



SECURE ACCOMMODATION NETWORK

Good Practice Guidance

Title: The Enrichment Programme

Purpose: To ensure that the young people within the secure estate are given the opportunity to participate in a full and purposeful day, this encompasses Education, Activities and fulfils the Youth Justice Board Specification.

Date: September 2006

		Refer also to:-
1. INTRODUCTION		
1.1	The full and purposeful day, as identified within the Youth Justice Boards 'National Specification for Learning and Skills for Young People on a Detention and Training Order', has been established to meet the YJB objective and target that states 90% of young people will receive 30 hours per week of education, training and personal development activity whilst in secure accommodation.	National Specification for Learning and Skills page 4. YJB generic service specification 2004 5.1
1.2	Within all units the full and purposeful day should encompass education, enrichment sessions, homework, offence related work and private study time, thus offering the young people a holistic approach to education and training.	National minimum standards children's homes. Standard15.
1.3	Whilst education in the main focuses on delivering a formal curriculum to young people up to 30 hours per week, the enrichment programme supports this by offering informal activity based learning with underlying themes of numeracy and literacy.	General service specification 5.2.1
2. DEFINITION		
2.1	It is recognised that each unit will interpret the YJB guidance in their own way and so structure their programmes in their own way to meet the needs of the establishment and the young people within it.	See individual unit contract
2.2	The planned activities which take place outside of formal education time should have clear aims, objectives and measurable outcomes.	Effective practice: Education, Training and Employment page 72

3.0 **AIMS**

- 3.1 The enrichment programme should be planned to
- promote literacy and numeracy skills
 - encourage health and emotional well being
 - exhibit a well-integrated academic content
 - develop strong relationships between participants
 - provide opportunities for authentic decision making by participants – allowing potential for student leadership in the activities.
- 3.2 Each enrichment activity could include
- problem solving skills
 - creative thinking skills
 - team working
 - behaviour and social skills
 - taking responsibility
 - citizenship
 - decision-making
- as in line with YJB objectives of reducing offending behaviours by promoting interest and development of overall education
- 3.3 Enrichment activities should create an environment where young people can be involved and supported in their own learning and where efforts and achievements are celebrated.
- 3.4 Enrichment activities can be delivered via access to a developing resource base.
- 3.5 Enrichment activities should expand on the young peoples learning in ways that may differ from methods used during formal education time – to include interactive learning and project based activities.
- 3.6 An enrichment programme should contain a proportion of recreation activities not meant to address formal academic concepts, but to allow the young people time to play. For example, sports, games and clubs fall into this category – lessons learnt often include social skills, teamwork, leadership, competition and discipline.

Refer also to:-

National Healthy Schools award.
ASDAN
AQA unit award.

Effective practice:
Education, Training
and Employment
page 49

Effective practice:
Education, Training
and Employment
page 47

4.0 **PLANNING OF ENRICHMENT SESSIONS**

4.1 Prior planning is essential to identify the learning aims and objectives and to ensure the effective running of the programmes.

4.2 Each activity should be individually and generically risk assessed and the young person's risk assessment **must** be taken into account.

4.3 Planning must take into account both physical and human resources available.

5.0 **DELIVERY OF ENRICHMENT SESSIONS**

5.1 All young people should be encouraged to participate in a well structured enrichment programme that enhances learning and develops new skills. Sessions should be enjoyable to the individual with a progressive style that incorporates the responsivity of participants.

5.2 Where possible young people may be included in the development and planning of a programme, thus encouraging their ownership and responsibility.

5.3 Facilitators should have the ability to motivate and engage young people in the activity and possess a sound knowledge of their activity. They should also have an awareness of group dynamics and be adaptable to include specific needs or disruption.

6.0 **RECORDING AND EVALUATION**

6.1 An evaluation form should be completed at the earliest opportunity after the end of the session.

6.2 The evaluation forms should focus on the young person's level of participation/outcomes achieved, their views and contribution; it should also highlight any concerns or risks that may have been observed throughout the session.

6.3 The views and suggestions of both staff and young people should structure future change and development to the sessions.

6.4 All evaluation forms should be kept for referencing and be accessible.

6.5 Evaluation forms should also be completed for young people who refuse individual sessions clearly stating reasons for the refusal.

Refer also to:-

Effective practice:
Assessments,
planning,
interventions and
supervision page 47

Annex A

Effective practice:
Offending behaviour
programme page 40

Effective practice:
Education, Training
and Employment
page 50

Effective practice:
Assessments,
planning,
interventions and
supervision page 12

6.6 All completed evaluation forms should be viewed and assessed, with comments noted and changes made to the programme where necessary.

7.0 **RECOMMENDATIONS**

7.1 It is important within units that the young peoples' contributions and achievements are acknowledged and where appropriate rewarded.

7.2 Good practice would suggest that an enrichment co-ordinator is identified and allowed dedicated time for planning activities with access to appropriate resources/funding.

7.3 Use of external qualified facilitators could be used whenever the budget allows, providing a wider more varied programme.

7.4 Wherever possible, links should be forged with local services, e.g. youth, sport, leisure and education.

7.5 Special attention should be given to those activities which can be continued within the community, in order to impact upon resettlement and promote anti-offending behaviour.

7.6 Positive links with other establishments are to be encouraged to share good practice via a schedule of planned meetings.

National specification for learning and skills 1.8


Effective practice: Resettlement page 15

Effective practice: Offending behaviour programme page 55

National Healthy Schools Awards
ASDAN AQA Awards
Duke of Edinburgh, Princes Trust, Arts Council

Good Practice Guidance for enrichment programme

Annex A – An example of Activities

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<p>Date:</p>	<p>September 2006</p>

Annex A

An Example of Activities

Performing Arts

Dance / Drama / Music

Sports

Football / Swimming / Basketball / Rounders / Tennis etc.

Lifeskills

Banking / Laundry / Budgeting / Cooking / Personal Care etc.

Craft Workshops

Needlecraft / Drawing / Decoupage/painting/modelling

Projects

Local history/local interests/art/ music

Accredited Short Courses

A.Q.A,s/ Sports leaders/ Duke of Edinburgh/arts award/ASDAN etc.