



**Children and Young People Overview and Scrutiny Committee**  
**29<sup>th</sup> November 2022**

Oasis Charitable Trust is working with the Ministry of Justice to create England's first secure school. An alternative for children in custody. This concept has been developed through Charlie Taylor's review of youth justice. [Review of the Youth Justice System \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

**Royal assent:**

The Police, Crime, Sentencing and Courts Bill has completed all the parliamentary stages in both the house of commons and the house of lords. It then received royal assent. This is when the Queen/King formally agrees to make the bill into an Act of Parliament (law).

**Registration:**

Oasis Restore will be registered as a Secure Children's Home and a 16-19 Academy. We will be inspected under three frameworks:

1. Ofsted:  
[Social care common inspection framework \(SCCIF\): secure children's homes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
2. Ofsted:  
[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
3. Care Quality Commission:  
[RCPCH Healthcare Standards for Children and Young People 1.2 updated 2019-09.pdf](https://www.gov.uk)

(We will be formally going through our registration process in the Spring 2023).

**Oasis Restore:**

Oasis Restore will be based in Medway (Rochester) on the previous provision of the Medway Secure Training Centre. Oasis Restore will support and care for 49 children at full capacity. These will be children on remand or serving a sentence (including life sentences). The children will be aged between 12 to 18 and of mixed sex.

To deliver our model/ framework, we need 5110 hours a year of positive contact (14 hours x 365 days) with the children we have the responsibility and accountability for. We want to ensure

children are out of their bedrooms, offered structure, activities and opportunities to relate to others, for approximately 14 hours a day (7.30am to 21.30pm). This is enabled by the provision of a carefully designed timetable and staffing that supports the children during the days, evenings and nights.

Our design and development rests on our Restore Framework (Framework of Integrated Care) and, in keeping with our commitment to Child First practice (keeping the children at the centre of every decision).

We are aware that the children we support have been at risk from others as well as posing risks to others in the past. Our systems and our way of working are intended to offer containment through a set of expectations based on our cornerstones (Relationships, Discovery and Community), without creating an institutional atmosphere. We expect and acknowledge that encountering difficulty is part of the work of the school, and in that understanding we are committed to working in accordance with our values, embedded in the cornerstones, our vision and mission.

### **Branding:**

Our logo includes the Oasis circle of inclusion and the 'r' symbolising Restore.

- The 'r' forms a tree trunk to represent growth, development, difference, new beginning, family, strength, protection/ shelter and strong roots.
- The 'r' can also represent a crossroads, a time to make the right choices, a sense of a new direction and opportunity. It reflects a chance to take on a new journey/ destination.
- The two concepts are combined to create one harmonious brand.

### **Website:**

We have now developed our website and further updates are planned for early in 2023.

[Home - Oasis Restore.](#)

This also includes a 'work with us or partner with us' page

[Work with us - Oasis Restore](#)

### **Recruitment:**

Oasis Restore continues to develop its integrated framework and trauma-responsive approach with children, young people and their families by ensuring it is based on a clear practice model, strong relationships with partner agencies and professionals, an effective quality assurance process and a policy of securing a well-supported, effective, permanent workforce, which is of a high standard, flexible, dynamic and responsive.

Our workforce is our greatest asset and to deliver our outcomes we will need to create a place where staff are proud to work for Oasis Restore, where people feel valued, trusted, supported and listened to, and understand how their role contributes to the school and to wider national outcomes. To achieve this, we will be embarking on a project that will drive cultural change and help define Oasis Restore's 'workforce offer', creating a culture of enquiry that respects, challenges and supports.

Our aim is to develop a compelling 'workforce offer' that attracts and retains quality staff and managers, differentiating Oasis Restore in a competitive market, which will help us provide the very best services to children, young people and their families. Oasis Restore has a significant recruitment process starting this autumn (2022). We have already appointed the Principal Director (and Responsible Individual), the Director of Care and Wellbeing and the Director of Learning and Enrichment. We are recruiting next to the:

1. Registered Manager
2. Head of Safeguarding and Transitions  
Then in early 2023
3. SENCO
4. Head of Operations and Facilities

(By the summer of 2023, we will have recruited around 200 staff).

**NHS:**

We are currently holding market engagement events with NHSEi to consider and explore joint commissioning arrangements for health services at Restore. We are looking for a host of partners to consider and co-design what this arrangement could be. Medway Organisations have been invited. We anticipate that we will go out to tender in early January 2023.

**Community consultation:**

We undertook initial community consultation in 2021. This included local community, businesses and briefing for members. We will hold further community consultation on 17 November.

**Programme update:**

The building work has started. Walls have been knocked down, new rooms have been created and the vision of Restore is becoming a reality creating bedrooms, homes and a new school. The design of the school also includes a new multi sports pitch, two landscaped gardens, music studio, new reception, family rooms, allotments, sensory room and an integrated office. To date, Oasis Restore has met all reporting requirement for phase 1, 2 and 3 for our framework of care, policies and procedures. We have a quality assurance group supporting our developments and arrangements at Restore. See timetable in annexe 4.

**Education:**

Our learning environment is a calm, aspirational place with a focus on a language of success, inclusiveness and fostering ability to achieve, offering an experience that contrasts with what may be past negative experiences of formal education. Oasis Restore is a new beginning and we will create individual formulation-based and contextualised maps of each child's journey with them, adapted to their specific needs and goals. Each child's timetable will prioritise their needs, taking into account their starting point and length of stay. The curriculum is balanced and diverse, in consideration of the aim of supporting each child's experience of integration and wholeness.

**Example timetable:**

9.00-9:45	English	Maths	English	Maths	English
9:45-10:30	Maths	English	Maths	English	Maths
10:30-10:45	BREAK				
10:45-11:30	Vocational Theory	Vocational Theory	Vocational Theory	Vocational Theory	Vocational Theory
11:30-12:15	Group therapy/ PSHE/P.E	Group therapy/ PSHE/P.E	Group therapy/ PSHE/P.E	Group therapy/ PSHE/P.E	Group therapy/ PSHE/P.E
12:15-13:15	LUNCH				
13:15-13:30	Form Time (In Vocational Pathway groups)				
13.30-14:15	Vocational Practical				Assembly
14:15-15:00					

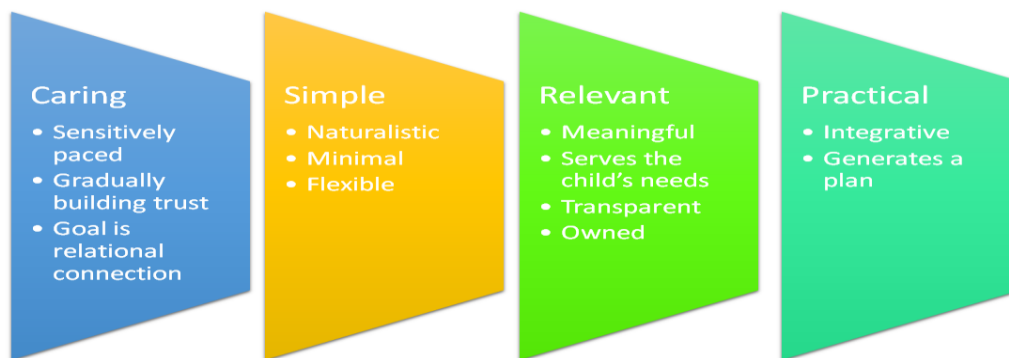
**Enrichment:**

Enrichment programmes are after-school activities designed to give children the opportunity to try new things and explore and develop their interests and their emotional and physical health. Learning outside the classroom also gives students the opportunity to experiment and take healthy risks. At Oasis Restore we will look for “opportunities for children and young people to build their knowledge, skills, understanding and personal development through leisure and enrichment activities”, creating space and opportunities for the things that interest and excite them. Our programme will be dynamic and responsive to the voice of the children, and we will also look at staff skills, passion, and experience to design and create positive activities for young people. This can and will include:

- Duke of Edinburgh
- Arts and crafts
- Sport
- Dance, and exercise
- Cooking/ baking
- Media and photography
- Animal care
- Horticultural/ gardens
- Martial arts
- Music and performing arts
- Creative writing, moving making
- Team building exercises
- Games (board games)
- Youth voice, engagement, and participation (Youth Council and Community Meetings)
- Charity work and fundraising

### Assessment and formulation:

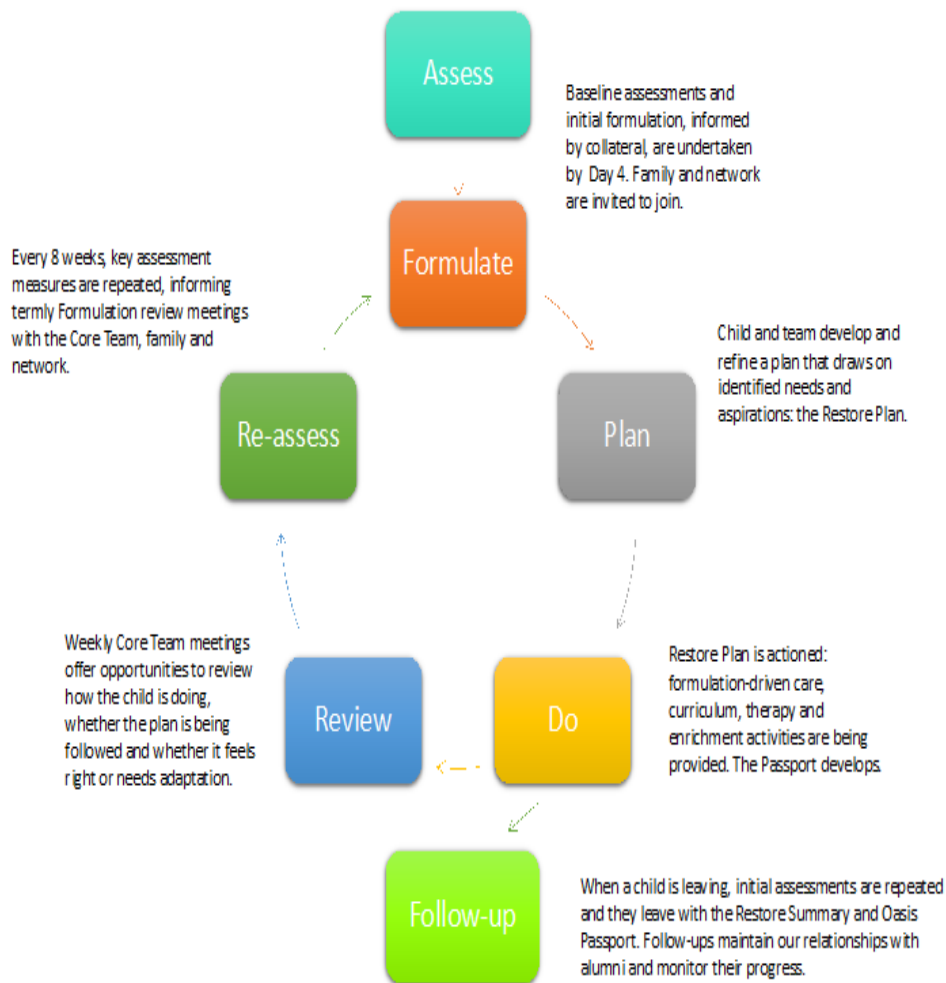
Oasis Restore believe that all staff should be empowered to support the needs, potential and aspirations of all children at Restore, informed by data gathered in both formal and informal ways. Our assessment and formulation policy describes the process of data collection and how it is used to inform the decisions made around each child. The purpose of assessment is to gain the fullest possible understanding of the child, in the most sensitive, appropriate, and timely ways, in order to be able to help address their needs and to enable them to access the right support at Restore and beyond. Assessment is a dynamic process that reflects the child's progress and changes over their time with us. We recognise that it is highly contextual and that it is never finished or a static judgement. Gathering and presenting the results of assessments across these domains, over the time of a child's stay at Restore, enables him or her to see a developmental process, and for staff, family, and others in the network to track the impact of events, learning or therapeutic interventions.



The purpose of ongoing academic assessment will be used to identify gaps in knowledge and understanding that teachers can promptly address these by adapting their lessons using a deep understanding of the related pedagogy. Formative assessment, including knowledge quizzing and checking for understanding of the key taught concepts, will take place in every lesson. Students will be given immediate feedback and formal reporting will not take place. Graded summative assessments will occur less frequently to assess cumulative understanding and vary by subject in the form of a written assignment or test. This information will be recorded on the school calendar.

The Restore approach to assessment involves carefully and compassionately gathering detailed and relevant information with and about a given child, in multiple forms, initially and over the period of their stay with us, and beyond, as far as possible. This includes both formal and informal information-gathering, via conversation, observation, psychometric testing, academic aptitude tests, educational tasks, collecting and synthesising reports from the past, and interviewing people who know the child well.

The output of assessment is then brought to a process of formulation, whereby the child and those working with them (the Core Team, key additional professionals, and family where possible) make sense of what is going on and develop a shared understanding that points towards potential plans.



### Restore Framework:

The senior leadership team has created the initial framework of integrated care, known as the Restore Framework. It rests on our cornerstones of Relationships, Community and Discovery, the three areas in which we seek to nurture the children's capacity for relatedness and curiosity. The Framework sets out the theory and practice that will enable Oasis Restore to be a safe, caring and aspirational school that nurtures the development of children staying with us while awaiting trial or serving custodial sentences handed to them by a court. Our mission is to transform the life chances of these children by offering an environment where connection is fostered, where their needs are understood, where they are cared for compassionately, where their learning and aspirations are cultivated and their life beyond and outside the school supported from the start with hopefulness and perseverance, and where their progress, at every level, is real and tangible. The Framework draws on restorative, systemic, psychodynamic, trauma-informed and therapeutic community practice, among other influences, and sets out our commitments to caring for and supporting children, and the staff who look after them.

### Child First:

Child-First (Case and Browning, 2021) is an approach to working with children in the youth justice system in the UK that draws on a considerable base of evidence and expert guidance. It specifies a set of key principles that closely reflect the fundamental features of Oasis Restore. In particular, it places a spotlight on the child as a child, in the face of a long history of policy and practice that has

consciously or unconsciously ‘adultified’ children and held them responsible for their behaviour without an understanding of their context or developmental stage. Not only are they children, but children who have very often lacked the developmental support and opportunities they needed.

At Restore, we are guided by the truth that children are different from adults, and not yet ready for the responsibilities and power that adults hold. Each child’s voice is listened to, valued and celebrated, and opportunities are created for them to practice agency and autonomy, to contribute and to shape how we work, within what is ultimately a hierarchical community where adults make the final decisions. Every aspect of the school design, from colours and branding to curriculum and policy, has been informed by the voices of young people who have previously been in custody and now form our Co-Creation Team. The building blocks of our system, for example, formulation-based care and programme design, and daily community meetings, are specifically designed to place the child and their interests at the centre of decision-making.

### **Therapeutic School:**

Oasis Restore, as a therapeutic school rather than a custodial institution, is centred on the child as such. It is designed and resourced based on an understanding of childhood and of the restoration of relational connection, health, dignity, positive experience and equilibrium. We emphasise the importance of building trust within and between adults and children, fostering skills that equip them for day-to-day life as an adolescent and developing their innate or as yet untapped abilities, helping them develop a healthy sense of self and identity, and doing so on a collaborative basis where children’s voices are amplified and listened to. This happens through a range of spaces and opportunities, including a skills-based curriculum design with pathways into further education, therapeutic groups, training and employment, community meetings, student council, and an enrichment programme built around the children’s passions and choices.

We aim for children to value, and in time grow to love their time at the school, as well as to leave ready to contribute to a safer community, enriched and strengthened by the relationships, the discoveries and the communities we have enabled them to create for themselves. In this, we acknowledge the impact of traumatic early life experiences, abuse, oppression and many other forms of adversity, both on the children we serve and on those around them, including the victims of their crimes. We recognise the magnitude and importance of the task of beginning to address these issues, by working to influence wider system change.

### **Our cornerstones:**

Our capacity to achieve these goals rests on this founding framework of care, which draws on our three cornerstones; Relationships, Discovery and Community, based on and grounded in the Oasis ethos and habits, and operationalises them in terms of our commitments to the children, the staff, and the wider systems in which we work (Annexe 3). We conceptualise learning as an intrinsically therapeutic process. It has the potential to promote healing, hope, restoration, development and integration. Equally, therapy of any kind can be a profound learning experience. The founding of Oasis Restore as a Secure School is premised on the integration of these ideas, at every level of the system. They are explicit in our philosophy, our practice and our policies, and can be traced throughout our documents.

### **Principles:**

Every aspect of life at Restore is intended to embody and reflect the principles set out in our framework document (see Annexe 1). We aim to translate our beliefs into behaviours, and for these to be visible and experienced by everyone both within and beyond the organisation, evident in all our activities, policies and interactions. As part of this, we recognise that we will always be in pursuit

of a more perfect system; always working towards being better, and therefore always prepared to examine and rethink our practice.

**Integration:**

Oasis Restore has been conceptualised and planned as a whole, integrated system, rather than as set of independent, connected parts. This decision rests on our learning from and experience of other systems, from organisational theory, and from a core notion in the *Oasis Philosophy of Learning*, around the idea of ‘shalom’; the ancient Hebrew word which encapsulates the idea of wholeness, completeness, peace and community. Our commitment to this concept of integration is reflected in our understanding of the holistic nature of the human experience and therefore of the integrated needs of the ‘whole child’, which are greater than the segregated and often bounded, siloed or isolated categories – education, physical health, relationships, self-image, nutrition, pastimes and hobbies, mental health, housing etc. – that our culture focuses on. Our responsibility to each child is to provide them with an environment where they are enabled to become better ‘integrated’ in themselves (Dockar-Drysdale, 1996).

Therefore, when we use the word ‘integration’, we refer to the idea that we are all working together towards our vision and mission (annexe 1), using an agreed, shared approach, through which all staff and all systems at Restore are inter-dependent. We need each other, and we respect and enable each other’s functions, areas of expertise and insight. Integration does *not* mean sameness, or a lack of differentiation: staff at Restore necessarily bring different skills and perform different roles which are valued and supported in specific ways. What it does mean is a commitment to mutually enabling the task, an openness to learning from each other, and a flexibility in the way we apply systems and processes.

In practice, integration is manifested in our whole-staff training framework, in interdisciplinary supervision and reflective practice groups, in interdisciplinary meetings around all the children, shared spaces, joint working, and in the involvement of all staff in all aspects and parts of the community. All activities, and our daily interactions, are informed by the same set of principles, the Restore philosophy of learning, and our framework document. This kind of integration needs to be nurtured constantly as the school operates, because we know that organisations under pressure tend to ‘split’ along familiar fault-lines, between disciplines, levels of the hierarchy and other natural markers of difference. Hence, our senior leadership are focused on embodying this integrative stance, as well as on encouraging and supporting flexibility, mutuality and collaborative practice throughout.





The Core Team comprises of the staff who are designated as those working most closely with the child. This team is intended to remain stable throughout the key stages of the child's time at the school, develop a deep and enduring relationship with the child and providing containment, security and continuity, reflecting our recognition of the transformative power of attachment relationships and the sense of belonging. The Core Team is the forum through which information about the child is managed, held and interpreted, with the help of other parts of the staff team and other functions in the school and beyond it (e.g., Reflective Practice, consultations with other staff, meetings with family members). Initial assessments may be done mainly by staff working in the Welcome Flat rather than the child's eventual Core Team, though some integration of these will be possible and desirable.

**Outcomes:**

Oasis Restore will create an environment that gives the children and the organisation the best opportunity to reach their full potential and be the best they can be. As we have modelled our framework, and understood what good looks like for us to transform the life chances of children in the criminal justice system, through nurturing a therapeutic and educational community that embeds hope, stability and opportunity beyond Oasis Restore, we have set on achieving 4 outcomes that impact on our 5th outcome, character development/ identity:



**Recommendation:**

This report is presented for members' information.

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## **Annexes:**

**Annexe 1-** Oasis Restore Vision, Mission and Principles

**Annexe 2-** Oasis Ethos and Values

**Annexe 3-** Oasis Restore Cornerstones

**Annexe 4-** Timetable

## **Annexe 1:**

### **Strapline**

A secure future for young lives.

### **Vision**

To transform the life chances of children in the criminal justice system, so that they have the opportunity to reach their full potential and be the best they can be.

### **Mission**

To provide a therapeutic and educational community that embeds hope, stability, and opportunity within and beyond Oasis Restore. We will do this through our three cornerstones of relationships, discovery, and community. (Annexe 3).

### **Objective**

For Oasis Restore to create a place of care where every child is given an opportunity to thrive. We will do this through re-building, furnishing and landscaping the site to create a beautiful, safe, stimulating, trauma-responsive place; by recruiting, training and supporting excellent staff to care for, teach and support the children; through a system of aspirational education surrounded by individualised therapeutic care; and within a restorative school community focused on helping children make sense of their experiences, make amends where they can, develop and take real and practical steps towards a more positive future.

### **Principles**

**RELATIONSHIP** through building trust

**EMPOWERMENT** through providing choices and nurturing responsibility

**SAFETY** through providing consistency, a secure base and a supportive and reflective community

**TRAUMA-RESPONSIVE** practice, through creating psychologically informed culture and systems

**OWNERSHIP** through providing life affirming opportunities within and beyond the school, and within it, a sense of belonging and community

**RESTORATION** of hope and dignity, through offering support, challenge, and opportunities to repair damaged relationships

**ENQUIRY** through encouraging openness and reflection

## Annexe 2:

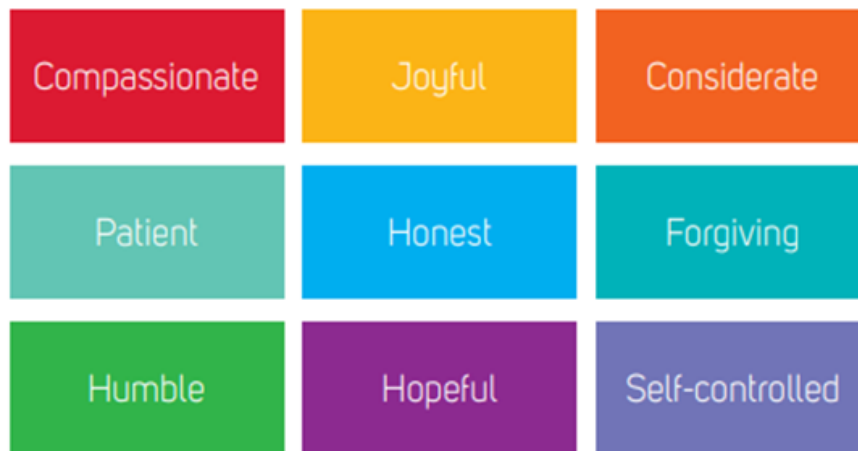
### Oasis Ethos and Values

Oasis is driven by the passionate belief that each human being is uniquely valuable and of equal importance. We all have something to bring, and we all need each other. We call the 'O' in Oasis our 'Circle of Inclusion'. Everyone matters. Everyone belongs. And because we're committed to inclusion, we're committed to ending inequality, injustice, and exclusion wherever and however we can.

Our staff not only share in our vision but are also champions of the Oasis ethos and our 9 Habits which articulate our underlying theology and philosophy. Our ethos is made up of:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul
- 

Our 9 Habits are the behaviours through which we aim to reflect our ethos:



Our 9 habits are our organisational behaviours. They are lived out every day in who we are, and how we behave towards each other. In all our work we encourage each other, our students and staff, to keep on becoming the best version of ourselves through living out these habits; they are our organisational DNA and present through all our work from recruitment and training, to policies, and everyday interactions. Therefore, the 9 habits are implicit throughout the implementation of all areas of Restore's framework.

## Annexe 3:

### Relationships

We understand the continual and fathomless discovery of self, of others, of new experience and understanding, as taking place 'in relationship'. This draws on the ancient Hebrew idea of '*rabbi*'. A rabbi was not simply a teacher, but far more importantly a role model for how to be human – a walking, talking, authentic example of the philosophy they taught, as well as the facilitator of discovery. This principle guides us at every level: between staff and the children in our care (in the classroom, in their houses, in outdoor activities etc.), or in relationships between staff members both in the Secure School, as well as across Oasis, at any and every level. The continued discovery of self, of others, of deeper understanding and professional insight only happens in the context of meaningful relationships. This relates to the idea of 'epistemic trust'. Epistemic trust is defined as 'trust in the authenticity and personal relevance of interpersonally transmitted knowledge'<sup>2</sup>; that is, being able to accept and assimilate knowledge because you believe that the person (group of people, community or organisation) is safe, trustworthy, and understands and cares about you. Recent research in developmental psychology suggests that a disruption or breakdown in epistemic trust in children's early years damages their development and emotional wellbeing thereafter. Accordingly, at Oasis Restore, our aim – with every young person and every member of staff – is deepening relational connection with the self, with others, and with a sense of vocation, spirituality or higher purpose. We know that learning cannot take place until people feel safe, cared for, trusting, and relationally connected. Therefore, we focus on providing an environment that enables this, as we prioritise activities, training, support, opportunities and physical spaces that build trust, a sense of internal safety (or 'safe-ness') and relational depth.

### Discovery

Our hope for the children at Restore is that they will experience the joy and transformation of discovering something about themselves, others, and the world, through being with us on this journey. This may be in the form of academic learning or achievement, greater reflectiveness, identifying a meaningful life goal, experiencing real care and connection, or coming to a realisation about who they are and who they hope to become. This idea of 'discovery' draws on the Hebrew concept of '*yada*', meaning to see, to perceive, to understand, to know through experience, to have a relationship with. Yada cannot be gained by standing back from life. Instead it requires active, ongoing, hands-on, life-to-life, intentional engagement. It is about far more than information and much more than theory. It demands relationship and experience – it can only be learnt through trial and error, love and laughter, success and disappointment, service and sacrifice, joy and pain. It is yada that gradually becomes wisdom. Our school culture provides pathways and daily encounters that create opportunities for our children and staff to apply and integrate practical knowledge, so that they learn as they 'do', enjoying the discovery of their developing capacities.

### Community

The community within and beyond Restore brings this journey of discovery to life, offering the diversity and richness that enables the children to develop an integrated and holistic sense of themselves, to learn, to make amends, and to face reality, surrounded with support. In this, we draw on the Hebrew concept of '*shalom*', which defines peace and wellbeing in the widest and fullest sense, as it incorporates notions of contentment, health, prosperity, justice, unity, redemption and restoration - nothing missing; nothing broken – not just individually, but also communally as well as nationally and even globally. More than that shalom is holistic, referring to wholeness physically,

socially, spiritually, emotionally, educationally, economically and even environmentally. This is an experience – a goal – that we are committed to work towards constantly and consistently, embodying as a community, and offering to every child. We understand that the actions and behaviours of the children who become part of our community have caused serious harm to others in the wider community. We recognise that shalom demands that not only do we acknowledge the pain our students have brought to others, but that we enable them to respond to and engage with that trauma, and wherever possible to seek reconciliation. We address this dimension of our work through the children's active participation in restorative justice processes, through being taught to resolve conflict verbally, and through their learning to make positive contributions to their own and to other communities. Oasis Restore's commitment to community is about restoring the children's sense of a positive, diverse and loving community within and beyond the school, and about building their capacity to contribute to safe and caring communities in the future

Annexe 4:

# Timetable



Finalise building designs  
Summer 2022



Funding agreement Press /  
Comms Autumn 2022



Section 10 consultation,  
(Free school process)  
Winter 2022



Restore Framework  
(Model) and staff structure  
Winter 2022



Final policies  
Early 2023



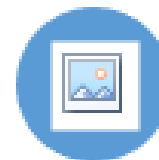
Ofsted/ DfE – formalise  
registration  
Early 2023



Mass recruitment Spring  
2022



Ofsted registration and pre  
opening inspections  
Summer 2023



School opens 2024

[www.oasisrestore.org](http://www.oasisrestore.org)

