

A stylized tree graphic on the left side of the page. The trunk is a solid dark teal vertical bar. The canopy is composed of several thick, curved teal branches. The background of the canopy is a light green, textured circular shape that resembles a sun or a moon, with white, brush-like strokes around its perimeter.

Children and Young People Overview and Scrutiny Overview

Overview of Restore

- Reason for closure
- Data of children places at Restore August 2024 – August 2026 and child's voice
- Work undertaken with staff since pause, Sept 2026

In April, the trust reduced student numbers to support safe management of the site. An Ofsted monitoring inspection at start of April, a fire safety visits from the Crown Premises Fire Safety Inspectorate and Safeguarding assurance visit provided assurance that safety and safeguarding standards were being well managed at this time.

Oasis Restore ensured that the reduction in flats and children enabled a higher ratio of staff to mitigate risk. Ofsted conducted a monitoring visit to further assure that children were being cared for.

The Trust has ensured effective Health and Safety policies and localised risk assessment and fire safety plans are in place. Health and Safety was a principal factor in decision making for placement of children on to site, given the risk detailed above on failed internal doors.

In August 2025, the MoJ confirmed to the Trust that they could not, in fact, procure new internal doors (*NB a reversal on this was later confirmed in early October by MoJ*), and new doors would not be in place until after Christmas 2025.

During the Trustee's Board meeting on Wednesday, 30th July, Trustee's took decision to pause all placements to Oasis Restore due to safety and safeguarding concerns. This allowed the Trust to work with Youth Custody Service to transition all children out of Restore in a safe and coordinated manner and to commence further conversations with Ministry of Justice's commercial and property teams to procure new doors.

As the Registered Provider, Oasis Restore Trust is accountable to Ofsted for meeting the Quality Standards outlined in The Children's Home Regulations. Trustees concluded that the current infrastructure did not meet these standards, and continued operation posed unacceptable risks. In consultation with our healthcare partner CNWL, Trustees determined that pausing operations was the only safe and compliant course of action.

Key concerns informing this decision included:

Internal door safety: The current internal doors are not fit for purpose in a secure setting, compromising the safety of both children and staff.

Extended delays in replacement: Procurement and commercial complexities have led to unforeseen delays for the MoJ in replacing the doors, with resolution now expected to take over six months.

Increased operational risk: The absence of secure doors has led to elevated safety risks, as evidenced by recent incident reports and feedback from staff and children.

Staffing pressures: Data shows a rise in staff sickness and resignations, indicating the strain placed on the workforce due to the unsafe environment.

Children's feedback: Children have expressed concerns about their safety and well-being, reinforcing the need for immediate action.

Regulatory compliance: Trustees assessed that, in its current condition, the building would not meet Ofsted's registration criteria for a Secure Children's Home.

Safeguarding accountability: The Trust is solely accountable for safeguarding standards, and continued operation under current conditions would breach our regulatory obligations.

Ofsted, as regulator, were aware of this decision and were supportive of the rationale.

In consultation with YCS, all children either completed their sentence or were transferred elsewhere into the wider secure estate as of 27th August 2025.

The Minister of Justice then confirmed Oasis Restore can procure and commission remedial works to replace internal doors. Design liability and sign off for these has been agreed with a specialist architect who works with Secure Children's Homes and Ofsted. Rigorous safety testing of a sample door was undertaken in factory setting with Ministry of Justice Security Directorate and Oasis Restore. The timeline to re-open to children, at point of reporting, is correlated with install programme for the doors..

All children

35 Children living at Restore	35 Children joined Restore	35 Children left Restore	16 yrs, 5 mths Average age at admission	3 mths, 16 days Average length of stay	3 days Shortest stay	11 mths, 21 days Longest stay
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Sentenced children

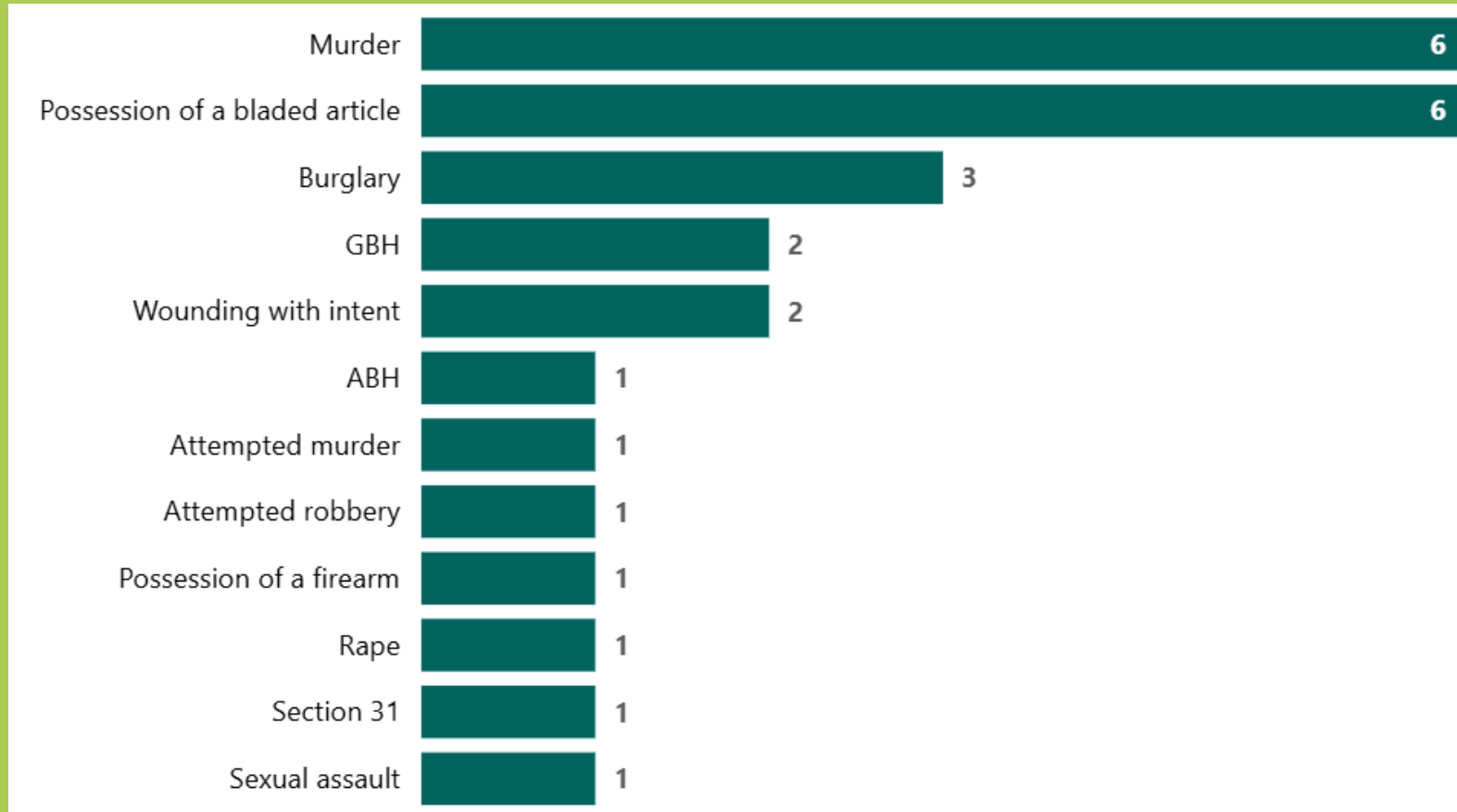
*includes returning children

13 Children living at Restore	13 Children joined Restore	13 Children left Restore	16 yrs, 3 mths Average age at admission	5 mths, 2 days Average length of stay	26 days Shortest stay	11 mths, 21 days Longest stay
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Remand children

23 Children living at Restore	23 Children joined Restore	23 Children left Restore	16 yrs, 5 mths Average age at admission	2 mths, 22 days Average length of stay	3 days Shortest stay	7 mths, 30 days Longest stay
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Offence Type for All Children

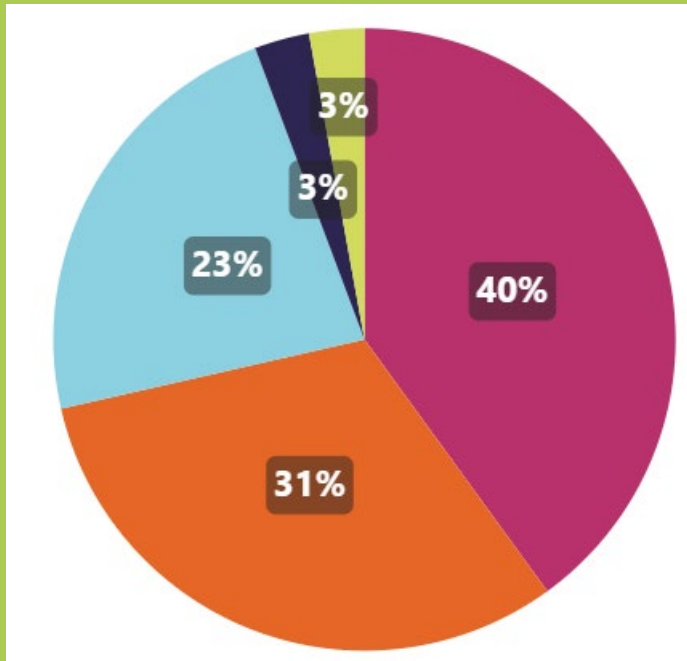


Ethnicity

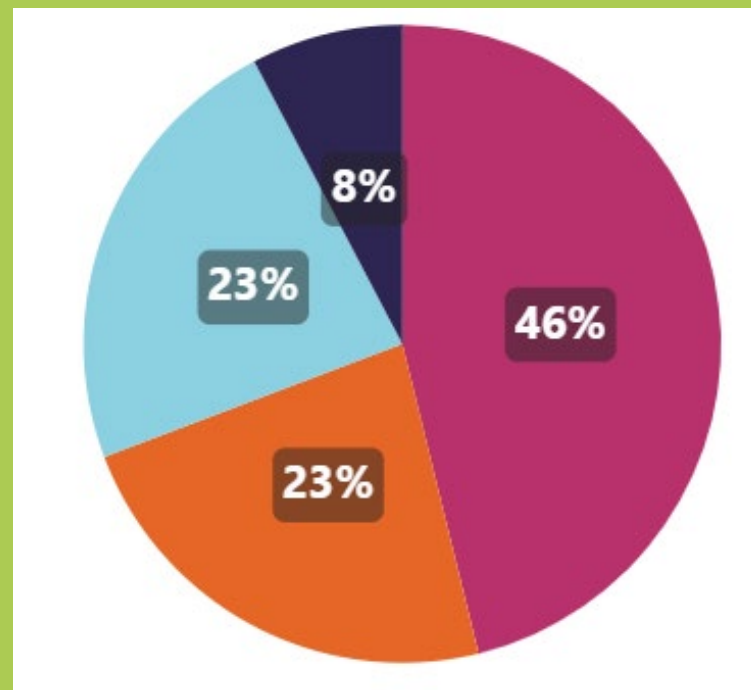
Ethnicity - 2021 Census

- Black, Black British, Caribbean or African
- Mixed or Multiple ethnic groups
- White
- Other ethnic group

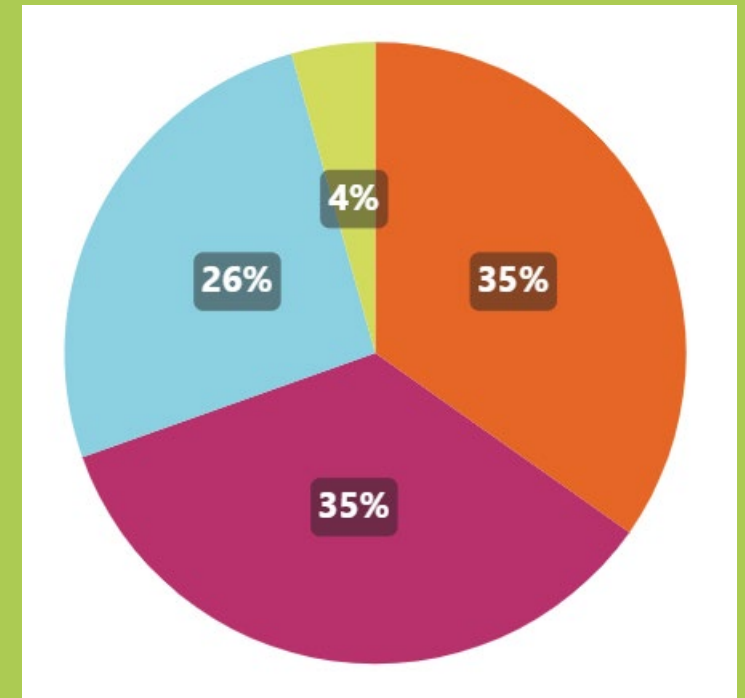
All students



Sentenced



Remand



Child Voice

"I will never forget the day I came to Oasis Restore"

"My diary will always be open for Restore"

After leaving he made a rap about how Oasis changed his life.

"genuinely thank you though, I really appreciate it. I wasn't ever scared at Oasis and even in like 5 days I made new friends and did new things, and I haven't done that for ages"

'I cried when I entered the classroom, I didn't think I'd have this opportunity again, when I heard Oasis that I was coming to, I don't know how to explain it instantly like my shoulders dropped.'

Staff likened this to feeling safe and knowing that staff would take care of him. He agreed.

"I came into oasis was very serious and challenging mental health. I still have the mental health issues and sometimes still struggle but oasis has teach me how to handle it in a way that works for me.

Oasis was where I started to find a drive in my life I hope that loads more young people find oasis and find a safe as I did.

When I arrived I expected big prison officers and guards in uniforms but instead it was a big group of mums

Child said he was only attending maths as he did not want to let teacher down but that now he actually enjoys maths and feels like he's learning

"You don't need to do that here this is Oasis we don't do that at Oasis"

child towards another new child who has taken a fork from kitchen

"I'm actually going to miss it here"





Case Study

Child A – 16 - multiple offences – previous experience in another custodial setting - arrived at Restore initially not wanting to engage at all with staff explicitly telling staff not to talk to him or even try to engage him he just wanted to stay in his room. He was with us around 6 months.

In that time, he began attending some lessons after being out of education years, he built relationships with staff, he co-chaired community meetings, cooked food for staff and children and taught recipes to his peers, he gained weight, made music, created genuine friendships with other children, engaged in discussions about his life, began to accept and ask for support. Whilst not without challenge we got the opportunity to see him as a child, having fun, being silly and at times be a positive influence on peers.

After leaving Restore whilst the complexities in his life have not gone away, he has also taken some huge steps towards change, he has engaged in the resettlement offer and his license, he has since sat GCSE's, started learning to drive, he returned to Restore to support with recruitment of networkers and wants to support in the future.

What did he say about Restore?

*"At ****previous custodial placement**** I spent my whole time on basic I did not even have a TV and I just gave up as I did not think I could meet what they wanted and no one seem bothered to really help me get there, but here I felt like you made it easier for me to change, and it did not mean I had to feel like I was worse than the other boys by not having things"*

He reflected on his time with us and said he'd made friends that he didn't want lose touch with, tried new things, went to school, handed in weapons and had staff he liked and had begun to trust.

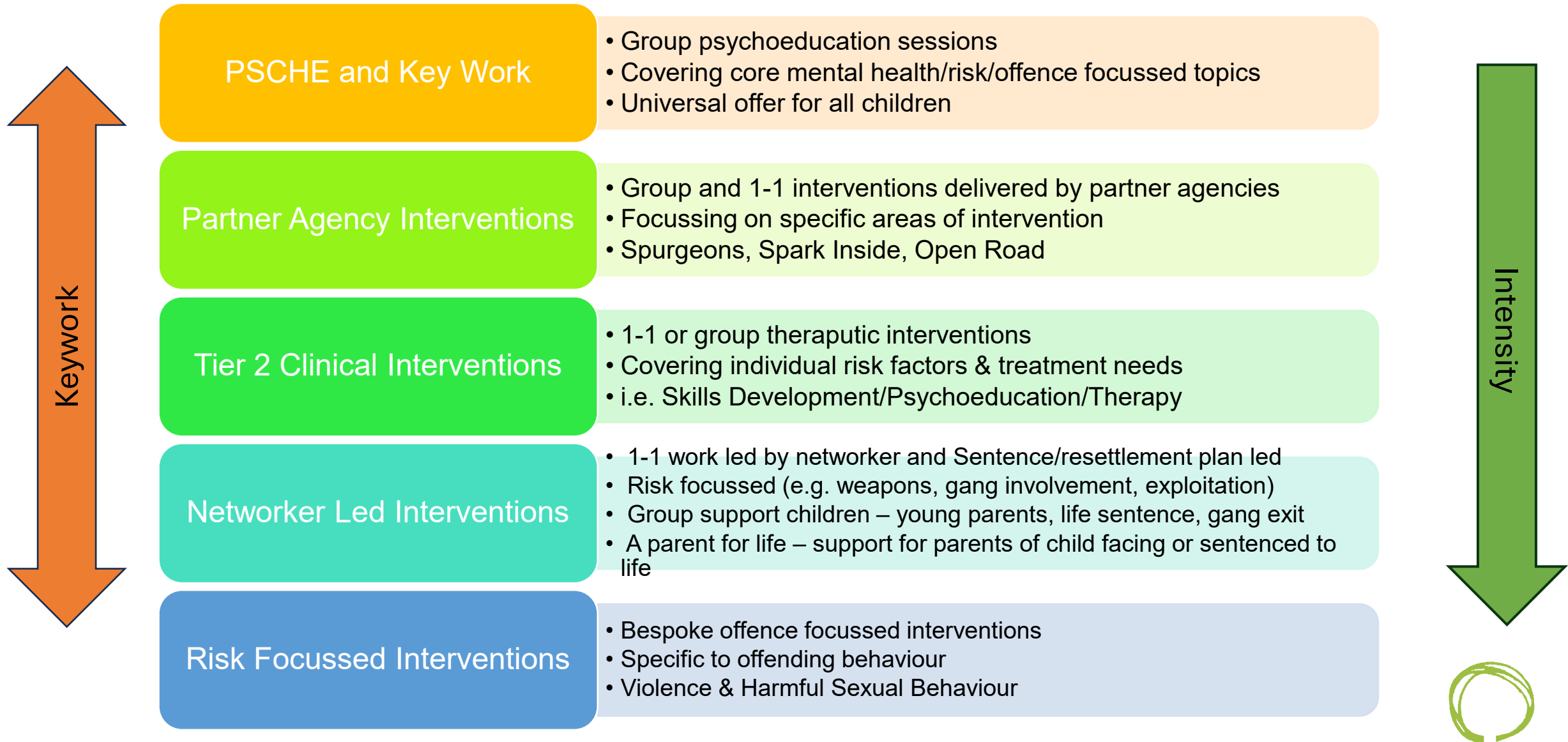
His placement said:

- *"We had Child A back after his last experience in custody, and I don't know what you have done but he is so different. Before he would not engage with us or the other young people, he stayed in his room, he had no structure and did not follow the rules. He has spent the last two days talking with us in the kitchen, spending time with the other young people, he has been cooking and taking care of himself - his head seems clearer"*

His SW said

- *When Child A initially arrived he was very reluctant, found it difficult opening up and trusting staff, and spent most of the time in his room. However, due to the consistent support, and nurturing approach, Child A learnt he was able to trust the adults there and was able to ask for support when he needed. I saw a huge shift in his ability to open up and show some of these vulnerabilities, in his trust for others, in his understanding of help and what this means to him now and in the future, and his ability to reflect and use his own voice.*
- *Child A even started to attend education, and since he has been out in the community, has now completed his GCSEs. I think that without the support at Oasis, and his own strength, this would not have been achievable.*
- *Networker has been a pleasure to work with and it has been a really effective piece of co-working. I think for him it has allowed him to see a joined-up approach, and consistent people in his life who care about him and want what is best for him. Networker will always go above and beyond for him, she always puts their needs first and will ensure that she advocates for them and their voice is listened too.*

Integrated CNWL & Oasis Interventions at Restore



Clinical Assessment

Neurodiversity

- 2 Children were diagnosed with Autism
- 3 Children were diagnosed with ADHD

Risk Focused

- 4 SAVRY Assessment
- 2 AIMS assessments



Resettlement and Alumni Offers

Resettlement

- Resettlement Offer is child led, if children consent, we will remain in contact for up to 6 months post release.
- 34 of 35 children consented to this offer
- Aims to support transfer of care on from Restore and see through the implementation of planning into the community.
- Offer consists of visits, calls, attendance in multi-agency meetings

Alumni

- Developed from children's requests an ongoing connection and opportunity to share about their lives, one child expressed being able to share about his success makes it feel real.
- We hope to not only receive updates and signpost them for support but also offer opportunities to "give back". This has included a child supporting with interviews, child creating a letter for new children about his experience of transition to the adult estate, and a parent supporting in the development of a parent support group



Work During the Pause While Doors are Replaced

Two phases to build programme while MoJ replace all internal, circulation doors with fit for purpose doors approved by specialist architect approved by MoJ and who specialises in Secure Children Home design with Ofsted, the School's Regulator.

Phase one due to be complete at end of May and two Ofsted inspections to approve phase one completion and sign at the start of June. Phase two timeline is to be confirmed.

Staff have engaged in:

- co produced training against whole school improvement areas
- received stand alone refresher training in specific areas
- commenced roll out of new restraint training and
- undertaken two months of cross-sector placements

Improvement Plan – mapping out the 'how'..

Six integrated CNWL and Oasis SLT held whole staff workshops to co-produce and identify key areas of improvement through the following questions:

Practice Development

How do we develop and embed good practice relevant to last self evaluation and Ofsted?

Recording and Reporting

What changes are needed to enable better reporting and recording systems?

Operational Processes

What do we need to adapt to facilitate better working?

Implementation Outputs

What tasks need to be completed to meet success criteria

Success Criteria

What does good look like?
What are we aiming for?



Six Whole School Priority Areas

← Culture and Agency →

Communication

Incident Coordination
and Leadership

Safety and Security

Child-Facing Practice
Development

Enrichment

Behaviour Response
Cycle

← Leadership and Management Development →

Whole School Priorities

Child Facing Practice

- Boundaries
- Expectations
- Rules
- Consequences
- Induction
- Praise and Recognition
- Attendance
- Daily routines
- Culture to access offer
- Risk to Self

Behaviour Response Cycle

- Key Working
- Restorative approach
- Formulation
- Core Team and GBP
- Risk Mapping (behaviour)
- Offence focussed work/PSHCE
- Transition Planning
- Assessment and Formulation
- Family Work
- Physical risk

Communication

- Handovers
- Whole School Communication
- Community Meetings
- Student Council
- Contact with parents/professionals
- Complaints
- Themes from GRP
- Advocacy
- Daily Summaries
- Reconnect Screens

Enrichment

- Definition, Roles & Responsibilities
- Link with Life Skills
- External Partners
- Attendance and progress
- Whole school calendar - themes/days
- Mid term vs term time

Incident Management

- Roles and Responsibilities
- Restraint
- Debriefs
- Welfare response
- CNWL liaison
- Definitions of Single Sep/Managed away
- Reporting Thresholds

Security & Safety

- Definition of Escalation
- Whole School SG Structure & Roles
- Allegation process
- Corruption and contraband
- Safer recruitment
- Security daily routines
- Cyber Security
- SG oversight
- Medication Management



Improvement Aims

- Consistently owned rules and expectations
- Comprehensive qualitative reporting that reaches beyond government reporting
- Organised plans around the child from induction onwards, streamlined systems to improve consistency
- Integrated systems around incidents to support learning and meaningfully ('why' not just 'what') to inform the next steps for child linked more clearly with healthcare
- Quality integrated shift handovers to support relevant and effective communication
- Consistent boundary holding in context of TPC principles, including for getting children to school in context of their prior experience of education system
- Supporting children to
- Expectations and communication from managers and leadership that is consistent, containing, holds to account and seeks to coach and develop as well as quality assure
- Effective communication post incident and separation with CNWL
- Improved staff confidence with Medicine administration and revamped training and competency sign off

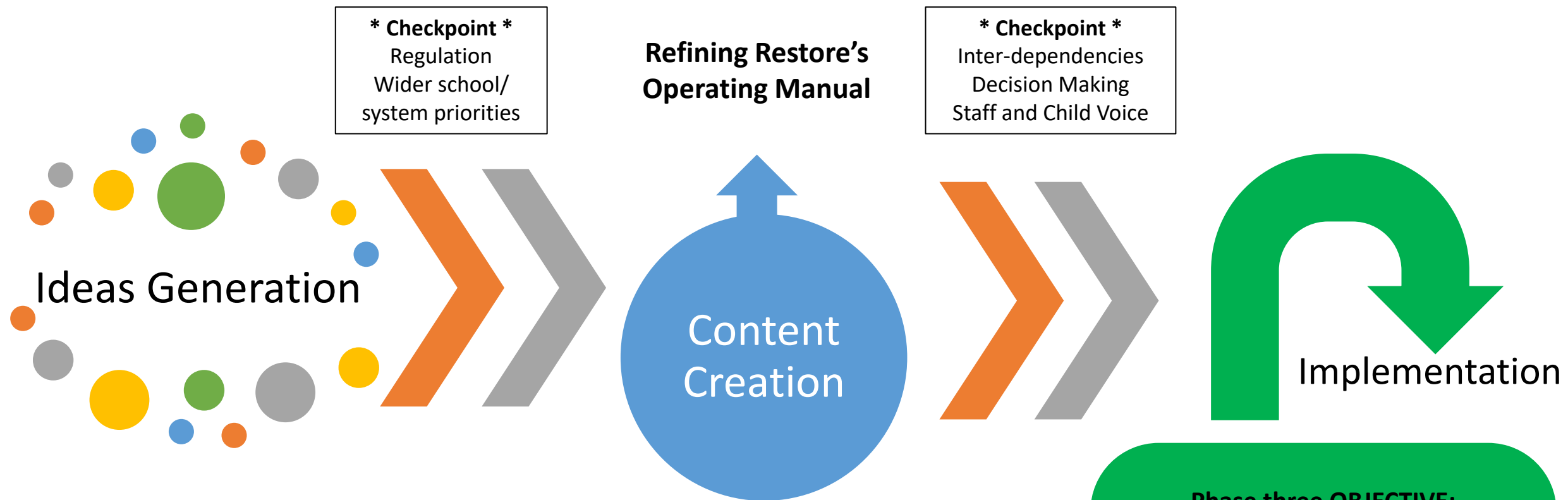
Key Learning from Inspections and 8 months of operations

High Level Overview

Healthcare:

- **Staffing**
 - Role clarity and definition including Flat Based Core Teams and presence
 - Rota including nursing
- **Clinical Pathways**
 - Increased definition of offer
 - Integrated Interventions Offer
- **Incident/Separation**
 - Redefined role of H1
 - Healthcare responsibilities
- **Healthcare Induction**
 - CHAT assessment guidance and training
 - Increasing curiosity and communication
 - Family contact
- **Co-Production**
 - Health & Wellbeing Strategy
 - Peer Power
- **Integrated Areas**
 - Whole school Assessment and Formulation Policy
 - Therapeutic Observations
 - Medication Administration





Phase One OBJECTIVE:
To listen, reflect and learn from staff closest to the work on key operational procedures

- What do we already have?
- What do we now know?
 - what was difficult, what went well, what are the barriers
- What can we learn? from other settings/research

Phase two OBJECTIVE:
Proposal for process adaptation/ change
Evaluate and re-align 'how we do things here'

- Adapt policies
- One-minute practice guides and operational processes:
 - What
 - How
 - Why is it important
- Create staff/child/parent facing docs
 - Operational training material

Phase three OBJECTIVE:
Implement training on an updated consistent operating model to all staff across 6 priority areas

- Why (theory), Why it's important (accountability and QA) and what (practice and reporting)
- Intentional practice: do, feedback, do again

Operational Training and Placements

- Implementation of training that is structured, and contextualised, scenario based to emulate real-life experiences of process, practice and complexity.
- Output aim – a revised operational manual
- Model for training is informed by ‘Instructional Coaching’ in education, Unlocked ‘Leading Prison Landings’ and Confidence Training Sessions used in HMPPS.
- Used to address Ofsted areas of concern and align with six organisational priorities



Training Principles

In groups of approx. ten, space dependent

Scenario based, combined topics, interwoven

Increasing complexity over time, pushing to edges of behaviour

Start to finish process and follow up

Carousel, 4 weeks operational training & 2 weeks MMPR

Led by MLT, SRPs and SLT, co produced through March

Six children's profiles used throughout

Same shift until a week pre children then move to rota

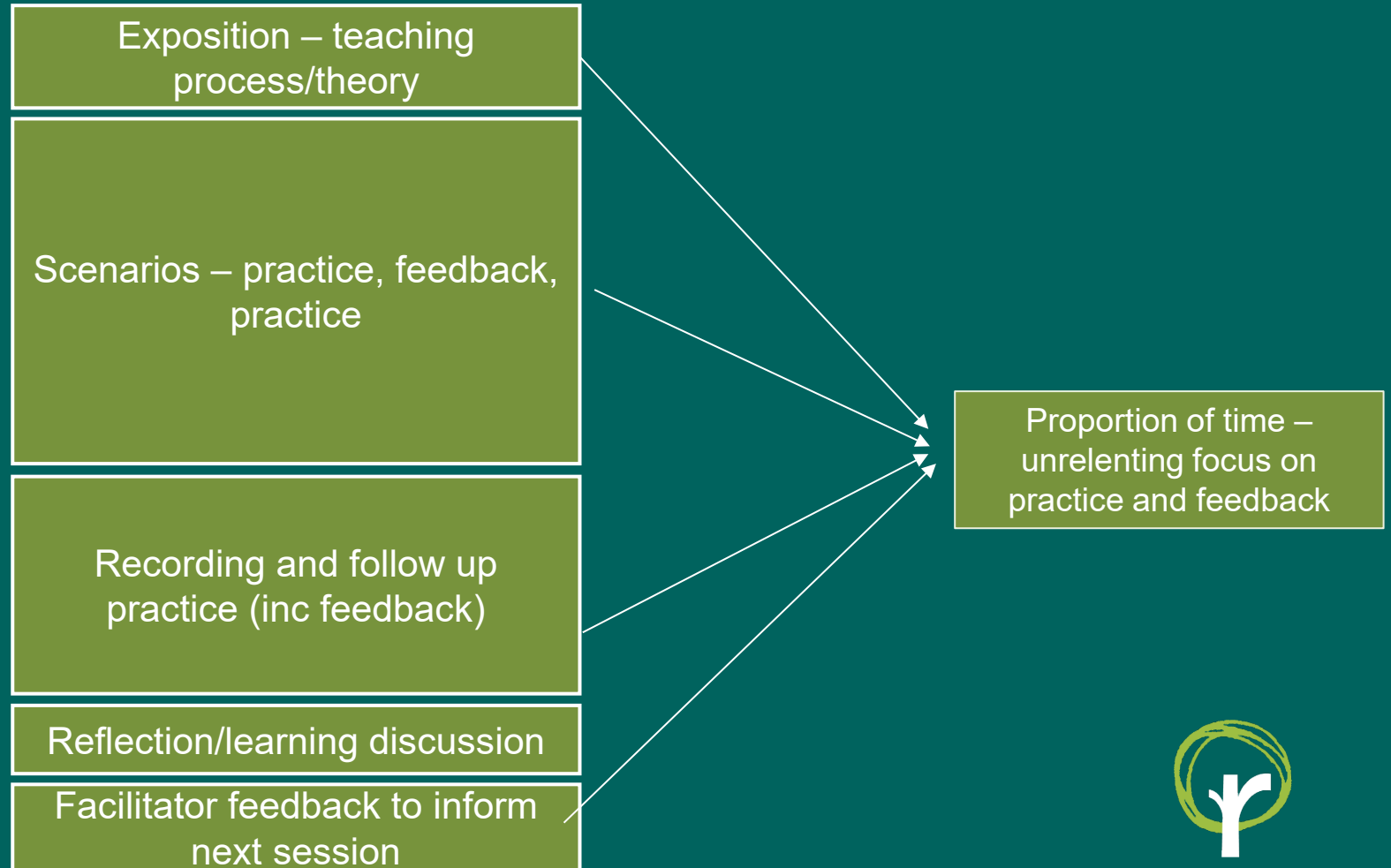


Ofsted Concerns – Addressed in Training

Every area raised across the February and June 2025 inspections is directly covered in the training programme.

Ofsted Concern	Where It Is Addressed in Training
Inconsistent staff boundaries and expectations	Wk 1 Mon-Thu & Wk 2 Mon: collective consistency, consequence framework, boundary-holding scenarios embedded in every session
Restraint records need further improvement	Wk 1 Fri, Wk 3 Fri, Wk 4 Tue: MMPR approved holds, 24hr recording, hot/cold debrief – practised in every major incident scenario
Single separation recorded separately in accordance with CH guidance, not HMPPS	Wk 3 Mon & Wk 4 Mon: dedicated sessions on legal criteria, types of separation, and full recording requirements
Safeguarding structure and thresholds reviewed	Wk 2 Fri, Wk 3 Mon & Thu: disclosure handling, thresholds, CPOMS, LADO referral – practised in multiple live scenarios
Medication errors	Wk 1 Fri, Wk 2 Wed, Wk 3 Wed, Wk 4 Thu: medication counting, administration, missed slots, errors – four dedicated practice sessions
Education attendance – too many children missing lessons	Wk 1 Tue, Wk 2 Wed: attendance refusal scenarios, transition management, pro-social engagement strategies
Faith and cultural identity to be more visible in children’s plans	Embedded in keyworking sessions: prompts to complete Restore Plan sections on identity, faith and culture
Increased consistency in staff supervision	Wk 4 Wed: Single Subject Supervision (SSS) form practised; difficult staff conversation scenario; new model of line management supervision provided

Structure of Training Sessions Half Day



Training Programme During Pause Period

4

Weeks

Repeating cycle
Weeks 1+3 introduce
Weeks 2+4 deepen

20

Training Days

Every shift pattern
covered across the
full four weeks

60+

Scenarios

Live role-play with
real system
recording practice

9

CHR Standards

Every session mapped
to Children's Homes
Regulations 2015

Each day: Pre-teach theory → Exposition → Role-play scenario → ClearCare recording practice → Reflection

Four-Week Training Structure

Weeks 1 & 3 introduce · Weeks 2 & 4 build and test at greater complexity

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	First Night Pt 1 Induction · Therapeutic obs Belongings · Meds overview Contraband search	Core Team Pt 1 Morning Routine Pt 1 Handover · Attendance Transitions · Restore & GBP	Lunch & Breaks Pt 1 Keyworking & Visits Consequences · Praise & Recognition Dinner: staff violence	Classroom R&R Pt 1 Enrichment 1 Searching · Non-compliance Room check · Restorative	Leisure & Evening Routine Meds admin · S1 · Controlled drugs Flooding · Secure Ambulance Child going to Court
WEEK 2	Leisure & Sexualised Beh. Lunch & Breaks Pt 2 Sexualised behaviour Missing cutlery	Morning Routine Pt 2 Core Team Pt 2 Single Separation · SERCO Court prep · Community meeting	Classroom R&R Pt 2 Keyworking & Visits 2 Searching: weapon found Safeguarding disclosure	Leisure & Evening Pt 2 Staff safeguarding & allegations Weapons · Reconnect screens Bedtime: shouting out windows	Enrichment 2 Use of Gym Restorative gone wrong Restraint & paperwork · SSS
WEEK 3	First Night Pt 2 Complaints · Physical Touch Weapon found on arrival Therapeutic obs: ligature	Meds Errors & Contraband Child leaving process Missed time slot Contraband hidden in room	Leisure & Sexualised Pt 2 Sexualised behaviour incident	Sexualised Behaviour Pt 2 Dining room incident Witness support · Cold debrief	Key Updates Core Teams · Case management Expectations & rules Enrichment · Language & recording
WEEK 4	Single Separation (in depth) Keyworking with consequence Legal criteria · Recording Managed Away	Weapons, Evidence & Searching Intelligence-led search Weapon on pitch · Use of Force	Enrichment Pt 2 Incident Management Restorative gone wrong Difficult staff conversation	Meds, Contraband Incidents & Leaving Missed meds · Mobile phone Child leaving: Letter of Hope	GBTP & Sexualised Beh. (consolidated) Baseline evaluation Delivering enrichment programme

Topics Covered Across the Programme

Safeguarding

Thresholds · disclosures · LADO · peer-on-peer · staff allegations

Physical Restraint (MMPR)

De-escalation first · approved holds only · debrief · recording within 24hrs

Single Separation

Legal criteria · recording · welfare checks · management oversight

Medication

Administration · counting · missed slots · errors · controlled drugs

Searching

Amnesty · Level B pat-down · bedroom · weapons · evidence handling

Sexualised Behaviour

Traffic light framework · response · recording · support for all children

Keyworking

Session formats · consequence · restorative · goal-setting · recording

Daily Routines

Morning · transitions · enrichment · leisure · bedtime · night checks

Education

Classroom roles · attendance refusal · SEND · room checks

Consequences & Praise

Five-tier framework · child's voice · P&R · restorative approaches

Incidents

Full cycle: spot → de-escalate → manage → debrief → record

Leaving & Transition

GBTP · Letter of Hope · safety planning · release anxieties

Ofsted Concerns – Addressed in Training

Every area raised across the February and June 2025 inspections is directly covered in the training programme.

Ofsted Concern	Where It Is Addressed in Training
Inconsistent staff boundaries and expectations	Wk 1 Mon-Thu & Wk 2 Mon: collective consistency, consequence framework, boundary-holding scenarios embedded in every session
Restraint records incomplete and unrecognised holds used	Wk 1 Fri, Wk 3 Fri, Wk 4 Tue: MMPR approved holds, 24hr recording, hot/cold debrief – practised in every major incident scenario
Single separation not always recognised or recorded	Wk 3 Mon & Wk 4 Mon: dedicated sessions on legal criteria, types of separation, and full recording requirements
Safeguarding concerns not escalated; LADO not consulted	Wk 2 Fri, Wk 3 Mon & Thu: disclosure handling, thresholds, CPOMS, LADO referral – practised in multiple live scenarios
Medication errors	Wk 1 Fri, Wk 2 Wed, Wk 3 Wed, Wk 4 Thu: medication counting, administration, missed slots, errors – four dedicated practice sessions
Education attendance – too many children missing lessons	Wk 1 Tue, Wk 2 Wed: attendance refusal scenarios, transition management, pro-social engagement strategies
Faith and cultural identity missing from plans	Embedded in keyworking sessions: prompts to complete Restore Plan sections on identity, faith and culture
Staff supervision not at required frequency	Wk 4 Wed: Single Subject Supervision (SSS) form practised; difficult staff conversation scenario

Safety and Boundaried Care

- Training Activity MMPR ITC (2 weeks)
- MMPR applied use in a Secure Children's Home
- Single Separation and Managed Away
- Safety and Security processes and scenarios
- Ligature refresh
- Secure Children's Homes Regulations Awareness
- Fire Marshall
- De-escalation and Diffusion
- Regulation and Grounding to support distressed behaviour
- Dialectical Behavioural Skills

Trauma-Informed, Child-Centred Practice

- Formulation in residential care planning
- Safeguarding thresholds workshops
- Children's journey through the social care system
- Domestic violence and its impact
- Neurodiversity
- Autism awareness (Anna Freud Centre)

Restorative Approaches

- Restorative Justice skills
- Restorative Justice (extended sessions)
- Utilising sport for restorative justice
- Community meetings at Restore
- Ethos and “sticky messages” – Restore framework
- Peer power workshop: children’s voice and lived experience

Education and Resettlement

- PSHCE at Restore
- Numeracy strategy
- Role of the informal educator
- Preparing children for adult services and estate
- Resettlement at Oasis Restore
- Introduction to Youth Justice

Leadership and Management Training Delivered

Leadership and Management Training - delivered to 48 management and leadership staff over four months

Reflective Supervision Training	3 hours
Spotlight Team Profiling <ul style="list-style-type: none">- Trauma informed theories that shape team dynamic- Impact of threat, trauma and stress on systems and groups- Frameworks - Boundary seesaw, Drama triangle, Transactional analysis- Team profiles and scenarios- Personal one to one coaching with individual leadership profile	8 hours
Coaching models	2 hours
Conflict management and de-escalation for managers	2 hours
Emotional intelligence and emotional literacy in managing staff	1 hour
Myers Briggs, Belbin feedback and conflict styles for managing self and team	3 hours
Feedback models and scenarios training	1 hour
Culture and leadership behaviours, how to create culture of high accountability, challenge and support	8 hours
Task management and prioritisation	2 hours
Leading relationally	6 hours
Leading culture and self	4 hours
Developing Trauma responsive strategies for managing staff and children	4 hours

Recruitment Timeline: Residential Staffing Requirements & No. Children

	46 Children	24 Children	18 Children
FTE Residential staff required	148 S/RPs	82 S/RPs	72
FTE per team	20 per team (14 nights)	11 per team (8 night)	9-10 per team (7 nights)

Employment/ Induction Start Date	Mon 16 March 2026	Tuesday 1st Sept 2026	Monday 4th Jan 2027	Monday 3rd May 2027	1 st September 2027	Weds 5th Jan 2028
Operationally Ready	Mon 25th May 2026	Monday 16th Nov 2026	Monday 15th March 2027	Monday 12th July 2027	Monday 10 th Nov 2027	Wednesday 15 th March
Residential FTE Actual & Estimate	Current: 70	85	100	115	130	148

NB: This data is indicative plans. The numbers don't include any attrition rates which will vary across the years as we establish

