doing about how to engage with and support mokopuna Māori and those from other cultural backgrounds. We are pleased to hear that an experienced social worker is planning to provide cultural supervision internally. We encourage the leadership team to ensure this staff member is provided with training in effective supervision to enable the success of this plan.
- **Some inappropriate staff behaviour.** We were concerned to hear of several examples of inappropriate staff behaviour towards young people. For example we heard about a staff member saying "Stop being a pussy, grow up" when a nurse came to check on a person whose hand had been injured in a restraint. Another staff member called a young person "naughty" when he requested support for s 9(2)(a) OIA [REDACTED]. We encourage the leadership team to continue addressing these types of inappropriate behaviours with staff in individual supervision.

Domain 7: Responsiveness to mokopuna Māori



Developing with well placed elements

18. The residence has a vision and goals for improving their responsiveness to mokopuna Māori and strong links with mana whenua. For this rating to improve, tikanga needs to be embedded in everyday practice throughout the residence and the experience of rangatahi strengthened.

Strengths

- The residence has a clear vision and goals for mokopuna Māori.** The manager is leading this work and staff feel there is strong focus from the manager on supporting mokopuna Māori. There have been some actions to progress the goals in the cultural development plan. Staff attended a training on the Treaty of Waitangi in August 2018 and training on the te ao Māori informed values of Oranga Tamariki in October 2018. There have been some practical outcomes from this training, such as staff developing an understanding of pepeha and committing to use some kupu Māori with rangatahi. However, we heard from staff that these practices had slipped since the training, in the absence of follow up support. One staff member said *"We have many a training but you go back to the unit and there is no measurement."* Further support is clearly needed to sustain the learning from this training.
- Strong links between the residence leadership and mana whenua.** The residence manager holds a strategic relationship with the local Runanga. Other staff have made links with mana whenua such as through organising programmes including weekly carving classes and weekend taiaha wānanga, to support rangatahi Māori. We are pleased to hear that a **s 9(2)(a) OIA** from the local runanga has recently been appointed to the grievance panel. Continuing to widen these connections and involving mana whenua in practical ways throughout the residence will strengthen partnerships, improving outcomes for rangatahi Māori at Te Puna Wai o Tuhinapo.

Areas for Development

- The Rōpū Māori has not been active for over a year.** It is important that the leadership team supports the re-establishment of and provides ongoing support for the Rōpū. Staff with a strong understanding and capability in te ao Māori should be enabled to use their skills to support other staff and tamariki.

- Rangatahi would like kaupapa Māori education strengthened.** We commend the work that the residence and Kingslea School have done to establish a kaupapa Māori education home room and support teachers to increase their proficiency. However, rangatahi with a background in kaupapa Māori education told us they spoke te reo Māori more fluently than their teachers. The residence and school plan to provide more leadership opportunities for these young people and to strengthen connections for rangatahi to role models from within the staff and the wider community. We look forward to seeing progress at our next visit.
- Lack of cultural capability to embed tikanga Māori in some units.** The Residence Manager is supportive of tikanga Māori. Rangatahi told us that they have opportunities to practise tikanga during the school day such as karakia, mihi mihi etc. Young people also told us that if you want to learn more about te ao Māori you could go to the kaupapa Māori home room based in the Rakaia unit. While the kaupapa Māori home room is a great start, we would like to see further actions that support all staff to implement their learning and provide an environment where tikanga is strong within everyday life for all rangatahi.

Young people's voice

"They don't talk about atua Māori, Rangi and Papa"

"I want more of us young people to be able to walk out of here and know the reo"

"If you want to know about Māori, you go to Rakaia unit"

"Rakaia is like a Māori unit. If you wanted to learn about your culture, you could do school there"

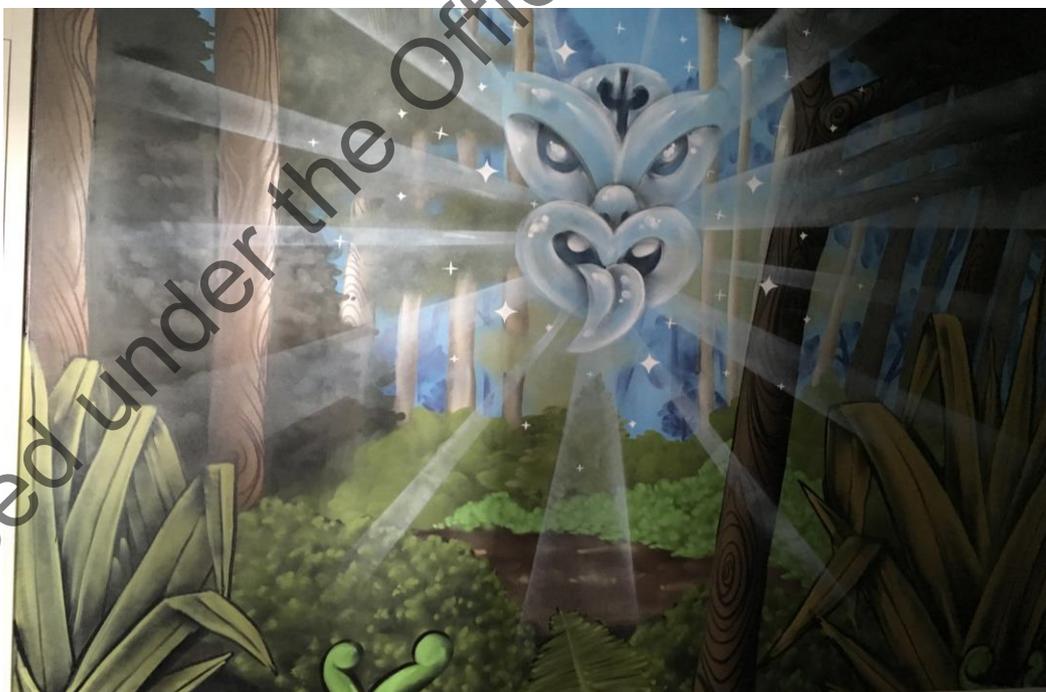


Photo: Mural in unit

Appendix One: Why we visit (legislative background)

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

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Appendix Two: Interpretation of ratings

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

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

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Appendix Three: Interviews conducted and information accessed

Our visit to Te Puna Wai ō Tuhinapō included interviews with:

- Acting Residence Manager
- Young people (14/24)

The young people we did not interview either chose not to or were unavailable during our visit.

- Team Leader Operations (TLO)
- Team Leader of Clinical Practice (TLCP)
- Care team
- Case leaders
- Health team
- Education team
- Programme Coordinators
- Grievance Co-ordinator

The following sources of information also informed our analysis:

- Visual inspection of the residence
- Last Oranga Tamariki audit report
- Grievance quarterly reports
- Grievance files
- Training register
- Young people's files at the residence (including Individual Care Plans and Coping Plans)
- Secure care register, secure care log book