



# TRAINERS' MANUAL ON DYNAMIC SECURITY

**Strengthening the protection  
of the rights of sentenced persons**

**Horizontal Facility for Western Balkans and Turkey**

Funded  
by the European Union  
and the Council of Europe



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CONSEIL DE L'EUROPE

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by the Council of Europe

“Strengthening the protection  
of the rights of sentenced persons”

# Trainers’ Manual on Dynamic Security

Developed by the Working Group of the Directorate for Execution  
of Sanctions with assistance from John McGuckin and Max Murray,  
Council of Europe consultants

Skopje, 2018

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## FOREWORD

This Manual and accompanied slides have been developed by a working group from the Directorate for the Execution of Sanctions with assistance from John McGuckin and Max Murray, Council of Europe consultants. The material was developed under the project ‘Strengthening the protection of the rights of sentenced persons’ and is intended to enhance and enable prison staff to promote good practice in the practice of Dynamic Security.

While the initial focus in the manual is on the concepts of dynamic security and pro social modelling, the Working Group recognised that Dynamic Security’ is not a ‘programme’ but is an approach of managing prisoners, therefore it was necessary to expand the training material to include topics such as professionalism, risk assessment, teamwork, interpersonal skills and managing meetings. The Working Group also developed a policy document on dynamic security and drafted a Standard Operative Procedure (SOP) for implementing the dynamic security concept within prison establishments. These documents are included in the Appendix.

This Manual does not seek to replace any formal training that already takes place for those who have responsibility for working in prisons, but to complement it. It is a Training Manual, which is meant to raise awareness and improve practice. It included general principles and specific European Prison Rules and CPT Standards.

RULE 51.2 OF THE EUROPEAN PRISON RULES:

The security which is provided by physical barriers and other technical means shall be complemented by the dynamic security provided by an alert staff who knows the prisoners who are under their control.

All of us, who have been involved in the production of this Manual, hope that some of the information contained in these pages will provide useful practical advice which can contribute to the smooth running of prisons and assist with the complexity of the task of preventing or managing prisoners.

# Module Descriptor

Module Title: Dynamic Security
Timings: 2 days (16 Hours)
<p><b>Module Aim:</b> Physical and procedural security arrangements are essential features of prison life, but on their own they are not sufficient to ensure good order. Security also depends on an alert staff who interact with prisoners, who have an awareness of what is going on in the prison and who make sure that prisoners are kept active in a positive way.</p> <p>Dynamic security measures are based on the community in the prison environment and the role that the prison staff have. By providing a good (professional) relationship and by carrying out measurements, it can reduce the risk of prisoners escaping and maintain good order and discipline.</p>
<p><b>Learning goals or outcomes</b> (learning-achievement):</p> <p>On successful completion of this module the learner will/should be able to...</p> <ul style="list-style-type: none"><li>• Explain the concepts of Dynamic Security within a Security Theory framework and its importance</li><li>• Demonstrate skills necessary to support the development of dynamic security concepts between staff and prisoners</li><li>• Use dynamic security principles in the daily work</li><li>• Identify appropriate engagement at case management meeting (Conference meetings)</li><li>• Demonstrate an ability to build positive, professional relationships with prisoners (Professional approach)</li></ul>
<p><b>Content of the Module</b> (Topics):</p> <ol style="list-style-type: none"><li>1. Concepts of Dynamic Security</li><li>2. Pro Social Modelling</li><li>3. Policies and Standard Operational Procedures (including the Application of Use of Force)</li><li>4. Concepts of Professionalism</li><li>5. Interpersonal Skills</li><li>6. Teamwork/Participation at Conference Meetings (Case Management)</li></ol>
<b>Indicative Syllabus</b>
<p><b>Introduction to Dynamic Security Modules – Prisons</b></p> <p>What are prisons for An Ideal Prison Healthy Prisons</p>

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## **Concepts of Dynamic Security**

Introducing to Concepts

Physical, procedural and dynamic security – Security Theory

Safe environment

Constructive regime

Relationship staff and prisoners

## **Pro Social Modelling**

Definitions Staff as role models

Positive and negative behaviours

Respect

Consistency

Fairness

Motivation

## **Policies and Standard Operational Procedures**

SOPs in system and relevance to Dynamic security (searching, discipline sanctions, complaints and requests)

Harmonisation of laws with international standards – Identifying areas to improve SOPs

Equalisation and standardisation in working with prisoners

Building appropriate and professional relationships

SOPS used as a tool to build professional relationships

## **Concepts of Professionalism**

Professional relationship in daily work

Code of Ethics - basic rights COE Rec (2012) 5 (New national code of Ethics for Prison Staff)

## **Interpersonal Skills**

Fundamental importance for dynamic security

Developing good (positive) Communications

Verbal and nonverbal communication

Reflective listening skills

Conflict Resolution and Prevention

## **Teamwork/Participation at Conference Meetings (Case Management)**

Team working

Engaging at conference meetings – an overview

Prioritising of work commitments/Time management

## **Teaching and Learning Methods:**

Lectures, practical exercises, group work for case analysis, role play, and interactivity.



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**Evaluation methods:**

Pre-and- post course knowledge tests  
Implementation evaluation over time

**Teaching/learning resources (facilities, equipment, etc.):**

Room with computer, projector, Copy of Training Manual, PowerPoint presentation, flipchart and markers. Hand-outs:

**Mandatory/Recommended Literature:**

- House Rules for Inmates serving a sentence in the Penitentiary Institution (January 2012)
- Law on the Execution of Sanctions (Official Gazette no 2/06 and no 57/10)
- European Prison Rules [Rec 2006) 2]
- CPT Standards
- Staff training [Rec (97) 12]
- Code of Ethics for Prison Staff [Rec (2012)5]

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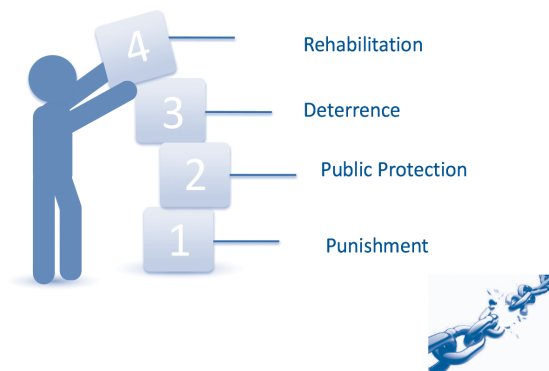
## Introduction to Dynamic Security Modules - Prisons

Dynamic Security is a concept and a working method by which staff prioritise the creation and maintenance of everyday communication and interaction with prisoners based on high professional ethics, and ensure that there is sufficient purposeful and meaning activity to occupy prisoners, bounded by effective security. It aims at better understanding prisoners and assessing the risks they may pose as well as ensuring safety, security and good order, contributing to rehabilitation and preparation for release. A prison run on Dynamic Security principles means an alert group of staff who interact with, and who know their prisoners; staff developing positive staff-prisoner relationships; staff who have an awareness of what is going on in the prison; fair treatment and a sense of “well-being” among prisoners; and staff who make sure that prisoners are kept busy doing constructive and purposeful activities that contribute to their future reintegration into society. The maintenance of control in prison should be based on the use of dynamic security, the development by staff of positive relationships with prisoners based on firmness and fairness, in combination with an understanding of their personal situation and any risk posed by individual prisoners.

**Trainer** states the objective and make sure the participants understand what they are expected to know by the end of the session. This will help them to quickly get the idea of what you are about to cover and perhaps become more interested/excited about learning it as well. Always start a new session or topic by stating the general objective so participants know what they will learn by the end of it.

**Trainer** conducts a review of Prisons

### What are prison for?



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The rationale for imprisonment can be seen as a continuum, yes, people are sent to prison as a punishment, but it is what we do when they are in our prisons that really matters. The European Prison Rules are quite clear on what our objective is:

#### EPR BASIC PRINCIPLES

The treatment of persons sentenced to imprisonment shall have as its purpose, so far as the length of the sentence permits, to establish in them the will to lead law-abiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.

Discuss the fact that prisons are part of society – they are not a total institution.

#### Exercise “An Ideal Prison” – group work

Participants are divided into groups. The task is to describe/draw an ideal prison and define its principles elements/characteristics. Discussions in groups – in what way it is possible to ensure the operation of such a penitentiary institution and to adhere to the relevant rules (with the reasons why these rules are not always adhered). What can be done to introduce such rules into prison practice?

Presentations of the group work: discussions/comments/conclusions

Use the group comments to introduce the concepts of Security, control and Justice and of the dynamic security approach to managing prisons according to European and international standards. Contemporary prison management is underpinned by:

Dynamic Security

Integrated Sentence Management

Individual Risk and Needs Assessments

Purposeful activities (Work and Education)

Incentivised Regimes

Pre Release planning

#### International Context

There are three requirements which must be met if the prison system is to be stable: they are security, control and justice. For present purposes, **‘Security’** refers to the obligation of the Service to prevent prisoners escaping.

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'Control' deals with the obligation of the Service to prevent prisoners being disruptive.

'Justice' refers to the obligation of the service to treat prisoners with humanity and fairness...'

The three main elements in ensuring that prisons are safe places:

**Security:** appropriate security means that the prison authorities safeguard the public by carrying out the order of the court to deprive certain people of their liberty.

**Good order and control:** this means that staff and prisoners are safeguarded by the fact that prisons are places where there is order and control rather than anarchy and chaos.

And **discipline and punishment:** from time to time good order will break down and breaches of discipline will have to be punished.

## Concepts of Dynamic Security

To provide a balanced prison system that ensures adequate security and control with an ethos of humanity is a complex task, calling for highly developed professional skills and leadership. It required seismic strengthening and security upgrades, and an appraisal of established methods of implementing security, good order, and control mechanisms.

## Components of Prison Security

We all know it is important to keep control and stability inside and outside of the prison. Although there are many security measures that can be put into place, it is a balance of the physical design of the prison, adherence to procedure and the skilled prison staff that makes the difference in safety and security. All 3 play a major role in keeping things running smoothly inside and outside the perimeters.

In order for the prison service to prevent escapes and to abide with the law, security measures are used. These can be explained using three subtitles; these consist of physical security; dynamic security and procedural security. These all work together in unison so that prisoners find it incredibly difficult to escape from custodial care.

**Physical security:** that is the walls, bars, locks, keys, gates, CCTV, movement detectors and other technological devices, perimeter sterile areas.

**Security Procedures:** that is accounting for prisoners, searching cells, standing operation procedures

**Dynamic Security:** that is the interaction between staff and prisoners, staff developing a situational awareness and turning information into intelligence.

Each of these components will be discussed.

We also achieve **security** in other ways:

- By diverting prisoners energy into constructive work and activity
- By developing positive relationships with prisoners
- By creating decent regimes and programmes for prisoners

Of course, there is more than one system of controlling prisoners; in the USA the tendency is to strengthen the prison perimeter with watchtowers, searchlights, armed sentries, every conceivable mechanical aid and constant riot control standby teams.

High walls or fences and detection systems are essential when building a prison, the layout, design and age and level of maintenance of prisons have a direct impact on the level of security.

In other jurisdictions, security is founded upon the nature and quality of relationship between staff and prisoners, staff with each other, their professionalism, systems and procedures in place combined with effective physical defences.

It is safe to say that principle **security objectives** of the prison service are to prevent escapes and to maintain good order within prisons, and thus ensure the safety of staff, prisoners and the public.

It is not part of the human condition that we readily accept captivity, however many prisoners accept their sentence and their main interest is doing their time easily and quietly, some prisoners are opportunistic and will attempt to escape if they see what they think to be an opportunity or lapse of security. A small minority of prisoners are determined to escape and will make continuous attempts to gain their freedom. Every escape or attempted escape seriously damages the credibility of the Prison Service to the public, to staff and to prisoners.

Because of the opportunistic and the determined, prison security must be the central concern of all prison staff. Security is paramount and it is **all** staff's responsibility to prevent prisoners from escaping. In order to ensure high standards of security it is necessary to recognise and prevent potential

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security breaches and maintain an environment for effective dynamic security. Of course, no prison can prevent escapes without good external controls and physical barriers, such as security doors and fences. All of these must be checked regularly and in good repair, but physical barriers are only part of a prison's escape protection. What the staff does is equally important. Staff must diligently conduct cell searches and head counts and follow escort and other security procedures easily.

Therefore, maintaining a secure prison involves: having the right **physical security** measures; ensuring that effective **procedural security** measures are in place and nurturing '**dynamic security**'.

The success of the service in meeting its security objectives depends upon a system of security which keeps these constituent elements of security in balance in order to prevent an over reliance in any one aspect. It is imperative to ensure that all staff are aware of the concepts covered in the implementation of dynamic security and to create the necessary structures to train and enable staff to feel supported in the exercise of their authority.

The credibility of any prison system rests on its ability to keep prisoners in custody—in other words, to prevent them from escaping and from committing further crimes while in custody. This is a fundamental activity of prison management as it protects the public from further criminal acts; contributes to giving the public, media and politicians confidence in the rule of law and the criminal justice system; and enables prisoners to benefit from rehabilitation activities provided within the prison system.

Prison security refers not only to the means by which escapes are prevented but also to measures that are necessary to stop high-risk prisoners from directing criminal activity taking place outside the prison. Such criminal activity may include conducting organized crime, directing terrorist or gang activity, organizing drug trafficking, and seeking to intimidate or corrupt witnesses, judiciary, lawyer or jurors.

## Physical Security

The physical structure of a prison is extremely important. The role is twofold: to keep society out and to keep prisoners in. Therefore, high walls or fences and detection systems are essential when building a prison. Physical security is the prison building itself, the layout thereof, the design as well as fixed security systems attached to it, such as close circuit television, security fences, alarm and detection systems, etc." With that being understood, it is easy to understand why the physical design plays such a big role in the prison system. Every day more innovations are being introduced as a way to heighten security.

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GET PARTICIPANTS TO IDENTIFY ASPECTS OF PHYSICAL SECURITY.

E.G. Metal detectors (walk through and hand held); X ray screening system; Identification badges/palm readers; Radios and other communications systems; Alarm buttons; Locked perimeter doors and gates; Cells; Locks; Alarms; Fences; Gates ; Security of surrounding area; Security lighting CCTV cameras; Alarm systems and sensors; Access control.

## Procedure security

**Procedure security** measures are essential to improving security and preventing escapes as it allows risks to be assessed and dealt with appropriately.

### **Importance of security procedures:**

These procedures allow risks to become identified and this then allows them to be dealt with appropriately. Due to this, all prisoners will still be under control if security is breached or broken. Security procedures will occur throughout the entire day. They exist to:

- Identify and isolate possible security risks;
- Deal and isolate the physical risks;
- All procedures need completion of associated documents and records.

GET PARTICIPANTS TO IDENTIFY ASPECTS OF PROCEDURAL SECURITY.

The following are examples to highlight certain areas of routines and procedures common to prisons: Applying handcuffs; vehicle searches, controlled movement; cell search; radio checks; lock check; searching - **searches**: A search plan is a central component of each institution's work plan for the year. Searching must be regarded as an essential component of every institution's quest for a safe and secure environment.

## Dynamic Security

The European Prison Rules recognise that it is important that good order should be maintained in prisons at all times.

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**Rule 49 of the European Prison Rules:** Good order in prison shall be maintained by taking into account the requirements of security, safety and discipline, while also providing prisoners with living conditions which respect human dignity and offering them a full programme of activities in accordance with Rule 25.

This will be achieved if there is a proper balance between considerations of security, safety, discipline and the obligation imposed by Article 10 of the International Covenant on Civil and Political Rights that “all persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person”.

Physical and procedural security arrangements are essential features of prison life, but on their own they are not sufficient to ensure good order. Security also depends on an alert staff who interact with prisoners, who have an awareness of what is going on in the prison and who make sure that prisoners are kept active in a positive way. This is the basic concept of dynamic security and is much more qualitative than one which is entirely dependent on static security measures. The strength of dynamic security is that it is likely to be proactive in a way which recognises a threat to security at a very early stage. Where there is regular contact between staff and prisoners, an alert member of staff will be responsive to situations which are different from the norm and which may present a threat to security, and thus will be able to prevent escapes more effectively.

We know that the training of prison management and staff directly influences the efficiency of a prison system and the observance of human rights in places of detention. Changing mind-sets is the most difficult barrier to prison reform. Often the shifting of mind-sets is not recognised as the basis of effective changes in prisons. Instead, the focus often turns to security issues and the renovation of or addition of more facilities. In general little focus in training is related to managerial issues, ethical context, communication skills, working in a team, human contact, mediation of conflicts and other similar, communication-based topics. Hopefully this manual will increase our understanding of these topics.

There is often confusion about the concept of dynamic security. Dynamic security is an approach that heavily relies on the relationship between staff and prisoners to create the security. Many prison staff members are cynical of



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the approach as they misunderstand the concept. We need to embrace the “**dynamic security**” agenda in a meaningful way and get the basic concept understood by all staff.

The CPT observes carefully the prevailing climate within an establishment. The promotion of constructive as opposed to confrontational relations between prisoners and staff will serve to lower the tension inherent in any prison environment and by the same token significantly reduce the likelihood of violent incidents and associated ill-treatment. In short, the CPT wishes to see a spirit of communication and care accompany measures of control and containment. Such an approach, far from undermining security in the establishment, might well enhance it.

Irrespective of staffing ratios, each contact between staff and prisoners reinforces the relationship between the two, which should be a positive one, based on dignity and mutual respect in how people treat each other, and in compliance with international human rights principles and due process.’ United Nations, *Prison Incident Management Handbook*, 2013, p21, 22.

Maintaining a proper balance between security measures and obligations enshrined in international law, namely that all prisoners’ fundamental human rights are respected and that they are treated accordingly, can be a challenge for prison administrators.

Dynamic security plays an essential role in the management of prisons but the concept is neither well understood nor adequately defined. No other factor plays such a significant role in providing a safe and secure environment in our prisons. Dynamic security speaks specifically to the relationships that exist between all staff members and the prisoners with whom they work. Every interaction that occurs between these two groups of people has a cumulative effect on the overall culture of the Service. Every interaction has the potential to enhance a positive institutional culture or to undo the collective efforts of many others to improve it. Over the years – many reviews of security incidents in various jurisdictions have reflected repeatedly that problems in institutions occur when there is little positive interaction between staff and inmates. There is an over reliance on technology in many prison services –We must be careful not to let technology define policy.

The dynamic security measures used are more based on the community in

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the prison environment and the role that prison staff have. By providing a good relationship and by carrying out measurements, it can reduce the risk of prisoners escaping.

DYNAMIC SECURITY ENTAILS:

Professional Relationships between staff and prisoners

A Constructive regime

A Secure environment

Anything which reduces the inclination or opportunity to escape or abscond

The term 'dynamic security' was first described as: 'knowing what is going on in a prison establishment, in addition to providing a safe and secure background against which the whole range of activities making up the life of a prisoner takes place'. It is based on the idea that positive relationships between staff and prisoners help security and control by improving the flow of information from prisoners to staff.

However, dynamic security is not about friendly relationships with prisoners. It covers proper or correct relationships, which reinforce the role of staff. Staff must always retain a professional role. It is proper for a member of staff to be friendly with a prisoner but this must never amount to friendship. It is proper to treat a prisoner fairly but this does not mean being soft or being manipulated. It is unwritten understandings among prisoners and staff that create the social order within the prison. Staff adjust their behaviour pattern to fit within the generally accepted tolerance levels of each establishment.

The real professionalism of prison staff requires that they should be able to deal with prisoners in a decent manner while paying attention to matters of security and good order. The development of constructive and positive relations between staff and prisoners not only reduces the risk of ill treatment but also enhance control and security. New staff often report for training with the presumption that a uniform and the rattle of keys will give them the authority to do the job. But the authority of the staff is vested in his or her personal approach and the professional application of their skills rather than the uniform.

Dynamic security enables a constant communication between staff and prisoners, enabling potential incidents to be pre-emptively defused or quelled quickly. It enables information to be gathered by staff that may allow them to predict, and therefore prevent, serious incidents. It also provides information

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that may lead to the prevention of disturbances. In short it is an approach that relies on the relationship between staff and prisoners to create the security.

#### ESSENTIAL ELEMENTS IN DYNAMIC SECURITY

- Establishing professional and positive relationships, communication and interaction between the staff and prisoners
- Meaningful activities
- Establishing trust and effective communication and therefore “knowing what is going on”
- Intelligence and risk assessment

#### OTHER ELEMENTS CONTRIBUTING TO DYNAMIC SECURITY

- Staff competence and interpersonal skills
- Classification of prisoners
- Categorization of prisoners
- Progression during imprisonment
- Leadership and understanding on all levels
- Accountability and trust

**Get participants to identify how these elements can be achieved in their prison.**

### Role of prison staff:

The daily activities of security staff consist of checking prisoners regularly to check safety and presence and then allow the prisoners out of their dormitories, this ensures that no prisoner has escaped but also when out of cells they can control the safety aspects allowing no escapes to occur. At the end of the day there is a final headcount which emphasises the importance of knowing where each prisoner is in order to control them in an appropriate manner. When moving prisoners, prison staff need to ensure there is safety at all times and that any individual needs are met, this enables the prisoners themselves to believe they are safe and so reducing the likelihood of them escaping. Movement is likely to happen when taking prisoners from their living quarters to food or to where they are employed in the prison. During domestic visits, staff needs to make sure the area is constantly supervised and searches are done when entering and exiting on both visitors and prisoners, this ensures that no one is trying to escape and the constant supervision allows no prisoner to actually attempt to escape. During official visits, staff must stay with the visitor the whole time whilst supervising the prisoner in order to prevent escaping but also improves security.

### Constructive regime:

A constructive regime is important in the prison service as it allows the

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prisoner to keep the regime that they would have when leaving prison and this helps strengthen security as it allows the prisoner to have a secure environment that is the same and so the prisoner will know what to expect and so this will reduce the risk of escape. This constructive regime takes place constantly as the whole day is structured around the prisoners.

### Intelligence systems:

Intelligence systems keep a track record of criminals and what they are doing, so this system will allow staff to understand which prisoner is where and whether they are likely to try and escape and this can then help staff to prevent the escape.

### Importance of a secure environment:

By keeping the prisoners in a secure environment this ensures that the prisoner feels safe and doesn't feel the need to escape in order to have a better quality of life and therefore prevents the escape. This secure environment is needed throughout the prisoners stay in the institution.

### Good (Professional) relationship between prisoner and staff:

In order for there to be a good relationship between the staff and the prisoners, there needs to be balance. The purpose is to balance the authority that the staff have with understanding of the prisoner as well as having compassion for them, this enables the process of rehabilitation to happen quicker. As rehabilitation would be quicker and more effective, it would deter prisoners from escaping as not only the good relationship will allow the prisoner to respect the staff but the prisoner would be in a better state of mind and therefore will be less likely to escape. This good relationship would be maintained throughout the custodial care from the minute the prisoner arrives to when the prisoner is allowed to leave.

### Dynamic Security entails that:

- There is an expectation that prisoners will be at their appointed places at appointed times through controlled movement.
- There is an emphasis on staff checks and searches.
- Staff are in a position to carry out regular, direct surveillance which provided the capacity for a more proactive, dynamic approach to security.
- Moreover staff and prisoners are forced to interact on a personal level.

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This approach forced what could be seen as a new functional management style based on a co-operative rather than a coercive relationship between prisoners and staff. Much of the responsibility for the management of living unit is devolved to staff who, ideally have a stable association with a particular unit and become involved in administrative and welfare concerns of the prisoners in their charge.

**Direct surveillance aims to increase the probability that misbehaviour will be detected and punished. – Staff see what is happening. Closer interpersonal contact among prisoners and staff attempts to inhibit dehumanising neutralisations and encourage everybody to come to know and treat one another as individuals.**

Dynamic security within a positive regime is about keeping prisoners occupied and staff engaging them in constructive relationships. An important aspect of a positive prison regime is the emphasis given to work, programme and study while in prison. It is not acceptable that prisoners ‘do time’ – that is counting the minutes until the time of release. Prisoners should be able to count their skills and qualifications rather than days, hours and months.

Do not be under any illusion. Dynamic security places a heavy burden on staff.

Staff need to be constantly alert against conditioning.

Staff need to be constantly alert to maintain a professional yet friendly approach.

There is always the possibility of staff retreating back to outside the units so supervisory staff must remain alert to this possibility.

## Responsibilities and procedures

All staff who interact directly with prisoners will:

- motivate prisoners to engage in pro-social, responsible behaviour
- enhance their knowledge base of the prisoner’s activities and behaviours by observing and assessing behaviours (positive and negative) critical to maintaining a safe and secure environment
- consider factors that affect prisoner behaviours and interactions (e.g. communication styles, learning deficits, mental health)
- record and share dynamic security related information with security, case management, health services, intelligence and other pertinent staff
- immediately report prisoners interactions or behaviours that may

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jeopardize the safety of staff, prisoners, public, or the institution and complete a Statement/Observation Report

Prison staff should develop and sustain professional relationships with prisoners. Many indicators of a prison system's success are shown in the efforts of prison staff to work constructively with prisoners, and to exercise their judgment and discretion in doing so. Dynamic security occurs when prison staff interact and engage with prisoners during the course of their work by:

- Regularly walking through the area in which they are posted;
- Talking to prisoners, gaining their trust, and building rapport;
- Checking prisoners' physical welfare during musters and head checks;
- Maintaining a consistent approach to inappropriate behaviour;
- Encouraging positive behaviour and addressing negative behaviour;
- Engaging in case management process;
- Following up on requests in a timely manner; and
- Remaining calm during incidents.

Placing an emphasis on the need for prison staff to establish positive relationships with prisoners is key to dynamic security. This concept rests on the notion that engaging with prisoners and getting to know them can enable staff to anticipate and better prepare themselves to respond effectively to any incident that may threaten the security of the prison and the safety of staff and prisoners.

The nature of relations between staff and prisoners is also key to dynamic security. **For example, the way in which prison staff address prisoners, how searches are carried out and their frequency, whether prisoners' privacy is respected when they are required to remove clothing, whether restraints are used unnecessarily and in a way which is humiliating, whether privacy in toilets and showers is respected, whether prisoners are required to wear distinguishing uniforms, are all ways in which prisoners' humanity and dignity may or may not be respected.** Using disrespectful language, or subjecting prisoners to humiliating routines or practices without any security justification, constitute a breach of their fundamental right to be treated with humanity and with respect for their inherent dignity.

It is the culture of an institution that largely determines the frequency and nature of staff / prisoner interaction. All of the laws, policies and directives will not create an environment that fosters staff and prisoner interaction.

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The concept of dynamic security is well accepted and recognised as important both for maintaining a safe environment and as an aid in enhancing relationships that contribute to the goal of reintegration. It is suggested that all prison services needs a deliberate strategy of constantly reviewing all practices and promoting dynamic security.

## Constructive activities for prisoners

Another aspect of dynamic security is ensuring that prisoners are kept occupied in constructive activities during their sentence. Involving prisoners in constructive activities has two benefits related to dynamic security. First, keeping prisoners fully engaged reduces the time that they have to be disruptive and to plan escape attempts. It also ensures that prisoners channel their energy in a constructive manner and are tired at the end of the day, thereby reducing their motivation to engage in disorder. Secondly, it gives prison staff an opportunity to engage prisoners while they are participating in the activities, which contributes to establishing positive relationships and enables staff to gather intelligence.

Providing a full range of constructive activities for prisoners plays an important part in the “dynamic security” of the prison. This means that, if prisoners are fully and productively engaged in constructive activities, the prison is likely to be safer and more secure.

*Human Rights and Prisons: A Manual on Human Rights Training for Prison Officials*, vol. I, Office of the United Nations High Commissioner for Human Rights, 2005, page 98.

Channeling prisoners’ energy into positive activities is an essential element of dynamic security principles. Each individual should be provided with the opportunity to develop him or herself personally in job skills and education, among others, while also being offered a chance to address psychosocial issues which may have contributed to his or her criminal activity. Therefore, it is of great importance that constructive activities and programmes are offered to prisoners as an essential component of their sentence plans.

Constructive regimes includes a balanced programme of activities, including work, vocational training, education, recreation, religious and cultural activities and sport, as well as programmes that address the specific criminogenic and mental health needs of individual prisoners, and which may include courses, group work or individual counseling.

Activities offered should be of an interesting and demanding character.

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Undemanding, dull, routine tasks will increase and not reduce the sense of waiting for meaningless time to pass. Purposeful activities can provide intellectual and emotional stimulation and be of practical use in making prisoners physically tired and less able/inclined to attempt to escape.

Offering prisoners a programme of individualised, constructive activities is not always an easy task. However, prison administrations need to work towards implementing constructive regimes, using their resources creatively, and to this end, they may benefit immensely from forming partnerships with suitable civil society organizations and academic institutions to deliver activities and programmes. Many prisoners will have turned to crime because of their low income and the lack of a steady job, often coupled with lack of education. Prison may offer them a first opportunity to acquire new job skills and become accustomed to the discipline of regular work, which will contribute significantly to their ability to live crime-free lives following release from prison.

The organization and methods of work in the institutions must resemble as closely as possible those of similar work outside institutions, to protect prisoners' fundamental rights relating to work and working conditions and to prepare prisoners for the conditions of normal occupational life. This also means that prison work should not be of an afflictive nature, and no prisoner should be required to work for the personal benefit of prison staff. Prisoners must receive wages for their work which, as far as possible, are equivalent to wages received for the same type of work in the community.

Many prisoners have few educational qualifications. A significant proportion is illiterate or semi-illiterate. Often, their involvement in crime is associated with their low educational levels. Education can help such prisoners overcome such basic and existential needs. It can be a vital avenue towards renewed self-respect and hope for a positive return to society. Education is seen as an essential aid to social reintegration, with a number of studies showing that it is instrumental in reducing rates of reoffending following release. International standards require that all prisoners be offered an opportunity to improve their educational levels, as a fundamental component of strategies that aim to enable their social reintegration. Education provided should, depending on the needs of prisoners, range from basic literacy classes to higher education.

International norms make clear that all prisoners should have at least one hour of exercise outside every day, where there is enough space to exert



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themselves physically. Sports and physical exercise are very important in maintaining both physical and mental health, especially for those prisoners who are accommodated in restrictive custodial settings. While the exercise area should be secure and easy for staff to observe, it should be sufficiently large and in the open air. It should have means of rest and shelter from inclement weather and ideally, it should be provided with a toilet and drinking water. Prisoners should be able to take exercise together with other prisoners of the same unit, or others selected on the basis of their risk assessments. They should be provided with sports equipment and, where resources allow, a gym and facilities to undertake a range of different sports activities. Similar to security precautions taken in the case of work, prisoners should be searched, supervised and sports equipment carefully accounted for following each session.

Provision of sports and recreational equipment need not place an excessive burden on prisons. Access to outside space is important, but a ball can provide the basis for recreation and exercise for a group of prisoners. Activity of this kind is useful for health, to lower tensions and to good relations in the prison, particularly if staff join in. In some prisons, it may also be possible to have a small number of personnel who are qualified physical trainers and can organize activities with prisoners.

**Trainer presents a case study/scenario based on dynamic security and breaks participants into small groups for discussion and feedback to main group.**

## Staff training

Dynamic security is most effective where there is a professional and well-trained group of staff. Staff should be specially selected and trained to work with prisoners. Where staff are not properly trained in establishing and maintaining relationships with prisoners, they are more likely to be vulnerable to conditioning and manipulation by prisoners.

The importance of building and maintaining relationships with prisoners should be reflected and emphasised repeatedly in the ways prison staff are assessed, developed and selected, as well as being reinforced in the messages sent by senior managers. The significance of interpersonal skills should also be emphasised in many aspects of ongoing training. There should be specific provision within initial training, for example on communication skills

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and relationship building.

Staff training should enable staff to understand the types of prisoners. They should be trained to understand the components that make up security and to apply the required security measures with adherence to the principles of procedural and dynamic security. They should be able to balance the requirements of security with the need to respect the dignity of all prisoners and to implement positive and constructive regimes. They should receive training on combating conditioning and manipulation and resisting subtle attempts by prisoners to compromise security requirements. They should be able to respond appropriately and professionally to violence and disruptive behaviour in prison using the minimal amount of force.

A significant number of prisoners may present a complex and challenging range of risks and needs, which may include the co-existence of antisocial personality patterns or disorder, psychopathy, and substance dependence problems. Staff need to be trained to work closely with such prisoners, responding appropriately to the complex risks and needs posed.

Effective prison staff should be able to develop, manage and sustain complex and variable relationships with prisoners. In the very many cases where the work of prison staff is done outstandingly well, the staff successfully apply subtle and sophisticated skills and judgments in their interactions with prisoners. The training provided to staff should enable them to develop and hone these skills and exercise their judgment in an appropriate manner.

## Prevention of staff corruption and manipulation

Prisoners often seek to control staff and to make them do things that are prohibited. There are numerous international examples of staff having been conditioned and manipulated in ways that have enabled prisoners to escape. There is an increased risk of manipulation of staff by prisoners where there is frequent contact between staff and prisoners, as is the case where dynamic security is operating effectively.

A particular problem, however, concerns the degree of distance that prison staff need to maintain from the prisoners. On the one hand, the demands of security routines easily lead to staff exercising a high degree of formal control over prisoners and keeping them unduly distant. But the opposite of this state of affairs is equally damaging.

Over time, and in well-meaning attempts to maintain good staff-prisoner relations, prison staff may become too close to prisoners with the result that the latter manipulate the former for improper purposes. Assisting the basic grade staff to maintain a correct balance is a responsibility of senior supervising staff.

*Management by Prison Administrations of Life-Sentence and Other Long-Term Prisoners, Recommendation REC (2003) 23, Adopted by the Committee of Ministers of the Council of Europe on 9 October 2003 and Report, para. 77.*

In addition to working towards an escape, prisoners may try to manipulate or bribe staff to acquire illegal articles, such as drugs or mobile phones from outside prison or to be granted special privileges and powers within prison. Special difficulties may arise in the case of prisoners sentenced for organised crime or terrorism. Such prisoners can seek to manipulate staff to carry out serious criminal activities.

Such risks can be countered by the proper training of staff, as stated earlier. There is also a need to ensure an appropriate degree of mobility and rotation for staff so that they are not exposed to contact with these prisoners for unduly long periods. Clear procedures to deter and detect staff corruption, including the routine and random targeted searching of all staff entering prisons and a functioning system of disciplinary measures against staff who engage in corrupt or other illegal activities are also key components of strategies that aim to prevent staff corruption and manipulation.

The management of prisoners is always weakened if they can exploit staff conflicts, which often arise due to staff's different approaches and actions in relation to the treatment of prisoners. The ideal is to prevent staff conflicts before they lead to a damaging imbalance between different approaches to the treatment of prisoners, usually between that of sympathetic relations and that of firmness and control. Regular meetings and discussions should be arranged between the different staff categories in order to achieve and maintain a proper balance between these two approaches to prevent visible conflicts.

Another important precaution against corruption is to ensure that prison staff who come into contact with prisoners receive a satisfactory level of pay and that they enjoy appropriate working conditions. This can prevent staff from being vulnerable to bribes. Good pay also ensures that staff are

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satisfied and function better, carrying out their duties more effectively, including the prevention of escapes and maintenance of good order and discipline in prisons.

Prison staff who have reason to believe that a violation of the ethical code has occurred or suspect it is about to occur shall report the matter to their superior authorities and, where necessary, to other appropriate authorities (See, Council of Europe—Recommendation CM/Rec (2012)5 of the Committee of Ministers to member States on the European Code of Ethics for Prison Staff, article 35).

This action is often referred to as “whistle-blowing”. Doing so may put staff in a particularly vulnerable position where they may be intimidated or ostracised by other staff or managers. In order to encourage staff to report misconduct, appropriate protection measures should be put in place. These may include guarantees of confidentiality, support from senior management, reassurance to potential “whistle-blowers” that their information is valued and that they will not be treated adversely should they have the courage to raise their concerns. Any security information report submitted in relation to staff corruption or manipulation should be treated as confidential.

## Embedding dynamic security in operational policy

Dynamic security needs to be supported by the development of appropriate policies and procedures and training by prison department management. Prison staff should be aware of the advantages of implementing dynamic security in a prison and how it enhances security beyond the strict application of prison rules and regulations.

In addition to building the concept of effective relationships between staff and prisoners into staff training, prison management should ensure that the concept of effective relationships is translated into reality through the formation and application of related operational policy.

Central policy provision should promote the role of prison staff in developing and sustaining constructive relationships with prisoners, in making judgments and in dealing effectively with fluid and complex situations. This should be particularly evident in the context of prisoner care (for example, in preventing self-harm and self-inflicted deaths) and of tackling offending behaviour. But those same assumptions should also be present in the ways in which central policy on security and control rely on local application, and

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on prison staff exercising active judgments and interacting with prisoners, for example in the de-escalation of potentially dangerous situations. Policies should seek to support staff by providing clear frameworks and tools with which to operate; but their success relies on the judgment, discretion and actions of the individual member of staff.

## Gathering information

A fundamental aspect of dynamic security is that it feeds the prison information/intelligence system. Prison staff who mix with prisoners observe and listen to what is going on and obtain information from prisoners. They are able to feed this information into the security system so that valuable intelligence is developed. Many escapes, instances of disorder and criminal activities in prisons and the community have been prevented through effective dynamic security and information gathering.

**Trainer** leads discussion on aspects of information which can become intelligence. Get participants to identify actions and observations and systems of information handling/dissimulation.

Seasoned correctional personnel can develop a sixth sense about the “feel” of certain correctional environments. They know when something is not right or normal. Gathering intelligence is just refining those learned traits and reporting and documenting observations, conversations, associations, changes in prisoners’ actions and behaviors, etc.

*Radicalization and Intelligence Gathering In Correctional Institutions (2015).*

Where dynamic security operates effectively, staff will be monitoring and reading their environment and the prisoners within it. The strength of dynamic security is that it is likely to be proactive in a way that recognises a threat to security at a very early stage. The principles of dynamic security apply especially in high-security prisons. Staff will generally accompany these prisoners whenever they are outside their living accommodation or moving from one part of the prison to another. The supervision of these prisoners involves much more than a mere escort function. Staff should interact with them in as positive a manner as possible. By being more attentive to what is going on throughout their individual correctional facilities, Staff can be instrumental

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in identifying those doing the radicalizing and those being radicalized. We mentioned that an aspect of Dynamic Security is the interaction between staff and prisoners, staff developing a spatial awareness and turning information into intelligence.

## Security Information

This means that we need to be able to gather security information intelligently, analyse it thoroughly, discard it if it has no intrinsic value, and record and share it if it does. The gathering and analysis of information has only limited value if it is restricted to each institution individually.

The role of security intelligence should include:

- Threat risk assessment of people and structures.
- Population profiling - who does what to whom.
- Strategic information gathering based on an institutional strategic security plan. I would discourage a super-sleuth mentality and believe that staff members working in this area must be strategic thinkers, able to see the big picture.

Real power in a prison resides in information. To manage prisons effectively, Management need to control information at all levels. This means knowing what is happening at all times, despite the difficulties associated with a prison environment in which, by definition, information is frequently withheld or concealed. Management need to know a great many things, such as for example the whereabouts of staff, what was said in the prison workshops at a given time, or the subject of a dispute among prisoners.

## Firmness and Fairness

Dynamic security must also be backed by a serious disciplinary code for dealing with bad behaviour. Sanctions must be a part of the system.

It is equally important to provide feedback on good behaviour.

Reward systems and the ability to progression is important.

When implemented effectively, dynamic security allows prisoners to feel comfortable when approaching prison staff before problems escalate. It is important, therefore, that staff take every opportunity to interact directly with prisoners and avoid retreating behind doors, into corridors or offices and stations unless required to do so. This is where the importance of Pro Social Modeling comes in.

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## Pro Social Modelling

**Trainer** asks: What is Pro-social practice?

Pro-social practice or pro-social modelling is the process by which professionals bring out the best in people by acting as a positive, motivating role model.

**Trainer** explains – Pro-social modelling theory arose from studies carried out on Probation officers in Australia and Canada. It was noted that prisoners of some probation officers were less likely to reoffend than others. Tape recordings were made of interviews between Probation officers and their prisoners. It was found that those probation officers were:

- Consistently pro-social in their interactions;
- Had higher degrees of empathy;
- Reinforced pro-social expressions and actions.

**Trainer** asks participants to explain the terms ‘empathy’ and ‘reinforced pro-social expressions and actions’.

### CPT STANDARDS: STAFF-PRISONER RELATIONS

Para 26: The cornerstone of a humane prison system will always be properly recruited and trained prison staff who know how to adopt the appropriate attitude in their relations with prisoners and see their work more as a vocation than as a mere job. Building positive relations with prisoners should be recognised as a key feature of that vocation.

The real professionalism of prison staff requires that they should be able to deal with prisoners in a decent and humane manner while paying attention to matters of security and good order. In this regard prison management should encourage staff to have a reasonable sense of trust and expectation that prisoners are willing to behave themselves properly. The development of constructive and positive relations between prison staff and prisoners will not only reduce the risk of ill-treatment but also enhance control and security. In turn, it will render the work of prison staff far more rewarding.

### THINKING QUESTION:

Until now in your prison system there has been a clear distinction between staff who are guards, responsible solely for security matters, and staff, such as psychologists, teachers and social workers, who work directly with prisoners. It has now been proposed that all

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staff should be integrated into one structure, with a shared responsibility for security, good order and care. What arguments should be presented to the two existing groups of staff to encourage them to support this plan?

Break participants into small groups to discuss the situation above. Allow at least ten minutes for discussion. Get each group to feedback to main group.

**Points to be highlighted/suggested areas for discussion:**

It is likely that the division of the two staff groups is based on more than job title and description. It may be that there are differences in education and professional qualifications; In order to create a cohesive workforce it is important that the staff groups come together to collaborate in a common cause. This could be achieved through training and also through the setting up of working parties involving members of the various groups cooperating on a joint project; a more far-reaching development would be to open up entry into the various specialisms for the whole prison staff through a programme of education and training. This would be a move away from rigid entry requirements and towards a widening of opportunities for willing and able staff to improve themselves while in post; the international instruments stress that the best security lies in all staff establishing good working relationships with prisoners.

Pro Social Modelling refers to the process of actively reinforcing pro-social behaviour and discouraging anti-social behaviour and attitudes, setting a good, motivating example in order to bring out the best in people. It is effective in positively influencing prisoners towards anti-crime behaviours and attitudes. It refers to the process of actively reinforcing pro-social behaviour and discouraging anti-social behaviour and attitudes, setting a good, motivating example in order to bring out the best in people.

- Staff positively modelling what they want others to do;
- Actively encouraging appropriate behaviour;
- Staff actively helping prisoners to learn new behaviour and to understand how their thoughts and feelings influence the ways in which they behave.

Pro-Social Modelling involves building relationships. The initial contact is critical to building relationships. You never get a second chance to make a first impression.



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**Trainer** must stress the importance of a consistent approach. Ask participants do they remember a good member of staff when they first started work – what was it about that staff member that made them ‘good’.

### Positive Attitudes - Group exercise:

Split class into two groups. Give each group two topics, e.g. television, the motor car, the internet, computers, Coca-Cola. Ask one group to list the positives of one, and the negatives of the other and the other group to do the reverse. Each group feeds back first the negatives, then the positives.

#### **Trainer explains:**

We can all look at the positive side of any situation, and also the negative. What happens if we dwell on the negatives? *We become negative people.*

#### **Discussion:**

Have we experienced negative people before in the workplace? Are those people happy? What effect does their negativity have on those around them? What are some of the positives of working in the Prison Service? (Full-time job, contracted hours, home every night, annual leave, sick pay, pension, worthwhile job, promotion opportunity, comradeship).

**Studies have shown that staff working with ‘involuntary prisoners’ are much more likely to exert a positive influence over them if they have and display a positive, optimistic outlook.** Negative attitudes can lead to negative behaviours.

**Trainer** now splits class into four groups with flip chart and pens. Allow approx. 10mins for the exercise. **Trainer** will ask participants to consider their own day-to-day interactions with people and ask them to list;

Negative behaviours they may encounter from prisoners.

Negative behaviours they may encounter from staff.

Positive behaviours they would like to see and encourage from prisoners.

Positive behaviours they would expect to see from staff.

Some Positives **Trainer** may include if not listed are – Politeness, Listening, Non-Judgemental, Good Communication, Respecting Others, Being Honest, Being Reliable.

Emphasise that Pro Social Modelling does not mean being soft on prisoner or staff and we are not trying to get staff to compromise security standards or simply be nice to prisoners. Rather it is being consistent, fair and transparent.

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Explain that pro-social modelling can work both ways. Staff will often pick up behaviours or attitudes from prisoners. Ask for examples - 'Con speak', time left to serve etc.

Examples of pro-social modeling include respecting other people's feelings, being honest and reliable. Pro-social workers are also inclined to reinforce comments and actions which value non-criminal activities and associations including family, sport. One of the easiest ways to reinforce the prisoner is through body language (such as leaning forward to listen) and using praise. Also, the use of appropriate rewards is effective, when the connection can be made by the prisoner between the pro-social behavior and the reward. Negative reinforcement includes confrontation.

Confrontation can relate to positive outcomes when staff:

- (1) suggests more positive ways of dealing with the situation,
- (2) acknowledges that negative feelings may be justified and
- (3) explores the reasons why prisoners feel and act the way they do.

It is also important to confront anti-social comments and/or actions to improve outcomes. There are some criticisms of pro social modeling. First, some staff feel like they already model well. However, there is evidence that those who work with involuntary prisoners do not routinely use these skills and in some cases, staff inadvertently reinforced the very behavior they were hoping to change, often through use of smiling and body language. Critics also note modeling may be inappropriate with prisoners of particular cultural backgrounds; however, this claim has been refuted by Trotter by stressing the importance of cultural competency by emphasizing that staff must attempt to understand the views and actions of their prisoners in terms of their cultural context.

'Pro Social Modelling is not..., Pro Social Modelling is...'

Ask participants for an example of pro-social behaviour. Be prepared to give concrete examples of pro-criminal, anti-criminal, pro-social attitudes beliefs and behaviours we need to encourage in prisoners, pre-criminal expressions & anti-criminal expressions.

Ask why it is important for prison staff to model pro-socially and facilitate a discussion on this.

Ask what could be difficult about pro-social modelling as a new member of staff. This may elicit the culture of prisons, pressure to conform, the daily pressures of the job etc. Check for attitudes such as 'prisoners don't deserve to be treated with respect' and challenge. The modelling of staff to prisoners and others is going to be the main thrust of the training.

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### **Key messages**

We are models whether or not we intend to be  
We can overtly model specific behaviours  
We challenge anti-social attitudes and behaviours  
We identify and praise pro social attitudes and behaviours  
People repeat behaviours for which they are rewarded.

## What makes a Pro-social person?

Recap on the learning so far, going over all the key concepts in Pro-social modelling.

Now, divide participants into 3 small groups, each with a flipchart paper on which is written one of the following questions:

**What would you expect to see in a Pro-social prison staff member?**

**What would you expect to see in a Pro-social Prisoner?**

**What would you expect to see in a Pro-social Manager?**

Place emphasis on behaviours and attitudes and ask them to be specific. Allow 10 minutes to chart answers.

Feedback – starting with prisoner, then staff, then manager.

Draw out similarities and differences between 3 lists.

Ask if the differences are appropriate? Stress that if you'd expect this from others then we ought to ensure we do it ourselves.

Ask if our expectations of managers are legitimately different from our expectations of staff or prisoners.

Ask whether what prisoners expect from prison staff is similar to what we expect from our employers.

Why would we want to see a pro-social prisoner?

Explain that staff behaving pro- (or anti-) socially will have a bigger influence than a prisoner. Think how many people would notice a governor smoking in a non-smoking area?

### **Pro-social activities**

- Being punctual
- Attempting to solve problems
- Victim empathy
- Accepting responsibility for one's actions
- Social perspective taking
- Controlling inappropriate behaviour

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## Pro-criminal expressions

- Negative attitudes towards the Criminal Justice System
- Tolerance of rule and law violations
- Identification with prisoners
- Attitudes that imply criminal behaviour is acceptable
- Seeking out risky situations

## Anti-criminal expressions

- Emphasis on negative consequences of law breaking
- Rejection of the justifications for law breaking
- Identifying the risks involved in continuing a criminal lifestyle
- Recognition of the impact of crime on victims and wider community
- Emphasis on the benefits of a law abiding life style

## Motivation

- express empathy
- develop discrepancy
- avoid arguments
- roll with resistance
- support pro social attitudes and behaviours
- positive, future looking attitude to change.

As **Trainer** goes through list, ask participants ‘what would that look like?’

How would we ‘avoid arguments?’

What do we mean by ‘roll with resistance?’

**Roll with Resistance** is one of the key principles of motivational interviewing - an approach to helping people change habitual behaviour which is causing problems for them or others.

You may be familiar with a situation where someone who seems to be resistant to making changes denies that they have a problem or refuses to do anything about it.

If you think about it, you may be able to think of situations where you yourself have done the same. If you are feeling attacked or criticised, denying there is an issue even if you know there is, is one of the most natural defensive responses. “Rolling with Resistance” is a key technique which recognises that simply attacking or confronting someone directly does not always work - it may drive people deeper into their shell or lead them to be highly defensive or confrontational themselves.

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## What Does “Rolling with Resistance” Involve?

“Rolling with Resistance” involves a number of different possible approaches. They share some common features:

**Avoid a direct head-on argument** with the person whose behaviour you would like to see change (“Avoid Argumentation” is another key principle of motivational interviewing theory).

**Show that you have heard what the other person has said** (that key listening skill is a way of getting alongside them even if you don’t agree and may help to defuse or prevent some of their instinctive defensiveness).

**Encourage the other person to come up with possible solutions or alternative behaviours themselves** rather than forcing suggestions on them. This can help them to feel empowered rather than attacked.

## Sample Ideas for How to ‘Roll with Resistance’

Ways of rolling with resistance that you could try are:

**Just listen reflectively** - Respond to what the person is saying by paraphrasing, summarising or reflecting it back to them in a way which shows that you have heard what they are saying, even if you don’t agree with it. Do this in a non-judgmental way - the aim is simply to let them know that you have heard what they are saying, not to express a view on it.

If they are in part aware themselves that what they are saying is exaggerated or unreasonable then simply hearing what they are saying relayed back to them without being attacked may of itself prompt them to comment on it or tone it down. Remember that they may be expecting you to criticise them, so a simple restatement of their views may disarm them and encourage them to acknowledge elements of their views that are unreasonable.

**Develop discrepancy** - Developing discrepancy is another key principle of motivational interviewing. In the context of rolling with resistance, you can do it after you have reflected back to them what they are saying by asking in a non-confrontational way how their views, comments fit in with wider goals or objectives that they have previously expressed, if there is an obvious discrepancy between them, e.g. if someone goes out drinking every night and that is impacting on their home relationships which they have said they want to improve, you might show that you realise that going out every night is an important social commitment (if that is what they have said about it) and then ask them how does it fit in with their aim of trying to develop more harmonious home relationships? They can then see the dilemma and decide on their own solutions for addressing it.

**Ask the person what an alternative viewpoint might be** - Once you have reflected back to the person what they are saying and what their viewpoint is, instead of directly challenging it yourself, you can ask them what they think

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someone might say who disagreed with them and what they think of that. Then you just reflect back to them what they say about that. This way you are encouraging them to think about the other ways of viewing the situation without passing judgment or forcing views on them. Again this may prompt a less defensive reaction from them.

**Remember....** If you try any of the above ideas and they don't immediately seem to work, you don't have to push them. Wait at least a day or two. Sometimes acting in this way may have helped the other person to become more aware of the issues or more inclined to change but in the heat of the moment they may not let you know that, so give them a chance to calm down and reflect on the interchange for a day or two, before you conclude that your approach hasn't helped. You may be surprised by their reaction if you wait a little...

### PSM by example

- Greet each prisoner individually
- Address prisoners politely by name
- Use appropriate eye contact in conversation
- Use appropriate body language
- Use appropriate gestures
- Use a balanced tone of voice
- Give attention to everybody
- Treat everybody fairly having regard to individual needs
- Give clear instructions about the work to be done
- Hold people to task firmly but gently
- Uphold the rules.

As **Trainer** goes through list, ask participants 'what would that look like?' E.g. appropriate body language? Appropriate gestures – What would be an inappropriate gesture? Etc.

**Trainer** presents a case study/ scenario and breaks participants into small groups for discussion and feedback to main group.

### **Summing Up: Good Enough – Pro Social Modelling is not about getting it right all the time.**

It is about attempting to model well.

It is about recognising the influence you have over others.

When the prisoner fails at pro-social behaviors positive reinforcement, not confrontation, should be used.

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## Staff as a Role Model

- Setting Example
- Active Communication
- Respect for the individual
- Respect for the law and for Rules
- Punctuality
- Reliability
- Consistency
- Fairness
- Putting things right
- Assertiveness
- Staff positively modelling what they want others to do
- Actively encouraging appropriate behaviour
- Staff actively helping prisoners to learn new behaviour and to understand how their thoughts and feelings influence the ways in which they behave

## Policies and Standard Operational Procedures

### **Embedding dynamic security in operational policy**

We already said that Dynamic Security needs to be supported by the development of appropriate policies and procedures and training by prison department management. Prison staff should be aware of the advantages of implementing dynamic security in a prison and how it enhances security beyond the strict application of prison rules and regulations.

In addition to building the concept of effective relationships between staff and prisoners into staff training, prison management should ensure that the concept of effective relationships is translated into reality through the formation and application of related operational policy.

Central policy provision should promote the role of prison staff in developing and sustaining constructive relationships with prisoners, in making judgments and in dealing effectively with fluid and complex situations. This should be particularly evident in the context of prisoner care (for example, in preventing self-harm and self-inflicted deaths) and of tackling offending behaviour. But those same assumptions should also be present in the ways in which central policy on security and control rely on local application, and

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on prison staff exercising active judgments and interacting with prisoners, for example in the de-escalation of potentially dangerous situations. Policies should seek to support staff by providing clear frameworks and tools with which to operate; but their success relies on the judgment, discretion and actions of the individual member of staff.

The four basic concepts that should be considered by Prison management when developing policies and procedures are:

- Compliance
- Operational Needs
- Risk Management
- Improvement

Written policies and procedures should be at the heart of every organisation. It is in the best interest of all prisons to have formal, documented policies and procedures in place and to periodically verify that they are operating effectively. The objective of policies and procedures is to document an organisation's policy for operation and the procedures necessary to fulfill that policy. Policies and Procedures answer the "what" and "how" questions for individuals within an organisation. For example, "What is the prison's policy regarding sick leave?" and "How do I get notify the prison that I am sick?" Written documentation will allow for consistent treatment across the prison. Policies and Procedures also help to create an internal control framework. It is this internal control framework that prison management will rely upon and that will ensure the prisons objectives are being met.

A **policy** is a general description of what the prison wants to accomplish in a particular area.

A **protocol** is a general description of how to accomplish a particular task.

An **SOP** is a step-by-step description of how something is accomplished.

**Policies and Standard Operational Procedures** should provide for the physical and emotional safety of staff and prisoners, for instance, procedures outlining proper safety gear for any situation, proper use of equipment and steps to perform operations safely. Example – Use of Force Continuum - when to use C&R/batons/Pepper Spray/deadly force etc.

These procedures help prevent serious injury or death. Additionally, organisations often have policies against bullying, harassment and workplace violations as a way of reducing the number of incidents.

Policies typically provide a framework for implementing the prisons goals and vision. Governors want to develop an organisational culture with values



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that align with the prisons mission and values.

**Some points to keep in mind on a policies and procedures development project:**

- Follow the KISS (Keep It Short and Simple) principle for policies.
- Streamline the procedures and keep them simple.
- Involve senior managers and staff in the development of policies and procedures.
- Write the procedures in reader friendly language and keep them where they can be easily located.
- Promote the procedures to ensure that everyone who is involved knows they exist, how they work, and why they are needed.

Each prison needs to have policies and procedures to help guide the actions of all individuals involved in the service. They ensure and endorse the well-being of all staff, prisoners and everyone who is connected to the prison. When policies and procedures are well thought out and - most importantly - implemented they provide common understanding and agreement on how things should be done in the prison. Procedures provide clear instructions and guidelines on what should/must be done in a particular set of circumstances or with regard to a particular issue.

Policies and procedures help new staff to familiarise themselves with the prison's practices and gives them information about what to expect. Policies should be 'living' documents that must be regularly reviewed to ensure that they meet all the needs of those working in the prison and take into account the possible changes that have happened in the service and within the wider community.

**Trainer** asks participants why we need standard operational procedures.

Good, well thought out and implemented policies and procedures ensure:

- Good practice
- Helps to establish a professional and effective organisation
- They provide consistency amongst staff and treatment of prisoners
- They can prevent any ambiguity about how particular situations/ issues should be handled
- They promote harmony among staff
- More efficient and effective delivery of service
- Written policies and procedures provide the framework for a prisons entire operation. They provide clear direction for staff as well as

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insights into company philosophies, values and ethical standards.

In a prison which operates under a close-knit management team, policies may be 'understood'. While there may not be written policies, managers and supervisors have a good idea of the prisons expectations regarding certain basic issues pertaining to staff. The term 'tacit knowledge' is used to describe this. Tacit knowledge can be summarised as 'we can know more than we can say'. With tacit knowledge, people are not often aware of the knowledge they possess or how it can be valuable to others. This kind of knowledge can only be revealed through practice in a particular context and transmitted through prison work networks.

The following issues should be considered in SOP documentation:  
**There should be no easier, more dangerous opportunities than following the procedure.**  
**There should be an appropriate Quality Assurance system in place to guarantee that the procedures can be kept up to date and that any errors are rapidly detected and corrected.**

The procedures should not be needlessly prescriptive. The best way of guaranteeing that procedures do not become overly prescriptive is through involving the staff during the design stage.

At the start of the procedure an overview of the task should be provided.

Any warnings, cautions or notes should be placed immediately prior to the instruction step to which they refer.

Language should be kept as simple as possible.

A SOP should be a 1 or 2 page document that can be referred to in order to remind staff what to do and when.

The SOP should be available where the procedure is taking place and be used as a reference for those carrying out the functional task.

A SOP should clarify the following;

- What is the objective of SOP? (Purpose)
- What are applicability and use of SOP? (Scope)
- Who will perform tasks? (Responsibility)
- Who will ensure implementation of procedure? (Accountability)
- How tasks will be performed? (Procedure)

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**Well written, up-to-date policies guide managers and supervisors in making decisions, training and handling staff issues that relate to safety and health.**

**Group Activity:** Chinese whispers: **Purpose:** This exercise highlights the shortcomings on relying on word of mouth to pass information or ensure information or procedures are understood. It also highlights the importance of confirming the information we receive from either colleagues. This activity is designed for groups of at least 8 delegates or more. **Objective:** The objective of this exercise is for participants to deliver the information they receive to another person with the least amount of alterations. All participants are to do their best to listen and then whisper the message exactly as they understood it. The message is only spoken one time to each person.

Divide the group in two. Pass the two written sentences Chinese Whispers – one to each group: - A folded sheets of paper with one of the following statements written on each paper:

**“Never let your inferior do you a favour, it will be extremely costly because morality like art, means drawing a line in someplace.”**

**“Mary has a blue-eyed ewe that won the ribbon for best of breed at last year’s winter show, while George Swan won thousands of euros using his knowledge of trivia. His winning answer was Coo-ee.”**

A blank piece of paper and a pen for each group

Split the group into teams of 4 or 5 delegates. Participants in each team should sit in a circle, facing each other. A member from each team is given the folded sheet D5S1A3a or D5S1A3b. The first person memorises, then whispers this message to the person on his/her right, ensuring that other members of the group cannot hear it. The second person then whispers what he has heard in the ears of the person on his/her right. This process is repeated and the last person in the circle has to write down what he/she has heard on the blank piece of paper, fold it and hold on to it.

**Go straight away into the Paper Folding exercise.** Give everyone a sheet of A4 paper.

Tell everyone to close their eyes and follow your instructions. Start giving instructions about what to do with the piece of paper - examples:

fold it in half

fold the lower left corner over the upper right corner

turn it 90 degrees to the left

fold it again

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rip a half-circle in the middle of the right side  
etc....

Once you have given quite a few instructions (more than 10 at least for a great success), tell everyone to open their eyes and unfold their piece of paper. Even though they all received the same instructions and had the same starting material, pretty much everyone will have a different result.

Lead general discussion on the two exercises. Get person holding the 'final' Chinese whisper to read out what they wrote: Compare it to the original message by getting the person who commenced the circle to read out what they had actually said. What happened, how accurate was the final sentence in each round? How easy is it to misinterpret or change the meaning of a piece of information? Would it have been better to pass on the sheet of paper?

Paper folding: Conclusions: We don't all start with the same base (some held their piece of paper vertically or horizontally) so we don't all have the same results. Some interpreted to rip a piece of paper as removing a big piece, some as a small piece. The difficult was that by having eyes closed = not receiving feedback on our performance. Some instructions appear vague to some and clear to others. Many other conclusions can be drawn from this, discuss them.

**EPR 52.2** Procedures shall be in place to ensure the safety of prisoners, prison staff and all visitors and to reduce to a minimum the risk of violence and other events that might threaten safety.

### **Practice participants in drawing up a SOP from the extract from CPT Standards below**

Prison staff will on occasion have to use force to control violent prisoners and, exceptionally, may even need to resort to instruments of physical restraint. These are clearly high risk situations insofar as the possible ill-treatment of prisoners is concerned, and as such call for specific safeguards.

A prisoner against whom any means of force have been used should have the right to be immediately examined and, if necessary, treated by a medical doctor. This examination should be conducted out of the hearing and preferably out of the sight of non-medical staff, and the results of the examination (including any relevant statements

by the prisoner and the doctor's conclusions) should be formally recorded and made available to the prisoner. In those rare cases when resort to instruments of physical restraint is required, the prisoner concerned should be kept under constant and adequate supervision. Further, instruments of restraint should be removed at the earliest possible opportunity; they should never be applied, or their application prolonged, as a punishment. Finally, a record should be kept of every instance of the use of force against prisoners.

## Concepts of Professionalism

Professionalism, we recognise it when we see it, but how can we define professionalism, let alone assess it? The development of prison staff directly influences the efficiency of a prison system and the observance of human rights in places of detention. We are adopting the concept of what being professional means that can be applied to prison work and how prison staff develop the understandings, practical capabilities, dispositions and personal agency that enable them to be effective in their professional role.

In many jurisdictions there is little understanding/acceptance of the concept of prison work as an actual profession, or that it involves specific skills which require specialised training and development. There are a number of standards against which professionalism of prison staff can be assessed. Prison management is not just about policy documents, standard operating procedures, contingency plans, systems and processes but also about people - the staff and prisoners. The European Prison Rules, The CPT standards, and various other instruments consistently emphasise the importance of training of all prison staff. An assessment tool can be developed from the European Prison Rules, CPT standards and other relevant international recommendations. Recommendations of the Committee of Ministers of the Council of Europe have the advantage that they are developed specifically to give clear guidance to national governments on a range of topics relating to imprisonment. In fact, the EPRs and other recommendations can be seen as a move towards a codification of European prison law and policy.

### **Get Participants to identify specific EPR and CPT Standards**

**Trainer asks** – Professionalism - Is it the role or the behaviour?

Professions have a body of knowledge, scope of practice, agreed upon values, oath or code of ethics and accountability to our society for their profession and their professional behaviour.

Professionalism

- 
- Describes a certain type of behaviour in the workplace
  - Based on our values and understanding of our professional roles
  - Evidenced in our behaviour

How professionalism is judged

- Against a set of expectations or standards
- From our own personal values set and understanding of what “professionalism” means
- May be situational in nature
- Strongly influenced by culture

***Some questions - please add your own***

What does ‘learning to be professional’ mean?

How do programmes in different disciplines convey what being professional means in a particular field?

We are adopting the concept of what being professional means that can be applied to prison work and how prison staff develop the understandings, practical capabilities, dispositions and personal agency that enable them to progress quickly into and be effective in their professional role.

All recognised professional occupations have a Code of Ethics. The Council of Europe has produced a Code of Ethics for Prison Staff (*Recommendation CM/Rec (2012)5*) and recommends that the governments of member States be guided in their internal legislation, practice and codes of conduct for prison staff by the principles set out in the text of the Code of Ethics for Prison Staff, which should be read in conjunction with the European Prison Rules. In general, a Code of Ethics should outline what the prison considers to be right and wrong or good and bad behaviour. It also signifies a professional identity within the field, and serves as a marker or guideline for personal and departmental evaluations. The ‘professional identity’ of prison management is rooted in an understanding and ethical application of a body of specialised and, developing: knowledge; work skills and ability.

*Knowledge (“know”)*: A body of information needed to perform ones job–e.g., administrative practices, prison legislation.

*Skill (“do”)*: A function acquired over time, with practice, until expertise is developed. Often involves the application of knowledge; e.g., report-writing, hostage negotiation.

*Ability (“innate”)*: Inherent talent or aptitude–a person’s “genetic tools”; e.g., IQ, empathy, patience.

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## Important aspects of professional behaviour

Some important aspects of professional behaviour

**Respect for others:** Showing others respect is the basis of all professional behaviour. It includes:

Being courteous and having good manners

Being punctual

Keeping confidential details confidential

Being fair in all dealings

Keeping personal opinions of people private

Doing what needs to be done, not leaving it for others to do

Acceptance of constructive criticism

Being fair when giving feedback

Dealing with sensitive issues privately

Make allowances for other's mistakes

Listen to others

Apologise for any errors or misunderstandings

Speak clearly and in language that is appropriate and that the receiver can easily understand

### **Responsibility and integrity**

**All professionals need to take responsibility for themselves and their work.**

They need to consider consequences and the impact on others.

Honesty is crucial – avoid even the smallest of lies at all costs

If you commit to something, then follow through with it

If you are delayed, let the other person know as soon as possible

Always be respectful about competing people – point out your benefits rather than their faults

Be prepared before meetings and when presenting reports

Ensure you have made yourself clear to avoid any miscommunication

Avoid conflicts of interest

Be impartial – keep personal bias and intolerances out of the workplace

Be reliable and dependable

Take appropriate actions, rather than trying to hurt someone when you feel wronged

Ensure you present yourself pleasantly with good hygiene and appropriate dress codes

Pay for services and products promptly, whatever the cost to yourself

Demonstrate self-control and avoid public arguments and disagreements

Commitment to quality

**To become a professional, you must study constantly and prepare routinely;**

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hold yourself to high personal standards and commit to excellence in all you do.

### Important aspects of professional behaviour

Respect for others

Integrity

Taking responsibility for yourself and your work

Giving the best you can

Willing to share your professionalism and expertise with others

Seeing beyond the immediate needs.

### Ask Participants can they think of any other dimensions?

At the heart of being professional is the ability to assess situations, make judgements about what to do and act appropriately and effectively

Assessing situations (sometimes briefly, sometimes involving a long process of investigation) and continuing to monitor their condition;

Deciding what, if any, action to take, both immediately and over a longer period (either on one's own or as a member of a team);

Pursuing an agreed course of action, performing professional actions - modifying, consulting and reassessing as and when necessary.

**Trainer** asks participants 'how do we show respect for ourselves, for our colleagues, for prisoners?

We must never forget that our example can make a difference. This can be done by positively demonstrating in our behaviour what **respect** means. You do not get a second chance for a first impression, therefore it is important that, with staff and prisoners we develop and maintain a professional working relationship. This will assist us to carry out our duties in a professional manner.

**Respect for ourselves**, by:

Being punctual and prompt

Taking pride in our work

Being honest and assertive

Being tidy and taking care of our appearance

**Respect for our colleagues**, by:

Treating them equally

Being polite, considerate, using only appropriate language

Being helpful and cheerful - saying thank you

Not criticising them publicly



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Sharing the workload

Not gossiping about them - this can be very cruel and destructive and could provide prisoners with information for blackmail

**Respect for the prisoner**, by:

Treating them equally

Treating them with dignity - never ridiculing

Encouraging and praising and challenging positively, unacceptable behaviour

Being polite, using appropriate language

Being professionally interested in them.

**Trainer** asks participants: what does being professional mean to you? And by what means are you developing your capability to be an effective professional?

**You can improve your professionalism:**

Through training

By trying to understand the prisoner

By understanding the functions of other elements of the criminal justice system

By keeping up to date with new legislation and techniques

By appreciating why discipline is necessary, including self-discipline

- We are all expected to behave in a certain manner and conduct ourselves according to a set of rules.
- Failure to comply with these standards and rules may lead to sanctions being taken against us.
- It is important that we are aware of the rules, regulations and standards that govern the way we work.
- Regardless of the organisation for which we work and despite our position within that organisation, we are all expected to behave in a certain manner and conduct ourselves according to a set of rules.
- As we take part in sports, leisure activities and even within the family unit we have an obligation to conform to standards of behaviour. Failure to comply with these standards and rules may lead to sanctions being taken against us. Therefore it is important that we are aware of the rules, regulations and standards that govern the way we work.

**Only when we have demonstrated our ability to both control and care for people, do we start to earn trust and respect from prisoners and colleagues.**

Our behaviour reflects our commitment to professional conduct. Talking well does not in itself engender respect. We are what we do.

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Managing prisoners present all staff with a major challenge. In many professions, skills in dealing with people are an aspect of the work. In our profession, skills in dealing with people **is** our work.

**Security is achieved through demanding the highest standard of professional behaviour.**  
**Unconditional commitment to integrity and decency in the performance of our duties.**  
**Show respect for the dignity and diversity of all, irrespective of individual circumstances.**

Professionalism means the acceptance of a recognised code of conduct associated with a certain group of people. In all respects of conduct, on and off duty, prison staff must not:

Bring discredit on the prison service;  
Affect or allow doubts to be cast on the performance of their official duties;  
Allow other activities to conflict with their official duties.

### **Procedural**

All prison staff must have a positive commitment to uphold standards of conduct within the prison service. These must be strictly adhered to. This is fundamental to a successful performance of their duties and responsibilities. The effects of inappropriate behaviour can be disastrous, resulting in possible loss of employment, stigma and the creation of a poor reflection upon the profession to which you belong. As members of the prison service, we are employed to provide a service for which we expect a reward, whether it is job satisfaction, career development, monetary rewards or a combination of these. However, there is a fundamental difference between providing a service and a professional service. Attitude can be conveyed in the way we carry out procedures, the way we communicate with colleagues and staff and the way we communicate with prisoners. Your attitude will affect your behaviour and your behaviour will affect another individual's attitude and subsequently their behaviour. Our attitude may be affected by our perception of the organisation in which we work and how that organisation expects us to perform our duties. Therefore it is important for us to know the standards expected of us.

The high standards which the service sets itself go beyond the normal standards of personal honesty and integrity. Prison staff must not only be honest in fact, but must also not lay open to suspicion of dishonesty. There are occasions when we are called upon to deal with difficult situations and difficult prisoners. This calls for the highest degree of:

- Self-restraint
- Tolerance
- Firmness
- Fairness
- Awareness

Our ability to cope is strengthened by the knowledge that we are part of a disciplinary system which will support us.

“There are four ways, and only four ways, in which we have contact with the world. We are evaluated and classified by these four contacts: what we do, how we look, what we say, and how we say it.” Dale Carnegie

**Trainer** presents a case study / scenario based upon Professional Behaviour and breaks participants into small groups for discussion and feedback to main group.

Acting like a professional requires no special skills and only a little knowledge, with some basic principles in place and a desire to learn, you can act professionally.

**Meet deadlines.** Prove yourself reliable. Make deadlines sacrosanct, even if that means putting other areas of your life on hold. Tracking your time helps you complete projects on deadline and gives you an idea of how much work you can realistically tackle in any given week.

**Keep your word.** Don't make promises you can't keep. When you've said you'll do something, do it.

**Be friendly.** Being professional doesn't mean you should act standoffish. Remember your manners every time you talk to staff and prisoners.

**Dress professionally.** Donning a professional outfit when you go to meetings helps you feel more confident and reflects well on your professional approach. This goes without saying - you have to dress the part of the professional to be a professional. No one has ever advanced at work or preserved their job by dressing like a slob. There is no advantage to dressing in an unflattering way. Humans are primarily visual creatures so you have to appeal to this faculty as much as possible. Wearing decent clothes is easy, just do it! It just might save, or boost your reputation. It is the ultimate professional accessory. Ensure you present yourself pleasantly with good hygiene and appropriate dress codes.

**Show up for work and for meetings on time** or five minutes early. Being on time demonstrates respect for others, responsibility, and eagerness. Being late creates an impression of irresponsibility, disrespect, and a lack of interest.

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**Be present at work** every day, unless you are seriously ill or have a family emergency. If you have extenuating circumstances that prevent you from working, you should contact your supervisor immediately. Attendance at work meetings is also very important, and is not optional. If you are asked to attend a meeting, take this as a mandatory request and not as an optional invitation. When you enter a meeting, **turn off your cell phone** or anything that makes distracting noises throughout the day. If you need to make any personal calls, make them during your lunch hour and in a private setting that is out of earshot of others.

**The Ultimate Question:** Would YOU want to work with YOU? If not, take responsibility for improving your actions and, perhaps more importantly, your reactions to the situations and people in your work.

**Group Question**

What does ethics mean to you?

In your opinion, what is the biggest problem concerning ethics at work?

Do you feel you can teach values and ethics after a person has reached adulthood? If not, why? Or, if so, why?

## Beliefs and Values

To develop a deeper understanding of ethical behaviour, **Trainer** explains the following:

Knowing the difference between your beliefs and values can be confusing as they both guide our actions and behaviour in society. They often underpin how we think, relate to others and act in the world.

Our **beliefs** are opinions that we accept as true but without always having proof or evidence. Beliefs are assumptions we make about the world. Our values come from these beliefs.

Our **personal values** are things that we attach importance to and live by e.g. equality, wisdom and compassion. Values define who we are as individuals and can say a lot about a person.

Values can change over time as we grow and experience new things or mix with different people. Our way of thinking is often altered by our new stage of life e.g. becoming a teenager, an adult, getting married, getting old ... Beliefs are less likely to change over time. Whilst lifestyles and friends may alter, we often cling to our beliefs and find it very hard to be persuaded to adapt them.

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## Understanding Ethics

When we talk about ethics we are really talking about a system of moral principles, i.e. the ethics of a culture. And when we talk about prison ethics we are really interested in the concept of Applied Ethics – which are the rules of conduct recognised in respect to a particular class of human actions or a particular group. Applied ethics draws upon ethical theory in order to ask what a person is obligated to do in some very specific situation, or within some particular domain of action (as in prison).

Applied ethics is used in some aspects of determining public policy, as well as by individuals facing difficult decisions.

- Setting clear boundaries within the organisation to define acceptable and unacceptable behaviour.
- Clear communication with staff and prisoners on all aspects of prison rules, regulations, policies and procedures cannot be overestimated. When everyone is clear about what is expected of them, there tends to be less confusion and greater effectiveness in the performance of duties.
- Being fair and equitable with staff and the prisoners. If the leader is not perceived to be fair and equitable, it will affect staff morale, performance, and compliance with existing rules and procedures. Unfair decisions and practices may also generate discontentment and affect safety and security within the prison.

**Ethical behaviour lies at the heart of good management.** It is also, at times, overlooked as the driving force that guides policies, practices, operations, and procedures of the prison system. It seeps into the everyday operations of prisons whose staff is charged with safeguarding the due process rights of those convicted of crimes while also having discretion to use reasonable force to maintain order.

Becoming an ethical person is a journey in which one must evaluate his or her own morals and values and also face everyday choices that will not only have a lasting effect on themselves, but on their co-workers, the citizens they serve and the prisoners in the criminal justice system. Due to the positions of public trust that are held by members of the prison system, careful examination of how staff carry out their duties is paramount in any discussion of ethics.

The Council of Europe have produced a code of ethics for prison staff (Rec (2012)5 ) – This code applies to all prison staff at all levels and, as you know, addresses areas like: Accountability; Integrity; Respect for and protection of human dignity; Care and assistance; Fairness, Impartiality and Non-discrimination; Co-operation and Confidentiality and Data Protection.

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**Trainer** leads discussion on CoE Rec (2012) 5.

## Personal Attributes for Ethical Behaviour

**Accept responsibility for actions.** Leaders must know and acknowledge the legal and moral obligations that come with a position and avoid the temptation to shirk responsibility. Accepting responsibility increases a person's commitment to act competently. Responsible leaders acknowledge their contributions to the consequences of actions and avoid the blame game.

**Act with self-discipline.** Leaders must restrain their own passions and prejudices and avoid favouritism and thoughtless actions that do not contribute to desired consequences or fulfil legitimate obligations. Self-discipline or self-mastery is part of the foundation of ethical and professional behaviour.

**Reflect on actions and act on the basis of reasoned reflection.** Gut instincts, although occasionally right, often carry the weight of years of socialised and thoughtless prejudice or past habits that may be inappropriate for present conditions. Ethics requires thoughtful consideration of the obligations, laws, rules, and stakes in a situation, as well as an assessment of the consequences before taking action.

Ethical behaviour should not be confused with legal behaviour, but the two are intimately linked. Law and accountability legitimise public institutions. Individuals promise to abide by the law and remain accountable as a condition of taking their positions. **In this sense, obeying the law and rules covers a great part of ethics; however, ethical behaviour demands a much deeper approach to decision and action than just obeying the law.** It also requires knowing the reasons behind the law and understanding and taking into account the context. It means being aware of and combating the pressures that undermine professional ethics in prison work. The values and character displayed by prison managers in the absence of law or agency or institutional rules influence the quality of the ethics of middle managers, supervisors, and frontline staff.

## Threats to Ethics in a prison environment

Peer culture

Denial of responsibility

Rigidity

Dominant informal actors

Tensions created by diversity

Silence

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As **Trainer** goes through list, ask participants ‘what would that look like?’  
How would peer culture effect ethical behaviour?  
In what way is Silence a threat to ethical behaviour?

## Steps to Building an Ethical Organisation

Know the and why of rules and laws.

Build trust and respect.

Be aware of discretion.

Engage the whole context.

Model ethical standards and educate others.

Act with courage and endurance.

Seek support and help.

As mentioned, obeying the law and rules covers a great part of ethics; however, ethical behaviour demands a much deeper approach to decision and action than just obeying the law. It also requires knowing the reasons behind the law and understanding and taking into account the context.

## Obstacles to Ethical Decision Making:

**Rationalisations** - We often rationalise unethical behaviour: Some common rationales for unethical behaviour are:

If It's Necessary, It's Ethical

If It's Legal and Permissible, It's Proper

It's Just Part of the Job

It's All for a Good Cause

I'm Just Fighting Fire with Fire

It Doesn't Hurt Anyone

Everyone's Doing It

It's OK if I Don't Gain Personally

**Trainer** asks participants - Can you think of more?

## **Ethical Issues for prison staff**

Prison staff are tasked with maintaining order and security within prisons. They are required to enforce institutional rules while modeling appropriate behavior to inmates. They are further obligated to help support and even facilitate the rehabilitation efforts being made by other prison staff. Job-related pressures and sources of stress for prison staff frequently include, but are not limited to:

- Understaffing, mandatory overtime, rotating shift work, the threat of violence, stimulus overload, and poor public image.

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- When the state deprives a citizen of their liberty and confines them to a prison, it takes on the responsibility for his or her health, safety, and general welfare. The state therefore has a duty of care.
  - When the state breaches its duty of care to a prisoner, the state is liable for any harm that is suffered.
  - The basic duty of care that exists between a prison and its prisoners is found in the understanding that the state must refrain from violating a prisoners civil rights.

### **Group Activity**

You have been appointed to look for ways to improve your organization's ethical climate. Your objective is to create and prepare three lists of recommendations. The first list is for top management regarding policy changes. The second list is for supervisors, team leaders, and managers regarding ethical practices. The third list is for front-line people in the organization. Behave as if these three lists will be distributed to the appropriate parties.

**Objective:** To give participants an opportunity to analyse their ethical climate and make recommendations for change. This exercise will also demonstrate how the ethical climate in any organisation is affected by executive policy, management style, and individual choices. Divide the session into groups of four to six participants each.

Allow about 15 minutes for all groups to compile their lists.

Remind participants that they are not to deal with specific people. Rather, they should evaluate ethical improvements. At the end of this time period, go around the room asking each group to read one of the suggestions from each list.

### **Discussion:**

The following questions may help to stimulate discussion among participants: Which of the three groups has a stronger role in creating an ethical organisation?

Do you feel you can teach values and ethics after a person has reached adulthood? If not, why not

The notion of professionalism amongst staff can also be enhanced by the adoption of statements of ethical standards on such matters as the abstention of any form of discrimination, provocative behaviour, or physical or mental ill-treatment. In particular, prison staff should recognise that they have an ethical responsibility to handle information about prisoners and their families appropriately, and that they must not under any circumstances accept



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bribes or engage in corrupt activities with suspected or sentenced prisoners or their families and must do all in their power to ensure that such acts are not engaged in by other members of staff.

**Integrity:** The quality of being honest and having strong moral principles; moral uprightness. Integrity is a personal choice, an uncompromising and predictably consistent commitment to honour ethical values and principles. In ethics, integrity is regarded by many people as the honesty and truthfulness or accuracy of one's actions. Integrity can stand in opposition to hypocrisy.

**Get feedback from groups:** Raise the question of whether we can do anything about an ethical crisis. **Why do some people lack integrity? Why is it so hard to achieve it?**

**First**, not everyone is rational. Integrity requires the discipline of purpose and a long-range course of action, selecting corresponding goals and pursuing them fervently, carefully choosing the means to one's ends, and making full use of one's knowledge.

**Second**, a person may lack integrity because of desires that are inconsistent with moral values. If a person, when under temptation, fails to call upon his rational mind, acting upon a whim of the moment instead, he will indeed lack integrity. The same is true when an irrational fear drives behaviour. Similarly, an individual's integrity will be called into question if he does not put rational principles into practice simply out of inertia.

**Third**, probably the most common reason a person may lack integrity is that he succumbs to social pressure. Social pressure may come from numerous sources (e.g., co-workers, bosses) and take many forms (e.g., physical intimidation or verbal and nonverbal disapproval). A person with high integrity will not allow popularity to take priority over rational convictions.

## Professional Boundaries

Prison staff have a professional obligation to set and maintain consistent boundaries between themselves and the prisoners in their charge. These are sometimes blurred due to the proximity in which staff and prisoners interact and by the staff's need to control inmates. Boundary violations can include the following: deviation from the traditional, self-disclosure, bending the rules, taking gifts from prisoners, giving information to prisoners, jokes around, and receiving help of information for self-gain.

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### **Thinking Questions**

What ethical decisions do you make on a daily basis?

What is the most common way to define the term ethics?

What do you believe is the biggest ethical concern in criminal justice today?

How is discretion an ethical issue within the criminal justice system?

What steps can be taken to determine a course of action when faced with an ethical dilemma?

What common ethical elements do criminal justice professionals encounter?

How can one become a moral and ethical criminal justice professional?

### **Group Activity**

Staff report that they have received intelligence that prisoners have made a crude explosive device with a basic timing mechanism. It has been hidden inside the prison, probably in an area where it will cause maximum injury to staff. It will explode in 2 hours. Intelligence reports have identified two prisoners, who have a record of involvement in explosions, as the prime suspects. They have been placed in isolation but refuse to give any information. Staff are confident that by using a minimum amount of force they can oblige the prisoners to tell what they know. They ask the Governor of the prison for permission to use such force. Taking account of the relevant international instruments, how should the Governor respond?

### ***Points to be highlighted/suggested areas for discussion:***

It is not permissible to justify the use of violence to obtain information in order to prevent violence;

If violence is an option, is it likely to be seen as the first option?

The head of the prison must investigate the intelligence according to his strategic plans; that is what they are for. This might include evacuation of certain areas, particularly those used by staff;

If there were no suspects, what would the head of the prison do?

A thorough security review is also called for to establish the source of explosive material;

It is always important that senior prison officials behave in accordance with the international code; they set the standard for all the staff.

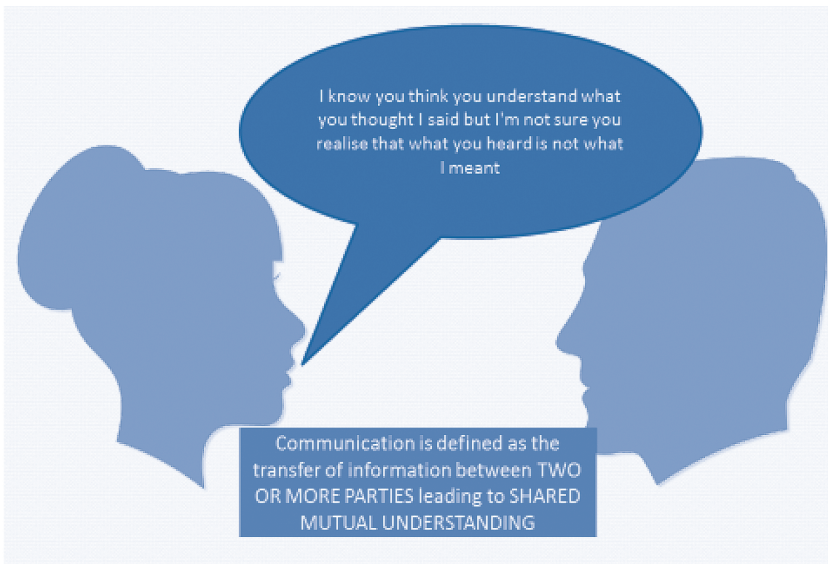
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## Interpersonal Skills

**Trainer** makes the following statement:

You cannot not communicate

Everything we do is communications. Even if I refuse to talk to you, I am communicating a message.



## Interpersonal skills

Interpersonal skills are an important element in the effective application of dynamic security. It is imperative that staff working with prisoners have a high level of interpersonal skills: their job can be demanding, intense, and at the same time very rewarding. Staff must be able to maintain professionalism and fairness at all times. If staff are confident and assertive in their approach, they will find that conflict is limited and they are able to deal with volatile situations as they arise.

Staff should be familiar with and understand the different groups (including religious, ethnic, cultural) that they may come across within their prison. They must be sensitive to the needs of those around them, while not

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compromising the security of the environment. Staff should know and understand how behaviour, communication and interpersonal skills affect an individual's expectation. They should be aware of barriers that may interfere with communication and they must also be aware of how their non-verbal behaviour is interpreted during communication with prisoners.

Communication, both verbal and non-verbal, is a two-way process. The behaviour of prison staff can affect the expectations of individuals and groups, both positively and negatively. Different forms of non-verbal communication can have an impact, for example exaggerated hand movements or invading someone's personal space may aggravate a situation. While staff cannot always overcome barriers, they can minimise their effects. Behaviour can prevent conflict within the prison: for example, approachability of staff, instilling confidence, creating a sense of order and safety/security. Staff should be introduced to techniques for dealing with conflict, such as appearing calm and in control of the situation.

The trainer leads the brainstorming session on what elements can interpersonal skills techniques consist of. Flipchart the responses.

**Ensure the following are on the list:**

- Being clear
- Being concise
- Probing
- Listening
- Resolving differences of opinion
- Resolving conflict
- Selling
- Negotiating influence
- Resisting manipulation
- Understanding body language
- Building rapport
- Being assertive
- Handling tricky situations
- Controlling emotions
- Defusing anger
- Leading discussions
- Influencing groups

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Body language is a phrase used to describe the thousands of messages we transmit with our bodies rather than our words.

**Trainer** should ask why body language is so important.

It is important for two main reasons: First, most people are unaware of their body language, so it comes out unedited. By observing someone's body language, therefore, people can learn a lot about what others are thinking and how they are feeling. Second, unless a person controls their own body language, it too will come out unedited and others will learn a lot about what they are thinking and feeling! Consequently, all prison staff will need to control their body language. This is partly to ensure that it supports, rather than contradicts, what you are saying, and partly because, with some gentle 'stage management', this can boost your interpersonal skills.

## The four keys to body language

### **1. Raise your awareness**

Body language is the first language people learned so they probably already know sufficient about it. All one has to do is increase their awareness. If a participant is unsure about that statement, ask them how they would know whether someone was happy, sad, anxious, confident, feeling uncomfortable or openly concerned. If they think about it, and they will describe a range of non-verbal signals. They would probably begin with obvious ones such as a smile or droopy eyes, a worried expression and a frown, a shift in posture or direct eye contact. The more they think about it, however, the more they will start to describe subtle non-verbal signals such as evasive eyes, a tightening of the lips or using an arm to 'protect' the stomach. In real situations they will even find that they will spot and correctly interpret signals of which they were not even consciously aware, such as increased dilation of someone's pupils!

### **2. Looking for clusters and timing**

Subtle, individual gestures are rarely as important as *clusters* of behaviours and the timing of changes. The former are as important because in a cluster there are lots of gestures all transmitting (and therefore confirming) the same message. The latter are important because they usually occur in response to an inner reaction of some sort.

### **3. Look for congruency (or leakage)**

When body language supports what someone is saying we call it 'congruent.' If somebody makes a suggestion to a person and then ask how they feel about it. If they say 'fine' while looking you in the eye, smiling and nodding, it is probably correct to believe them. Because people tend to think more about the words they speak than what they say with their bodies, their body

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language will sometimes send a contradictory message. Then it is called 'incongruent'. This time when they say, 'fine', a person may notice that their lips have tightened, a slight frown has developed and they are glancing down and away from the asker. The asker might assume that they are not happy with the suggestion, despite what they say.

#### **4. Think culture**

Certain aspects of body language are universally recognised. A smile is the best example. It is recognised in every culture. Many aspects of body language, however, do not translate from one culture to another. Standing directly facing someone with arms folded across your chest while making direct eye contact with them is, in many cultures, a sign of challenge or aggression. In others, however, it is a sign of respect. If someone avoids eye contact, the other person may feel that they are being either evasive or submissive. In some cultures, however, it is a sign of deference. It is necessary to be aware that not all body language is universal.

As the discussion draws to a close, the **trainer** should address the matter of 'Putting it all together'

An awareness of no-verbal communication can help staff both to present himself/herself to prisoners in the most effective way and also to help him/her size up situations on the wing/unit/house in order to avoid costly mistakes. The basic rules can be listed as follows:

### Putting it all together

#### **(a) Positioning**

- (i) Distance yourself so you see and hear potential problems. Keep the distance safe.
- (ii) Face the situation squarely so that you can have the most effective line of vision and are open to communication.
- (iii) Look directly at the area of persons you are managing. Observe eyes and facial expression. Remember the importance of eye contact if you are to look as though you mean business and are not threatened.

#### **(b) Posture**

- (i) Stand erect to give the impression of strength and confidence.
- (ii) Eliminate distracting behaviours. If you cannot stand steady, bite nails, tap your feet, etc., you will be perceived as nervous and will not communicate confidence and control.
- (iii) If you incline slightly forward this will communicate interest and concern. Leaning back gives the impression of 'laid back' remoteness.

#### **(c) Observe**

- 
- (i) Look carefully, especially at non-verbal behaviour.
  - (ii) Ask yourself whether people are expressing positive, negative or neutral feelings. Inferences about what is going on, stand the best chance of being accurate, if they are based on detailed and concrete observations rather than vague and general ones.
  - (iii) Compare your present observations with past ones or with observations and comments of others. This will help you decide whether a situation is normal or abnormal.
  - (iv) Look for abrupt and/or sudden changes in behaviour and/or appearance which may indicate trouble brewing.

## Good Listening Skills

Good listening is an important part of effective communication. The following points are important to maintain good listening skills:

- Focus attentively on what the person is saying;
- Maintain comfortable eye contact;
- Have a relaxed posture, leaning slightly towards the person;
- Use appropriate gestures such as nodding or smiling;
- Do not interrupt;
- Allow silence;
- Ask open-ended questions; and
- Reflect back to the person what you have heard.

### Active Listening Skills

**Paraphrasing meanings:** Translate into your own words what the speaker has said

**Synthesizing:** blend several ideas of the speaker into one theme or idea.

**Imagining out loud:** imagine what it must be like to be in the speaker's place

**Reflecting feelings:** when someone is expressing emotion or feelings or looks emotional (upset, angry, excited), convey your empathy and encourage the speaker to continue.

Conversation for prison staff is not about trying to win an argument. It is about understanding and learning. This does not mean that they avoid debate and challenges. It does involve being constantly open to the possible truth of what prisoners are saying. This can make it quite a challenge. To be open to what prisoners say, staff have to bring their own feelings and beliefs into play. Staff need to check they are clear about what is being said.

- The truth of statements
- The sincerity of the person speaking
- Whether what is said fits the situation
- All this entails looking for assumptions and thinking in the context in which the prisoner acts and how this affects them.

Listening obviously is based on hearing and understanding what others say. Hearing becomes listening only when one pay attention to what is said and follow it closely. **Trainer** explains techniques for good listening - FLOWER

F = Face  
 L = Lean  
 O = Open Posture  
 W = Watch non-verbal signs  
 E = Eye contact  
 R. = Reflect.



Active listening involves being aware of all the non-verbal messages that people give as well as attending to what they are saying. The following exercise explores the importance of active listening, whilst giving the participants a chance to practise their listening skills.

Participants are asked to choose a partner and find themselves a space;  
 They are asked to select a topic to discuss;  
 Before they start, the pairs are asked to select who will be speaker and who is the listener;  
 The listeners are asked not to listen to the speaker, but to sit back and fidget;  
 After two minutes the pairs change roles;  
 Each pair is then asked how they felt as the speaker and what messages they received; and  
 How the listener felt and the problems they had listening.

The exercise is then repeated but the listener is asked to sit in a *relaxed open position and lean forward*. The listener should make *eye contact* with the speaker. After they have both had a turn they are asked to discuss the *difference* in both exercises.

## Asking Questions

**Trainer** gives the closed questions and asks participants to come up with an open question instead

Closed vs. Open Questions



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## Closed

When did that happen?

Was your trip successful?

Did you like the candidate?

Did you have a good meeting?

## Open

What led up to that?

What did you manage to accomplish on your trip?

In what ways do you think that candidate meets our need?

What happened at the meeting?

## Notes on Questions

When a person asks a question, they communicate their belief in certain conditions that obtain. These conditions describe such states as knowing the answer, desiring the answer, believing that there is an answer and one true answer and estimating that the respondent can and will supply the answer. The respondent is invited to presume likewise or, at least, to believe that the questioner so presumes. For example, here are the presumptions describing what is called the standard question - situation. The act of asking a question implies that the questioner:

- Does not know the answer
- Desires to know it
- Believes there exists at least one true answer
- Thinks that the responder can and will supply the/an answer
- Believes in the truth of the questions presuppositions.



In probing and good listening, a good question is one that helps the person to learn more about the issue. These are called open questions.

Open.... What, How, When, Where

Can you say more...?

What exactly do you mean when you say...?

May I clarify that you...?

To summarise you mean.... Is that correct?

What you plan to do is ... Is that correct?

An assertiveness technique for dealing with aggression:

One assertive technique for dealing with some aggressive behaviour involves four stages. Each is linked and follows swiftly. The idea is not to give the aggressor an opportunity to continue with their behaviour. It is based on the fact that the aggressor has the element of surprise and the person on the receiving end is shocked and overwhelmed, and that the balance of power is with the aggressor. This technique redresses that imbalance and allows the opportunity of a WIN/WIN outcome for both people. It does require practice and will not work in every situation.

- 
- make a statement about the *behaviour*
  - state the *impact* of the behaviour upon you
  - request the aggressor to *stop* the behaviour
  - *change the subject*

### **Make a statement about the *behaviour***

Frequently we ask questions. At this initial point, avoid doing so. Be clear, precise, direct, specific, etc. and use the person's name if you know it: '*David, you're swearing.*' Keep your tone gentle, your voice relatively low and yet firm.

### **State the *impact* of the behaviour upon you**

This is something that many people find hard to do as it often implies giving away personal information. Also it is often felt that to confirm the impact is to reinforce the power within the aggressor. Think, have you ever lost your temper and shouted something at someone, only to regret the act an hour or two later, thinking you may have hurt or upset the other person? This verbal association between behaviour and impact can eliminate the time gap. If we are to give the person the opportunity to be responsible for the behaviour, it becomes important to allow them have direct confirmation that their behaviour is creating damage. If we do not say we are being damaged, how can we expect them to know? The association between behaviour and impact is a technique that will not work in every situation and it becomes a judgement call. It can however, work in many situations: '*David, your swearing is upsetting me*', or '*David, your swearing is making me feel very angry*', or even '*David, your swearing is offensive*'.

### **Request the aggressor to *stop* the behaviour**

Imagine you are angry and you are becoming increasingly frustrated by some injustice that you feel is being carried out. Your frustration reaches boiling point and you suddenly stand and shout at the person carrying out the injustice. The person responds to this by saying '*Keep calm!*' Your initial reaction would become more demonstrative and you might reply: '*I am bloody calm!*'

Using the word '*stop*' provides a clear boundary. Say gently: '*Stop.*'

Using the word '*Please*' at this stage can also be productive. The technique now appears:

'David your (*behaviour*) is (*impact*) (*request to stop*).....'

'David, your *swearing* is *intimidating* me, please *stop* .....

This element of the technique allows the person the opportunity to save face. They may choose to apologise for their behaviour or they may choose to ignore it and concentrate upon the issue. Either way the person now knows where they stand.

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## Conflict-handling skills

Handling conflict requires the following skills:

- The ability to appear calm, neutral body language and good eye contact.
- The ability to keep the confrontation (and any exaggeration) in perspective and keep the overall goal in sight.
- Active listening.
- The three-part sentence ('I understand..., however, this is how I feel..... so I think we should...')

How you deal with conflict says a lot about you. It is easy (and common) to adopt an aggressive or submissive approach. Handling situations in the ways described will not only dramatically improve your chances of success but will enhance your self-esteem and personal credibility.

**Note: Trainer** should use extracts from: 'TRAINER MANUAL - PREVENTION AND CONFLICT MANAGEMENT TRAINING'. A Ten session programme developed by John Teasdale in cooperation with DECS Working Group, SKOPJE, 2015 to supplement this section of the training.

## Dealing with Anger and Aggression

There is a difference between **anger** and **aggression**. **Anger** is:

- 1) An emotional response to a perceived threat/provocation.
- 2) Involves changes in:
  - a) How we think about things - things that are perceived in a particular way; certain expectations occur; and self-talk.
  - b) How we behave - the threat is CONFRONTED; and the threat is AVOIDED.
  - c) How we feel - we undergo a 'stress reaction'.
- 3) It can be both ADAPTIVE and MALADAPTIVE.
- 4) It does not necessarily lead to violence, although it is often associated.

On the other hand, **aggression** is a behavioural style which:

- 1) Is a form of SELF-EXPRESSION carried out at the expense of and by abuse towards others.
- 2) 'Friction' is an element in its expression.
- 3) 'Dominance' is an element of the interaction and the aggressors' self-esteem is perceived only in terms of dominance.

Anger is a natural emotional response to situations of threat, frustration or

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loss. Although anger is often regarded as negative emotion it is essential as a positive energising force. It is an emotional response, which arouses us to fight for something, or against threat or harm. However, anger can also interfere with rationality and lead to destructive behaviour. We need to be able to recognise our own anger, to keep it within manageable limits and use it constructively.

Anger like other emotions, varies in intensity. On a continuum it can vary from mild annoyance to towering rage as intensity increases. The intensity of anger will vary for both the individual and for different situations. Sometimes the intensity of the response is inappropriate to the situation. For instance, if someone ran into the back of your car it would be appropriate to verbalise anger and ask for a resolution, but it would be overreacting to shoot the prisoner on the spot. When anger is disproportionate it is usually coming from other sources (i.e. stored anger) as well as the immediate situation.



**In a group or individually;**

Think about how you manage your anger and make a list of those things you do when you are in an angry state.

Next, with another course participant, identify how the negative expressions of those emotions, which may be damaging you, your image or another person, can be turned into positive actions.

**Brainstorm** - 'What is anger?' (10 minutes). Flipchart answers.

The list could include the following:

- Anger is a feeling we all experience.
- Assertiveness anger is expressed in 'I' language. It is specifically stated and it is in proportion to the situation in hand.
- Repressed anger can sometimes manifest itself as physical illness.
- Depression could sometimes be anger turned in on oneself.
- Guilt is sometimes anger turned against the self.
- Anger is always a cover for another feeling like grief or fear.

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- Anger is violence.
  - ‘Root’ anger is recognisable because it is an overreaction to present experience.
  - ‘Surface’ anger is about a response that fits the situation in hand.
  - I am responsible for my own anger.

Awareness of anger in ourselves and others enables us to take steps to reduce arousal levels. When that is done, anger can be used constructively. There are effective techniques for reducing anger and arousal in ourselves and others. There are also common and habitual ways of dealing with anger which are not effective and actually sustain and increase arousal. In these cases the physiological changes of arousal persist and people get tension headaches, high blood pressure or other physical signs of sustained tension, stress and arousal. It is important to learn how deal with anger and to learn the most effective ways of managing it - in yourself and in other people.

### **Managing other people’s anger**

If you can manage your own anger you will be better able to recognise and deal effectively with anger in other people. It isn’t always possible to prevent others getting angry, but there is more of a chance of keeping anger within manageable limits if you respond appropriately.

#### **When people are angry, they use several hooks:**

**Posture** - They may puff themselves up to look bigger than they really are. This is a sign that they are ready for confrontation;

**Orientation** - They may stand ‘full frontal’ with head, shoulders, hips and feet pointing directly at us. This is a very adversarial stance;

**Proximity** - They may ‘invade’ our personal space by standing too close or leaning over us. This can be intimidating;

**Gestures** - They may wag a finger at us or repeatedly point or jab an index finger in our direction. This is a substitute for attack;

**Tone and volume of voice** - They make their voice sound more threatening, frustrated or impatient and may speak more loudly than normal. This is another form of attack;

**Exaggeration and generalisation** - They may attempt to boost their case by making the issue sound more serious than it really is. This makes us feel as if we were being treated unfairly;

**Sarcasm and patronisation** - Some angry people will use sarcasm and patronisation. They might feel as if they were boosting their case or as if they were superior to us. It can intimidate or anger us;

**‘You’** - They might say ‘you’ when they mean your employer, your department, your colleague to whom I spoke last, etc. Again this makes us feel as if we were being treated unfairly and attacked personally;

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**Parental language** - They may use autocratic words such as, 'should', 'ought' and 'can't'. The effect is, first, to make their requests and suggestions sound like orders, which we resent. Second, parental language signals that they regard us as inferior and we resent the implication.

## Techniques for dealing with Anger

The first technique is to *acknowledge* what the other person has said. Most people do not do this. Instead they make excuses or counterattack. Acknowledging means you neither agree nor disagree, you simply let the other person know that you have received their message.

There are **four benefits** to acknowledging:

- You do not enter into a debate;
- You remain emotionally detached, especially if they have used parental language or sarcasm;
- If the angry person has exaggerated or generalised, you help to anchor the conversation at a rational level; and
- You reassure them that you have heard them.

The second technique is to *probe*. There are four benefits to probing.

- You stay emotionally detached;
- You gain thinking time;
- You allow them to vent their anger; and
- By asking them specific questions, you help them behave rationally.

The third technique is the *broken record*. This technique helps you to:

- Stay emotionally detached;
- Stand your ground;
- Resist attempted manipulation; and
- Make the angry person realise that you will not be intimidated.

All you have to do is keep repeating the same phrase.

When using these techniques, there are two vital points applicable to all of them. First, maintain a *neutral tone of voice*. A slight change of in your tone of voice, for example, and your acknowledging sounds patronising. Second, maintain *helpful body language*. Typically, a relaxed but upright posture removes the possibility that the angry person will misinterpret your response.

Remember, angry people usually have, or believe they have a grievance. They just lack the self-control and/or the interpersonal skills to explain it rationally and calmly. So, when dealing with an angry person, your goals are:

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- Awareness that it is not wrong to feel angry;
  - Stay calm yourself; and
  - Help the angry person communicate clearly and calmly.

### **Ball: An Exercise in Feedback**

This exercise will teach participants the very crucial responsibility of taking accountability for one another, to the point that he or she will provide impromptu feedback to anyone in the organisation.

**OBJECTIVE:** To experience different feedback “styles” and get a feel for the effects that they have upon the receiver. The lesson that you’re trying to drive is how specific feedback that is delivered in a positive way really does impact someone’s performance.

**TIME FRAME:** 15 Minutes

**PROPS:** one small ball

#### **INSTRUCTIONS:**

Ask for 4 volunteers from the group. Copy their names onto a flipchart, then inform them that they will be called back into the room one at a time to search for a small ball. Ask them to leave the room. If working with a small group, you may need to do this individually – if so, only talk about the specific type of feedback the person outside the room should experience.

Coach the remaining participants about the process and their roles at each stage.

**Silent Feedback:** when volunteer Number 1 enters the room, the participants are to remain completely silent and motionless.

**Negative Feedback:** when volunteer Number 2 enters the room, all participants should give negative feedback, no matter how close or far away the searcher is from the ball. Be sensitive to your group, but instruct them to give the kind of negative feedback that they might hear back in the workplace when someone is dissatisfied with their performance (make sure you know your group). Participants should NOT respond to any requests for direction or assistance (except with derision).

**Positive Feedback:** when volunteer No 3 enters the room, all participants should give positive, but non-specific feedback (e.g. “way to go”, “I really like how you get after it”, “You’re doing great”, etc.) no matter how close or far away the searcher is from the ball. Participants should NOT respond to any requests for direction or assistance (except with further exclamations of “you can do it” or “we have faith in you”).

**Specific Feedback:** When volunteer No 4 enters the room, participants should provide specific hints and suggestions for finding the ball, without giving it away. They should respond to yes/no questions.

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Ask the group to help you choose which of the volunteers will receive the different types of feedback. Note that some individuals may get upset with the negative feedback, even though it is a simulation. Ask your group which of the volunteers would have the least difficulty with this. Hide the ball. Invite the participants in one at a time, tell them they may ask Yes/No questions. Each volunteer receives the prescribed feedback noted above.

**Silent:** Hide the ball in a not-too-difficult location within the room. Allow 2-3 minutes for the search.

**Negative:** Choose a more difficult spot. Allow 2-3 minutes for the search.

**Positive but general:** Choose a more difficult spot. Allow 2-3 minutes for the search.

**Specific:** choose a more difficult spot. Allow 2-3 minutes for the search.

**Trainer** to discuss effectiveness of the different types of feedback.

### How to give Negative Feedback

Discussion and flip chart session – Either have the flip chart prepared or elicit the points from the participants.

On occasions you will need to point out that a prisoner is doing something wrong or has done something badly. ‘You fool’ maybe how you feel, but if you want the individual to accept the negative feedback and change his/her behaviour, then the following sequence might prove the effective response:

- Face the person;
- Use a serious tone of voice;
- Keep eye contact;
- Keep a straight posture;
- Keep a serious facial expression;
- Say something like ‘I’d like to speak with you for a minute’;
- Say something positive first, e.g. you’ve worked hard today, I can see that, but..;
- Tell the person as clearly as you can what you think he/she did wrong and how you feel about it;
- Give the person a reason for changing his/her behaviour, e.g. ‘If you improve in that area, I’m sure you’ll feel you’ve done a better job. I’ll feel happier about it as well’;
- Give suggestions for changing; and
- End on a friendly note and/or change topic to something else.





**Activity** - Exercise on Dealing with a Complaint – 10 minutes

Pair participants and present each with one of the following scenarios (**Trainers** to develop relevant local examples). After five minutes ask them to swap partners. You are in-charge of the visiting box. A visitor is complaining that they did not get a full time allocated on their visit;

A member of staff is complaining that you did not relieve them on time for their long dinner break.

You are in charge of a unit. A prisoner is complaining that they did not get to the Library this week.

You are in charge of a unit. A prisoner is complaining because he claims you left his cell open and most of his shop order has been robbed.

You have sat down on another staff members chair in the canteen while they went to the counter to pay for their breakfast. They are complaining that you took their seat.

You are in charge of the yard but are late getting back from your tea-break because you were late going in the first place. The supervisor is complaining that you have not yet collected your radio and your post.

## Saying No

We are going to discuss some guidelines on saying ‘no’ to someone and the issues surrounding that. There will be times in our daily interactions where the answer to someone’s question or request will be ‘no’.

**Trainer** asks participants what difficulties do you think there are when saying no to someone?

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Elicit from the group a range of answers such as:

- They don't like that answer
- They may become angry
- You may agree with them but the rules state....
- You like them etc...



We know what difficulties there are in saying no to someone so let us look at some simple, but very effective tips for saying 'no'.

**Remember you are refusing the request not the person:** You are not rejecting the person you are simply saying that you are not going to do/grant one thing

**Say the word 'No':** People think they have conveyed the 'no' message as they do not often say the word 'no'. However if the person they are speaking to is hoping to hear them say 'yes' they will not hear a 'no' message unless it is very clear.

**One reason, one apology (don't overdo it):** It is good manners to explain why you are saying no and to apologise, but if you keep apologising and explaining it sounds as if you can be persuaded to change your mind.

**Make your body language match:** Make sure you are calm, non-threatening and using reasonable eye contact.

**Remember your role:** You are working in a prison environment and whilst doing that you hope to have a reasonable and constructive relationship with prisoners, but your relationship is not one of equals. You are a member of staff and they are in prison because they have committed a criminal offence and, hopefully, are learning not to re-offend.

## Good Order

Control is often spoken of as a means toward accomplishment of imprisonment goals. However, breaches of good order are not necessarily breaches of security. Acts of insolence or disobedience, for the most part, are breaches of good order, which usually would not affect security. Clearly, we regard internal order as very close to security in the priority of goals, and prisoners who want to do their time and do it quietly undoubtedly want some degree of order to prevent favouritism and establishment of relationships, which can endanger them and get in the way of their ultimate releases.

Prisons should be safe environments for all who live and work in them, i.e. for prisoners, for staff and for visitors.

No one in a prison should fear for his or her physical safety.

Chains and irons shall not be used as restraints.

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Discipline and order shall be maintained with firmness but with no more restriction than is necessary for safe custody and well-ordered community life.

## Teamwork/Participation at Conference Meetings (Case Management)

**Trainer** asks:

Why do we need a team?

Who is on the team & why?

What are we to do?

Working with a team is BETTER AND FASTER IF you can encourage members to work towards a common goal. A team is a small number of people with complementary skills who are committed to a common purpose, goals, approach for which they hold themselves mutually accountable.

**Trainer** explains Tuckman's Theory.

In the **forming** stage, team members are getting acquainted and becoming oriented to the task.

In the **storming** stage, conflict and disagreement among members are likely as members become assertive in their roles and personalities become clearer. By the **norming** stage, conflicts have largely been resolved, the team becomes more cohesive, members settle into roles, and norms, values, and expectations develop.

In the **performing** stage the team is mature and focused on performance, and it can largely manage its own affairs. – An additional stage was added later; in the **adjourning** stage the team dissolves.

GROUP ACTIVITY:

From your experience identify 3 benefits of working in a team & 3 disadvantages of working in a team

Break into small groups to discuss and feed back to whole group

### **Potential Benefits of Teams**

Teams provide many perspectives, skills, and resources.

Participation increases acceptance and understanding of the team's

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outcomes.

Participation is empowering.

Working in teams is stimulating.

Teams make more reliable decisions than individuals

Participation in teams is a developmental experience

### **Potential Team Disadvantages**

Dominant or stubborn members may control the process.

Some members may be reluctant to participate.

Some members may focus on personal goals.

Time and resources are taken from other activities.

Some members may rely on others to carry the load.

Team members may be afraid to “rock the boat.”

## What makes a high performing team?

- a meaningful common purpose
- specific performance goals
- complementary skills
- strong team commitment
- mutual accountability

### **Characteristics of effective teams**

- Relaxed atmosphere
- Full participation
- Acceptance of team objectives
- Disagreements are resolved
- Most decisions by consensus
- Listen & make creative suggestions
- Leadership within the team is not fixed
- Team reviews process regularly

### **Team Performance**

Teams that work well together are more effective and innovative

Team members work well together experience lower levels of stress

How might you resolve conflict within your team fairly?

## Guidelines for Structuring Meetings

Prior to the meeting, distribute an agenda to team members.

At the beginning of the meeting, review progress to date and establish the task of the meeting.

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Early in the meeting, get a progress report from each member with a pre-assigned task.

Manage the discussion to ensure fair participation.

At the end of the meeting, summarize what has been accomplished, where the team is on its schedule, and what will be the team's task at the next meeting.

Make public and clear each member's assignment for the next meeting.

## MEETING PREPARATION:

**Trainer** asks participants their experience of attending meetings, what types of meetings do they attend, what frustrates them at meetings, what could work better. Let us see if there is a better way of managing meetings.

The success of meetings is directly related to the quality of preparation beforehand. Although there are many administrative tasks associated with meetings, the most important meeting preparations are determining the meeting purpose and what your role will be.

### **Questions to ask yourself before calling a meeting:**

1) Why a meeting?

Is this meeting really necessary?

Is this the only means of fulfilling your objectives?

What are the alternatives?

How effective are the alternatives?

Is a meeting the best means of fulfilling your objectives?

Will a meeting use your time and your colleague's time to your best advantage?

Do you need to appoint someone to take minutes?

2) Why am I going to participate in the meeting?

3) What do I want to achieve during the meeting?

4) What do I want to achieve after the meeting is over?

5) Are the right people invited?

After determining the meeting purpose(s) you need to think about the role you want to play – cheerleader, coach, facilitator, counsellor, visionary, etc.

Review progress on tasks and assignments from previous meetings

Establish meeting agenda, timeframes and location

Select and notify participants

Collect any data to be shared

Anticipate questions and concerns.



Sending participants the meeting agenda (including objectives, desired outcomes, advance preparation, and required materials) prior to the meeting

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will save valuable time, increase understanding and commitment, and greatly enhance the success of the meeting.

## Meeting protocol

Prepare a written agenda and distribute it to participants in advance of the meeting – the agenda should include:

**Objectives** – Are they in relation to coming to a decision on a particular issue, to share information, or brainstorming.

**Issues to be discussed:**

**Time** – For a regularly scheduled meeting (such as the daily management meeting) you should try to begin precisely on time.

**Place** – Try to ‘pre-book’ your meeting room in advance. This may seem obvious, but too often people find they are ready to meet and discover they have nowhere to sit down!

**Participants** – Include a list of expected participants in your agenda.

**Expected preparation** – If possible inform participants of information that they may be required to provide for the meeting.

### **Facilitating Meetings Includes:**

Encouraging participation

Focusing on the objectives

Summarising outcomes

**FACILITATING MEETINGS:** The most important role of the manager is to function as a meeting leader and group facilitator to capitalise on the combined information, wisdom, and experience of the participants. A good meeting leader defines a context for issues, orients the team in a common direction, and inspires positive performance. A good facilitator understands how groups interact, how to stimulate participation, and how to manage the meeting process. Participation can be encouraged by acknowledging contributions, asking specific questions, demonstrating active listening, using brainstorming techniques, and breaking the group into subgroups. Diverting the discussion from participants who tend to monopolise the floor and encouraging reluctant or quiet participants to share their thoughts and ideas should balance participation.

The leader needs to keep the discussion focused on achieving the meeting objectives by minimising interruptions, disruptions and irrelevant comments. Setting ground rules that spell out expectations for general courtesy and responsibility will help establish behaviour norms and prevent

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misunderstandings and disagreements. When the discussion begins to go off on a tangent, the leader needs to intercede and get the discussion back on track by referring back to the agenda and redirecting the conversation.

The leader should end the meeting by summarising the meeting highlights, decisions, assignments, and discussing next steps. It is also a good idea to make a habit of asking participants to evaluate meeting effectiveness by identifying what went well, what didn't work, and what could be improved. The meeting should be followed up by distributing written meeting minutes to not only to participants and but also to others who may have a need to know.

## Managing Meetings

Meetings are a time when group members get together to share information, solve problems, make decisions, plan for the future, monitor progress, and periodically evaluate performance. Due to time constraints, it is best to make the most of every minute the group has together. In order to conduct efficient meetings, team leaders or facilitators must prepare before the meeting, conduct the meeting, and follow up after the meeting. Most people in management have complained about meetings, especially in regard to their number, frequency and value. Like them or not, we must meet to operate our prisons. Even though we often consider meetings to be occasionally ineffective, or of little value, we should not label any gathering with any of these preconceptions simply because it is a meeting.

It is not possible to do an effective job without occasionally dealing with people in gatherings larger than a simple 'one to one' encounter. Meetings often represent the best technique for arriving at joint decisions or joint conclusions. Meetings allow us to come to solutions in minutes that would require weeks by other means. Meetings are essential to a consultative and participative leadership style. The extra time taken to consult with your staff is a small price to pay for the benefits afforded by an honest, open, participative management style. In saying that, some of our problems regarding meetings are justified. Many meetings waste our time because they lack clear purpose, are poorly led, etc. The true cost of an unnecessary meeting is lost productivity. What would the participants be doing if they were not in a meeting?

### **Start on time**

For a regularly scheduled meeting (such as a health and safety meeting, held at noon every second Tuesday of each month) you should try to begin

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precisely on time. The more you defer to chronic latecomers, the more these people are likely to remain chronic latecomers. Chronic tardiness can often be an indication of other problems, such as hostility, disrespect, lack of interest or an inflated ego. Making a habit of starting on time can go a long way towards curing latecomers. If it is noon and only half the participants are present, start the meeting even if you know that the rest of the participants will be trickling in over the next few minutes. Out of respect for the people who were on time, do not repeat what was said for the benefit of the latecomers. Rather, let the latecomers know that they will have to wait until the end of the meeting to find out what they missed from those who were present.

Make it plain that the content of the early part of the meeting is not filler or warm up material that people can afford to miss. If you, as a prison manager make it a habit to start your meetings precisely on time, most chronic latecomers will change their ways. However if it is a onetime meeting attended by a number of people who are 'organisationally' scattered, you may decide to use your discretion on such an occasion and be more flexible. In this case you may want to schedule a session for say, 1.30 pm, when you know well it may not start until 1.45pm. Try not to make a habit of this practice as it suggests disrespect for those who turn up on time, and appears to show deference for the latecomers.

### **State the purpose of the meeting**

First, tell the group why they are there and what you hope to accomplish by their presence. It is nice at this stage if you can give them your best estimate of the amount of time the meeting should require. The end time for meetings can be as problematic as start times. Meetings can be a form of escape for some people who live extremely busy hectic working lives. Occasionally, such people may prolong meetings with irrelevancies if progress is not well controlled. Try to set an end time for your meeting, and do not exceed it. This is a good way to keep people on track, and is a particularly good way for you to put a courteous end to conversations that are not adding value. You can say, "I'm sorry to interrupt you, but I want to make sure we keep to our scheduled time".

### **Encourage discussion**

Do not allow the meeting to move in such narrow lines that valuable input is lost. Ask for clarification of comments that are offered. Request opinions and ask direct questions. If you have structured your meeting well, everyone is there for a specific purpose, so try to ensure everyone participates – especially the quiet ones! (Not such a problem in the Prison Service!)



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## **Exercise control**

### ***Of yourself***

Don't let your ego get in the way simply because you are the meeting organiser.

Don't lecture or dominate the proceedings.

Don't direct the other participants by telling them what they should say or conclude. This is only marginally appropriate even when the meeting is purely informational.

Do not argue with the other participants. Discuss by all means, but argue, never.

Don't attempt to be funny. What may seem to be funny to you may seem inappropriate to another. The best laughs generated at a meeting are those generated naturally from the course of the discussion.

### ***Of the group***

Don't allow lengthy digressions pull you away from the objectives of the meeting. Often legitimate problems are identified by such digressions, but if allowed to take over they will dilute the effectiveness of the meeting. If such a problem arises, note the problem and side-line it for action at another time. Do not allow people to monopolise the meeting. Although some overly talkative people may have a valuable contribution to make, their constant presence on centre stage can serve to narrow the discussion.

### **Summarise periodically**

Agreement in meetings are not usually made in single clearly defined stages. Agreement usually comes when discussion points are sifted, sorted and merged. Only after this process does a solution begin to take form. Periodically summarising what has been said, where you are, and where you are going is helpful. If the group can agree with your summary, the meeting is on the right track.

### **End with a specific plan**

When the meeting is over, you should be in a position to deliver a final summary stating what has been decided and who will be taking responsibility for any required action. Sometimes meetings that appeared to be productive end with a sense of incompleteness. No one should leave one of your meetings without full understanding of what was decided, the person responsible, and the timetable for implementation.

### **Follow up**

As far as your authority over the problem extends, it is up to you to follow up and determine what has been decided actually gets accomplished. It is also up to you to ensure that the minutes of the meeting are prepared and distributed. This ensures participants that what they decided has been accomplished, and allows you to schedule a further meeting if necessary.

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**Remember to:**

Distribute all data and information necessary for decision making in advance of the meeting.

Start meetings on time.

Appoint facilitator/leader if you are not chairing the meeting yourself.

Review objectives, ground-rules.

Stick to the agenda.

Discuss one issue at a time.

Use a “parking lot” for issues to be worked outside the meeting.

Record action items.

**Once the objective(s) has been accomplished, end the meeting.**

**When the meeting is finished:**

Conduct a meeting evaluation.

Did your team achieve the meeting objective(s)?

If not, why?

What three positive things can we do to improve the next meeting?

What are three things we did that we should not do at the next meeting?

Could we have done without this meeting? If so, how?

Results of the meeting should be documented and distributed to participants within two business days of the meeting. Team leaders have a responsibility to prepare before a meeting, conduct an efficient meeting and follow up after a meeting. Practicing the basics of effective communication and understanding the roles that different behaviours play will help facilitate valuable interpersonal communication within teams. Team members need to appreciate that effective communication will contribute greatly to the team norms, including openness, respect, honesty, and consistency.

## Participating in a meeting

- Come prepared to participate.
- Question constructively your value to the meeting in advance of the meeting.
- Help keep the meeting on track by challenging the participants and leader if the meeting strays from the stated objective.

**Suggested conduct:**

Be a model of honesty and integrity in the meeting.

Use the agenda, but do not refer to it outright. Let the words you say steer the conversation so it is clear you are leading the meeting, not the piece of paper. Give everyone an opportunity to contribute, and if someone is not participating, offer them the floor. In doing so, try not to let the person feel put on

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the spot. Don't let an awkward moment arise as the person tries to think of something to say.

Hold people to things they have said or committed to earlier in the meeting, or previous meetings.

Point out contradictions in what people say, by way of encouraging the group to determine ways to resolve the contradictions.

Let people finish what they are saying. If someone interrupts, direct the conversation back to the previous speaker to let him / her finish.

Ask follow up questions to show the speakers point was heard.

## Time Management in 60 seconds

Think of the day before you left on vacation

Think of the day before you left on that vacation. I would venture to say that the day before you left was your most effective time management day of the year. That day you accomplished more than any other. You quickly determined priorities and went about achieving those priorities. If you failed, you would not get out on time. The day before vacation you had an urgency about what needed to get done. The key to better time management is to develop this sense of urgency every day of your life. How do you do that? Perhaps we should take more vacations! On a more serious note, the first step in getting more done is realising what you need to accomplish. Once you have a clear mission, you will realise that many of the tasks that now occupy your time are actually keeping you from achieving your goals.

**Trainer** gets participants to give examples of the way they manage their time.

## Tips for effective time management

### **1. Eliminate the distractions**

Simply finish what you are doing. If you are doing a task, leave your phone inside your purse/briefcase, and shut down your email, Facebook, and Twitter. This elimination of distractions is a way to get into deep, focused work and avoid fragmented sessions where you're doing parts of your work.

### **2. Do the most important thing first**

You're less likely to make a good decision at the end of the day than you are at the beginning. So, don't start the day doing little tasks. Start doing the most important. It is going to impact positively the work of people around you. Don't procrastinate.

### **3. Work on schedule, and not on deadline**

Holding yourself to a schedule and not a deadline is very significant. Daily,

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and non-important tasks can follow a deadline, but following a schedule is much more effective on a long-term work. Doing that, you will have time to predict possible delays. And, if you are involved in more than a project, you need to prioritise tasks.

#### **4. E-mails don't solve problems**

The email is a very important media today. However, it doesn't solve problems. It can be too much noisy, and intensify your problem. If you don't want to lose time, try to solve it personally – physically or by telephone.

#### **5. Make direct texts/presentations**

If you introduce a new idea, or submit a presentation for consideration, try to be the most direct and transparent you can. One tip is read loud everything. If it doesn't make sense, rewrite. Ask someone who is not involved in the project is also a good idea. Avoid long meetings.

#### **6. Always review**

If you want to avoid redoing reports and loss of time, review every task, or entire projects, you deliver. It is useless to discover a project is late when it should be delivered.

## Understanding dignity and security in prisons

Dignity in detention: a fundamental right. Security in detention: a legitimate concern.

The relationship between dignity and security in detention = Legality, necessity and proportionality of security measures

The fact that States exercise effective control of the prisons implies that it must be capable of maintaining internal order and security within prisons, not limiting itself to the external perimeters of the prisons. It should be capable of ensuring at all times the security of the prisoners, their family members, visitors and those who work in the place. We stated earlier that prisons should be a safe place. This is a cornerstone of the dynamic security approach to managing prisons. We should try to create a **Security framework that goes beyond traditional approaches to security**. A framework that has:

- a culture of respect
- a culture of accountability
- a culture of compliance
- a culture of continuous learning
- a culture of empowerment
- a culture of openness

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That is why we have looked at principles of dynamic security, ethical approach to prison work and pro social modelling.

**Correct principles are like compasses...** .... They are always pointing the way. And if we know how to read them, we won't get lost, confused, or fooled by conflicting voices and values.  
Stephen R. Covey *Principle-Centered Leadership*

It requires you to abandon the idea that 'the end justifies the means', and instead embrace the idea that maybe it's the other way round. Not all your decisions will necessarily be popular, but an ethical leader, whose life and leadership is centered on principles, will find that they have true power, in that they and their decisions are trusted by those who follow them.

### **Guiding principles**

The Council of Europe has elaborated the European Prison Rules which are closely based on the UN Standard Minimum Rules (Mandela Rules). At a regional level, anti-torture treaties such as the European Convention for the Prevention of Torture contain important provisions prohibiting the use of torture or cruel, inhuman or degrading treatment. This Convention establishes a monitoring committee, the Committee for the Prevention of Torture (CPT) which is charged with "examining the treatment of persons deprived of their liberty with a view to strengthening, if necessary, the protection of such persons from torture and from inhuman or degrading treatment or punishment". The CPT has established a substantial body of opinion regarding standards in prison.

**Trainer asks** - What other principles are involved in managing a prison within a framework of dynamic security?? Let us look at other important principles.

## Protecting Prisoners - Basic responsibilities

**Protecting prisoners from physical and psychological harm.** Prisoners by the very fact of their incarceration are under the care of state authorities. The imposition of loss of liberty does not deprive an individual of the enjoyment of rights under the ECHR; indeed, in some important respects, the responsibilities owed by state authorities to individuals are enhanced by the very fact of loss of liberty. This is particularly so in respect of protection against ill-treatment. There is a legal obligation that prison staff must be aware of the protection of prisoners from physical or psychological harm. These responsibilities arise in particular under Articles 2, 3 and (to a lesser extent) 8 of the ECHR. Article 2 protects the right to life; Article 3 prohibits torture

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and inhuman or degrading treatment or punishment; and Article 8 calls for protection for respect for private life. These obligations essentially concern the protection of the prisoner from physical or psychological harm. The case law has been influenced by the standard-setting of the CPT; in turn, much of this is also now reflected in the European Prison Rules. Each of these provisions thus concerns aspects of physical and psychological well-being. There is a close relationship between Articles 2 and 3 insofar as the principles of interpretation adopted by the European Court of Human Rights are similar. Most obviously, loss of life will fall to be considered under Article 2, but even where death has not occurred, if the force complained of could potentially have led to loss of life, then Article 2 (rather than Article 3) will be engaged. Articles 3 and 8 can often in practice cover the same range of issues (since Article 8 may come into play where the harm complained of is not sufficiently serious to fall within the scope of “inhuman or degrading” treatment).



## Inter-prisoner violence

As well as the essentially negative obligation not to inflict ill-treatment or deprive an individual of life, the ECHR imposes significant positive obligations upon state authorities. These have a particular relevance to prison staff. The basic premise is that prisoners are in a vulnerable position by the very fact that they are in prison, and thus state authorities must counteract this vulnerability through taking effective steps to ensure their protection. This is of particular importance in respect of inter-prisoner violence. Prison staff must provide adequate protection against other prisoners known to pose a threat to fellow detainees.

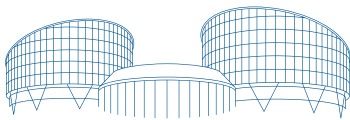
The care of prisoners features as a key aspect in CPT reports on visits. The CPT has also issued its own statement of expectations.

*The duty of care which is owed by custodial staff to those in their charge includes the responsibility to protect them from other inmates who wish to cause them harm. In fact, violent incidents among prisoners are a regular occurrence in almost all prison systems; they involve a wide range of phenomena, from subtle forms of harassment to unconcealed intimidation and serious physical attacks. Tackling the phenomenon of inter-prisoner violence requires that prison staff be placed in a position, including in terms of staffing levels, to exercise their authority and their supervisory tasks in an appropriate manner. Prison staff must be alert*

to signs of trouble and be both resolved and properly trained to intervene when necessary. The existence of positive relations between staff and prisoners, based on the notions of secure custody and care, is a decisive factor in this context; this will depend in large measure on staff possessing appropriate interpersonal communication skills. Further, management must be prepared fully to support staff in the exercise of their authority. Specific security measures adapted to the particular characteristics of the situation encountered (including effective search procedures) may well be required; however, such measures can never be more than an adjunct to the above-mentioned basic imperatives. In addition, the prison system needs to address the issue of the appropriate classification and distribution of prisoners. (11<sup>th</sup> General Report CPT/Inf (2001) 16)



The European Court of Human Rights also has had the opportunity to consider a number of cases, involving both Articles 2 and 3, in which the failure to protect prisoners from inter-prisoner violence has led to judgments against the respondent State. The most obvious first step involves the screening of prisoners upon reception, both in terms of identifying those who are particularly vulnerable, and also in respect of those prisoners likely to pose a risk to others.



## EUROPEAN COURT OF HUMAN RIGHTS

There is also positive obligation upon prison officials to prevent inter-prisoner violence under Article 3. A failure to take measures within the scope of authorities' powers which, judged reasonably, might have been expected to avoid a real and immediate risk of ill-treatment by an

identified individual from the criminal acts of a third party in circumstances where the authorities had knowledge of the risk (or ought to have had such knowledge) may thus give rise to a violation of the guarantee.

## Dealing with vulnerable groups of prisoners

### CASE STUDY

The regime in the prison is relaxed but not lax. Prisoners are allowed freedom of movement within defined limits. They are encouraged to keep themselves occupied. Staff treat them with respect. The vast majority of prisoners respond positively. Two or three prisoners take

advantage of the situation. They bully other prisoners and constantly provoke staff. Some staff want to respond by cracking down on all prisoners and exercising much tighter control over everyone. Other staff feel that this would antagonise the vast majority of prisoners who are well-behaved. Bearing in mind the international instruments, what is to be done?

### **What Matters to Prisoners?**

Efficient delivery of goods and services  
Safe provision of privileges/material possessions  
Consistency of treatment  
Freedom to 'offset' the pains of imprisonment (through trade, individual autonomy, interest)



Prisoners argue that 'living with other prisoners' is one of the main pains of imprisonment. Wings are public places, in which roles are played and threats may occur. Irritation and violence may be frequent. There are divisions and allegiances, based on offence, race, religion, nationality, region, politics and character. Some prisoners have more power than others (although whether it is 'gained' by them or 'conferred' by others is an interesting question) but there are limits to the amount and nature of any power prisoners may claim.

### ***Points to be highlighted/suggested areas for discussion:***

#### **CASE STUDY**

Consistency in the application of rules suggests fairness;  
The behaviour of prisoners, as with all individuals, does not always conform exactly to the rules as laid down;  
Staff need training and guidance, which should involve discussion, in the application of the rules, to allow them to deal with this fact;  
Being a member of prison staff is difficult and there are no short cuts to doing the job properly;  
It is not acceptable to allow prisoners to do whatever they wish as long as they are quiet and there appears to be order. That is not an example of staff being in control;  
Prison staff must be very visible and involved in prison activity and be careful not to show preference or to engage in collusion or gossip;  
There should be publicly displayed policies on bullying that apply to everyone in the prison, making it clear what a victim of, or a witness to, bullying should do;  
Bullying should be discussed openly and openly labelled as cowardly;  
Proven bullies should be dealt with by removing or isolating them, not their victims;



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Awkward prisoners will always test any regime;  
Prison staff must feel confident in their style of working and in their ability to deal with intransigence; it is the task of senior staff to achieve this through training and good management;  
Prisoners who consistently refuse to obey reasonable orders should be disciplined;  
This discipline should be confined to that which is necessary to restore good order, no more;  
Prisoners who bully other prisoners should be removed and relocated.  
All prisoners may be vulnerable to a certain degree (for example, on account of overcrowding, poor physical conditions, isolation or inappropriate activities). However, some groups of prisoners run a greater risk of ill-treatment than others. Physical weakness, mental insufficiency, membership of a minority group, different appearance or salient behaviour are just some of the factors which may lead to prejudice, discrimination, exclusion or indeed direct ill-treatment.  
Prisoners from ethnic, religious and racial minorities, foreign nationals, sexual minorities, and especially people with disabilities such as handicapped, sick, mentally-ill and mentally-retarded prisoners are at a much higher risk of discrimination and ill-treatment. Additionally, juveniles, women and elderly prisoners may be vulnerable to abuse from both prison staff and other prisoners. There are also special groups of white collars criminals, police informers, former public officials and police or prison staff who may be at real risk of humiliation or physical and psychological abuse and violence.  
Vulnerable prisoners should be considered as prisoners with special needs. That is why they are in need of additional care and protection.

“Vulnerable” does not refer to “less dangerous” as it is not related to the degree of dangerousness, risk of reoffending, violence etc. However, it implies that failing to meet the needs of vulnerable prisoners may in certain cases amount to ill-treatment.

## Individual risk assessment

### **European Prison Rules**

#### *Security*

51.1 The security measures applied to individual prisoners shall be the minimum necessary to achieve their secure custody.

#### *Safety*

52.1 As soon as possible after admission, prisoners shall be assessed

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to determine whether they pose a safety risk to other prisoners, prison staff or other persons working in or visiting prison or whether they are likely to harm themselves.

A fundamental principle of good prison management is that prisoners should be subject to the least restrictive measures necessary for the protection of the public, other prisoners and staff. Restrictions placed on prisoners' rights should adhere to the principles of legality, necessity, proportionality, accountability and non-discrimination.

All limitations imposed upon a prisoner should be in accordance with national law and have a legitimate objective. The measures must be necessary—i.e. it should be very clear that using less restrictive means would not fulfil the objective of ensuring safety and security. All restrictive measures should be proportional to the risk posed, with an appropriate balance between the protection of the fundamental rights of the prisoner and the State's lawful interference in the exercise of these rights. Such interference should be the least intrusive possible to fulfil the aim of ensuring security and order in prison and should be imposed for the shortest possible duration. Finally, decisions should be objective and impartial, taking into account only the relevant factors. There should be no discrimination against certain groups of prisoners, based on race, colour, religion, ethnicity, nationality, gender, sexual orientation, political views or any other factor. Security measures applied to all prisoners should be reviewed and, as necessary, revised regularly.

## Risk assessment

A careful risk assessment should be made by the prison administration. It is vital that the risk assessment differentiates between four overriding types of risk posed:

- Risk of escape
- Risk of violence towards staff, other prisoners and visitors
- Risk to good order
- Risk of prisoners from within the prison directing criminal activity taking place outside the prison (for example, conducting organized crime-related activities, terrorist or gang activity, drug trafficking, intimidating or corrupting witnesses, judiciary, lawyers or jurors)

A number of criteria have been identified for assessing escape risk. They would usually include the following:

- The threat the prisoner might present to the community if he or she were to escape

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- The likelihood that the person will try to escape, either on his or her own or with external assistance
  - Previous history of attempting to escape and access to external help
  - The nature of the crime for which the prisoner was convicted
  - The number and types of any previous offences
  - Length of sentence, which usually reflects the nature of the crime
  - The potential for threat to other prisoners and staff

Initial risk assessment should not over-focus on observable behaviour but should encourage identification of less obvious features that might signify risk. Important aspects which should feature within the risk assessments should not be overlooked, including:

- The existence of a criminal lifestyle
- The presence of sexual deviance (e.g. history of sexual violence, child abuse, etc.)
- Prisoner's attitude to the victim of the offence
- Thinking skills deficits, such as the failure to anticipate consequences
- Emotional immaturity, such as difficulty coping with loss, rejection or stress
- Analysis of the motivation for the violence within the offence

## Categorization and allocation

Once a thorough risk assessment has taken place, prisoners should be categorized according to the appropriate level of security they will need to be held in. The categorization of prisoners is also essential to decide their allocation to a suitable prison or unit within a prison and, together with the findings of their risk and needs assessment; it provides the basis for the development of individualized sentence plans. The small number of prisoners who are assessed and categorized as high security would usually be allocated to a high-security prison or a high-security unit within a prison that has a lower security category (e.g. a medium-security prison). The even smaller number of prisoners who are considered to be particularly dangerous may need to be held in special maximum-security facilities, which may be special prisons or separate units within another prison (e.g. within a high-security prison where other high-risk prisoners are held).

Different considerations should also apply to prisoners with mental illness, who should be held in conditions that take into account their mental health requirements, and which should be the least restrictive possible, balanced with

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the need for secure custody. Such prisoners may, for example, be held in secure psychiatric facilities or sections of hospitals designed to hold people who have committed a criminal offence but who have a treatable mental illness.

The European Prison Rules reiterate *‘that no one shall be deprived of liberty save as a measure of last resort’* and stress that *‘the enforcement of custodial sentences and the treatment of prisoners necessitate taking account of the requirements of safety, security and discipline while also ensuring prison conditions which do not infringe human dignity and which offer meaningful occupational activities and treatment programmes to inmates, thus preparing them for their reintegration into society’*. *‘All detention shall be managed so as to facilitate the reintegration into free society of persons who have been deprived of their liberty’*. *‘[...] the regime for sentenced prisoners shall be designed to enable them to lead a responsible and crime-free life’* and *‘as soon as possible after such admission, reports shall be drawn up for sentenced prisoners about their personal situations, the proposed sentence plans for each of them and the strategy for preparation for their release’*.

## Risk and Needs Assessment

As soon as possible after admission, prisoners shall be assessed to determine the risk of escape and the risk they would pose to society in case of escape; the safety risk they could represent to others or themselves. *‘The depth of assessment should be determined by the level of risk and be proportionate to the gravity of the potential outcome’*. The risks posed by the prisoner inside prison and to the outside community should be evaluated separately. Needs assessment is geared towards the criminogenic needs which are to be *‘addressed so as to reduce offences and harmful behavior both during detention and after release’*. Since dangerousness and criminogenic needs are essentially dynamic aspects varying over time and according to biographic and environmental influences, periodic regular re-assessment is indispensable.

### Individualised assessments and Risk management Principles

Legality

Necessity

Proportionality

Accountability

Non-discrimination



A clear distinction should be made between the offender's risks to the outside community and inside prison. These two risks should be evaluated separately

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## Risk management

Risk and needs assessments should always be linked to the management of risks and needs.

Risk management refers to the process of applying a range of measures in prison, and where applicable, in the post-release period with the aim of reducing the risk of (former) prisoners committing or instigating violent and disruptive acts while in prison and reoffending upon release. The risk management strategy of high-risk prisoners should, where appropriate, have the long-term aim of their return to society and should ensure that there is continuity between the period of imprisonment and the post-release period.

“All plans developed with this aim in mind should include: rehabilitative and restrictive measures to reduce the likelihood of reoffending in the longer term, while affording the necessary level of protection to others; measures to support the individual to address personal needs; contingency measures to respond promptly to indications of either deterioration or imminent offending; and appropriate mechanisms to respond to indications of positive changes.” *Recommendation CM/Rec (2014)3 of the Committee of Ministers to member states concerning dangerous prisoners, para. 35*

## Least restrictive measures necessary

Another fundamental principle of good prison management is that prisoners should be subject to the least restrictive measures necessary for the protection of the public, other prisoners and prison staff. Restrictions placed on prisoners' rights should be based on the individualized risk and needs assessment undertaken upon admission to prison, be reviewed regularly and modified as necessary.

Risk and needs assessments should always adhere to the following principles:

**Legality:** All restrictive measures imposed upon a prisoner should be in accordance with international and national law, and have a legitimate objective.

**Necessity:** The measures must be necessary, i.e. it should be clear that using less restrictive means would not fulfil the objective of ensuring safety and security.

**Proportionality:** The restrictive measure should be proportional to the risk posed, with an appropriate balance between the protection of the fundamental rights of the prisoner and the State's lawful interference in the exercise of these rights. Such interference should be the least intrusive possible to fulfil the aim of ensuring security and order in prison, and be imposed for

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the shortest possible duration.

**Accountability:** The decision-making process should be transparent and records should be kept of the assessment and decision-making process justifying the need for the restrictions imposed.

**Non-discrimination:** Decisions should be objective and impartial, taking into account only the relevant factors. There should be no discrimination against certain groups of prisoners, based on race, colour, religion, ethnicity, nationality, gender, gender identity, sexual orientation, political views or any other factor.

*See CPT Standards, CPT/Inf/E (2002) 1–Rev. 2015, para. 55 for a discussion of the PLANN test (Proportionate, Lawful, Accountable, Necessary, Non-discriminatory) in relation to solitary confinement decisions. Also see the Explanatory Memorandum to Recommendation CM/Rec (2014) 3 of the Committee of Ministers to member states concerning dangerous prisoners, paras. 52-54.*

The range of risks assessed should include:

Harm to self, to other prisoners or to persons working in or visiting the prison (harm-related risk);

Threat to good order in the prison (order-related risk);

The likelihood of escape (security related risk);

Committing another /serious offence on prison leave or release (reoffending-related risk); and

Instigating the commission of offences in the community in cooperation with associates in the outside world (crime-related risk).

**Needs** assessments, on the other hand, should seek to identify needs relating to learning skills, education and job skills, as well as the personal needs and characteristics associated with the prisoner's offence(s) and harmful behaviour ("criminogenic needs").

To the greatest extent possible, all needs should be addressed so as to provide prisoners with a better opportunity to live crime-free lives upon release and to reduce the risk of harmful behaviour both during and following imprisonment.

**Group Activity:**

The following prisoners have just been admitted to prison. Consider what level of security they require:

A man who murdered his neighbour in a drunken brawl and has just

been sentenced to life imprisonment. He has no previous criminal record.

A man who burgled a house in order to feed his drug habit. He has been sentenced to 4 years' imprisonment. This is his eighth offence.

A man who embezzled a large sum of money from a company and was part of an international syndicate. He has been sentenced to 3 years in prison.

**Trainer** gets participants in groups to discuss and feedback. During feedback, the trainer needs to emphasise that the international instruments ask us to consider three criteria when assessing levels of security for individual prisoners:

- The threat to the public should they escape.
- The likelihood of escape.
- The resources available to assist in an escape.

The first prisoner's problem is probably alcohol abuse. Without a previous record and with no known contact with the criminal underworld, he is unlikely to prove a serious security risk;

The second prisoner is a long-term drug addict; he is likely to be prepared to do anything to obtain the drugs he wants. He is likely to be a nuisance, possibly a danger to the public, but unlikely to have access to resources. Drug dependence treatment would be an example of dynamic security;

The third prisoner is unlikely to be a danger to the public but he is likely to want to escape and to have the contacts that could assist in this.

*"Risk Assessment is only as good as the action that follows"*

## Use of Force and other means of Coercion



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Occasionally, situations may occur where staff are faced with prisoners armed with improvised or other weapons, or where other factors present a real threat to the Human Rights and Health and Safety of staff, prisoners or others. A serious incident may be defined as:

- an incident where there is a significant risk of injury, or worse, to staff, prisoners, or others; or
- an incident that endangers the good order and / or discipline of the establishment or area, and the situation cannot be dealt with by means other than staff physical intervention.

IF IT BECOMES NECESSARY TO DEFEND YOURSELF“EPR 64.2:  
The amount of force used shall be the minimum necessary and shall be imposed for the shortest necessary time ....”

Rule 64 reinforces the principle that staff may only use force within clearly defined limits and in response to a specific threat to security or good order. As a general rule prevention of a violent incident is always better than having to deal with it. Alert staff who know their prisoners, will be able to identify the disruptive elements and to prevent violent acts. Good professional relationships between staff and prisoners are an essential element of dynamic security in de-escalating potential incidents or in restoring good order through a process of dialogue and negotiation. Only when these methods fail or are considered inappropriate should physical methods of restoring order be considered. When force has to be used against prisoners by staff it should be controlled and should be at the minimum level necessary to restore order.

## What Does The Term Reasonable Force Mean?

It will always depend on the circumstances of the case  
Everyone has the right to defend themselves against attack, provide they do not use a disproportionate level of force to do so.  
Staff should always attempt to deal with a situation through other strategies before using force. Force should only be used when all other methods have failed.

### **On what four criteria will your action be judged?**

Was the action necessary?

Did you use reasonable force?

Was it used for the minimum length of time?

Were there any special circumstances?



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**Remember: Ethical behaviour lies at the heart of good prison work.** Being ethical assumes that morally mature human beings possess enough self-discipline to accept responsibility and act on it despite distractions and temptations. Integrity is the medium through which individuals achieve ethical behaviour.

## Wrap Up

**Trainer** wraps up session by highlighting the key points covered during the module and invites further questions and discussion. Thank participants for their engagement.

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## Appendix

### Appendix 1 - Policy Dynamic Security

#### POLICY ON THE DEVELOPMENT AND IMPLEMENTATION OF DYNAMIC SECURITY IN THE NATIONAL PRISON ESTABLISHMENTS

##### **Background**

This policy is developed by a Working Group of representatives from the Department for Execution of Sentences, hosted by the Council of Europe and attended by international consultants on 29 and 30 June 2017 in Skopje.

##### **Purpose:**

The purpose of this policy is to further develop and implement the concept of Dynamic Security in all national prison establishments to enhance existing security and control arrangements to provide for the safety and security for all prisoners, staff and visitors.

##### **What is Dynamic Security?**

In accordance with European and International standards “Dynamic Security” is recognised as an approach that relies on the development of professional and positive relationships between staff and prisoners. Dynamic security supports existing physical security (walls, grilles, bars, gates, CCTV) and procedural security (searches, controlled movement, alarms, communications, management of keys and categorisation) by developing the skills and knowledge of staff to work closely with prisoners to be aware of prisoners feelings, their concerns and their potential points of conflict that should be addressed.

To be successful, prisons must also provide prisoners with good living conditions that respects human dignity and also offers prisoners a full programme of activities to keep them occupied in accordance with European Prison Rule 25.

##### **Our obligations**

*For all staff and management:*

We are aware of our responsibility to maintain control and to care for prisoners by ensuring all prisoner’s rights are respected; and,

We will work professionally with diligence and integrity and are committed to comply with the recently published Code of Conduct and Ethics.

*For management:*

We will train all Governors on Dynamic Security and each will be held

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accountable for implementation of this policy.

We will provide training and information for all staff to ensure staff are aware of their responsibility to manage and supervise prisoners by implementing the concept of dynamic security; and

We will ensure all policies and procedures reflect the principles of dynamic security in compliance with local House rules, by-laws, national legislation (Law on Execution of Sanctions) and international obligations.

### **Principles of Dynamic Security**

- The General Directorate is committed to the development and implementation of Dynamic Security and ensure full compliance with this policy;
- Dynamic security will be included in all induction and in-service training;
- All staff are aware of their responsibility to provide safe, secure and humane custody through positive and professional interaction with prisoners;
- Prison administration and prison management will fully support the development and implementation of Dynamic Security and ensure full compliance with this policy;
- Promotion of good communications at all levels, vertically and horizontally, and between all staff and with all prisoners is vital;
- Dynamic security is everyone's responsibility irrespective of their role or background;
- Underlying these principles is the expectation that all prisoners are **entitled** to be treated with dignity and respect.

### **Normalisation:**

For prisoners there is a need to have routine and regime arrangements that replicate life outside prison including reasonable living conditions, access to showers and laundry, contact with family and friends and attendance at work and activities outside their normal living accommodation. Establishing conditions which differ as little as possible from those obtaining in daily life outside prison, removes grounds for discontent and aggression. Prisoners are generally more content and become better motivated to behave and conform as there are opportunities to constructively occupy their time and to gain benefits from cooperating with staff and the regime.

Underpinning the normalisation principle is the expectation that prisoners will believe they are treated with justice and fairness. Prisoner's requests and complaints will be taken seriously and prisoners will be provided with

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a response. Through staff developing a positive relationship with prisoners they will hear of potential discontent before it occurs thus preventing incidents: Dynamic Security encourages and supports a pro-active rather than a reactive approach to managing conflict and unrest.

### **Our Actions**

Structured working day – we will provide prisoners with a structured working day given our obligation to provide those in our care with their entitlements as provided for under national law and international standards.

Constructive regime – We will provide activities through the provision of education, work, vocational education, cultural and recreational activities and sentence planning procedures.

Security staff - We recognise that dynamic security provides an enhanced role for security staff supported by improved multi-disciplinary working to enhance security, control and safety in all aspects of prison management

External influences - We recognise that improved conditions in prisons and the provision of constructive regime activities can be limited through external influences including, in particular, the lack of funding.

Staff interactions – relations between staff and prisoners will be conducted in a manner of mutual respect, encouraging positive behaviour and addressing negative behaviour. Where possible conflict between prisoners, or prisoners and staff, will be resolved:

- openly, promptly and calmly;
- by negotiation;
- by allowing those involved to communicate appropriately; and
- by ensuring that dignity and self-respect are maintained.

Interpersonal Skills and communications – Through training we will provide staff with skills to better manage their relationships with prisoners including how to say no, understanding the use of body language and non-verbal communications, the importance of reflecting back, active listening, gestures, appropriate greetings and, most importantly, the ability to build rapport.

However, as a Prison Service we remain committed to continuously improve how we manage our prisoners and we will seek to develop new and improved support to prisoners as and when the opportunity provides. **Our ability to implement the concept of dynamic security is limited only through our vision of what is possible.**

### **Conclusion**

Prisons perform a difficult and challenging role on behalf of society. We are aware of and understand the special role we have in contributing to a safer

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society by working with prisoners to support them to address their offending behaviour and to help them prepare for release back into the community. We do that by treating prisoners with respect and that at all times ensuring they are treated with fairness and with justice.

Through strong leadership by our management teams we will ensure that all our staff are mindful of this responsibility. Where our standards fall short of what is expected we recognise that prisoners have a legitimate right to complain to prison management and to independent bodies. We should be held accountable for our performance.

The safety and security of all persons working in, residing in or visiting any of our institutions is of utmost importance to us.

We accept that we have challenges and problems that we need to face. We know overcrowding remains endemic and that we need to continue to invest in our facilities including investing in the employment and engagement opportunities available to prisoners. We are committed to on-going improvement in the protection and promotion of human rights and we will continue to enhance our Service through the concept of dynamic security.

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## Appendix 2 - Standard Operational Procedure Dynamic Security

### SOP Dynamic Security

Definition: **Dynamic security**: regular and consistent interaction with prisoners and timely analysis of information and sharing through observations and communication (e.g. rapport building, training, networking, intelligence gathering and strategic analysis). Dynamic security is the action that contributes to a safe working and living environment for staff and prisoners, and is a key tool to assess a prisoner's adjustment and stability.

Dynamic security is a concept and a working method by which staff priorities the creation and maintenance of everyday communication and interaction with prisoners based on professional ethics. Dynamic security aims at better understanding prisoners and at assessing the risks they may pose, as well as ensuring safety, security and good order, contributing to rehabilitation and preparation for release.

#### RESPONSIBILITIES AND PROCEDURES

A: The Governor will ensure:

- managers and supervisors actively practice dynamic security and supervision;
- operating procedures facilitate staff visibility and constructive interaction with prisoners in a manner that is consistent with the safety of staff and prisoners;
- staff interact with prisoners in institutions and/or in the community, and document information as soon as possible.

B: The Prison Management team will demonstrate and promote on-going dynamic security ensuring staff interacts with prisoners on a regular basis.

C: Supervising staff will encourage and promote dynamic security with all prison staff who interact with prisoners regularly.

D: All staff who interact directly with prisoners will:

- motivate the prisoner to engage in pro-social, responsible behaviour;
- enhance their knowledge base of the prisoner's activities and behaviours by observing and assessing behaviours (positive and negative) critical to maintaining a safe and secure environment;
- consider factors that affect prisoner behaviours and interactions (e.g. communication styles, learning deficits, mental health) and, where appropriate, the needs of women, other groups, and prisoner's social history;

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- record and share dynamic security related information with security, case management, health services, intelligence and other pertinent staff;
  - immediately report prisoner interactions or behaviours that may jeopardize the safety of staff, prisoners, public, or the institution and complete a Report.

E: Dynamic security interactions and observations with prisoners will be documented in a log book, and/or Casework Record. Any new information collected as part of dynamic security will be shared.

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## Appendix 3 – Suggested Case Studies/Scenarios

You have just been given charge of a unit in the prison. Until now it has been managed in a very repressive manner. It is clear that prisoners obey the rules only because they fear the consequences of not doing so. Junior staff think that good order can only be imposed by coercion. They are afraid that anything else will result in disorder. Your task is to create an environment in which prisoners will obey the rules because it is in their interests to do so and in which staff feel confident enough to give prisoners a reasonable amount of personal responsibility. How can that be done?

You are in charge of a high-security unit which holds a number of prisoners whose escape must be prevented at all costs because of the threat they pose to public safety. These prisoners generally obey the rules of the prison and are not a threat to internal order. But they all have strong personalities. Junior staff prefer to leave them to their own devices within the unit and depend on physical means to prevent their escape. They want to observe the prisoners from a distance. How can you convince staff that security would be improved if they moved among the prisoners regularly and got to know them as individuals? How would you build in safeguards to ensure that the prisoners did not impose their personalities and wishes on the staff?

The regime in the prison is relaxed but not lax. Prisoners are allowed freedom of movement within defined limits. They are encouraged to keep themselves occupied. Staff treat them with respect. The vast majority of prisoners respond positively. Two or three prisoners take advantage of the situation. They bully other prisoners and constantly provoke staff. Some staff want to respond by cracking down on all prisoners and exercising much tighter control over everyone. Other staff feel that this would antagonise the vast majority of prisoners who are well-behaved. Bearing in mind the international instruments, what is to be done?

A prisoner who is usually well-behaved suddenly goes berserk. He clearly presents a risk to himself, to other prisoners and to any member of staff who tries to approach him. Taking account of the relevant international instruments, what steps should be taken before deciding to use instruments of restraint?

You are the senior officer on duty in the prison. A prisoner has punched a member of staff in the face. He has been subdued by other staff and is being taken to the solitary confinement when you arrive on the scene. Staff are



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very annoyed on behalf of their colleague. You suspect that, once you have left, the prisoner may be beaten up.

How do you convince staff that they should not do this?

A prisoner refuses to obey the legitimate orders of staff. The doctor assesses him and concludes that he is not mentally disordered or unstable. The man continues to assault staff and to act in an impossible manner. The governor of the prison asks the doctor to give the prisoner an injection for his own safety and that of the staff who are dealing with him. Bearing in mind the international instruments, what should the doctor do?

In the course of a medical examination, the medical officer finds marks on a prisoner's body which are consistent with beating. The prisoner alleges that he has been beaten by staff but says that he does not wish to make any complaint for fear of reprisal. What should the doctor do?

Imagine that you work in a prison where prisoners are taken each day from their accommodation blocks to have one hour's exercise walking round a large yard. Your task is to redesign the exercise yard in such a way that prisoners can be more active while they are exercising. You must also work out a system which allows them to use the yard for much longer periods each day.

A junior member of staff reports that he has heard two prisoners discussing the possibility of escape. One of the prisoners is due to be released within a few days. The other is a high-security prisoner who has powerful connections outside the prison. He is due to receive a visit from his wife in a few days. How should the prison authorities react?

Your prison has 50 per cent overcrowding. Prisoners are confined to their living accommodation for 23 hours each day. They are allowed out only for one hour to exercise in the open air. How can you make arrangements for them to be out of their cells for longer and to take part in useful activities?

Prisoners are allowed to send letters without censoring. The husband of a prisoner contacts the prison governor to say that neither he nor their children wish to receive any further letters from the prisoner. The husband asks the governor to ensure that she does not send them any letters. What should the governor do?



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