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FYLDE FARM – A STUDY OF DECAY AND DERELICTION

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ENVIRONMENTAL MANAGEMENT (BSc)

2013

SIGNED DECLARATION

I, Amanda Jane Jackson, declare that this dissertation is entirely my own work and the main text of the work does not exceed 10,000 words (+/- 10%).

Signed:

Dated:

ABSTRACT

The aim of this project is to examine how abandonment and dereliction is impacting how Fylde Farm is understood and perceived as a sense of place. This is important because to many people, a decaying building is considered to be a 'blot on the landscape'. This work will draw on work by geographers on derelictions and sense of place, in order to analyse how different meanings are formed to Fylde Farm. It examines the work carried out by urban explorers and explains urban exploration, in addition to exploring the origins of Fylde Farm, from the 19th Century to its closure in 2005. The research was carried out by a series of semi-structured interviews with neighbours and former employees of Fylde Farm. The interviews were contextualised in order to ascertain an understanding of how the site is interpreted; this is in addition to on-line analysis of urban exploration websites.

The research suggests that the decay and dereliction of Fylde Farm has caused a variety of emotions to be expressed, some by neighbours and some by former staff and pupils. The research also suggests that Fylde Farm should not have been closed. It was a 'good place' with a lot of memories and meanings attached. It provided care and protection for vulnerable young people, in addition to the guidance and structure that they needed in their lives. Although for some young people, Fylde Farm was not the right institution for them to be placed in.

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GLOSSARY AND ACRONYMS

APPROVED SCHOOLS AND HOUSE PARENTS

When a young person has committed an offence and sentenced by a court, they are usually sent to a residential institution for young offenders. The institutions are known as Approved Schools (Rose, 1967). They also accommodated young people that have been taken into care for their own protection. Formal education is high on the agenda, in addition to vocational activities. The type and number of buildings vary quite widely from school to school. At Fylde Farm there was the main school, a secure unit and a variety of other buildings that were used as workrooms. There was also a collection of houses, these accommodated eight boys and two sets of house parents.

HOUSE PARENTS

House parents were a married couple that provided a 'homely environment' and support for the boys should any problems arise, something many of them had never experienced with their own parents.

ACRONYMS

LRO – Lancashire Record Office

LCC – Lancashire County Council

STRUCTURE OF DISSERTATION

My dissertation begins with Chapter 1 and a brief introduction about Fylde Farm and the motivation in using it as a research project. It is followed by my aims and objectives and why I felt it relevant to undertake an exploration of decay and dereliction on how Fylde Farm is understood as a place. Chapter 2 describes the methodologies that I used to undertake the research and discusses the reasons for using such methods. Chapter 3 is a literature review focussing mainly on place, dereliction and urban exploration. This is followed with the history of Manchester and Salford Reformatory in Chapter 4. I felt it necessary to explain the history as it provides an explanation of the origins of Fylde Farm. Chapter 5 is an analysis of my results and discussion and Chapter 6 is a conclusion of major findings from my research.

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CHAPTER 1

1 INTRODUCTION

In 1857, Manchester and Salford Reformatory was opened in Blackley, Manchester. It was one of fifty-two juvenile reformatories endorsed in England and Wales with the intention of reforming and rehabilitating young offenders, instead of chastising them (Jolly, n.d.). In 1905, the school closed and was replaced with 'Fylde Farm School' in Poulton-le-Fylde. Over the years further buildings were added to the site to accommodate more boys. In 2005, the school closed and the site became abandoned. Overtime, dereliction has caused the onset of decay; it has become a hot spot for fly tipping and vandalism. Watching the decay and destruction of the site on a daily basis, prompted me to question what neighbours thought about the dereliction. Did they consider it a nuisance or did they not notice it? In addition to the neighbours, I also considered former employees and their feelings about the destruction. This has been the motivation in using it as a research project. Lewicka (2008) suggests that "urban reminders", meaning the residue of a place from which people may have had some experience of, may incite memory of places and be the inspiration to uncover past histories.

1.1 AIMS AND OBJECTIVES

AIMS

The project will examine how abandonment and dereliction is impacting how Fylde Farm is understood and perceived as a place. To many people, a decaying building is considered to be a 'blot on the landscape'. However, this project will draw on work by geographers on derelict sites and sense of place in order to explore how different meanings are attached to Fylde Farm. Geographers search for an understanding of place, examine and combine what they witness, in an attempt to construct an account of how the landscape has been moulded (Fernandes and Carvalho, 2007).

This type of approach is important because it acknowledges how place is a way of seeing, knowing and understanding the world. We visualise and interpret it as different things and it having attachments and connections between people and place. This project will explore Fylde Farm, its meanings, and interpretations of the site, to ascertain the feelings of the neighbourhood and former staff in relation to 'sense of place'. Overall it will look at how different groups interpret the site emotionally and visually. Do they have any attachments to the site; do they consider it threatening, an eyesore or do they consider it to be a backdrop, part of the landscape?

OBJECTIVES

Drawing on qualitative data primarily gained from semi-structured interviews and on-line analysis, this dissertation will study the impact of dereliction and decay on understanding

place, by first, examining the history of the Fylde Farm site; second, gaining an understanding of how some neighbours and former staff interact with and interpret Fylde Farm in relation to a sense of place and third, examining how the site is valued and interacted with by urban explorers (a group of people who access, photograph and document derelict buildings).

CHAPTER 2

2 METHODOLOGY

This chapter provides a detailed description of the methods used in the research and the reasons for undertaking such methods. It also gives the limitations of the research and in hindsight what may have been done differently.

2.1 INTRODUCTION

In order to establish how abandonment and dereliction is impacting on how Fylde Farm is understood and perceived as a place, qualitative data was gained by undertaking a series of semi structured interviews, with former employees of Fylde Farm and local residents. This revealed their knowledge and involvement, and allowed for a much more comprehensive analysis than a questionnaire (Valentine, 1997). It produced information that has many points of view that is both abundant and expressive (Burgess, 1984), and created “a deeper picture” than a questionnaire (Silverman, 1993: 15).

2.2 INTERVIEWS

In total six interviews were conducted, three with neighbours and four with former employees. Table 1 below shows the full details of the interviews.

Table 1 Interview Details

Date of Interview	Interviewee	Length of Interview	Location of Interview
19/06/2012	2 Neighbours and 1 Former Employee (as a group interview)	1 Hour	Interviewee's Home
22/06/2012	Former Employee	1 Hour	Place of work
25/06/2012	Former Employee	30 Minutes	Interviewee's Home
12/07/2012	Neighbour	30 Minutes	Interviewee's Home
10/07/2012	Former Employee	15-20 Minutes	Place of work
10/11/2012	Former Employee	30 Minutes	Interviewer's Home

2.3 SELECTING INTERVIEWEES

Interviewees were approached by direct contact and a method known as snowballing; this method uses one contact to approach another contact, which leads to an interview (Valentine, 1997). Each of these methods produced three interviews. Direct contact was made with neighbours that I have known for many years. A former employee was also contacted directly, having been an acquaintance for some time. The research project was explained to them, and their permission was obtained for an interview to occur; a date, time and venue were made at this point. The snowballing method occurred through a family member making contact with a couple who had worked as house parents in 1969. He explained the reason for the telephone call and gained their permission for me to contact them, this resulted in a recorded interview. A further two interviews were arranged using the snowballing method. I mentioned in conversation to an acquaintance my dissertation project, this person knew of someone that worked in social services and who was in contact with two former employees of Fylde Farm; the permission from the former employees was sought for me to contact them directly.

2.4 LOCATION OF INTERVIEWS AND LIMITATIONS

Mutually convenient locations were arranged; two occurred in a work place, one took place in my home and the remaining interviews took place at the homes of the interviewees, as shown in Table 1. An interview with a former employee occurred at their place of work, which happened to be a very busy police station. The interview took place around lunchtime in the station's canteen, not at all ideal. The Dictaphone also failed to work; therefore I had to make notes. The interviewee was clearly very busy (he had kept me waiting for half an hour in reception), the interview felt very rushed indeed, lasting for about 15-20 minutes. The interviewee was also experienced at interviewing as part of his job. Valentine (1997: 122) suggests that people who are experienced at interviewing are able to "subvert or control interviews". I felt that he was more in control of the interview than I was. The environment, in which the interview took place and the failure of the Dictaphone, left me feeling a little flustered. Fortunately, I had got into the habit of transcribing interviews immediately afterwards, which was a benefit in these circumstances as the interview was still fresh in my mind. Location and time perhaps need to be planned more thoroughly when going to an interviewee's place of work, in any future research projects.

2.5 PERSONAL SAFETY

A family member was made aware of each interview location, date, time and name of interviewee. The interview that took place at my home was when other family members were present.

2.6 QUESTIONS

Lists of key questions were prepared beforehand, with a series of follow up questions if needed. The questions were open, descriptive and thoughtful; they were not asked in any

particular structure, thus allowing the interviewees to express their experiences, emotions and opinions freely (Valentine, 1997).

2.7 TAPED INTERVIEWS

Each interview was taped, this allowed the conversation to flow, and meant that I was fully engaged with the interviewee, without the need to break off to make notes, thus producing a much more accurate account of the conversation. Permission was granted at the beginning of each interview to use a tape recorder. A consent form was also signed by each interviewee, which briefly explained the reason for the interview, moreover, that they could stop the interview at any time. Each interview was transcribed immediately afterwards, as everything was still fresh in my mind.

2.8 ON-LINE ANALYSIS

On-line analysis of urban explorers that have visited Fylde Farm was another method that was used for research. Comments and photographs of their exploration are posted on various urban explorers' websites, for example, 'urbexforums.com' and 'northwest exploration'. Some of the comments I noticed had been placed by former pupils, and one even leaving an email address, with an invitation to make contact if anyone was interested in some of his memories whilst he was at Fylde Farm. Although this was not part of the original proposal, this was an opportunity worth following up. Before making contact, a new email address was set up specifically for this purpose. I made contact, explaining the purpose of the email and asked if he would be happy to answer some questions. He was very obliging and furnished me with some of his memories whilst at Fylde Farm. The urban explorers' websites have a reasonable amount of information regarding their exploration of Fylde Farm. In order to make contact with them, it is my understanding that I would have to join one of the websites. In hindsight I should have tried this at the proposal stage of the research project, as the comments posted on the forums are dated '2011'; thus making it easier for them to recollect their experience; although one could argue that they move from one exploration to another quite quickly and put each experience behind them.

2.9 LANCASHIRE RECORD OFFICE

Further research led to contacting and subsequently visiting Lancashire Record Office (LRO). This occurred as a result of reading an article about the history of Manchester and Salford Reformatory in Blackley, before it relocated to Poulton-le-Fylde. The article concluded on a positive note, stating that the school was a success and doing very well in Manchester. If this was so, why did it relocate? At the end of the article, reference was made to (LRO). I emailed (LRO) with my query, they replied with a list of references pertaining to documents held in the archives. This was followed up with a visit to (LRO), I read through various documents which revealed the origin of Fylde Farm. The visit to Lancashire Record Office was a new experience and a very worthwhile one; researching the origins of Fylde Farm adds depth and meaning to the history of the site.

CHAPTER 3

3 LITERATURE REVIEW

3.1 INTRODUCTION

The literature review aims to decipher the wide ranging experiences of Fylde Farm. It begins by briefly explaining the idea of landscape. It describes the meaning of place and the attachments people form of place. The literature describes derelict sites and how they are interpreted. Finally, the review explains how derelictions are investigated and documented by urban explorers.

3.2 LANDSCAPE

The Idea of Landscape

Cosgrove (1984) suggests that landscape is a way of seeing, it is a “composition and structuring of the world”, and although there may be an enigma and many layers of meaning, landscapes should not excuse us from interpreting their history. In actual fact, it should encourage us to examine them. It is in the history of landscape that we are able to gain more of an understanding about its wider historical foundations and its developments; this enables further consideration about society and culture. Moreover, the emotional bond between human-beings and the outside world is not an “individual or personal relationship”; it is more about the combined efforts of those involved in creating a meaning of place (Cosgrove, 1984).

3.3 PLACE AND ATTACHMENT TO PLACE

Assi (2008) claims that the theory of place originates from the ancient philosophical writings of Aristotle; he defined place as the “where” in people’s connection with their environment, to appeal to a feeling of “belonging”. Centuries later, the Romans referred to it as *genius loci*, the “spirit of a place”. Venturi (1966) argues that it is not only symbolic meanings of the appearance of a building that should be understood, but also the meaning of the spaces inside. Place is more than a location, it is relevant to humans and their ability to draw meaning from place (Cresswell, 2004). Agnew (1987: 7) defines “a ‘sense of place’ as being the emotional attachment people have to place”. The connections that people have with place, the meanings and experiences, are a way of understanding and interpreting the world around us (Cresswell, 2004). A person’s personal attachment to place provides a sense of belonging and gives meaning to their life (Proshansky et al., 1983). Tuan (2008: 3) argues that “place is security, space is freedom: we are attached to one and long for the other”.

The places in a person’s world are a deep core of meaning and experience and not just somewhere to endure everyday life (Godkin, 1980). What may seem like an empty space to an outsider may have a lot of meaning for others (Draus and Howard, 1999). Each person has a different approach to how place exists, because each person has their own set of

emotions, personality and memories which disguises the view of that place providing a unique meaning (Relph, 1976). Furthermore, Relph (1976) explains the many approaches that places are understood. First, the connection between space and place, to show the scope of place experiences and understanding; second the integrity of places and the circumstances of people with places, moreover, to the approach to sense of place. The unique places are a display of an intense experience with these places by the people who are involved in them, and for some people, such a deep attachment is as important as a devoted bond with other people. It is important as humans to have deep attachment to place. Places that we are most sympathetic to are indeed places of care, environments where we have had plenty of experiences which have formed an amalgamation of emotions. However, to have respect for a place requires more than taking an interest in it, it is important to respect that place for itself and for what it means to oneself and others (Relph, 1976).

Weill (1955: 53) states “to be rooted is perhaps the most important and least recognised need of the human soul”. A human being has roots because of its experience in society, and has undoubtedly occurred as a consequence of his “surroundings, place of birth and social environment and is essential to inherit most of his moral, intellectual and spiritual lifestyle from the experience of his surroundings”. Weill (1955: 53) further implies the need for “order, responsibility and security”. It is in “the utmost part of our nature to want roots, to need roots and to struggle for roots for a sense of belonging” (Coles, 1970: 120). However, attachment to place is not always a desirable experience, especially if it is a place we are bound to; it may feel depressing and confined. Being tied to *this* place and compelled to the everyday routines is described as “the misery of everyday life” by Henri Lefebvre (1971: 35), with the drudgery of basic necessities. There are times when there is a need to counteract the need to stay, with the need to escape, when one of these outweighs the other, we endure either a feeling of fond memories and a sense of being uprooted or from the sadness of feeling confined (Relph, 1976). These approaches to place are seen as threatening and can undermine one’s character (Godkin, 1980).

3.4 DERELICTIONS

Derelict sites are described by Grunenberg (1997) as “locus horribilus” whereby irregular acts occur by troublesome people. Public perceptions of derelict sites are of “danger, delinquency, ugliness and disorder”, furthermore, many feel unsettled about the future and the worry of the anti-social behaviour that derelictions provoke (Orange, 2008: 87).

Moreover, Joseph (1988) draws a parallel between aesthetics and the irregular acts stating that, “neglected land not only looks depressing”. It incites “graffiti and fly-tipping” which consequently makes the environment look unattractive. However, Edensor (2005) notes that fly-tippers already view the dereliction as an eyesore, and therefore see that it is acceptable to illegally dispose of their waste. Furthermore, Edensor (2005) describes derelictions as being spaces for playing, fantasy and adventure. Moreover, spaces that are identified as “waste, dangerous and unsightly” are no longer restricted, there authoritative

or befitting usefulness no longer exists, instead the degradation of the dereliction allows for a wide-range of experiences. Despite the advice from anxious parents to stay away from the danger of these sites, children will continue to seek the thrill from these forbidden spaces; creating dens, smoking, chatting and randomly placing objects in extraordinary places adding to the atmosphere of their hub (Edensor, 2005). Other activities are carried out by groups that are described as “tending towards the carnivalesque.” They are people who enjoy partaking in the complete destruction and vandalism of such sites; showing what might appear as a total disregard for any civil law and order, demonstrating a complete relaxation of the constraints of society. The enjoyment in smashing up and taking apart of objects in various ways, and creating loud bangs and blasts and the pure delight of being out of control is almost considered acceptable; after all, the dereliction is viewed as “waste” and incites these irregular actions (Edensor, 2005). Shortly after the building becomes derelict, “asset-strippers” remove lead, copper and roof tiles to sell on (Edensor, 2007:235). Leading to what Edensor (2005: 109) describes as the “guts of the building spilling out”. The pipes and wiring are no longer hidden away and the infrastructure is revealed, as the plaster and wood begin to deteriorate. Desilvey (2004) suggests that the development of decay and the complicated organisation of obtrusive humans change the known surroundings; altering the familiarity of objects. The dereliction which appears to be a lasting attachment of the landscape, comes to an end; indicating that buildings do not last forever, thus emphasising the “fluidity of the material world”, noting that the “space is assigned to history and erased from memory” (Edensor, 2005: 165).

Jackson (1980: 101) suggests that there is more to preserving or restoring sites and landscapes, he believes it is an opportunity for us to see and understand history, but argues that it is not as a continuation of history, but as an emotional end. He describes the happy beginnings as “the golden age”. Eventually, as time goes by the “golden age falls into neglect”, overtime we look to renew the landscape around us. He believes that there has to be a lull of neglect and rejections, for there to be any rejuvenation and enhancement, he states, “the old order has to die before there can be a born-again landscape”.

3.5 URBAN EXPLORATION

Urban exploration has been defined as “an interior tourism that allows the curious-minded to discover a world of behind-the-scenes sights” (Ninjalicious, 2005). Garrett (2010) suggests that it could also be described as a way of investigating and documenting a place of unpredictability, of possibilities, of excitement and transformation. It is about having a curiosity of the past and the enthusiasm of capturing past histories. He notes that it is an artistic tradition of experiencing derelict, and often restricted built environments.

Urban explorers look for secret and hidden spaces, unsafe and disorganised buildings. They enjoy the thrill of access to forbidden space, and to experience the different creativity of space. They adopt a “code of ethics”, which means “respect for places, freedom of access and the illegality of trespasses” and operate under a pseudonym. Affirming an ethical code

warrants their activities, and differentiates them from other users of the space, such as vandals, graffiti artists and thieves (Dodge and Kitchen, 2006).

Urban exploration has also been described as having a connection with childhood play and historic matter. It is the need to renew some childhood feelings of entering slightly off-limit spaces, where your imagination can capture a world apart from the world you inhabit. It is sometimes just a “gut sense” to feel the need to understand the meaning of place and its character (Desilvey, 2006, 2007). There are moments of confrontation between the past and the present, encountering surprising tangible remains that lead to intense uncovering’s, through a physical tradition that reflects the aim of the archaeologists examining superficial material without the need for digging deep to understand the nature of places, it is like “a surface survey of affection”. Urban exploration builds collections of complex emotional and memorial attachments to abandoned places, which merge a variety of geographic, historical and empirical interpretations to examine history. Traces of notes, equipment and other personal effects are buried deep inside; these discoveries can sometimes build a different narrative (Garrett, 2011).

Edensor (2005) describes urban exploration as being similar to the excitement one experiences from adventure sports. Moving from a lawful society and being inactive to the exhilaration of the exploration; recording their adventure and sharing their experience with other explorers usually through dedicated websites. In addition, he describes the physical actions and the fact that urban explorers are attracted to the textures and decaying material that they encounter. He explains that urban explorers have a sort of rebellious streak in their personality, defying the constraints of society.

There is a very strong feeling within urban explorers of revealing a “sense of place”. It is about entering places other people have not attempted, experiencing deep emotions and attachment. The idea of exploration is beneficial for us to move on, to experience an individual “sense of freedom” and interact with the world, instead of being told “what freedom and human happiness is and what identity you have” (Bonnett, 2009). No matter what the end result may be for places, it is by understanding place that we can create interesting accounts that can change the way we react to urban space and change our understanding of the significance of place (Garrett, 2011).

3.6 SUMMARY

The literature review has discussed the idea of landscape and how we can interpret the world around us. This was followed by an explanation of place and the meanings and attachments that are formed between people and place. The review continued with a description of derelictions and how the sites of abandonment and decay are used and interpreted by different groups of people. One of the groups being urban explorers, the review concluded with an explanation of the ways in which they use and interpret the sites. Appendix 1 displays photographs that demonstrate some of the decay of Fylde Farm, and

are an example of derelictions that have been described above. The next chapter will reveal the origins of Fylde Farm.

CHAPTER 4

4 BACKGROUND

The History of Manchester and Salford Reformatory and Fylde Farm School

4.1 INTRODUCTION

In this chapter I outline the history of Fylde Farm School. I begin with a brief account of juvenile delinquency in the nineteenth century, followed by the origins of Manchester and Salford Reformatory for juvenile offenders. Knowledge of the historical and social context of the Fylde Farm is necessary because it has been argued that overtime people and organisations create landscapes that hold intense knowledge and significance. For the knowledge to be understood it is necessary to put these histories into perspective (Meinig, 1976).

4.2 THE HISTORY OF MANCHESTER AND SALFORD REFORMATORY

In the first half of the nineteenth century many urban areas had an increasing number of possible delinquents hanging out on the streets without employment or education (May, 1973). It was noted that industrialised areas of the North West had the highest number of juvenile crime rates in England and Wales, outside of London. It was estimated that 3,650 homeless children were on the streets and many involved in petty crime (Jolly, n.d.). This period witnessed a rise in the degree of juvenile crime and efficiency of approaches used to discipline the perpetrators. During the 1840s, juvenile reformatories - organisations whose aim it was to change and improve young offenders instead of dismissing them, became the favoured option of a number of supporters (Jolly, n.d.).

In Manchester, the Home Secretary approved a young offender's school, free from ministerial intervention; it was financed and built from discretionary enactment. A board of members was formed comprising of many who displayed social concerns of the mid nineteenth century. Many of the members were of Christian faith, whose way of life meant that they had the revenue and available time to commit and manage an organisation of this kind (Jolly, n.d.). They considered that an independent practice was the most efficient approach of enhancing the social and religious aims and were keen to reform the digressive behaviour of young people. However, overtime, the committee conceived that they required assistance from the Home Office and local government in order for the school to remain successful. The committee members continued to manage the institution with continuing devotion and zeal, some for almost four decades (Jolly, n.d.). The organisation continued to flourish from 1860 and beyond. An increase in the number of young offenders meant that there was a need to lease further land to facilitate the farm to become a more productive establishment. By 1870, Manchester and Salford Reformatory no longer depended on charitable support; it continued to represent an essential part of the juvenile

justice system and was acknowledged as being one of the most outstanding institutions in the country, as a result of hard work and dedication of the school's managers (Jolly, n.d.).

4.3 THE ORIGINS OF FYLDE FARM SCHOOL

Research revealed an undated letter from James R. Beard, Chairman of Governors of Manchester and Salford Reformatory, to His Worship the Mayor, the Alderman and Councillors of the Borough of Salford (Appendix 2). It referred to the success of the school and revealed that over the last 50 years, buildings had been extended and altered and consequently were in a state of disrepair and not up to present day living conditions. He went on to say that the once rural setting of the school was now included in the boundaries of the City of Manchester. The land on one side of the school had been purchased for Workmen's Dwellings, whilst on the other side, Lancashire and Yorkshire Railway had permission to run a line through the farm land rented by the institution. He expressed concern for the "need to keep our boys from special moral temptation". An increasing population and manufacturing industry in the area meant that farming the land became difficult. Furthermore, it was not conducive to the boys' health and education. The move was therefore agreed by the Governors and H M Inspectors, deemed essential to re-build on a more appropriate site (Beard *et al.*, n.d.).

Sir W. H. Houldsworth M.P., a founder of the reformatory, is reported in a newspaper article (n.d.) as stating:

"I am glad to hear that another development is in contemplation, as there can be no doubt that these institutions have justified their existence. As population grows and our great cities become more crowded, the need and usefulness of organisations for rescuing the young from their evil surroundings will become greater, and the necessity for them even greater".

The Preston Guardian dated Saturday, July 16 1904 reported on the 'Foundation Stone Laying' and also included an architect's drawing of the new site (Appendix 3). Similarly, The Blackpool Gazette in July 1904 reported on:

'the excellence of the Fylde land for farming purposes, its charming surroundings, and its healthy conditions are responsible for the introduction of what will be a most interesting community. The Manchester and Salford society for the Reformation of Juvenile Criminals are the prime movers in the matter. Normoss Farm contains over 85 acres of land, and the buildings placed on the highest part of the land, and command good views of the surrounding district. The buildings have been planned to accommodate about 100 boys'.

J. R. Beard J.P., in the same article commented on the benefit of the school and its endeavour to place the boys onto the right path in life saying:

“boys who, through bad companionship, had been led into bad ways and had appeared before the magistrates for sleeping out or other petty offences, were taken in and treated as boys at school and not as young criminals. The school endeavoured to implant in the boys the right principles of conduct and to give them higher ideals; by teaching them a trade, they enabled them to leave the school in order to take up their places in the world”.

Finally, the report mentions the foundation stone being put into place over a bottle containing the current Manchester Guardian, and the last year’s report of the Society; it was levelled and tapped into place. This signifies the end of one successful history and the beginning of a new era for the school.

This is how Fylde Farm originated and remained as an approved school until its closure in 2005. However, the time in between 1904 and 2005 saw many changes. An interview with a neighbour revealed that up until the early 1960’s Fylde Farm stood in over 85 acres of land, (Figure 1) it was only from this time that new houses were built in the surrounding area. Some years later further buildings were added to Fylde Farm. An increase in the number of offenders meant that houses were built to accommodate them and their house parents. One of the aims of an approved school was to provide the boys with an education and to also teach them a trade; this resulted in building various workshops for that purpose. A secure unit was built to accommodate young offenders that had committed serious crimes such as murder or arson and were deemed as being a danger to themselves and to others.



Figure 1 Fylde Farm School early 19th Century

4.4 REASON FOR THE CLOSURE OF FYLDE FARM

An interview, with a former staff member, revealed that the reason for the closure of Fylde Farm was because it was costing Lancashire County Council (LCC) £5 million to educate and accommodate 70 young people, 52 weeks a year. On its closure it cost £1 million per year to place the remaining 10 young people in other suitable accommodation. Government

legislation for the best quality and care meant that LCC had to save £5 million and after much consideration, concluded that Fylde Farm had to close.

The chapter that follows this historical account of Fylde Farm is an analysis of my results and discussion. It reveals the neighbours and former staff and pupil's experiences of Fylde Farm, as a sense of place.

CHAPTER 5

5 ANALYSIS OF RESULTS AND DISCUSSION

5.1 INTRODUCTION

This chapter begins with the neighbours memories and interpretations of Fylde Farm; it is then followed by the experience and memories of some former employees and a former pupil of Fylde Farm School. Finally, this chapter shows the results from on-line analysis of Urban Explorer's websites.

5.2 NEIGHBOURS MEMORIES AND INTERPRETATIONS

The neighbours remembered the boys wearing a uniform, which comprised of short grey trousers, a shirt and a mac. They also remembered the boys walking in pairs on Sunday morning to the local church. The boys could also be seen walking around and lining up at mealtimes, and for lessons before marching off into the school. Some neighbours remember purchasing plants and other items that the boys had made, which they were allowed to sell to the local community. One neighbour commented:

"They were just from bad homes, there were a few children sleeping three or four in a bed at home and got into a little bit of trouble and were taken into Fylde Farm School. They were nice little boys, they use to come to the fence at the bottom of the garden in the early days, and we would give them biscuits. They were no trouble at all. It was nice for about five or six years until washing would disappear from the washing line in the garden".

The further development of the site did not cause any concern to the majority of neighbours, one commented:

"There were other people in the neighbourhood that weren't particularly happy because they thought it was a prison, in fact, they were more concerned when the secure unit was built, when in actual fact it was a 'secure unit' and they really couldn't escape from there".

When the secure unit was built, the neighbours that overlooked the site were invited to look around and have afternoon tea. One commented:

"It was like a four star hotel, there were eight bedrooms, each boy had his own room, with a television and a few of his personal possessions from home; there was also a bubble room which was used to calm the boys should they become angry, aggressive or hyperactive".

There were times that the boys would abscond, they would jump over garden fences and if seen by neighbours, they would say, “don’t tell” and run off into the neighbourhood as far as they were able before being caught.

On the whole Fylde Farm hasn’t caused the neighbours any problems. Since the decay and dereliction, some have said that they do not see it, others have thought that the site is depressing. They can hear the kids playing on the site and there have been many fires. The neighbours think it is dangerous and fear that someone will badly injure themselves or worse are killed. Figure 2 and Figure 3 are examples of the views that some neighbours have of the site.



Figure 2 Neighbours view of Fylde Farm.



Figure 3 Neighbours view of Fylde Farm

5.3 FORMER EMPLOYEES MEMORIES OF WORKING AT FYLDE FARM

Staff interviewed worked at Fylde Farm from between 4 years and 15 years, each of them describing their experience as “rewarding”, “a lot of job satisfaction”, “it was stressful and difficult but funny things happened”. One former staff member whose previous job was working in the army as a dog handler, found his time at Fylde Farm extremely positive, and commented:

“Working with animals is akin to working with young people, because you know dogs bite and kids bite when they are angry and upset”.

He could draw parallels and would still be there now if it had not closed. Another staff member commented:

“It was absolutely fantastic, if you put a lot of work into it, you got a lot of satisfaction out of it”.

Some former employees occasionally see former pupils and all have said “thank you” for putting them on the straight and narrow. An approved school by no means compensates for a ‘normal family’. The intentions are to provide opportunities for the formation of meaningful relationships, encouraged by the care and dedication of the staff. It is a difficult job and a “sense of vocation” is valuable (Rose, 1967). A former employee who worked as a house parent in 1969 suggested:

“You had to have the desire to work in this sort of environment – like a teacher wants to teach”.

She thought that she would be able to make a difference to the lives of the young boys, to be able to ‘turn them around’, but in the end it became too stressful and occasionally felt let down by them.

5.4 FORMER EMPLOYEES AND PUPIL’S EXPERIENCE OF FYLDE FARM

Many of the young people have experienced some serious family problems and as a result have to deal with difficulties imposed on them. Many have experienced all kinds of abuse, for example, sexual, physical, emotional, and even neglect. A number of young people enter these institutions with emotional or mental health issues (Calderbank *et al.*, 2012). They are considered to be a social excluded group (Khan, 2010) and find the psychological experience of institutions frightening (Harvey, 2011). In addition to the disruption of family life, there are often changes with the network of professionals in the young person’s life, for example, changes in social workers, moving from one institution or carer to another and a disruption to their education (Calderbank *et al.*, 2012). A former pupil commented:

“ Most nights police vans would pull up with new arrivals and at the same time you didn’t know if they were coming to pick you up to take you elsewhere”.

Experiencing many placements can be very stressful for the young person, discussing their problems many times over with various professionals who are strangers, they are expected to form new relationships and then say goodbye (Calderbank *et al.*, 2012). They rarely trust adults because of their earlier experiences of relationships with those closest to them; “they are not prepared to trust because trust opens the door to rejection” (Ford, 1975: 103).

Young people that are placed in institutions away from their home are highly vulnerable. They not only pose difficulties for the organisations that are responsible for their care and education, but also the potential risk of inciting harm to others with whom they are placed. Many experience a succession of placements, and links with family, friends, education and training becomes fragmented, and as a result means that their lives become disorganised (Calderbank *et al.*, 2012). A former staff member commented:

“A young lad from Burnley, was taken up to a young offenders institution in County Durham because he had been in trouble; his mum was poor and couldn’t afford to visit him and within two weeks he committed suicide; now we said that if he had been in here, this school, she would have been near enough to visit him and that child would never have done what he did”.

Maintaining family contact is an important part for many young offenders in adapting to institutional life (Harvey, 2007). Many reports by the Prisons Inspectorate and governing bodies of institutions have recognised the health concerns of young people in prison. Coroner’s reports into deaths of young people in prison have identified that prison inflicts further injury to young people who are already damaged (Prison Reform, n.d.).

The first few weeks of imprisonment are the most distressing for the young person. It is the fear of the unknown, loss of freedom and the separation from their family that they find difficult to cope with. Some young people will cope better than others, however, self-harm rates are particularly worrying amongst young offenders, so too are the levels of psychological distress, such as trauma, anxiety, depression and psychotic symptoms. Symptoms that originate from “chronic traumatic life events and insecure attachment” (Harvey, 2011: page 27). An example of such psychological distress is described by a former member of staff:

“John was brought down from Scotland. There you are again, away from home; he lived in the Manchester area. He came down from Scotland because he had stabbed a member of staff with a fork. We were keeping him for a couple of weeks, as there was a hospital in Nottingham that would take him in and would fill him with drugs. So I went in to see him, I opened the door and I said, “Are you John?” He said, “Yes,” I said, “You’ve been a naughty boy.” I only pointed my finger, and ‘vrrrrm’, straight into the corner of the room, in the foetus position. “You’re going to hit me; you’re going to hit me.” I said, “Nobody hits anybody in here.” I said, “I might shout at you,” I said, “But I won’t hit you.” “Come on,” and I happened to put my hand out

and he grabbed my hand and walked out and that was the only way you could control him. He was in there for about three and a half weeks, and then I found out why because you read the reports; his dad used to chain him up with a dog collar to the radiator”.

Valios (2006) describes young offender institutions as being “bleak, isolating and frightening” and suggests that young offenders with mental illness are better placed in a secure health care setting, and argues that “prison gets used as a dumping ground”. A former staff member remembers an occasion when this occurred at Fylde Farm, he commented:

“One young person shouldn’t have been placed there, he just attacked people and staff all of the time. He was 14 years old; a big boy, 6 foot 6 and big built, but he didn’t realise what he was doing. He was in the wrong place. He didn’t get moved, no other institution could deal with him and Fylde Farm was supposed to be the last resort. Social services placed him there and he stayed for 3 years. It was shocking, absolutely shocking. I think he was sectioned in the end, a very dangerous young man.”

Valios (2006) suggests, imprisonment only exacerbates the mental illness instead of finding a solution for their difficulties.

5.5 ABSCONDING

Placing young people away from their home area also means that they are likely to run away from their placements and become missing persons, once again placing themselves at risk (Calderbank *et al.*, 2012). The staff would often wake up in the morning and realise that a few of the boys had disappeared in the night. The boys from Manchester and Liverpool areas would try and make their way back home. There were some that would try to escape into the gardens of the neighbouring houses or to the station. Some members of staff would ‘hot foot’ it after them on many occasions, one would run into the neighbourhood and another to the station; the boys knew how to board a train without paying or being noticed. Young people absconding causes more concern amongst staff as it adds pressure to the authority of the institution (Millham *et al.*, 1978). Clarke and Martin (1971) suggest that young people feel the need to run away because they are placed in an environment that makes them feel depressed and insecure and the only way that they can deal with these feelings is to run away.

5.6 FAMILY BACKGROUND AND BEHAVIOUR

The former employees realised that some young offenders will be criminals all of their lives. Many young people came from families that lacked morals. Bowlby (1953) suggests that there are three main examples associated with insecure attachment, one of them being “avoidant” children. He describes this as, children who do not show any grief or upset when

separated from their parents and appearing uncomfortable when reunited with them. A former pupil recalls his experience:

“ I realised that I had pathetic parents and grandparents but at the time to even think this was taboo, you were so called brought up to love your parents but in my case from a very early age (about 6) I realised I would have to bide my time until I had control and get away from them. One of the reasons I was in these places was due to being classed as beyond parental control. I just didn’t want to be around them and would avoid going home as much as possible so would stay out all night and then under perform at school. I felt I was locked up for trying to stay clear of two blithering idiots who had no aims in life”.

Bowlby (1953) explains that parents of avoidant children tend to neglect their child’s appeal for comfort. As the children mature, they appear to be isolated and show unfounded violence and anger. Holmes (1993) suggests that this behaviour continues into teenage years and adulthood and interferes with how we make sense of attributing meaning to the world around us.

The majority of young people had been completely let down by their parents; despite their poverty or wealth, they are deemed as being in the way. Parents that are too involved in their own lives fail to assert appropriate care and discipline (Loeber and Stouthamer-Loeber, 1986). In fact, as a former employee commented:

“Poor parents probably wouldn’t treat their children in that way, you know, people that haven’t got a lot of money, but they still have the love and affection for their children. On the other hand, further down the scale, where the children do not know any different because they behave in the same way as their parents – ‘the druggies’.”

Another former employee described it in this way:

“You get up in the morning, wash, dress and go to work, they do exactly the same, but the work is stealing off you, simple!”

Ford (1975) suggests that deprivation is often apparent in the early years of a young person’s life, causing more serious issues later in life. Quite often, there is no loving and meaningful relationship and a lack of discipline within the family. Ford (1975) also intimates that parents who show no affection and do not have the appropriate parental skills, have often experienced a similar childhood, demonstrating a vicious circle of deprivation. Comments from other former staff members reiterate this point, as on many occasions the family would promise to visit the young person and wouldn’t turn up. This is destroying to a young person and it is really letting them down. The family history was often revealed, and it would become evident that the siblings were also in trouble and the parents might also be in prison. Eysenck (1964) believes that criminality incorporates a long

process of “conditioning”. He suggests that “socialised behaviour” is a characteristic of conditioning, which is bestowed upon a young child by his parents, teachers and peers. His behaviour as he matures is demonstrated by the essence of the “conditioning” he experienced, this is in addition to the intensity to which he is able to be conditioned by the influences around him. His interpretation of criminals are that of emotional instability and have an inclination to psychoticism (Eysenck and Eysenck, 1970), demonstrated by characteristics such as “solitariness, cruelty, aggression and attention seeking” (Wadsworth, 1979).

In order to effect a change to how a young person lives, requires a change in the young person in himself, in how they think and feel, in addition to how he adjusts to his new environment and the people within that environment. To achieve these changes requires the staff to know all about his background and family, to enable the young person to be noticed as a person in a “solid and real environment” (Rose, 1967: 55). A former employee commented:

“We spoke to the young people; we listened to them and explored their emotions. We looked at ways forward; we looked at regression, for example where a 15 year old person plays in the sand pit because they had never experienced that before, it is eye opening. The work that you do with these young people and the progress they make and then they move on. These young people go through a lot of problematic times in their life and they adapt. They don’t all go to the ‘nick’. They were rum kids they knew how to steal cars and they knew how to rob but that is because of the background they came from.”

Utting (1996) suggests children will benefit as they form attachments with meaningful adults, teachers and friends who are able to encourage and define precise expectations of behaviour. Such attachments make the child feel respected as an individual, meaning that he is less likely to partake in criminal acts, therefore not losing the trust and respect of those closest to him (Murray, 1995). As Hawkins and Catalano (1992) suggest it is important that children are shown that they are loved and appreciated to strengthen their sense of belonging and self-esteem. A young person will feel that he is a worthy member of society if he is listened to, and treated with respect (Harvey, 2011).

An individual assessment of each young person’s behaviour is carried out by staff, and addresses why the individual has offended and looks for solutions that prevent further offending (Youth Justice Board, n.d.). The staff never made an issue of the offence that the young person had committed, a former member of staff stated:

“You accepted them for what they are now and hopefully you have a chance; if you dwelled upon the criminal act, you would never get anywhere with them”.

Withdrawing the young person from his home, and placing him in a secure, warm and sincere environment, such as Fylde Farm, will measure his physical and mental abilities, in addition to his emotional and social stabilities. Being able to manage the stress of an institutional environment, especially forming new relationships with his peers and staff, are the building blocks that will enable him to cope with the stress of the outside world (Rose, 1967). Some former staff commented:

“Social workers don’t understand, they just place these young people here and then they come back and say, “Oh, you have done a marvellous job”, but they don’t know what you have gone through with that young person to get them to that stage.”

Rose (1967) suggests that the primary objectives should always remain uppermost; the first is to start building a trusting relationship and to find out what it is the young person hopes to achieve from the school; the second is to implement a programme that will endeavour to meet his needs, without it impacting on the other young people.

5.7 EXPERIENCING TIME AWAY FROM FYLDE FARM

Outdoor and adventure activities provide young people with the opportunity to take part in a mixed range of sports and games. A former member of staff recalls happy memories of going to Beacon Fell and playing ‘manhunt’ (hide and seek). On another occasion, the staff took some boys camping in Scotland, exploring rock pools and deer stalking. For many young people this would be their first experience of such activities. A former pupil commented:

“Why would you want to go back home to school and boredom when you could be mountaineering, camping, boxing, swimming, canoeing, sailing, rock climbing, caving and loads more great things”.

The mixed range of demanding activities are designed to help young people improve their self-confidence and self-awareness and diminish obstacles that inhibit social inclusion (Nacro Youth Crime, 2008), thus lessening their feelings of separation from wider society (Dominelli, 2009). They also endeavour to help young people acquire social skills, responsibility and respect for rules, and are an appropriate way of releasing energy and frustration (Youth Justice Board, 2005). In addition to helping young people accomplish a sense of achievement (Nacro Youth Crime, 2008). Another happy occasion was taking a group to Home Pier Point in Nottingham, for a water sports weekend; the boys were able to experience water skiing, banana boating and sailing. A former staff member commented that, “each young person achieved an awful lot that weekend”.

Low self-esteem in young people can contribute to low academic performance and a lack of self-confidence (Reid *et al.*, 1994). This often makes young people feel that they are unable to establish control of their lives and find it hard to communicate and form relationships with others (Nacro Cymru, 2005). Taking part in team based activities often involves

leadership; this enables young people to take control over what they are doing, instead of acting on decisions already made for them (Nacro Youth Crime, 2008).

5.8 PROVISION FOR YOUNG PEOPLE MOVING ON

Miller (2008) comments that provision for young offenders when they are in transition should be made as smooth as possible, and suggests that they should be held as near to their home areas as possible and moving placements only when absolutely necessary; this is important to establish an environment conducive to their rehabilitation. A former staff member stated:

“There is a sell-by’ date on young people and they are moved on. Normally, when you leave home and it doesn’t work out, you can invariably return home, in an institution like Fylde Farm, if they go, their bed is taken up by another young person, there is nowhere for these young people to return to; there is no safety net as such, no place where they have an attachment with staff; there was always a member of staff that they had an attachment with at Fylde Farm.”

When a young offender reaches the age of eighteen, he is transferred to an adult prison, Miller (2008) argues that the young person, on his eighteenth birthday ought to complete his custody in that same environment stating:

“There is not an instant shift in the needs or mentalities on an eighteenth birthday and the current system of moving young people are inimical to proper rehabilitation”.

A former staff member thought that closing Fylde Farm caused a lot of anxiety and distress to the young people; he found it immoral to take a juvenile’s home away. He stayed until the very end to ensure the young people had a quality of provision to move on. He commented:

“At the time, the circumstances were horrendous, young people running off, placing themselves in danger, they were extremely concerned about their futures, where they would go, where they would be accommodated, these were some of the neediest children in our community. Whilst at Fylde Farm, they had formed relationships with staff and other young people, often they had been in for years, some had had in excess of 50 placements in the community and this was meant to be their last place; they had been achieving a lot”.

Forming attachment with places is necessary for emotional stability (Rowles, 1990), something a person requires in an ever changing world (Hay, 1998). The former staff member further commented:

“Times change and life moves on, but the closure in my opinion was ‘folly’. It probably cost (LCC) ten-fold to what it would have cost to keep the place open, but

the government said that institutions of that size were dinosaurs and a thing of the past and we needed to move on”.

5.9 EXPERIENCING THE DESTRUCTION

A former staff member often walked his dog through the site and thought it very upsetting to see the decay and dereliction over the years. He has witnessed young people throwing stones, smashing and setting fire to various parts of the site. In addition, he had witnessed the first building that he worked in, go up in flames, this was very distressing (Figure 4). He described it as:

“Wanton destruction; it was such a vast area, that nobody could police it. Kids being what kids are, they get bored and just damage things because there is no-one saying ‘no’ to them.”



Figure 4 Destruction of the first building former employee worked in.

Edensor (2005a) describes it as “tending towards the carnivalesque”, those who enjoy partaking in the complete destruction and vandalism of such sites, showing what might appear as a total disregard for any civil law and order, demonstrating a complete relaxation of the constraints of society. This same former staff member recalls bumping into a former pupil one day, who had been to the site, and told him that he had shed a few tears when he saw the decay and dereliction; he had also scared a few kids off the site, saying, “You don’t know what this place means to me”. The places in a person’s world are a deep core of meaning and experience and not just somewhere to endure everyday life (Godkin, 1980). What may seem like an empty space to an outsider may have a lot of meaning for others (Draus and Howard, 1999). Figures 5, 6, 7, and 8 show some of the decay and dereliction of the site.



Figure 5 Destruction of the Design and Technology building.



Figure 6 Decay and dereliction of Fylde Farm School (rear of the school).



Figure 7 Interior of one of the houses on the site.



Figure 8 Decay and dereliction of Fylde Farm School (front of the school).

The neighbours, and former staff and pupils had many memories of Fylde Farm and many had formed an emotional attachment. The next part of this chapter shows the results and comments from urban explorer's websites.

5.10 URBAN EXPLORERS ON-LINE RESULTS

In my aims and objectives I mentioned that it was necessary to explore Fylde Farm and look at how different groups interpret the site emotionally and visually. One of the groups that I examined was urban explorers and how they interact with the site. The method used to gather this information was through on-line analysis of urban explorer's websites. The websites that I used for my research were, 'northwest exploration' and 'urbexforums.com'. The explorer's place many pictures rather than a lot of text, I have therefore constructed a montage of their quirky comments and images, and these form the basis for analysis and discussion.

"Looks like a great place to learn how to rob, do drugs properly, drive stolen Corsa's and do bad graffiti".

"Trashed indeed, but still some interesting bits, good stuff; life is like photography you develop from the negatives. The more I know about people, the better I like my dog".

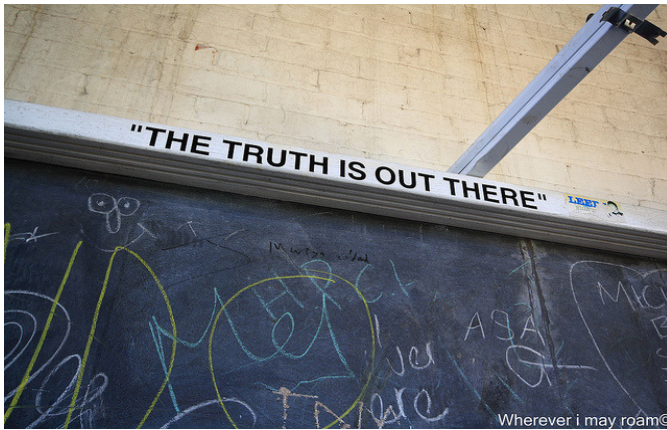


Figure 9 "The Truth Is Out There."

"The Truth Is Out There." 'I think that the head teacher may have liked the X-Files. Perhaps it's not a school for unruly kids but in fact the place where the next generation of psychic kids will harness their detrimental powers under the teaching of some sinister government agency!'"



Figure 10 "This place is absolutely trashed."

"Although it's not much to look at, we very much enjoyed the exploration; I'd like to point out that this place is absolutely trashed beyond belief now. It was at this point I turned around to find a strange man stood behind me who was apparently stealing copper (I pooped myself).



Figure 11 “Up the stairs we go.”

It barely even resembles a school anymore. Not much on the ground floor so up the stairs we go (certain death for sure).



Figure 12 “Paper hanging off the wall like a curtain.”

Full of crayons and stuff, I really liked the way the paper hung off the wall like a curtain. So to conclude this place is an absolute hole and is mostly rubble but still a nice little adventure for my first post. The lack of security made it an easy one. Please feel free to comment.”

“Well done, also had a creepy guy in there when I was there! LOL my creepy guy was hiding in a room holding a metal bar”.

“This is really upsetting for me to see, the only reason I signed up is because I saw this, I lived in there in my childhood I was there when the Dales House building was being built and it also housed the Jamie Buglers’ killers in it. But to see the pictures are upsetting, I can’t believe what has happened to it now. I had some good days there, although I was a little rascal. I was there 4 years and know quite a lot about the place”.

“I keep getting an idea about getting a group of old rascals together and meeting up to take some pictures and swap stories. If any are interested we will need to do it

sooner rather than later because my visit about 5 weeks ago made me question how much longer it will be there. So anybody interested let's get the ball rolling to start with we can use this blog and then move forward if anybody is interested".

The photographs help to transfer some of the excitement that is found from a derelict site, some of this excitement comes from seeing what others cannot. Sometimes they help to reveal some of the history and meaning that remain in a place (Dodge and Hitchen, 2006). The interest in abandoned sites encourage intrigue and exploration, but on the other hand it is also quite disturbing to see some sites in this way, reflecting on the lives lived in those spaces and the hopes and desires that were involved in them (Pinder, 2005).

5.11 SUMMARY

Some of the photographs that the urban explorers have taken and the comments connect well. The urban exploration websites have also served as a way of reuniting former pupils but seeing the decay has caused upset to some that spent some of their childhood at Fylde Farm. The online analysis of the urban explorers concludes this chapter, in the following chapter a conclusion will draw upon the findings of my research.

CHAPTER 6

6 CONCLUSION

The findings from my research have shown that the decay and dereliction has not caused the neighbours any real problems, some do not see the site, but can hear children playing, some see it as depressing and are concerned that some young person will badly injure themselves playing, or even worse being killed.

The former staff enjoyed working at Fylde Farm and would still be there now if it had not closed. Considering Fylde Farm was used for the same purpose it was intended for 100 years indicates that it was a successful institution.

Before carrying out research I was under the impression that Fylde Farm was a place for boys that had committed petty crimes, however research has revealed that it accommodated a mix of boys. Some of them were dangerous young offenders, having committed murder or arson, others were mentally ill, whilst others were taken into Fylde Farm for their own protection after suffering abuse or neglect from their parents.

The research indicates that young people who are mentally ill should be placed in a secure health care setting, not locked up with young people that have been abused or neglected, petty criminals or the very dangerous young offenders. They require specialist care and not 'dumping' in a young offender's institution.

Moving young people from placement to placement means that they are unable to establish any form of attachment to people or to a safe place. Placing them far away from their home and family is a traumatic experience for many young people and can lead to some committing suicide. To be placed at Fylde Farm was for many a relief. It was a place where young people were able to form attachments with the staff that cared about their emotional well-being, they would listen and treat the young people with respect; there was structure in their life. It was a safe place where young people could improve their self-esteem, and were made to feel that they were worthy of a place in society. Often these young people were taken into care because of their family background, having parents that were either physically or mentally abusing them, or completely neglecting them. In some cases the parents were in prison themselves or drug dependent and incapable of looking after their children. If it wasn't for places like Fylde Farm, young people could end up on the same slippery slope as their parents, or suffer psychological problems from their traumatic life experience.

Whilst at Fylde Farm, the young people could continue with their education, and were often taken on days out and holiday. They were able to experience many activities, some for the first time, enabling them to build their self-confidence. Being away from Fylde Farm and in

an environment where they could 'play' meant that they could release some of their frustrations and energy and give them a sense of freedom.

Closing Fylde Farm and moving the young people into other accommodation caused a lot of worry. After all, for many, it was 'home', they had been there for many years and had formed attachments with the staff and other young people, and once again they were being let down. Watching the destruction has caused upset for former staff and in particular former pupils, it had a lot of meaning to many that had experienced Fylde Farm at some point in their life.

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APPENDICES

APPENDIX 1 Examples of Dereliction

As mentioned in the summary of the Literature Review, below are some photographs of dereliction as described by Edensor (2005).

Photographs 1 and 2 are examples of the “guts of the building spilling out”, with wires hanging from the ceiling and walls, after “asset strippers” have removed lead and copper to sell on. Photographs 3 and 4 show, “tending towards the carnivalesque” - people who enjoy causing complete destruction and vandalism of a building. Photograph 5 is an example of fly-tipping from those who view the site as decayed and derelict and think it acceptable to add to it.

Photograph 1



Wires hanging from the ceiling (Jackson, 2012).

Photograph 2



Wires hanging out of the wall (Jackson, 2012).

Photograph 3



Complete destruction and vandalism (1) (Jackson, 2012)

Photograph 4



Complete destruction and vandalism (2) (Jackson, 2012)

Photograph 5



Fly-tipping (Jackson, 2012).

APPENDIX 2 Letter to Borough of Salford

An undated letter from James R. Beard, Chairman of Governors of Manchester and Salford Reformatory to the Mayor, Alderman and Councillors of the Borough of Salford.

To His Worship the Mayor, the Aldermen,
and Councillors of the Borough of Salford.

DEAR SIR,

We hereby approach you, and through you, the Council of the Borough of Salford, asking that the said Council shall give to the Manchester and Salford Reformatory, now situate at Blackley, in the City of Manchester, assistance by way of a grant of money for the re-building of that Institution, under the following circumstances:—The Manchester and Salford Reformatory was opened at Blackley, by the Lord Bishop of Manchester, on August 5th, 1857, with accommodation for 32 inmates, and with nine acres of land for the purposes of the Institution. Since then 60 acres of farm land have been rented, and the buildings have from time to time been altered and added to until now they afford room for 90 boys and the necessary officials. Up to 1876, the Institution was managed by a Committee of Subscribers, but in that year the Charity Commissioners sanctioned the present Constitution, whereby the management is vested in ten Governors, five of whom are elected annually by the Magistrates for the Hundred of Salford, and five, representing the old Committee, are co-opted as Life Governors, subject to the approval of the Charity Commissioners.

The Institution has, in the past, been generously supported by the public, whose subscriptions and donations have amounted altogether to £12,600. In addition to which a grant was made in 1861 by the County of Lancaster of £500., and another by the Corporation of Manchester in 1867 of £200. towards the cost of providing increased accommodation. Of these sums there still remains invested funds to the extent of £5,813., and land and buildings estimated to be saleable for £3,000., though, of course, they have cost a much larger sum.

The Reformatory has, for many years, been very successful in its work, and not least during the last eight years, and under the present management, so that it is constantly full of inmates, in consequence of the high repute in which it is held by His Majesty's Inspectors and the Committing Authorities. In this connection it may be well to quote the following from the last Report of Mr. J. G. Legge, H.M. Inspector, dated February 19th, 1902:—

“Special acknowledgment is due to the School for its success with difficult cases. The last, and by no means the least important of these, was that of a transfer from another Reformatory. Regarded as too desperate and hopeless by other schools, he was received here, and, after some months' judicious training, has been placed out in a good situation, where there seems every prospect of his doing well. He happened to call at the School during the visit of inspection, and it was gratifying to find him a manly, well set-up and good-humoured lad, and a veritable transformation.”

Such success, however, has been attained in spite of serious hindrances. It is impossible to deny that the buildings of the Reformatory, now for the most part nearly 50 years old, — buildings which have been repeatedly added to and altered, — are in poor condition, and of a structural character ill responding to modern requirements as to air space, light, and sanitary conditions.

Blackley, when the Reformatory was placed there, was a rural village, aside from the main roads of communication, and affording sufficient seclusion, combined with the advantages of contiguity, to Manchester. It is now included within the City, and 267 acres of land on one side of the School have been bought, on which to erect Workmen's Dwellings, whilst on the other side the Lancashire and Yorkshire Railway have obtained powers to run a line through the farm land rented by the Institution. The great increase of population already gathered together in the vicinity makes it most difficult to keep our boys from special moral temptation, and the multiplication of manufacturing processes in the neighbourhood, renders farming operations, so salutary and even necessary for the training of the boys, more difficult and less remunerative.

Under these circumstances the Governors and H.M. Inspectors are agreed that it is necessary to re-build on a more suitable site. On February 1st, 1899, H.M. Inspector, Mr. Legge reported :—

"In spite of the difficulties the School has been steadily improving, but is now threatened with the approach of a railway through part of the Farm, and this will seriously interfere with the work of the School, and may even necessitate a removal to another site. The Managers may be trusted to do their best to keep alive a School which, perhaps, never in its history was doing better work than now, nor showed so much promise in many directions."

Again, on February 2nd, 1900, he reported :—

"The fact has to be faced that though the reputation of the School never stood higher than it does to-day, its situation renders the prospect of continued success more doubtful every month. The school property is gradually being built round, and the temptations placed in the lads' way are an increasing evil. The strain to combat them is bound in time to prove too severe for the most devoted staff. A serious responsibility, therefore, rests on the Managers, and they will do well while there is yet time to take the necessary steps to find a new and more suitable site. Towards this they deserve the support of all public authorities concerned."

In his next Annual Report on February 15th, 1901, Mr. Legge said :—

"The change (caused by death) in the post of Superintendent may put back for a time the question of finding a new and more open site for the School. But it should not be banished."

And again, after this year's inspection on February 19th, Mr. Legge reported :—

"The tone of this School is so satisfactory and encouraging that it is sincerely to be hoped that financial aid may be forthcoming, either to make the present buildings as satisfactory as possible, or to provide new premises in another and more suitable locality."

The reasons already given lead the Governors to regard further alteration of the present old buildings as undesirable, and they appeal to the Council of the Borough of Salford for substantial assistance towards rebuilding in a more suitable locality. We need hardly point out to your Worship, or the Borough Council, that the Reformatory Acts of 29 and 30, 35 and 36 Vict., together with the Local Government Act of 1888, Sections 3 and 38, specially give powers to make such grants as we ask for. We find that to build a Reformatory to accommodate 100 Boys, in accordance with Government requirements as to air space, &c., but without architectural pretensions, would cost £12,000. Sixty acres of suitable land can be got for £5,000. Estimating £1,000. for extras, such as greenhouses for market gardening purposes, married officers' quarters, and farm buildings, the total cost would be £18,000. Towards this, as already stated, we have realisable assets of about £9,000.

The Reformatory is made use of, to some extent, by committing authorities all over the country, but, in most cases, that use is limited and intermittent. During the past 12 years there have been 984 boys in the Institution, of whom 282 were sent from places under the jurisdiction of the Lancashire County Council; 216 from Manchester City; and 122 from the Borough of Salford. The remaining 364 boys were received from no fewer than 28 different committing authorities, from Bristol in the South to Whitehaven in the North, no one of which has been responsible for as many as 20 boys in the past 12 years.

A similar application to this, which we have now the honour to submit to your Worship and the Borough Council, has already been brought before the County Council of Lancaster, and that authority has, in response, appointed the Chairman of its Finance Committee (Mr. Edwin Guthrie) and two other members as delegates to confer with representatives of other authorities interested, on the subject.

If your Worship and the Borough Council desire more detailed information, and will receive a deputation from the Governors of the Reformatory, we shall be glad to attend on your convenience, and supplement orally this Memorial.

We have, your Worship, the honor to be,

Your obedient Servants,

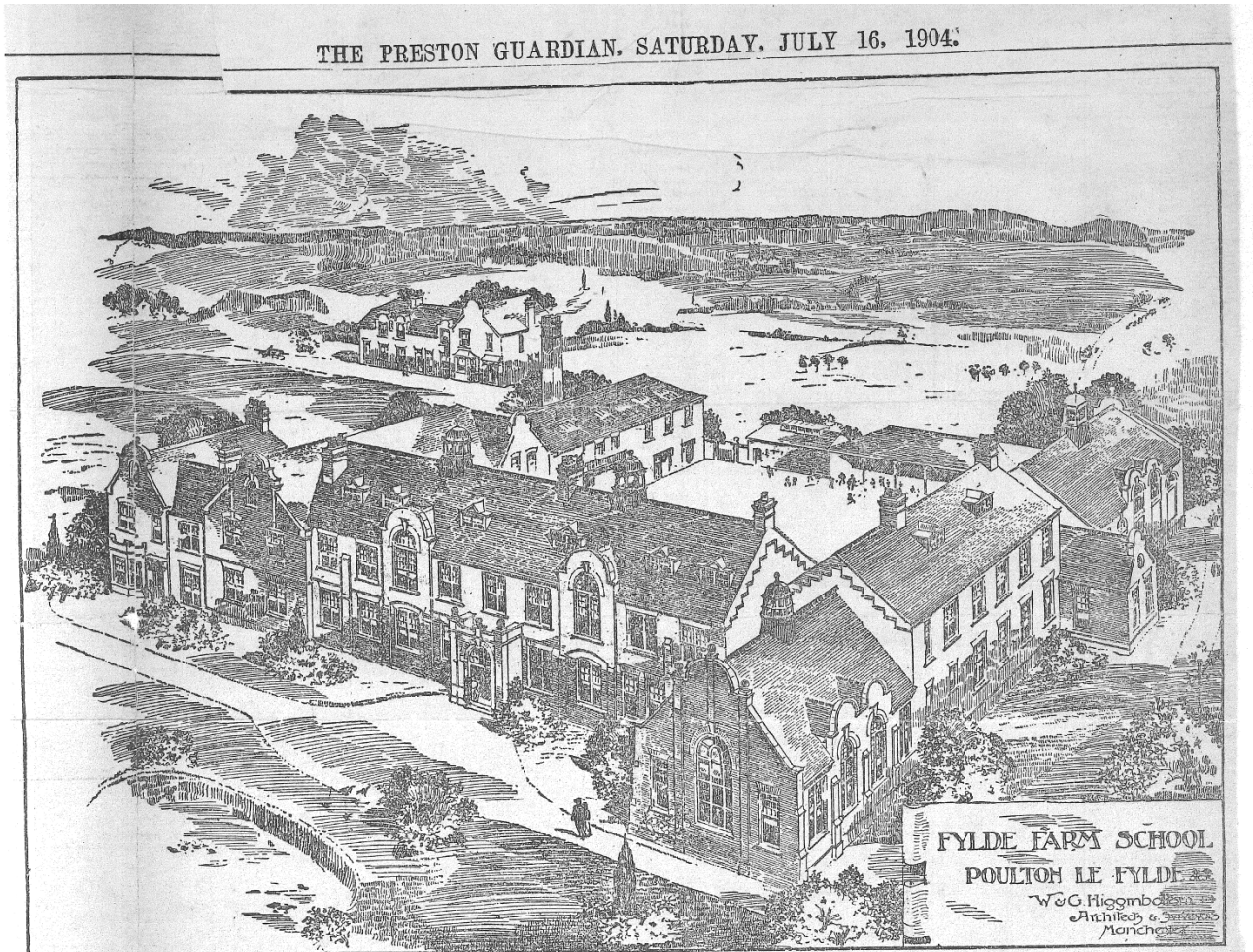
JAMES R. BEARD,
Chairman of the Governors.

T. THORNHILL SHANN,
Hon. Treasurer.

GEO. W. RAYNER WOOD,
Hon. Secretary.

APPENDIX 3 Preston Guardian Report

Preston Guardian, dated July 16 1904, reporting on 'The Foundation Stone Laying.'



THE PRESTON GUARDIAN, SATURDAY, JULY 16, 1904.

FYLDE FARM SCHOOL
POULTON LE FYLDE
 W & G Higginbottom
 Architects & Surveyors
 Manchester

FYLDE FARM SCHOOL.

To-day the foundation-stone is being laid of the Fylde Farm School, a bird's eye view of which we are enabled to reproduce owing to the kindness of the architects, Messrs. W. and G. Higginbottom, of Manchester, and the hon. secretary of the movement, Mr. J. W. Rayner Wood. The school is being erected on a site between Poulton and Blackpool, that has been obtained by the governors of the Manchester Society for the Reformation of Juvenile Criminals. The phrase, "the Reformation of Juvenile Criminals," conveys to some minds the idea of punishment. It ought to be remembered, however, that at these institutions the methods observed are not primarily punitive. Of our certain corrective measures have to be adopted maintain discipline, but emphasis should be laid on the fact that the institution of which the Fylde Farm School is to be a type, are essentially homes for training and strengthening, by such moral and religious methods as are open to the management, the character of boys who, through lack of early training, specially require good influences.

MISTAKE OF THE SHORT TERM.

The reformatories of juvenile prisons and courts, perhaps, influenced by

the erroneous views of the general public on the subject, commit boys to the reformatories for short terms, make a mistake in thinking that they are behaving mercifully. It is contended that short sentences give no sufficient opportunity for reformatory influences, and that above all they hinder the use of the licensing system which is one of the most valuable of reformatory methods. Under this system we are told "the governors, when a boy by his conduct in the institution has justified the belief that he has set his face determinedly on the right road, find work for him outside, when he is free, but he has to report himself from time to time, and is subject in case of misconduct, to be brought back to serve the incomplete portion of his sentence." "Experience," states Mr. Beard, who has been a governor of the Blackley Reformatory for 18 years, "has proved that this power of giving a limited freedom to the boys affords the best means of consolidating their growing self-respect and powers of self-control." The governors themselves are emphatic in their recommendations that offenders sent to a reformatory should in all cases be committed for the full legal term (up to 19).

THE SCHOOL.

The new "Fylde Farm School" is really the rehabilitation, on a more suitable site, of the well-known institution at Blackley. The old buildings have become unsuited to present requirements, and besides the great increase of a manufacturing population in their vicinity has rendered the site inappropriate for reformatory purposes. Hence the decision to build on the Normess Estate, which is situated about midway between Poulton-le-Fylde and Blackpool. Grants have been made, amounting to over £9,000, by the Lancashire, Manchester, and Salford Councils, and certain changes in the scheme of the management of the society are being brought about.

THE FARM.

The farm is about 50 acres in area, and the buildings are placed on the highest part of the land, and command good views of the surrounding district. The buildings have been planned to accommodate about 100 boys, with the necessary officers' quarters and administrative department. The front portion which faces south comprises the entrance hall in the centre, with the refectory, officers' room, and visiting governor's room on the one side and the board-room, labour master's room, and school-room on the other. The west wing contains the kitchen department, with a large bakehouse, laundry, washhouse, and boiler-house, &c., and the east wing contains the tailors' and bootmaking workshops, the boys' lavatories, and at the end is placed the Philips' Hall and gymnasium, with a large platform at one end. The superintendent's house is placed at the westerly side of the main building, and is connected to the same by a corridor on the ground and first floors for convenient supervision of the institution.

The first floor is approached by two fire-proof staircases from the ground floor corridors. This floor contains three large dormitories, with wardrobes and officers' bedrooms with inspection windows overlooking the dormitories, hospital, with nurses' room adjoining, bathroom, and lavatories, servants' room, sewing-room, linen store, &c. There is also an officers' recreation-room and a large joiners' workshop approached from the yard by an outside iron staircase, which can also be used as an emergency staircase if required.

ARRANGEMENT OF THE BUILDINGS.

The buildings are placed round the four sides of a quadrangle or enclosed playground of about 1,300 square yards in area with a covered playground and boys' conveniences at one end. The schoolmaster's house and married officers' quarters consist of a detached block of four houses, and are to be erected close to the main buildings.

The whole of the buildings will be constructed of brick, with Accrington Stock bricks for the elevations with red terra cotta dressings, and the roofs covered with green Welsh slates. All the rooms, corridors, and staircases will be very well lighted, and care has been taken to insure a thorough ventilation of the dormitories and other rooms.

The design of the elevations is inexpensive and domestic in character, and no architectural adornment has been attempted. The total cost of the buildings will be about £12,000 when completed, and the work is being carried out by Messrs. Dryden and Preston, contractors, of Littleborough and Blackpool, from designs and under the superintendence of Messrs. W. and G. Higginbottom, architects, of Manchester.

APPENDIX 4 Interview Questions

QUESTIONS FOR NEIGHBOURS

INTRODUCTION: date, time, name(s) of interviewees. How long have you lived in the neighbourhood?

What was the site was like when you first moved into the neighbourhood?

What changes have you seen over the years? How have they affected you, for example, do you think, oh not another building or has it not really bothered you? Do you see it as part of the landscape?

What do you think of the site now? How does it make you feel? (Visually; emotionally; is it threatening? Does it make you feel fearful? Do you consider it an eyesore?)

Has the site caused you any problems or provided any memorable incidents?

QUESTIONS FOR FORMER EMPLOYEES

INTRODUCTION – DATE, TIME, NAME OF INTERVIEWEE(S)

When did you work at the Fylde Farm and in what capacity?

What buildings were on the site? Have you seen the site grow?

How would you describe the site, for example a prison, school or a home?

How would you describe your experience at Fylde Farm?

Would you say that staff formed any emotional attachment to the school and to the whole environment? With regards to emotional attachment, did the staff care deeply enough about seeing the children onto the right paths in life or was it just a job?

What memories do you have of working at Fylde Farm? Are there any memories that you have tried to forget?

How do you think the pupils related to Fylde Farm and found their experience there? For example, would they see it as somewhere safe or imprisonment and isolation?

How would the ex-pupils feel seeing the site as it is now?

How does it make you feel seeing the building as it is now? (Upset/sad or blot on the landscape).

APPENDIX 5 Research Project Consent Form

RESEARCH PROJECT CONSENT FORM

Fylde Farm: a study of decay and dereliction

The research will investigate a decayed and derelict site, and how it is interpreted by different groups, i.e. local residents and ex-employees. To achieve this, a qualitative methodology will be used by means of in-depth interviews. The results from the interviews will form the basis of the report.

CONDITIONS OF USE

There will not be any mention of interviewees name in the report.

The researcher will not include personal details such as postal address, telephone numbers or email address on any material.

The information will only be utilised for this specific research project.

The report will be stored in a password protected file.

The completed research project will kept by UCLan and a copy kept by the researcher in a password protected file.

Please tick box

I confirm that I have read and understand the information above
and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free
to withdraw at any time, without giving reason.

I agree to take part in the study.

Yes No

I agree to the interview/focus group being audio recorded.

Name of Participant

Signature of Participant

Date

Name of Researcher

Signature of Researcher

Date

APPENDIX 6 Sample of Transcripts

19/06/2012 - Interview with *** and ***** ***** and *****

It is the 19/06/2012 and I am with *** & ***** & *****. Basically how long have you lived in the neighbourhood for?

***** , well I came first on the 18 March 1961, which is the day I got married and I have been here ever since, and I knew that it was a school, it was Fylde Farm school then.

I'm just showing a photograph (the old photo from Workhouses Website) and the one that is in the book that ***** brought with her to the interview. I asked if that was the only building there when she moved here.

***** , yes, Fylde Farm School, *** also said that it was known as the top school.

So the rest of it was just fields.

***** moved here in 1964.

***** said, so we obviously like it around here.

*****: Top School is straight behind us.

Was it full, did you hear anything, or was it quiet?

***** , I knew the school was there and I knew what it was, but I never had any problems with it. The thing that I do remember is that in those days, they use to wear a uniform, they wore short grey trousers, a shirt and a mac, because, they use to walk in twos on a Sunday morning and go to church in Poulton, like they were at a proper school.

Right, because these sorts of places originated from the workhouses, didn't they?

*** , yes.

They moved this one up from Manchester, didn't they?

Asked *** if he knew why they would have moved it to here from Manchester?

: I think mainly it was for the fresh air, and it was a working farm, and the boys worked on the farm, as well as went to school. It was the farm work really. **: it was to get them from the industrial environment, really. ***: from the smoke and the smog and for the fresh air, to improve their health.

And do you think it was also a way of them being away from the crime. ***: yes away from the family and crime.

I imagine that there was very little around here. *****: it was quiet, wasn't it when we came.

What sort of changes have you seen over the years, from what you can remember, how did the site develop?

*****: Well they built 3 new ones; they built Westmorland House, Lancashire House and Cheshire House. And what was the other unit?

***: Yorkshire, it was the top school.

*****: Oh yes, top school was renamed Yorkshire. They were all named after counties.

They were 3 new buildings and the old school, and then they had the assessment unit as well.

***: don't forget brickies and plasterers, they built that and the joiners shop, with machinery and everything, they built them for the lads to go to work on, to learn a trade, skills.

And did you notice that as the buildings, as the site grew, did you notice any difference?

*****: we saw more of the boys walking around because they were nearer to us, ***** agreed. We saw more of them because they were walking up and down, because they use to have their meals and line up outside and march up to the school.

***: they had breakfast here in the house, in Cheshire house, 32 boys there with 4 members of staff, 2 women and 2 blokes, were the house parents and a warden was there as well so. 32 lads had their breakfast there and they had dinner at the top school and they had tea in the house. They use to line up, have breakfast; clean up; make their beds and everything. They would line up, be taken to top school, where they would line up on the yard and then the departments came in and took the boys away. Farm, agricultural, brickies, plasters, painters and decorators, they all went to different departments and school and that was it.

OK

***: but you had to know, where every boy was, in your house, because the headmaster would come and say, where is such and such, and if you didn't know

Woe be tied you

***: yes. And at night time they had tea and they we went to recreation. Go to top school for table tennis, football, reading and writing. Then we would also take the boys out beach

cleaning, some went to scouts and at weekends a party of boys went to Ormerod House, this was an orphanage and what no, on the prom in St Annes, it has now gone.

I think I've heard of Ormerod House.

***: so they use to go there and prisoners from Kirkham Prison use to go there to do the repairs and the lads use to see them there as well.

So, basically as these buildings were being put up, did you think oh not another building or did it not really bother you or was it just part of the landscape?

*****: it didn't bother me that much, there were people in the Avenue that weren't happy about it, because they thought it was a prison, and it wasn't. In fact I think we were more worried when Dales unit was built, a secure unit. And yet it was a secure unit and they couldn't get out of there. As time went on they stopped training them for things later on, so they were allowed to decide whether they wanted to do things or not, which was a big change really.

***: they still did it but not as

*****: they were allowed to choose and at one time they were allowed to choose whether they worked or not, didn't they?

***: no, they always worked.

OK. *****, were you bothered about it?

*****: not really.

Is that because you understood what was going on?

*****: we were the ones where they use to jump over our fence, if they decided to escape.

***: if they decided to run off, yes.

*****: We didn't always have a garage, it was just a fence between them and us and they always use to come over ours.

Oh gosh.

*****: once we had the young'uns in the back and they told us to not tell, and they got away, they got away as far as they can.

*****: but the thing is the field is higher up, where it is low here, it slopes so they could get over the fence easily, where the trees are here, they would never have got through, but where ***** is, there are more trees here, there are more now.

***: but the office is only just over there.

Did it bother you at all?

*****: not too much no, we were broken in once.

***: once in 40 odd years is not bad, is it.

No not at all.

What do you think of the site now? How does it make you feel?

*****: depressed, (but laughing at the same time), the state of it now. They say that they are doing one thing and then another and then there is nothing done.

***: it is a shame really that it closed, it's a really bad shame because it helped a lot of boys get jobs. I met a lad in it sounds daft but I met a lad in prison, he came to see me, I was board of visitors there and he came to see me. He said how are you doing, I said alright, and what are you doing in here? He said oh I had a fight, so I came in here. He said I want to thank you for helping me, when I came out of prison a few years ago I went to a building site, and I said to him have you any vacancies to foreman, he said, yeah we have but we want brickies, and he said I'm a brickie, he said are you sure, he said yeah, I'll do what you want. He said tell you what, come in the morning and build me a wall with a corner, he said so I went next day built him a wall with a corner, he said you're hired, he said I did 2 years work; he built a hospital in Preston. He said and that sort me out and now I've got my own business, but he said I had a fight. My son is in the army and got injured in Iraq, so I went out and did a bit of justice.

*****: but what he said was

***: what he said was, he learnt his trade, here at Fylde School, they taught them how to build. We had a plasterers department, they could make cornices because they had the wood and plaster and they made the cornices and they handmade rather than going to the shop and buying them, they could hand make them. And boys of 14 and 15 could paper a ceiling.

Oh goodness

***: oh yes, painters and decorators.

You just didn't realise that that went on in there at all

***: and in the joiners shop, the machinery that they had in there, was top machinery, anything that you could think of was in there, and they use to make a nest of tables as an apprentice piece.

Yes, yes

***: and they were really top class.

Oh that is really good. Basically, I think, like you and this is why I have chosen to do this for my dissertation, it is because I have seen the decay and dereliction of the building over time and also because I'm getting a bit sentimental in my old age, I think that it is quite sad, that the old building there, that has been there since 1905 and the whole history of the site and it has been there for such a long time and it is all going to be demolished and we think that they are going to build the housing estate there, we hope.

***: they are

*****: we hope

But it's like in a few years' time, you know 10, 15 20 years' time, people are going to forget what was there, I don't know, do you understand what I mean.

***: there going to forget the good work that was done there

It's part of history, people will think, oh what was there all of those years ago, and I just think that it is sad. As you have just explained some good has come out of it.

***: oh yeah.

*****: one awful thing that I think, a few years ago, people will remember this because it's not all that long ago, a young lad from Blackburn or Burnley, the young lad that was taken up to County Durham

***: oh yeah

*****: because he had been in trouble, I think he was from Burnley, I'm not sure.

***: he was yes from Burnley

*****: they took him because he had been in trouble and they sent him up to Newton Aycliffe in County Durham and his mum was poor and couldn't afford to visit him and within two weeks he committed suicide, now we said that if he had been in here

***: here, this school

*****: she would have near enough to visit him and that child would never have done what he did and granted if he was closer to home,

***: they were closing it down but we had enough places here

*****: he would never have done what he did. And funnily enough today there has been something on the news about children who are being placed so far away from home when they are in trouble

Yes, I've heard it, that they are more likely to get into trouble

*****: yes

***: one bloke said, one councillor from? county, that they should be in accommodation where they can't escape, but that means in secure accommodation, they can't get out.

*****: but here it costs millions when they built the secure unit.

*****: we went round didn't we?

*****: we went round

*****: we couldn't believe it when we saw it; it was like heaven, a four star hotel

***: there were 2 secure units, I had a secure unit, they pulled it down and built this one.

Dales House

/***: mine was Dales/it was Dales before

Oh alright

***: but then I had 8 rooms, 4 on one side and 4 on the other, like a letter L, 4 on that 4 on that, you came in you were on this side, if you behaved and did everything right you moved onto this side. You could stop up half an hour later, have the radio on this side you got nowt, bed at 9:00pm.

Did they all have a separate room?

***: oh yes, separate rooms.

***: when we were in the new one

*****: it was like a hotel,

*****: they had one of those rooms, a bubble room, calming

Oh I know what you mean

*****: like a calming room, this was in the new secure unit.

***:

Did this sort of bring them down if they got a bit

***: oh yeah

*****: a bit hyper

*****: we thought of moving in didn't we?

/***: they had their own tellies.

*****: but now, now you hear kids messing around over there, playing around, there's been drugs, fires.

There have been some lads on the rafters of the old building

*****: the saddest thing is that 2 young girls got into the secure unit and of course there are no locks on the inside of the doors and the door shut and they were locked in and luckily they had a mobile phone, otherwise they could have been there yet. It is causing problems now the dereliction because kids going in and messing about.

***: it's dangerous.

/*: someone will get killed

*****: they've set fire to the place late at night

All: But sometimes when you ring the police you don't always know if they bother, they have seen police cars before now, but can't get in from this end because of the pile of soil, can only get in from Normoss Road end.

Discussing the fire one night and the fire brigade being there all night, at one point thought the fire was going to go into Beverley Avenue as well, it was that bad.

/*: It is such a shame, the school did a lot of good things, I know that there were some lads that will be criminals all of their life

***: oh yeah

*****: but there were some kids there that came from really bad families and it helped them, you know

***: we had one lad in who was being beaten up by his dad, he came in for protection, because his dad's business was going down and he was taking it out on his son, so they took him away and put him away for 6 months until everything calmed down

Did you ever find out if everything was ok?

: no, but like **, I wish I'd have kept in touch, but you don't because it's bad policy, ***** was brought down from Scotland, there you are again away from home, he lived in the Manchester area, he came down because he had stabbed a member of staff with a fork in

Scotland. They fetched him down to us, so the staff got him in, and I came in the next day because he came down at night and they said ooh you've got a right one in there now, I said why, they said well he has attacked one of the women, we went ooh lovely, and they said he always plays with his friend as well, so I said oh god that's all we need, and we are keeping him for a couple of weeks while, there's a hospital in Nottingham which would take him in, but they would fill him with drugs and what not, so I said oh right. So I went in to see him, so I opened the door and I said are you ****, he said yes, I said you've been a naughty boy, I only pointed my finger and vrrrrm, straight into the corner, in the foetus position, you gonna hit me, you're gonna hit me, I said nobody hits anybody in here, I said I might shout at you, but I said but I won't hit you, oh you won't hit me then, no, no, no. I said come on we'll go and have a cup of tea, so he said no, no, I can't get out of the room, come on and I happened to put my hand out and he grabbed my hand and walked out and that was the only way you could control him, was to hold his hand or put your elbow on him, whilst he was having a drink of tea, if you didn't you would get the tea over you, and that is the only way he could eat as well.

Oh really

***: put your elbow on him whilst he ate, otherwise you would get the plate over you, it was the only way, and you didn't have to hit him, just put your elbow on him.

Was that because he wanted you to do that or I don't understand

***: it was a form of control, he knew that he was under control, and then he would say can I play with my friend, I said no you can't, I said that's naughty, so I put my elbow on him and that was it, I had no more. Moving from one place to another was to hold his hand, now the staff thought that was funny, some of them couldn't do it.

No, and how long was he in there for?

: about 3.5 weeks, and then I found out why because you read the reports, his dad use to chain him up with a dog collar to the radiator and it took 6 blokes to fetch him down, so when it was time to go I said come on * you are going on a car ride today, you're going to be a good lad for me aren't you, yes, right. So I went to the door and there was all these blokes and I said yes, they said we've come for ****, I said all of you lot, yes he said, it took all of us to get him down, I said you 4 go and get in your car and disappear, you come with me and you the driver get in your car and wait, he said how are you going to get him out, I said come with me, so I said **** come here, he said what do you want, I said you are going on this car ride now with this gentleman, you are going to be a good boy for me or else I will shout at you. Hold my hand I said to him, so he held my hand and we walked out and I sat him in the car and I said now behave, yes I will, and this bloke said how the bloody hell have you done that? I said just hold his hand and just talk to him properly, he said it took 6 of us to get him in the car last time..... where he has gone after this hospital....We use to have

locked up lads in you know. Like you say the love was never at home, they use to get it in different ways. I use to have a lad from Blackburn and we use to punch hell out of him every night as a love fight you know bang, bang.

A play fight

***: yes, like you do with your own kids and to punish him you don't do it.

Oh gosh

***: and that's to punish him. He had done something, I can't remember what it was and I said right get in bed, he said oh come on sir, I said no go away, you've upset me, oh I'm sorry, I'm sorry are we not having a fight. No, I went 3 nights, he'd come and beg me, sir I really am sorry, I won't do anything again, you're my best friend, so I said right and went in and I battered him, afterwards, he went thanks sir, that was great that. You were digging with him; all different ways of getting through to them. We had one lad, who beat me up, oh he could make really good pastry and cakes, but unfortunately he beat me up

Was that a skill he learnt there or at home?

***: at home and a little bit from us as well, they did the cooking at dinner time, you know. There was a cook there as well but they helped her. And then we had another one that could draw and he did murals on the wall. And then we had another lad from Blackburn from a very posh family and the first time that I have ever known it the vicar came to me to see if it was alright, he as in for arson, arson, arson with endangering life, arson again about 5 arson and one was for attempted murder as well and endangering life as well, so mother and dad come, everybody was welcome and mother and dad came this Sunday, I said come in, you know into the office, do you want a cup of tea and what not and a biscuit for the little girl hey. She said please can I have a word with you, I said yes, she said, well I've got this letter here from everybody on the estate, a private estate, I said yes, what's up, she said well they have all signed it so can he come home? And I went, I know I'm thick, but I'm not that bloody thick, I said I'm sorry but what do you mean? She said well all of these little things that he has done, they have signed to say that they have forgiven him so can he come home, so I said no, why not she said, they have all forgiven him, so you can open the door and let him out, I said its more than my life is worth to let him out, and she was head of department at a private grammar school and her husband was as well, they had no idea and he was head of the neighbourhood watch so his son was sat there, so they were saying we will go to this neighbourhood to try to catch him and he would go to the other side, cos he was sat there listening, and I'm looking around for candid cameras, but that's how silly, I said you will be lucky to see him in the next 10 years, why, he's only been setting a few fires, I said, endangered lives, they said but they have forgiven him, I said I couldn't care less, you couldn't get through to them.

It's really strange

*****: there not all from poor families

I thought they were

***: oh no, no, a very posh family, I mean who's vicar would turn up at our place, you know he turned up to see him, unbelievable.

That's strange

***: they've no idea. He was a really nice lad

*****: that was in Dales Unit

***: yeah I had him locked up with me

*****: ***** you had burglars didn't you, they left a trail

*****: I could see a lad watching and I thought there is something funny about him, and he was only little as big as me and then he went and actually he did some in Beverley Avenue, and he got through my back window, my little window.

I know **** was broken into when he first moved around here

*****: my nephew worked, *****'s son, Ian worked there and he, we had a bottle of 20ps and they left a trail and they followed the trail across. Ian said to the boys, my auntie has been burgled and if you know anything about it I want to know, but they had taken everything my jewellery, and I got it all back, they gave it to our Ian, because they respected him.

***: we had one lad, he was a dark lad, black and it was his turn to wash up, cos they have turns for washing up and I said, it's your turn to wash up, I hadn't been there long, and I said it's your turn to wash up, he said I'm not washing up, I said well you can wait there then, the rest of the lads can go. I said it's your turn to wash up, The worst thing he ever said was you're a racist, I said am I, I couldn't care less if you're black, orange, green or anything, it's your turn to wash up, you're washing up, so he said I'll tell you what I'll report you and as he said that one of the lads went past, he stopped and he came back and said I beg your pardon, what did you just say to sir, he said I'm going to report him, he said listen here, get in there and wash up, he went vrrrm straight in and washed up, done straight away, ... so an hour later he came downstairs, talk about little lads, he was little, he said excuse me sir, he said my laddo he's had a slight accident, I said what do you mean he's had an accident, he said well it's like this, he was climbing through the bathroom window on the other side and I saw him so I pulled him back, and as I pulled him back his face hit the bowl and the taps and then he slipped and fell on the floor, so he's hurt his face again, there was 3 of them. I said what the hell have you done, he said it's your job to report us, I said .., he said get on the phone and tell him to come down, because he's coloured, he said right you 3 I'll see you in the morning, get him in bed and send for the Doctor, the Doctor said it's only bruises, so I

said right, so the lads lost a day's leave and I'll never forget it, remember the 3 musketeers , they were all walking down waving and singing and come past the window, hi ya sir, see you tomorrow. But that was it you see you were respected because you had done something or said something, I never told them lies, I have always told them the truth, even when I took them to court, cos I had to go to court with them, everytime they came into Dales, prepare a court case, so the night before I would say this is what I'm going to say about you and this is why you are going to stay with me for 3 months, and they would never run off, I could leave them there in court waiting to go in.

This is just a respect on both sides, you have respect for them no matter what they had done and they respect you because you are honest.

***: well that's it you're honest with them, you tell them the truth; you don't hide anything

It's not letting them down is it?

***: no

If you let them down then I would imagine

***: yeah, well they have been let down that many times, ..lies, but when you tell them the truth its better. Like they say the pen is mightier than the sword, and it's true, because what you write about follows them for a long time.

So *** when you worked at Fylde Farm, when did you work there, how long?

***: I worked 15 years there and then I had to retire because I got beat up, I lost a kidney, so I only one kidney and they sent me for a medical and the bloke said I'm sorry but I have to retire you cos you have now become uninsurable, because if I got beat up again, or kicked in my other kidney, I would die

So that's why you lost the kidney, because you were kicked

***: no I lost that because I had stones

Oh alright, ok, ok

***; no if I got kicked or injured I would die

And you were a warden

***: yes, I started off as a house parent and then up to house master and then from house master to warden.

Right; ok. So sorry what year did you start there, you were there for 15 years.

(couldn't remember)

So you were there when the old Dales unit was there then.

***: yes I was in charge,

And that was a secure unit as well

*****: was Dales there when you first started.

***: oh yes.

Ok, I think that you have more or less answered this question, what sort of school was it because, I've sort of heard from other people that there were boys there that were only there for the day, is that right or

*****: they didn't have day cases

They didn't have day cases they were all residents

***: yes residents

Ok, you have probably answered this as you have gone along, so they had all committed some sort of crime for them to be in there, it wasn't that they were disruptive in other schools, they were there because they had purely committed a crime oh and to keep them safe from

***: to keep them safe from their parents

Which was more the greater case, to keep them safe from their parents or because they had committed a crime?

***: committed crimes

And I suppose it has a knock on effect, maybe because of their upbringing they had committed a crime.

***: yes, on a Friday you had to sign for the spending money, so you would say to them sign here and they would say how do you do that, 15 and 16 year olds couldn't write their own name. But when they left us to go home, they could sit there GCSEs, because the teachers only had 5 or 6 in a class, so it's concentrated education.

Were the boys good in class?

***: oh yes

***: well it's a different environment to what it is now; I mean they get away with murder, because you are not allowed to touch them

At the normal schools you mean

/: yes

***: even in there, after you had left, they had to open doors for them, instead of saying you are not going out.

***: if they wanted to run off you had to open the doors

***: what did you say about the Children's Act?

: oh what was the case, there was a big case in Birmingham, what do call sat on it, an ex-MP, ** sat on it, a big case in Birmingham, a couple of social workers sat on it, it came up here and er, cos one of the staff was having trouble with the deputy head and they all sat around the table and she said and where are you from Pin Down Enquiry and a case

How you could behave with the children, how to restrain them

How would you describe your experience at Fylde Farm, did you enjoy it

***: yes

Was it rewarding?

***: yes very rewarding

A lot of job satisfaction

***: yes, because they came in with one attitude and went out with a good attitude at the end.

That's good; it's nice to hear that

Are there any memories obviously you have given many memories already, which are good, but are there any memories which you have tried to forget

: * going to the hospital; that was the worst

Quite upsetting

***: quite upsetting because I knew what was going on and I couldn't do anything about it

And what about, I don't know if you want to talk about it, just say not if you don't, but about you being beaten up

***; oh well it was unfortunately it was the lad who could make cakes and pastry, he was brilliant and what happened was he kept getting remanded at court and coming back again and this got on to him you know and go again and come back again. And what happened was he put something in his window, there were windows in the doors so that you could

watch them and I told him to take it down and he said no and that was it, he kicked off and I was the nearest person it took ... to come and get him, I had him for a bit

Would you say all staff formed some emotional attachment to the school basically did they all care deeply about the children or did some just see it as a job

***: no, they all cared about the children and the job.....we all had a dress code as well, we all had a collar and tie on as well, white shirt and tie every day, one member of staff turned up in a nice arran jumper and the boss said what's that, he said a new jumper, and the boss said go home and get changed

Oh gosh

***; there was a social worker turned up in dessert wellies, like yours and a pair of jeans and a jumper and he said what have you come for, he said I've come for a case conference, he said have you, well it's cancelled get home and don't come like that to my case conferences

Standards, that's good

: I went to court and one turned up from Barrow and he said what are you doing here, he said I've come to represent the boys, he said have you, well you are not coming into my court like that, get out and come properly dressed, and he said I am dressed for my court, and he said not in my court you are not, get out. I had another one turn up in Manchester and he said yes, and he said I'm representing ... against me, and he said that is ok and where have you come from and he said Manchester, oh right I hope you are not expecting me to sign your expenses sheet are you, he said yes, are you well tough, you are getting nowt, we've got good solicitors here in Fleetwood. He was called ** or *****, headmaster of Fleetwood. banging pencil You can have him Mr ***** take him away quick, .. 3 months, I wouldn't accept them for anything less than 3 months. I lost one case, that was my first and after that I never lost again, because you played the game.

Do you think the pupils related to Fylde Farm as,... they were grateful to be there

***: a lot were, the odd ones, like in any society won't accept, but the majority, because they got new clothing, everything was bought for them, they went down shopping for them and had up to a certain figure what they could wear and that was it

And that meant something to them

***; yeah, cos when they went home they would come back in something else cos parents would have flogged it or if they went away for a week, come back with socks on that you could stand them up

Poor things, that's sad

Can I just ask you, I've got some pictures here, things like that this has come from the Urban Explorers, people that have gone around the site when they really shouldn't, taken pictures and then put them internet. Do you remember anything, signs like 'the truth is out there.'

***: is that from when Emmanuel Christian was there?

I was going to ask

***: no that is not one of ours. The shields might be the coats of arms were right around the dining room.

Ok, was this just a bit of fun (showing the picture of the décor in the boys toilets)

***: that is not ours, oh no, that will be Emmanuel

***: look at the bottom one, isn't that a shame

***: that will be the dining room

***: the toilets were painted white

***; there was no playing field in the secure unit

***: you know you think of the floor that was in the gym - that was oak.

***: they use to have a garden party, where you could go and have a look around, with the lads there

***: *** lived up at Cheshire, and there were two lads, and all of the other lads had gone home, and they were twins weren't they?

***: yep

***: two lads waiting for their mum to come and pick them up and there was a phone call in the afternoon was it?

***: yeah

***: saying we are having a party, so I am not coming for them. They were the only two kids left there, so I said can they not come home with me, and *** said no, you daren't do that, but it was awful to me, for a mother to turn round and say ...

: but that's what we were there for to help. ** ***** that had the house on the other and ***** said right we will cancel ours, and they stopped over Christmas and looked after them, they had a great time.

Do you know you have really changed my opinion, well I don't know what opinion I really had about it but ...bad boys, but its

***: no they weren't

It was a lack of love and care

/: yes, yes, it's there but for the grace of God

: do you remember going to that meeting ** at English Martyrs they were opening the new Dales, and people I mean you might go to *****, now she might have a different opinion altogether, because she told me that I had been brained washed by *** because *** worked there, and I said no, that could have happened to any of our kids if we hadn't shown them ... hadn't done for our own families, they could have ended up in there, anybody

Absolutely

***: you know, you don't know what your kids are up to when you are not there and that was my attitude, and she said well you've been brained washed by *** and you know, you know more, that's my own opinion. I've seen kids that have been let down you know, and have gone up there

They have just been completely let down

/: yes, yes

By their parents

***: yes, because they are in the way

Let down, and it's not just the poor, it's the wealthy parents

***: in fact the poor parents probably wouldn't treat their children in that way, you know, people who haven't got ... but they still have the love and affection for their children even though they have no money

Then you have lower down the scale where the children don't know any different because they behave in the same way as their parents, as they do not know any different,

***: the druggies

***: you get up in the morning and wash and get dressed and go to work, they do exactly the same, but the work is stealing off you, simple.

***: quite a good time

***: but you loved it didn't you

***: yes, I did.

: but I'd be interested to know what ** says and someone in Brompton said it's nothing but a prison, you know, but they have not seen some of the kids that have come out of there and where they have come out as brickies

***: and the multi-millionaire as well, he's turned his life around

Really

***: yes, he went into scrap, when he came out he was collecting scrap, plastic and now he is a multi-millionaire, collecting scrap. Another lad got his own business, fencing.

***: and then there was that other lad who did his farming here and then a farmer took him on

***: took him on and he got a job on a farm and he cycled 4 miles from Manchester to the farm every day, it was 4 or 5 miles, rain, snow the lot he never let him down, because he loved the animals and bloke said the farm across the road is coming up, do you fancy it? He said yeah, he said I'll tell you what he said .. first 6 months if you can get the money, I think he got 20 odd thousand pounds, which was a lot of money in those days and he got it and he got a farm, he said and when I got out of the shop with all this money, he met one of the lads who was a dead leg, and he is still a dead leg, and he said I'm off and he bought the farm and now he has a very big farm with stables, and its near Stone in Staffordshire

That's just such a nice story

***: .. other people ...but because *** worked there, other people just don't realise ... they weren't all good lads don't get me wrong

: ... ** was if for murder, I had a murderer in from Blackburn and he was a head boy at school and this woman tormented the life out of him and so he murdered her, and there was the other one his dad was in prison and he was locked up with me because he had hit a lad and he had died and this lad was being bullied by this gang of lads and his dad was passing in the car, so he stopped and got out and had a go at these lads, one got hurt and that was it, but that's all he was in for. You never thought what they did, you accepted them as they were and what they are now You've got a chance, but if you keep thinking what they'd done you'd never get anywhere near it, so you've just got to forget and just take them for what they are now

Try and guide them on the right path and put them straight

***: yes, cos we had our own farm, they use to get up at 5 in the morning and go milking

***: that's what they should have kept on

Why did they close it? Was it the money?

***: well they more or less said that they couldn't keep it going

***: yeah the money and the do gooders got to it, so now all the people that should be in there are now in private homes, which are run by other people, which they pay a lot of money for them, cos then you don't have to pay staff for their holidays and the retirement money, so they put them all into private homes run by ex-members of Fylde ...

Well that was really, really interesting, thank you so much.

END

INTERVIEW WITH ***** – 22/06/2012

When did you work at Fylde Farm?

*****: I went initially to work at Fylde Farm when I left the army in 1990, and I remained at Fylde Farm, Fylde Community from 1990 until its closure in 2002.

In what sort of capacity?

*****: Initially I went in as a residential childcare worker in those days they were called residential social workers but government changed or belittled our position and told us that we couldn't be called social workers because we weren't qualified so we became residential childcare workers. I initially started in a voluntary capacity and then I went onto casual hours, working on average 20 hours a week, most of which at weekends and then all casual hours dried up and then I applied for a vacant position although it was short term contract ... ruling tariff at the time and ... then I became a senior residential childcare worker, which is like a team leader. In those days there was 70 young people .. consisting of 3 long term units, one called Cheshire House, which was 20 bedded for 20 young people. Lancashire House was also 20, Westmorland House was 12 young people and Cumbria House was a short term assessment centre.

Oh right, I have never heard of Cumbria House

*****: the small bungalow one, situated right in the centre and that was for 16 young people, we had 8 on two floors that was semi secure, that was for children deemed to be slightly more difficult and we had the secure unit which was Dales House which was for 8 young people...children's homes for children's education ..every young person and it cost Lancashire County Council a grand total of £50 million a year

Really

*****: oh sorry, not £50 million, £5 million

Still a lot of money

*****: £5 million is a lot of money for 70 young people to be accommodated, 52 weeks a year with education. On its closure it cost a million a year for 10 young people to be replaced. The reason it was closed was the government legislation for best value and quality protection and LCC had to save £5 million, they did their sums closed the school and saved themselves £5 million out of that pot, the reality is that it cost £5 million more and that's just in financial costs.... Necessarily cost the young people more, personally to take away someone's home especially a juvenile with no consideration, I found immoral and the reason I stopped to the very end was to ensure the young people had a quality of provision to move on and can move on as best as possible during the closure days it was horrendous;

young people were running off, placing themselves in danger, they were extremely concerned about their futures, where they would go, where they would be accommodated and these are some of the most needy children in our community, being placed by social services in Fylde Community and had achieved relationships with the staff and other children, often they had been in there for years, a lot of my clients had had upwards of 50 placements in the communitythey had been through foster care, they had been through what was deemed to be the best care package going and this was the last place and they were actually achieving quite a lot. Now with the education package there was also the vocational side, so there was a working farm, so young people could have an individual educational programme, some hours on the farm and then they would go in the school they also worked on the garden department, and when it was open it had some extremely ... hanging baskets, the children had done really well. I was actually introduced to an ex-young person who worked in the garden at the time ... **** ***** he was of the old school and he taught the young people Latin names for flowers, that young person arrived as I said he was an ex-pupil, arrived in a Porsche, ... Queen's garden department down in London and he only got that through working at Fylde cos that teacher had taught them all the Latin names and that got him the job, he said to me that he got the job because he knew the Latin names, where other people would know the common name, so

So that's a happy story that has come out of there

*****: a happy story, yeah and it was nice to see, we had bee hives on the community, which a lot of people did not even know and the young people would extract the honey... and send it off to London and we use to get order in excess of 250 cases, which we couldn't fulfil because it was only a small cottage type industry.. the young people use to go out and do pest control. If you had a hoard of hornets or wasps people would phone up, the council would phone up Fylde and say you know we got .. and the kids would don the white suit, masks and go smoke them out, many a time they would ...one of the people that was into it **** ***** use to call it liquid gold, because anything you could sell, even the honey comb would be made into wax candles, he relayed this story where he arrived at a car park on the M6 and a swarm of bees had descended onto an articulated lorry between the cab and the thing and he said all of these big burly truck drivers wanted me to get and he said that he took the smallest kid that he had and took him up and he picked up the queen and put it into a box and took it off... You know there were loads of things like that going on at the time.

So it was more of a school because some people more in the neighbourhood saw it more as a prison didn't they, was it more if a school or a home?

*****: it was a children's home with education, but you probably heard it called Fylde Farm, Funny Farm, Fylde Community, basically, initially when it came out it was an approved school, it was a young offenders institution

That really old building that is there has been there since 1905 and it was a reformatory school for boys moved from Manchester to there and that all originated from the workhouses when

*****: that's where it originated from but when I got there, I think towards the 1960s it went more towards a children's home so all the young people accommodated there were from a children's home with the exception of the secure unit, now the secure unit was only ... empty for 4 years prior to that it was never used and when I changed in 1990 the unit was empty, because it did not meet home office requirements, so they bulldozed the old place, put up the new building, at a price of something like £4 million, a brand new lovely building only to find it closed 4 years later. Now my understanding for the provision of the secure unit was that it was exemplary, it was one of the best units in the country because they ... the small number of ...children ... young offenders institution subject to bullying, found it emotionally too difficult, they were moved into Dales secure unit because it was a very small unit, all contained unit with a lot of staff support all the staff were from Fylde community so they knew the ethos of the children, they were very caring, very compassionate and they worked with these young people and they were extremely vulnerable, it provided a really good quality of care and because it was such a small unit the private sector would not take on that because it would not be financially viable, but for an 8 bedded the care was absolutely fantastic it was from my understanding a beacon but LCC run it on behalf of the Home Office and when they withdrew that closed as well and that was at a cost of £4 million to the taxpayer which, I don't per child I should imagine ...accommodation ...and when we said £5 million it really is quite nothing when you look at child care in the papers now they are talking about £200,000 per year for some of the private sector but the public sector it doesn't cost nowhere near as much as that but that's because we are not a profit orientated organisation, there talking, quoting the cost is 20% and the profit is 80% in the private sector, some of the other establishments I think they have got them down to a 40/60 split, 60 in favour of the providers, so there is a lot of money going into the private sector and Fylde for what it provided and the outcomes for the young people was absolutely fantastic, I've mentioned the garden department, I mentioned the farm there was also a CDT department, craft, design and technology departments, which use to be years and years ago a cabinet makers and they use to do French Polishing and things like that and it was updated to come more into the swing of things CDT and they did more modern materials and stuff. I had a 12 year old lad go there and he come out with a GCSE in woodwork, you know, we had young people coming home because the children came all over from Lancashire, from Burnley, and say sir this week I would like to make a welsh dresser and they would make a welsh dresser and they would get the materials, measure, make it week, two week, polish it and they would take them home on the minibus, because a transport was expensive, they would say can I just take this welsh dresser and say stop here and drop it off at auntie's or uncle's and would get a back hander, a few quid, these kids were learning trades Government came up with this idea, I know

let's call it a modern apprenticeship, so that was another reason for closing but they were replicating what we already had ...but the difference is with the colleges is difficult children, if they are not willing to learn, there's the door, our kids had to go ...entered the class and were supported by the care staff and if they had a problem you would sit there in the lesson and you would talk it through with them for the duration of the lesson and if needs be sit ... giving them a difficult time but they realised it was easier to do the work required, you know it was really, really good, it was deemed to be institutionalised and yes Fylde could have been downsized, all the staff were..... the staff agreed in the consultationwe have not had a consultation because ... released by a local politician and that is how the staff heard about the closure and they decided oh we have not even had a consultation, so they had a consultation it was done by a friend of social services who came in with a remit to close the place the fact that the staff didn't want it closing, the children did not want it closing and the parents didn't want it closing did not really matter, they've done the consultation and the paper exercise ... so as soon as they announced the closure a lot of children the parents just took them out and these are problematic kids

Why were the parents allowed to take them out?

*****: because when you are in care you have what they call a full care order, which is done through the courts and then you have ... an agreement with the parents, it is far cheaper for working in partnerships with the parents to actually have an agreement with the parents to accommodate by the local authority, so legally if the parents say we want them home they are allowed to have them home, if it is a full care order, solicitors have gone to the courts and got a full care order...parental responsibility ...through the courts.

Why would a parent agree for their child to go to

*****: because the alternative is they don't agree to let them go voluntary then social services can go to the court and get a full court order, on all involved its (a) a cheaper option and (b) its allow for the young person to be reintegrated to be back home without going back to the courts to disestablish

Are these children just the very disruptive children and the parents don't really care or they don't have the love and support

*****: it can be any combination, you can look around on the Grange Park estate, there are a lot of parents that may have problems themselves, they may be addicted to drink and drugs and they may have the ability not to care for the children, children subject to neglect, sexual abuse, parents could be hospitalised, there could be a multitude of reasons and so social services become involved, now if every young person that becomes accommodated in care had to go through the courts and the courts take forever, a lot of parents then agree for the children to be accommodated voluntary...once they found out that Fylde was closing they said right I'm having my child home.

These children, would they have been grateful to have gone in to somewhere like Fylde Farm or would they have preferred to stay at home?

*****: I think ideally every young person would like to stay in the home with a loving, caring parent

But if they didn't ...coming to Fylde Farm, were they grateful that they had people like you looking after them?

*****: they were very grateful, lots of parents there, it's not fair because little Jonnie gets the new trainers, gets the clothes and the support and I have 3 others at home that don't and I can't afford to provide this quality of care, it's very difficult, but yeah, there was a lot of children very grateful, there was a lot of children very very unhappy when they first came in ... to be in the local areas with their parents but you try to make ...the majority of people went home at weekends, a lot went home for the weekends especially if they were accommodated for the school holiday or they could go home for part of it then again you'd have a hardcore that deemed totally inappropriate maybe that would be... care orders where the social services had gone to the courts and got parental responsibility.

If there were children as well that were in the secure unit, were they allowed home?

*****: not the secure unit, no, no they were there

Because maybe they committed murder

*****: people were there for various reasons; they could have come for robbery, anything an adult could be ... sentenced for. Now towards the end of their sentence they may have gone out with a member of staff under supervision, to reintegrate them back into the community but invariably they will be on a programme for that sort of thing and will look at how to get on buses and stuff, things that we take for granted if you've been institutionalised even for a couple of months, prices rise and things are different you know, so as I've said we gradually reintroduce them back. I didn't really have much to do with the secure unit; I only helped out now and again. I worked on all of the open units and I worked up in the school supporting in the classroom environment, which you know. One of the best teachers there that I ever met was a guy called *****, very posh gentleman, lovely voice; I would have loved him to teach me. Well I'm dyslexic, so he used to say to me or Mr *****, spelling test, I would sit there in front of the kids, oh no not a spelling test, they all beat me, it was great; there was always stuff.

How would you describe your experience at Fylde Farm?

*****: It was extremely positive, I've worked, you know I was in the army for .. and I did 12 years at Fylde. The last 4 years that I was in the army I worked with dogs ...explosives ..dog handler. ..working with animals is akin to working with young people because you know dogs bite and kids bite when they are angry and upset, I can draw parallels, and I thoroughly

enjoyed it. As I said you know things move on and modernising and maybe Fylde could have done with being slightly smaller and more centralised; and focussed on delivering a service to more vulnerable kids with disabilities but the closure was folly in my opinion; and it has probably cost LCC ten-fold to what it would have cost to keep the place open but the government said that institutions of that size were dinosaurs and a thing of the past and we need to move on. I also live on Avenue Road, which is by, and I back onto it and I walk my dog, and you know it's been upsetting to see the decay and the destruction over the years. I see the young people that go across and I know where they come from, they all come from the Grange, the majority, you know, it's not to say all the kids do, the majority do, you know you get Baines kids that cut through the back and they may do a little bit of damage, but the majority, in the summer holidays, you can see the kids going across, the youngest must be 5/6, ..stoning, smashing, setting fire, totally dangerous. It's been so sad to see it go down, you know Westmorland House was the bottom one, that was my first ... and to watch that go up in flames.. my house backs onto it and you just watch them creep in and creep in and I used to live on Fylde as well as a member of staff, so I lived there...

So you found it upsetting?

*****: yeah, it was wanton destruction, you know because, it was such a vast area and nobody but nobody could police it. Kids being what kids are ...

So do you think that children just see it as a play area?

*****: yeah a play area, ... they get bored and just damage things because there is no-one saying no you can't do that you know, nobody walking around on a night time. When LCC moved out all those units were, there was beds in, there was washing machines, cookers

I've got some photographs somewhere

*****: It was all there

Three piece suites

*****; yeah, yeah, the whole lot and it was set up so that somebody could have gone in and opened it up as a children's home, in fact, Cheshire House was opened up the ex-principle on the closure and that ran for another 2 years, 3 years, privately, before

Because Emmanuel Christian went in as well, didn't they?

*****: yeah they went into the top school, the secure unit was still running and then in the July it closed for another 8 months, but ***** was the principle had his own children's house in Cheshire House, which is nearest the Baines school, he opened that as a private, as a 12 bedded unit, so he was getting paid as a private provider and he took on a few of the staff, because I actually worked there for a couple of months and then decided it was not for me working for the private sector cos personally it's about profit and I'm not

about profit at children's expense. I understand that Richard Jones did very well out of it and he moved his business to Fleetwood.

You've partly answered my next question, it's about emotional attachment to it, I see and I would imagine that all the staff was there

*****: oh yeah, I still meet up with the staff occasionally for a couple of drinks

You've said this, you all cared deeply enough for the children, it wasn't just a job

*****: oh yeah, we fought for the closure, we were against the closure

Are there any memories that you tried to forget, was there any bad?

*****: there's only one real experience that springs to mind and during the closure there was a hard core of about 10 children ... if they closed one unit and if there were any kids left they would move onto the next unit and it all ended up at Lancashire House, which was the last house I was in, which is sort of central, opposite what was the gardening department at the time. At the time the kids were running amuck at night, if you put them in class they would disappear, they didn't know what was happening, and then they broke into one of the out houses and they managed to get 5 jerry cans of petrol, and I mean the big ones, not the little ones, the really big army ones and they stored them in another out house that was an obscure building, it had been locked up for years and it was full of old pamphlets do to with childcare, it was literally head height and they .. a nice little den like kids do and they took all of this petrol in and it was at the time when kids were sniffing petrol and glue and I had actually located them , I'd gone in there and it is pitch black, and I said I can hear you lads because they were giggling because they were as high as kites from this petrol, cos I could smell the petrol and they started flicking lighters and that was really, really scary and we got them out, I managed to get a member of staff to get a torch and we got in and got them out, we put our lives in danger to get these kids out. We got them out and they were unaware of how easy petrol is to ignite and we showed them with a spark in a controlled area and they were absolutely aghast at how quickly things went up. However, we had only retrieved a percentage of the petrol... and again 2 days later, they were in the hayloft and there defence at that time was, it's ok it won't ignite because it's not an enclosed area, I had to again go through the exercise and actually when I showed you how flammable it is we were outside and I should have explained better to you, it will ignite outside as well, but that was the only really negative thing about it. There's other negative things about young people about how they've moved on, the closure very, very negative, the way that was managed and the way that was dealt with and also the usual problems with young people when it is time to move on, but unfortunately that's across social services as a whole, you get to a certain age and there's a sell by date on young people and they move on. My ... when they leave home and it doesn't work out they can come back, with an institution like this, if they go their bed is taken up by a young person, there's nowhere for these young

people to come to, there's no safety net as such, no place where they've got an attachment with staff, if they... there is always a member of staff that they have an attachment with and I still see the kids out in the community and I say how's it going, it happens all the time, there's a few on the estate that pop and see me, but Fylde was so good, it drew in from all over Lancashire, from all different areas.

I have heard that some would come here from families that were quite wealthy

*****: oh yeah, one young child his father was a millionaire but he was a broken family, predominately... his mum was a professional, step dad was a professional and his dad was a... for being a millionaire and this kid came in with all the prime items you could possibly think of and we had to say to dad would you mind taking them away please, the kids here haven't got access to that sort of stuff, and you know kids have their own But the latest game at that time, which was probably huge at that time, dad ... we didn't want him to be perceived that he was different from all of the rest.

You just don't think that children from wealthy families get into trouble, perhaps it's just me being a naïve

*****: well unfortunately all kids... and kids don't come with a manual of how they work. I've got 5 my eldest has taken me to hell and back. (***** proceeds to tell me about his eldest child and then the other 4)

*****: the older the wiser you get and some people do put their professions before childcare and depending on the child is how they respond and when kids are left on their own for a couple of hours until parents come home from work, kids being kids and doing what kids do they always ...

How would the ex-pupils react seeing the site how it is now?

*****: I bumped into one whose grandad use to own Seniors chippy at road end; there you go again about kids coming from different backgrounds, his grandad owned seniors a long time ago and this lad I bumped into a B&Q said that he was in tears

Do you think most of them would feel like that, upset?

*****: of yeah, he said he had scared a few kids off, he said that he couldn't believe the state and he said to these kids you don't know what this place means; so he was upset.

This is another reason why I've decided to do Fylde Farm, because (a) that old building has been there since 1905, the whole site is going to be demolished fairly soon and in years to come people, it's going to be omitted from people's minds and it's got history to it and it's done a lot of good I would imagine .. and it's just sad that all that will be forgotten in time.

*****: when I was on there an old gentleman, he must have been, he looked to be approaching his 90s, he was walking up to the farm and I said hello, and he said hello sir, I

said I'm no sir, and he said that in 1905 he received a custodial sentence at Fylde Farm for stealing a loaf of bread, and he said that it was the best days of his life, because it was a working farm and it taught me how to bring the cows in and how to milk them, and I had a long chat with him and he bundled off and a few months later a lad came up to me and he wanted to go around all of the buildings and he had been sexually abused in children's homes in Wales and it was in the paper and he had to go and visit all the homes and he would say Fylde because he had never been abused there and that was the last time ... that was moving to say the least ...part of his therapy to put closure on his system and that was at the time a lot of institutions were being closed because of the investigations regarding the abuse....and he never got any abuse what so ever. Some of the older members of staff can remember marching the young offenders to St. Chad's church for Sunday service, but when I was there it was just a children's home with education, providing a hell of a lot.

So there was a lot of history with that site then?

*****: oh masses of history it just goes on and on and I think back to some of the staff there, some have worked there for years and years, they remember when they called them aunties and uncles, because that is what they called them back then....***** **** in 2002 somebody **** ... he had just handed the reins over to ***** ***** with his wife and she was the child psychologist in situ and they were extremely forward thinking in their approach to working with children ... and some of the things that we use to do are being introduced now as forward thinking and we were doing years before a lot of other people, talking to young people, listening to young people and exploring their emotions, looking at ways forward looking at child psychologists looking at century rooms..regression ..where a 15 year old kid playing in the sand pit because they had never experienced that its eye opening the work that you do with these young people and the progression and they moved on and as I have said these kids go through a lot of problematic times in their life and they adapt and they move on and they don't all go to nick, they were rum kids they knew how to steal cars and they knew how to rob but that is because of the background they came from and all the kids in their area did it but invariably in Fylde they didn't do it. I can remember the off licence at Staining Road End being broken into and our lads getting all of the blame for it and it wasn't because all of our kids were accounted for and it was the local kids from the Grange Park, anything happens and everyone would turn around and blame our kids

It's like if anyone in the neighbourhood got broken into they would blame Fylde Farm

*****: and the Police, bless them knew that we had a pretty tight rein on them and I said that I use to live on there with them my dog Poppy a collie that I use to teach to round up the sheep and also use to teach to round up the kids. We use to go up to Beacon Fell to play manhunt and they would go off and hide and the dog would go and find them every time and the boys would say oh flippin' hell and they would say you go off and hide sir, so I would go off and hide and they would say we'll have Poppy, so me and another member of staff would say count to 300 cos we have got to get to the top and we would hide behind some

rock or something and they would say go and seek him Poppy and she would find us and I would say sit down and wait, and we would go back about an hour later and they would say flippin' hell you've got her again, so they were all good fun. We were always away, I can remember being away for about 4 months of the year, different activities ...camping up in Scotland, doing things and we use to sign up with the boys club and get paid for going it didn't cost us anything, and they were a charity and they would get 2 weeks up there and the first thing they would say oh no telly but after 5 minutes they were in a rock pool... something that they had never done, deer stalking. I use to get up at 6:00 in the morning with the early risers take them down and watch the otters and their cubs come in, basking in the sun, go back and the ones that liked to go to bed late, the early risers would go to bed about 10:00 and I would be going out with the late risers deer stalking until 2:00 in the morning. It was great; there was much on offer, always plenty to do. It was a shame it closed, and the reason it was called a community is because it was, it was pretty self-sufficient, everybody knew everybody, it was a bit like Coronation Street, couldn't have any secrets, but yeah it was good fun, it was a very enjoyable part of my life, it was a pity they closed it. I still meet up with some ex-staff members, we go to the pub about once a month it used to be, but we are getting older, it's about every 6 now. We bump into people from time to time and we catch up and you know, there is a few still in the job like myself and a few have moved on a quite a few have retired.

Thank you ***** very, very much, I really appreciate it.

END

12/07/2012

Interview with ***** *****

How long have you lived in the neighbourhood for?

*****: 51 years I think.

Ok

*****: since it was built anyway.

So, what was around here when you first moved in? Was the whole estate developed?

*****: no, no we were the last house. What they did, they built so far and then they did the road that far, then they built some more and then built the road, and carried on round to Beverley Avenue.

So when you moved here, the Fylde Farm, what was it like when you first moved here?

*****: when we first moved in, it was just that big old building there, none of the new ones, or the secure unit and they were just boys from bad homes; and the lady from next door, I knew because she use to work there and she said that there were a few, poor children, living 3 or 4 in a bed at home and got into a little bit of trouble and took them into there, they were nice little boys. They use to come to the fence then, there wasn't a big fence, the neighbours use to give them biscuits and things, you know. We use to give them things if there was anything left over after we had baked on a Wednesday. They were no trouble at all, and then it slowly went worse and worse.

So how long do you think it was nice for as you say?

*****: for about 5 or 6 years and then I noticed a jumper missing off my line and my husband went looking in the field to see if it had blown off and it hadn't, and then the lady from next door, who I knew, she had things missing off her line, and it came about, that they were coming over to escape. They used to all wear the same thing.

A uniform

*****: no not a uniform, they all wore the same thing, that's how we knew

So what changes have you seen over the years then?

*****: oh massive. We use to have cows in the field, we use to have hares in that field, but not anymore, and then they started building all of those units.

What did you think when they were building all of those units, did it bother you?

*****: no, the only thing that bothered us was when they built that big unit, that secure unit, and we asked everyone in the street to sign a petition, *** that use to live next door to you, and asked to sign a petition about the noise, it was horrendous, because everyone else was at work, and the language was terrible. We were retired, we had to go out sometimes it was that bad.

Really

*****: oh yes, and *** and ***** got a petition going, but nobody would sign it, they said that they can't sign it because we don't know what's going on because we are at work, so *** and ***** got going about it and *** use to work at the town hall, so he knew what to do. Anyway, *** got his rates reduced and then he told ***** who to ring up in Lancaster, and she came to see us and took photographs from our loft and she heard the noise, because she came during the day, and she knew what we meant, so we got our rates reduced. We didn't tell anybody because they would sign.

Yes, I understand.

So did you just see it that it was just part of the landscape and it just didn't affect you at all?

*****: well when we moved in here, the estate agent told us that we could see Baines Grammer School from our house, so we presumed it was Baines Grammer School, but how do we see Baines Grammer School from our house?

Exactly

*****: so we accepted that and we came with our 11 month old little boy, and we thought oh we'll be able to put a gate in the fence and he can go to school.

You were very mislead there

*****: yes, yes, but they were selling the houses you see. These houses were only £2010 when they were built these houses.

So what do you think of the site now?

*****: it's about time they did something about it.

How does it make you feel? Do you find it threatening or fearful or an eyesore or do you just not think about it?

*****: well I'm not bothered really, because they can't get over my fence because of those trees, because they are hawthorn, they can't get through that but after saying that I don't like those trees. (Talking about the trees on the other side of her fence)

So you can't really see it that much from here

*****: I can't see it from here

So really

*****: I never really hear the noise, heard the kids when they have been over there playing

So really has it never really affected you?

*****: no, it's never really bothered me, not really. I didn't like the bad language when they were building it, and the other thing, how long was it open? 5 years and do you know how much it cost.

Yes

*****: £5.4 million. Cos we went over there you know. Oh yes. When we complained about it and all that, we got invited over for afternoon tea, with *** and *****, they took us all around, they had like a farm thing, like cockerels and little pigs, like a little zoo thing and they said you can bring your kids, they were very nice to us. It was built, we went through it, it was for 8 boys and they all had room to store their stuff, they could bring a bike if they wanted. They had a room, they brought their own possessions, not to use it there but to store them, and they all had a television, and they all had duvet covers, it was very nice. They had 8 fellows looking after them. And they had that great big brick wall, and one of them got on top of it.

Really

*****: yes, cos ***** saw him. These trees weren't that high then, and ***** saw him sat on wall and rang the police.

So, on the whole it has not caused you any problems and you haven't got any other memories of it, other than when you use to give them biscuits?

*****: not really. They use to be in this field you see, with the cows and that.

Well it was a working farm

*****: oh yes, yes and then they use to have once a year a sale there, there was a joiners shop, use to make rocking horses and things, but you could never get hold of it, it always use to have sold on it before you got there.

Oh, so they use to have open days just to sell what they had made?

*****: yes , yes, and they use to sell plants and stuff, because they use to have greenhouses. It was a good thing then and it didn't bother us. On a Sunday morning, you could see them going down the lane to church. Mind you you've interviewed *** and *** haven't you? Because *** use to work there.

Yes

*****: Well he'll tell you more really.

Yes. I'm just getting neighbours different interpretations of it.

*****: well they have never been over my fence because of the hawthorn.

With the hawthorn, you wouldn't really know it was there anyway

*****: proceeded to tell me that the lady that use to live next door to her a long time ago, was a house parent, and if any of the children had been particularly good in the week, she would take them to her house for tea and her husband would play cards with them (note: these are not ones that would have been in the secure unit). One evening *****'s husband came home from work and noticed these two boys in the neighbour's porch, and went around to the back of the neighbour's house, tapped on the window and said to her do you know that there are two boys in your porch? She said yes, they've been for their tea and they do not want to go back, they are going home tomorrow and they do not want to go, if fact they want us to adopt them. However, she said to ***** that they come from New Zealand?? and we can't adopt them. We have a son of our own, we can't do that. She enjoyed working there.

Well thank you *****.

END

APPENDIX 7 Ethics Form

1 Project synopsis

Approver:

Cmte number:

1.1 Title	FYLDE FARM POULTON-LE-FYLDE: a study of dereliction and decay									
1.2 Project type	Original research		Research degree		PG taught		UG taught	X	Commercial	
1.3 Short description in layman's terms [no acronyms or jargon]	The research will investigate a decayed and derelict site, and how it is interpreted by different groups, i.e. local residents, ex-employees. To achieve this a qualitative methodology will be used by means of in-depth interviews and on-line analysis.									
1.4 Dates	Start May 2012				End April 2013					
1.5 School of	BUILT AND NATURAL ENVIRONMENT									

2 Participants

2.1 Project supervisor /principal investigator: name, position and original signature	DR HANNAH NEATE Lecturer
2.2 Co-workers: names and positions [eg student]	AMANDA JACKSON – 20495900 Student

3 External collaborators

3.1 List external collaborating bodies NONE

3.2 Provide evidence of any ethical approvals obtained [or needed] by external collaborators

3.3 Indicate whether confidentiality agreements have been or will be completed N/A

Read any associated procedures and guidance or follow any associated checklist, and delete, Yes or No, for each characteristic in A) to F) below.

If you respond **No**, then in your judgment you believe that the characteristic is irrelevant to the activity.

If you respond **Yes**, then you should **provide relevant documentation** [including [risk assessments](#)] with the application, and cross-reference to it, eg A2 or B9. **Use reference numbers of standard forms, protocols and approaches and risk assessments where they exist.**

<p>A) Does the activity involve field work or travel to unfamiliar places? If Yes:</p> <ol style="list-style-type: none"> 1. Does the activity involve field work or leaving the campus [eg overseas]? 2. Does the field work involve a 'party' of participants or lone working ? 3. Does the activity involve children visiting from schools? 	<p>A) No</p> <ol style="list-style-type: none"> 1. Yes 2. Yes 3. No
<p>B) Does the activity involve humans other than the investigators? If Yes:</p> <ol style="list-style-type: none"> 1. Will the activity involve any external organisation for which separate and specific ethics clearance is required (e.g. NHS; school; any criminal justice agencies including the Police, CPS, Prison Service)? – start this now [CRB clearance process at Loughborough; Uclan contact Carole Knight] 2. Does the activity involve participants who are unable to give their informed consent (e.g. children, people with severe learning disabilities, unconscious patients etc.) or who may not be able to give valid consent (e.g. people experiencing mental health difficulties)? 3. Does the activity require participants to give informed consent? [consent guidance at City U] 4. Does the activity raise issues involving the potential abuse or misuse of power and authority which might compromise the validity of participants' consent (e.g. relationships of line management or training)? 5. Is there a potential risk arising from the project of physical, social, emotional or psychological harm to the researchers or participants? 6. Does the activity involve the researchers and/or participants in the potential disclosure of any information relating to illegal activities; the observation of illegal activities; or the possession, viewing or storage (whether in hard copy or electronic format) which may be illegal? 7. Will deception of the participant be necessary during the activity? 8. Does the activity (e.g. art) aim to shock or offend? 9. Will the activity involve invasion of privacy or access to confidential information about people without their permission? 10. Does the activity involve medical research with humans, clinical trials or use human tissue samples or body fluids? 11. Does the activity involve excavation and study of human remains? 	<p>B) Yes</p> <ol style="list-style-type: none"> 1. No 2. No 3. Yes 4. No 5. Yes 6. No 7. No 8. No 9. No 10. No

	11. No
C) Does the activity involve animals and other forms of life? If Yes:	C) No
1. Does the activity involve scientific procedures being applied to a vertebrate animal (other than humans) or an octopus?	1. No
2. Does the activity involve work with micro-organisms?	2. No
3. Does the activity involve genetic modification?	3. No
4. Does the activity involve collection of rare plants?	4. No
D) Does the activity involve data about human subjects? If Yes:	D) Yes
1. After using the data protection compliance checklist , have you any data protection requirements ?	1. Yes
2. After answering the data protection security processing questions , have you any security requirements ? [Data storage] [keep raw data for 5 years]	2. Yes
E) Does the activity involve hazardous substances ? If Yes:	E) No
1. Does the activity involve substances injurious to human or animal health or to the environment ? Substances must be disposed properly.	1. No
2. Does the activity involve igniting, exploding, heating or freezing substances?	2. No
F) Other activities:	F)
1. Does the activity relate to military equipment, weapons or the Defence Industry?	1. No
2. Are you aware of any ethical concerns about the company/ organisation, e.g. its product has a harmful effect on humans, animals or the environment; it has a record of supporting repressive regimes; does it have ethical practices for its workers and for the safe disposal of products?	2. No
Note: in all cases funding should not be accepted from tobacco-related industries	

If you respond **Yes**, then you should **provide relevant documentation** [including [risk assessments](#)] with the application, and cross-reference to it, eg A2 or B9. **Use reference numbers of standard forms, protocols and approaches and risk assessments where they exist.**

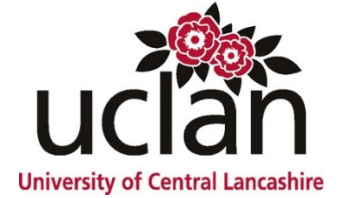
These standard forms are being followed [cross reference to the characteristic, eg A2]:

- A1 – see risk assessment
- A2 – see risk assessment
- B3 – see risk assessment
- B5 – see risk assessment
- D1 – see risk assessment

APPENDIX 8 Risk Assessment Form

Health, Safety and Environment Section

RISK ASSESSMENT FORM



Risk Assessment For
Service / Faculty / Dept: SBNE
Location of Activity: VARIOUS LOCATIONS
Activity: INTERVIEWING REF: FYLDE FARM

Assessment Undertaken By
Name: AMANDA JANE JACKSON
Date: 18 APRIL 2012
Signed by Head of Dept / equivalent
Date

Assessment Reviewed
Name:
Date:

List significant hazards here:	List groups of people who are at risk:	List existing controls, or refer to safety procedures etc.	For risks, which are not adequately controlled, list the action needed.	Remaining level of risk: high, med or low
A1 – Transportation: Car	Student	Contact details for insurance and breakdown/recovery services. Mobile phone (make sure charged).		Low
A2 – Lone Working	Student	Location information given to family member along with name of person meeting, time of return, and estimated time of return.		Low
B3 – Consent to interview	Student/ Interviewee	Consent form issued to each interviewee with conditions of use. Each consent form to be signed by interviewee and researcher. (Copy enclosed).		Low
B5 – Personal Security	Student	Mobile phone number and information given to family member as to the location of the survey and estimated time of return.		Low

D1 and D2 – Data Protection	Student/ Interviewee	Personal accounts/experiences will be recorded and used in the report; however, no names or personal details will appear in the report. The information will only be utilised for this specific research project. On completion of the report all recordings will be erased. The completed research project will be kept by UCLan and a copy kept by the researcher. Stored in a password protected file.		Low
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