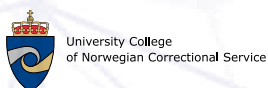




Dynamic Security Training Handbook

EPTA Special Interest Group



www.epta.info

Dynamic Security Training Handbook

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The EPTA Network was founded in 2010 by heads of the European Penitentiary Staff Training Academies to create a structure that supports the sharing of training methodologies and content across Europe.

EPTA aims to develop cooperation that enhances the initial and continuous training of correctional staff and helps boost awareness of the correctional staff's work in prison and probation settings.

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NHC will also coordinate an EU-funded follow-up project, starting in 2021. This project will continue to strengthen the network, contribute to its sustainability and allow for more in-depth sharing of information on the current challenges in the penitentiary field.

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Introduction

The purpose of this handbook is to illustrate how staff training can contribute to achieving the mind-set and culture needed to establish dynamic security practices in correctional services. Furthermore, this handbook serves as a guideline for developing a training curriculum with training components, topics and methods that are relevant and conducive to dynamic security.

First of all, a training curriculum should describe how the learning process should take place. The stated learning objectives are to be achieved through various methodologies. These may include work practice, physical activities, written submissions, participation in seminars and groups, oral presentations, and feedback on other students' work. Digital tools and an electronic learning platform can be useful tools to assist the learning process.

The training curricula can be structured with the help of a didactic model consisting of an introduction and six key elements (Hiim & Hippe, 2006):

Introduction: Why is it relevant?

Prerequisites & target group: who is the target group and what learning prerequisites must they fulfil? What do they need to learn and what do they already know?

Learning goals: what are the realistic goals of teaching? What are the desired learning outcomes? Do these outcomes include knowledge, attitudes and/or skills? Is it important for participants to experience group cohesion during training?

Content: the content can be understood in connection with the learning goals and the prerequisites which must be satisfied by the person or target group. The content must make it possible to achieve the goal within the existing framework.

Methodology (pedagogical approach): which methods are best suited to achieving the formulated goals within the existing framework? Which is most useful, group or individual lessons? Are dialogue and sharing

of experiences important or are lectures more suitable? Is it useful to use stories, role-playing games, activities, pictures, films or other educational methods and tools? Each person's view on learning will probably have an impact on the choice of pedagogical approach, methods and tools.

Evaluation: were the learning goals achieved? How effective were the methods in relation to the formulated goals, frameworks and target group?

Framework factors: what opportunities and limitations exist in relation to a specific topic? Where should training take place, at school and/or in prison? What is required of technical support and other learning materials? What professional resources must be available and how much time can trainers spend planning, implementing and evaluating the teaching or supervision?

This handbook will make suggestions about the above elements in relation to a number of key dynamic security topics. However, before developing any dynamic security training, a proper needs assessment is required to identify more broadly the dynamic security needs in a correctional facility. This will inform the development of the training and ensure its effectiveness. Another key element of effective dynamic security training is of course the training staff. What competences must they have in order to properly transfer knowledge and skills to training participants?

Developing a dynamic security mindset and culture: Socratic dialogue

Dynamic security should be achieved on a daily basis and maintained. It is a new working method that is different from the prison culture which values static surveillance and a limited number of activities and interactions with prisoners. In order to change such a culture (or any culture, for that matter), the organisation must work to establish a new mindset and practices. What kind of culture exists, is reflected primarily in our practices and behaviour.

For dynamic security practices to be implemented, they must become part of the culture and be promoted by each of the organisation's actors. Although the main responsibility for development and change lies with the competent authority and management, history has also taught us that cultural change takes place primarily when individuals in the organisation themselves take responsibility for change. It requires the organisation and its staff to predict and understand what the benefits of change will be. It can be a challenging process, especially in organisations that may be stuck in old traditions.

How can training contribute to such a change in mindset and culture? Citing Schopenhauer, the Minimum Standards for Dynamic Security Training, describes this process:

"All truth passes through three stages. First, it is ridiculed. Second, it is violently opposed. Third, it is accepted as being self-evident". Dynamic security is no exception to these three stages of truth. The implementation of dynamic security also goes through all these different stages. Cultural change and the professional positioning of staff are also no exception to this. No matter how well a rule is written, it can be ridiculed and ignored. It can also be fiercely opposed.

A method known as 'Socratic dialogue', which is a group-based approach, is an example of a tool which can be used in training to help participants see and understand the world in a new way.

Prerequisites & target group

The target group for the 'Socratic dialogue' includes all staff and management in a certain unit. Anyone who influences the organisational culture in a unit should attend this training in order to understand and contribute to change. The prerequisite should preferably be that the participant has some practical experience but it is also possible for newly recruited staff to complete the training. The participants themselves need to learn to share their own experiences, which will help avoid abstract discussions on general topics.

Learning goals

The goal is to get the participants involved in developing and implementing dynamic security practices. The training should contribute to the development of judgment and dialogue competences, give participants experience in philosophising and function as an effective tool for organisational development, team building and the development of a common understanding and culture. An important outcome of the training includes influencing attitudes as participants experience group cohesion.

Content

The 'Socratic dialogue', named after the Greek philosopher Socrates, is a form of group dialogue, which was popularised by the German philosopher Leonard Nelson. In a 'Socratic dialogue', one approaches the answer to a

general question through a group's concrete experiences and then reaches consensus about the answer to a particular universal question. The teacher or the person who leads the group is the moderator and facilitator of the dialogue. The starting point for the dialogue is often a general and open question of the type "What is ...?" For example: "What is the good life?", "What is professionalism?" or "What is justice?" Then, this question is sometimes followed up with more closed questions.

For the topic of dynamic security, there are several key indicators that can show the level of dynamic security in a prison. During the training, these indicators are turned into questions that can then be used in the dialogue. Some examples of important questions are:

- What makes you feel safe at work?
- What do you think contributes to the prisoner feeling safe in the unit?
- What will contribute to the security of your family, considering your work in the correctional service in the short - and long term?
- What does it mean to do a good job in the penitentiary field?
- How many hours a day are detainees locked up in their cells? What is the outcome?
- How many times do staff interact with detainees during their work shift, other than for purposes of logistics or movement?
- How many violent incidents take place per week or per month? This may include violence against staff but also between prisoners, suicide attempts or self-mutilation.
- What factors are important in order to perform a good risk assessment?
- Do staff have regular conversations with detainees? What are the benefits of knowing them individually?

Methodology (pedagogical approach)

A 'Socratic dialogue' can be conducted in groups of 5 to 15 participants. It usually lasts between two and six hours. The group is facilitated by a teacher who leads and facilitates the dialogue.

Real-life experiences, as opposed to theoretical principles, form the starting point for the 'Socratic dialogue'. The participants themselves contribute by sharing their own experiences, thus helping avoid abstract discussions on general topics. By definition, participating in a dialogue means that listening to the views of others is just as important as expressing one's

own. This is one of the reasons why 'Socratic dialogue' can contribute to developing judgment and dialogue competences, provide participants with experience in philosophising (see philosophy) and function as an effective tool for organisational development, team building and the development of a common understanding and culture.

The dialogue itself is carried out by inviting all participants to give a brief overview of one of their own experiences that may provide an answer to the question asked. It is useful for the participants to prepare for the theme and for everyone to contribute. If the theme is not communicated in advance, participants should be given a few minutes to think about relevant cases.

Together, the participants agree to examine one of the narratives in more detail. This will often be the narrative that best described the general issue or phenomenon: something recognisable, something valuable and something that sheds light on the question at hand.

The chosen case is elaborated upon by the person who presented it, while the philosopher or facilitator writes down key words, where everyone can see them. The other participants are encouraged to share their views and ask questions about the story and point out which elements in the story provide answers to the question at hand.

Finally, based on the elaborated narrative, the group tries to formulate a common answer to the original question.

It is recommended to lay down some ground rules for the dialogue:

- First, the existing definitions are set aside to make room for definitions to be prepared based on participants' own experiences;
- A philosophical conversation is based on reciprocity and the exchange of thoughts, ideas and opinions between the participants, and an examination of one's own thoughts;
- The group should reach a common understanding of what has been said;
- According to the definition of a dialogue, listening to the views of others is just as important as presenting one's own;
- It is crucial for all participants to think for themselves;
- Each participant presents their own experiences and thoughts;

- Participants should refrain from referring to authorities and/or facts and statistics;
- It is important to think together and build on each other's ideas;
- The process takes place step by step, progressing in a logical manner;
- It is important to think concretely;
- The participants relate to the given, concrete reality of the experience.

Framework factors

This topic and the recommended method require a facilitator or teacher with good supervision skills and who knows how to lead group processes. It is of course advantageous, but not crucial, to have a knowledge of correctional services. Furthermore, rooms should be used where the group members can meet and sit comfortably and have the opportunity to use a blackboard or similar. It is not recommended that this method be used online because too much of the communication that takes place between the participants will be lost and there will be a lack of unity and belonging which are crucial for a good and fruitful dialogue.

Evaluation

It is recommended to start the evaluation process during the group session. The group can summarise the new knowledge they have acquired together and how they think it can be applied in practice. This training can also contribute to self-evaluation of attitudes and behaviour in relation to the job.

Professional commitment

The main objective of developing professional commitment is that at the end of the initial training, front staff officers will be able to work autonomously in the field, with a proper understanding of safe and humane detention. This approach to commitment requires more than the acquisition of practical skills. It must translate the corpus of values that the front staff must share and bring to life in their role in order to effectively contribute to dynamic security. In addition to doing and know-how, being and social skills are also important. This question of values, of being and social skills introduces a necessary teleological view of the work, which each front staff officer must integrate and embrace.

To achieve this, four basic principles representing the foundations of this training oriented towards a pedagogy of success must be observed:

- Initial training;
- Acquisition of generic skills;
- Alternating theory/practice and skills transfer;
- Coaching.

In order to apply effective and conscientious dynamic security practices, ethics must be ingrained in penitentiary staff training. However, there are various ways in which ethics can be incorporated into training courses. A few examples are listed below, ranging from courses focused on ethics in general to courses that cover ethics in relation to specific situations or themes.

Ethics

A course on ethics can be divided into two parts. The first part could be devoted to theory (deontology:¹ generalities) and take place at the beginning of the programme so that the agent can act in accordance with the regulations when they are on site. The second part could explore the application of theoretical ethics principles in practice and should be given as a refresher day approximately six months after the first part has finished.

Learning goals

At the end of this course, participants will be able to act with respect, impartiality, conscientiousness and loyalty.

Content

The course could include an analysis of the legal ethical framework (at national and international level, including a specific ethics code), a study of national law addressing fundamental principles regarding prisons and imprisonment and an analysis of a concrete situation related to the work context in a penitentiary institution.

Expected competences:

- The ability to show respect for others (prisoners/colleagues/hierarchy/visitors, etc.), in accordance with the rules of deontology;
- The ability to carry out the decisions taken by one's superiors even if one does not personally subscribe to them;
- The ability to follow the hierarchical path for reporting;
- To ability to correctly follow the rules and instructions of the organisation;
- To ability to question a colleague in case of poor performance and to warn one's superiors if the situation does not improve;
- The ability to channel frustrations and criticisms by addressing them rationally;
- The ability to take responsibility for one's own tasks and results.

Methodology (pedagogical approach)

Theoretical presentations should be the main tools used for the acquisition of the competences referred to here. Ideally, these are supplemented by fictitious scenarios or the sharing of real-life examples during which participants will discuss the various

¹ In moral philosophy, deontology is the normative-ethical theory that an action itself is right or wrong according to the rules and principles underlying all human activity.

determinants of a situation in order to find the most appropriate response in the case under consideration. This sharing of real-life cases will be even more effective if it can be done in a confidential setting, which will have been previously specified. The 'Socratic dialogue', mentioned previously, is an example of this.

Evaluation

Participants should be evaluated in writing based on a questionnaire with open-ended questions to reflect on problematic situations. The situation presented could be, for example: "You suspect your colleague of trafficking illegal substances for a prisoner. You have no evidence and you do not know the nature of the trafficking. What should you do? Explain your choice."

Minimum requirements to meet: to know one's rights, duties, the general prohibitions (e.g. smoking ban, prohibition of alcoholic beverages at work, etc.) and how to exhibit the appropriate behaviour in relation to colleagues, superiors, prisoners and released convicts.

Ethics and real-life experience and consequences of incarceration

Learning goals

At the end of this course, participants will be able to identify the different consequences of incarceration on the detained person and identify the specific characteristics of our professional context and their consequences on staff members. This will help participants better understand the situations encountered in prisons and react appropriately.

Content & methodology (pedagogical approach)

Learning professional positioning that takes the risks linked to incarceration into account will require the use of a wide range of pedagogical means and methods. A corpus of theoretical knowledge will have to be used to initiate the process, both at the legal and psychosocial level. The reflection on and engagement with the materials should ideally be complemented by personal work, which will also provide support for evaluation. More than for any other subject, the blended learning approach will make sense here. The subject matter will inevitably have to be experienced as much as it is learned. Particular attention will be paid to the ability of new staff to apply their knowledge in the field and the difficulties and resistance faced in the process.

Below is a course description based on two parts.

Part 1: Consequences of incarceration on prisoners

a) Observed negative consequences of incarceration on prisoners

- Major deprivations (Sykes, 2007);
- Prison psychosis;
- Suicidal behaviour;
- Eating disorders;
- Sleep disorders;
- Anxiety disorders;
- Sense disorders.

b) Observed positive effects of incarceration on prisoners

- Learning social skills;
- Access to academic and professional knowledge;
- Modification of the scale of values;
- Resumption of family and social relationships;
- Medical management;
- Psychosocial care;
- Prison as an excitement buffer.

Part 2: Staff and prisoner behaviour within the prison system

Experience with working in a prison environment has shown that theoretical knowledge of the legal and regulatory framework governing the profession, taught from the beginning of the training programme, is not enough to prevent staff and prisoners from exhibiting problematic behaviour. As this subject is sensitive and can potentially generate strong reactions of rejection from the participants, because it touches on their positioning (deontological and ethical) within the professional environment, opting for the pedagogy of the detour is a good idea. In other words, the participants are led through an observation exercise followed by a role-playing game, helping them identify the different causes of unethical behaviour themselves. Below is an example of such a course based on the Stanford Prison Experiment.

a. Pedagogical support: The Stanford Prison Experiment

Before watching the film related to the experiment conducted by Professor Zimbardo at Stanford University, an explanation should be given on the purpose of this study and the means developed to carry it out. This is followed by instructions for practice and role-playing.

The purpose of the study and conditions of participation are as follows: the university is recruiting volunteers for a study on life in prison. Candidates are subjected to a test to select those who do not present with any psychological disorder. In addition, they are recruited on the condition that they have no psychiatric and/or forensic history. Two groups are randomly selected: prisoners and prison officers. The latter receive only one instruction from the experimenters, namely that they should not engage in violence.

Participants are asked to then divide up into four groups: prisoners, officers, experimenters and a commission of inquiry.

- The "prisoners" group is invited to observe the actions and attitudes of the prisoners and then explain them;
- The "officers" group is invited to observe the actions and attitudes of prison officers and then to explain them;
- The "experimenters" group is invited to observe the actions and attitudes of the experimenters and then to explain them;
- The "commission of inquiry" group is invited to identify any failure to stay on track/excesses.

Role-playing: the mission of the commission of inquiry is to question each group on the reasons for their actions, to establish the responsibility of each group for the excesses observed and to propose ways to improve the relationship between prisoners and prison officers.

b. Sharing observations

After having put oneself in the shoes of each of the groups, all participants are asked to identify what may have caused the inappropriate actions observed.

c. Linking the content with theories of group phenomena

Conformism: Asch's experience (Asch, 1951) shows that the person in a group will act as an anonymous person and not as a full-fledged individual (de-individualization - loss of critical thinking).

The dilution of personal responsibility: the larger the group is, the less responsible the individual feels (see the film '38 witnesses (Belvaux, 2012)').

Obedience to authority: Milgram's experience (Milgram, 1974) emphasises the propensity to act as long as it is guaranteed, encouraged and led by an authority figure.

The Lucifer effect (Zimbardo, 2008): a system, because of the way it works, can push an ordinary individual (endowed with moral values) toward becoming an 'executioner'. This is called 'moral stalling'.

Other explanatory elements include:

- The first step without thinking: this is the first action committed, which, at first glance, appears to have no consequences but which can generate a climate of frustration conducive to the escalation of violence between prisoners and officers;
- Asymmetrical agent/detainee relations;
- The 'Uniform' effect (Zimbardo, 2008);
- The 'Golem' effect (Babad et al., 1982);
- The trivialisation of violence;
- Dehumanisation;
- The consequences of the "behind closed door" action.

d. Sharing reflections on preventive mechanisms

Several mechanisms can be discussed, such as the importance of rules being clearly defined by the authority, regular reminders of the regulatory framework, knowledge of the Lucifer effect and its consequences, listening to divergent opinions, daring to have an opinion of your own and expressing it and regular critical self-reflection.

Evaluation

This course would be evaluated (indirectly) through the observation of the trainee in the field, according to personal work assignments and during role-plays.

Managing risky relations with detainees

Learning goals

The officer must understand the right degree of distance that they must put between themselves and the prisoner, also in view of the different personalities of the prisoners encountered.

Expected competences

At the end of this course, participants will be able to:

- Establish a strictly professional relationship with the prisoner;
- Help a colleague if they find that the latter is having relational difficulty with the detainee;
- Communicate information concerning the inappropriate behaviour of prisoners to their superiors;
- Identify the consequences of a relationship that goes beyond the professional framework and actively take on a role as an example.

Content

- front staff job description;
- framework and mission;
- definition of 'relationship and proximity';
- types of risks;
- situational scenarios;
- showing one or two film clips ('Le boulet' and 'Prison break');
- illustrating the dangers of relationships which are too close and linking these to regulations.

Evaluation

This course should be evaluated indirectly through the observation of the trainee in the field and during role-plays.

Diversity awareness

During training, the trainee has already been able to get an idea of the diversity (gender, origin, culture, etc.) of the people they will be working with. It is thus very interesting for the participant to start working based on their experience during the first few weeks in the field and their vision of the work both with prisoners and colleagues.

Learning goals

At the end of this course, participants will be able to use the regulations on discrimination to avoid discriminatory behaviour, identify prejudices and stereotypes, both in their own discourse and in that of their professional environment, to free themselves from them and identify personal difficulties they may encounter with certain groups of people.

Content

- Presentation and definitions of the different notions related to diversity: culture, religion, nationality, gender, disability, etc.;
- Definition of diversity circles;
- Definition of the concepts of stereotypes and prejudices + practical exercises;
- Discrimination (definition, consequences and legal framework).

Targeted abilities:

- ability to act loyally towards the administration by acting in accordance with its expectations and respecting the rules and ethical values of the profession;
- ability to behave respectfully towards everyone;
- ability to be creative when dealing with others and to question oneself in relation to differences;

- ability to look beyond the facts and contextualise situations;
- ability to anticipate a potentially confrontational situation, which could become conflictual, by developing means of access to differences with others;
- ability to value situations of mutual recognition.

Evaluation

This course can be evaluated through the observation of the trainee in the field and during role-plays.

Desired staff-prisoner relationship

In most countries, the technical security thinking and related framework, based on the confinement model (Logan, 1992), rather than the psychosocial rehabilitation approach focusing on relational and interactional skills, are still the most frequently followed methods in the security staff training curriculums.

The confinement thinking is reflected in the prison officers' communication with prisoners. The prison staff should ideally be clear, concise and effective so that the prisoners know what is required of them. The communication between prison officers and prisoners in the confinement model is mostly unidirectional and focused on maintaining order and giving practical instructions and formal counselling regarding daily schedules (recreation times, meal times etc.).

A requirement for the creation of a favourable environment for implementing dynamic security practices is a good and respectful staff-prisoner relationship. A harmonious staff-prisoner relationship lies at the heart of the security work in prisons (Liebling & Arnold, 2004). The emphasis in training should therefore be placed on how the dynamic security practices can be advanced with properly functioning staff-prisoner relationships. The training in the desired staff-relationship shall include all the elements that, according to the research evidence, have been shown to be effective in shaping the proper environment for the dynamic security practices to take shape.

Target group & prerequisites

Training in staff-prisoner relationships comprises a range of themes concerning prison front-line workers, in particular. This category includes 1) all the security staff (prison officers, senior prison officers, principal prison officer), 2) rehab- and educational staff (rehabilitation and substance abuse counsellors, vocational and educational counsellors, psychologists, social workers, certain representatives of the health care personnel) and, 3) prison management and middle management. Management in the prison plays a key role in the adaptation to new ways of performing security-related tasks and procedures so that they meet the criteria for good practices according to the principles of the

dynamic security approach. Management also directs prison operations and determines what type of professional culture is needed in order to fulfil the dynamic security criteria.

Each of the staff groups mentioned above have both shared and divergent learning and training needs.

Learning goals

The goal of the training is to acquire interpersonal communication skills and know-how for approaching prisoners in order to create a professional relationship that contributes to security for the prisoners, staff and society. Participants should be able to apply the dynamic security concept in their everyday practice and understand the wider meaning of this approach to the prison security.

Content

With reference to the issues mentioned above, the dynamic security training needs can be divided into the following categories:

I Introductory training;

This includes the guiding principles of the dynamic security approach, its goals and background theories as well as practical applications. It also touches upon the essential elements of the dynamic security approach and what it requires of the prison environment.

II Training in interpersonal communication skills;

Especially the prison security staff often needs more education in interpersonal communication skills in order to become better at listening, questioning and understanding prisoners instead of just giving orders and instructions. In order words, the staff must be able to maintain order and authority not necessarily based on their formal position but rather their professional

qualities and ability to interact with the prisoners in a way that contributes to the dynamic security goals. This includes training in how to deal with conflicts and to negotiate to avoid using coercive measures.

Training in empathy and sensitivity skills is closely related to this. In a prison context, this means that the staff is capable of carefully and patiently listening to the prisoner's problems and showing that they really care. Empathy and sensitivity in this regard also mean that staff are aware of barriers associated with their working role and that they know how to minimise the possible negative effects of those barriers. The staff should learn to use emotional practices in the sense that the "emotions can be defined as practices involving the self (as body and mind), language, material artefacts, the environment, and other people" (Sheer, 2012, p. 193).

For educational and training purposes, impacting the way the prison staff draw on and refer to their emotional practices in relation to prisoners in their everyday practices and communicate and regulate them in the interaction with colleagues and with other professional groups in the prisons is extremely important and influences the prison staff's habitus and how they are experienced by the prisoners. This also creates a common framework for all the professional staff groups in the prison. Therefore, it is also extremely important to discuss what this means for each professional subgroup's culture, including how committed they are to the emotional work and how it supports their regular work, for example security work.

III Training in motivational and pro-social modelling skills;

In addition, the prison security staff needs to receive training in motivational and pro-social modelling skills that focuses more on persuasion than punishment and deprivation.

The skills reinforcing pro-social behaviour require that the prison staff learn constructive ways to challenge pro-criminal thinking and activities. The staff should also learn how to tackle the undesirable behaviour within a positive framework, showing and demonstrating different ways to adapt pro-social behaviour. In this connection, it is also important to know how to reinforce positive behaviour and help the prisoners to reshape the course of their lives by presenting alternative ways and strategies to live a life without crime (Trotter, 2009, 144-146).

An important aspect in pro-social modelling is tackling undesirable behaviour in a constructive manner to ensure that prerequisites for the positive change and cooperation can be adequately met. Within the dynamic security framework it is extremely important to address antisocial and violent behaviour. The staff should in any case prioritise dialogue over confrontation and the unidirectional use of authority (Trotter, 2009). Thus, in summary, important learning topics in this respect are as follows:

- a) To expand the staff's ability to apply different methods and practices which help them tackle the undesirable behaviour in a constructive manner
- b) To build up knowledge, if it is lacking, on how to reinforce positive behaviour by teaching the prisoners prosocial behaviour in a consistent and structured manner and shaping and establishing, together with the prisoners, a code of conduct, with which the prisoners can comply and which they find legitimate;
- c) To teach different methods which help the staff work as mentors and instructors for the prisoners;
- d) To ensure the staff learn motivational and dialogical interaction methods.

IV Complementing dynamic security goals with the technical security in the prisons;

The security staff and also, as far as possible, other target groups might need training in methods and professional knowledge on how to exercise the authority to carry out technical security duties within the dynamic security framework. Important practical training issues or items are:

- a) Learning to recognise the necessary level needed in each specific security risk situation to maintain the security in the prison within the dynamic security framework;
- b) Principles and guidelines for security procedures (searches, substance abuse screenings, etc.) to fulfil the dynamic security criteria. Carrying out the security procedures without infringing the dignity and integrity of the prisoners;
- c) Using the technological surveillance equipment so that it is not counterproductive to the dynamic security goals. Technology can be used in combination with the interactive methods and practices as a part of the preventive practices in prisons. Technology should be used while preserving the confidentiality and trust between the

staff and prisoners (for example, not overusing technology to the detriment of human contact and interaction). The focus in this training is on how to use technology so that it does not dehumanise or depersonalise the prison practices. The surveillance technology shall help the staff to maintain the order and peace in the prisons by making it possible to detect potential problems and thus preventing all kinds of antisocial counterproductive behaviours.

V Complementing dynamic security goals with the procedural security arrangements.

Especially the security staff but also other target groups need training on how to implement procedural practices in a way that favours dynamic security. Procedural arrangements (procedural security) comprise all the prison practices and processes aimed at organising the prison's daily operations, routines and schedules so that the physical security of the prisoners and the staff is guaranteed. They also comprise all the practices aimed at managing the prison population, preventing escapes and identifying different risks. Examples of procedural risk practices are how the visits and leaves and other privileges are organised and allowed and how the daily activities and possibilities to participate in different types of rehabilitation activities are scheduled. The purpose of the procedural activities is that the daily activities and operations in the prison can proceed without disturbances and make it possible to carry out different rehabilitation activities. Important practical learning issues are therefore:

- a) To strengthen the practical knowledge of the procedural security practices in relation to dynamic security thinking;
- b) To deepen the understanding of how procedural security can contribute to physical and dynamic security;
- c) To teach staff to apply restraining, security and risk management tools in a way that is proportionate and in balance with the rehabilitation activities as well dynamic security guidelines adapted in the prisons;
- d) To teach approaches for cooperating with other professional groups in the prisons to shape working procedural practices that help to maintain security in the prisons.

The training described above could be beneficial for the rehabilitation staff, in addition to management and middle management. Collaborative training with different staff groups

creates better opportunities for building up a shared understanding of what is the right way to interact with the prisoners. Participation in collaborative training also helps the staff shape common working procedures and a joint framework for dynamic security in the prisons.

The surveillance and security staff are already familiar with the physical and procedural security issues and the legislation and regulations related to them. It will in any case be beneficial for them to discuss these issues in terms of a cooperative and joint approach to dynamic security issues in the prisons. Therefore, it is difficult to define exactly what the security staff should or should not learn.

The other target groups, the rehabilitation staff and management, can have different training needs depending on their position in the prison organisation.

The rehabilitation staff could benefit from basic training in physical and procedural security issues, including what they are and what types of practices and legislation and regulations as well as guidelines there are. The security staff on the other hand, could benefit from training which focuses on rehabilitation issues and desistance. The prison management is in a key position to develop strategies and policies for the implementation of new practices. Therefore, it is important that the management is familiar with the dynamic security approach and what types of resources and skills are required in order to implement it in prisons. This will enable them to better plan activities and take into account how human and other resources shall be allocated and targeted.

Methodology (pedagogical approach)

The training combines theoretical lectures with teamwork and individual supervision. In addition, different types of creative and dialogical methods can be used. For example, theatre and role-playing can be used so that staff in different positions can change their roles and gather experience. One important method is also to write essays on dynamic security approaches in order to learn to conceptualise this method. Each training component includes an obligatory theoretical component providing a conceptual framework and overview of the basic topics and issues as well as their dynamic security underpinnings. The theoretical components are always combined with learning in practical settings (contextualised learning)

including theoretical/reflexive elements under the guidance of an individual supervisor or mentor. This type of training helps participants connect dynamic security as a theoretical approach to the real-world context, which also makes it possible to reconceptualise and inquire about their own working methods. The training should be problem-oriented so that practical daily activities will be used as learning material. The relational skills training should therefore include a separate learning-by-doing element where the staff can handle practical situations and reflect afterwards on how well their way of acting meets the dynamic security principles. In each component, it is also possible to use audio-visual and artistic training methods (theatre, video-recorded sessions etc.), workshop learning and individual feedback discussions.

Evaluation

Evaluation is needed to measure to what extent the trainees have achieved the goals of the training and acquired the necessary professional/theoretical knowledge underpinning the dynamic security approach as well as the relevant practical and methodological skills that support it.

The evaluation should provide tools to assess the trainees' capacity to build their professional skills and knowledge. The evaluation can be continuous, following trainees' professional development during the component. Evaluation in this sense should not be formal, based on scores or ranking or formal written statements on the trainees' performances. The feedback should be given directly to the trainees in individual, constructive feedback sessions so that the trainee gets an overview of their professional knowledge.

The evaluation can be included in the training components as a self-evaluation procedure in which the trainee assesses in advance, on the basis of a set of criteria, their performance or progress. This self-evaluation shall be discussed together with the trainer or supervisor in each supervisory meeting.

Framework factors

In order to set up an effective training course covering issues related to staff-prisoner relations, a number of framework factors should be considered.

The above-mentioned topics offer the possibility to create a common relational and multi-

professional framework for all the prison staff groups. If successful, the training can create a common professional basis for all prison activities. One of the risks, however, is that the training may be of a more superficial nature. All of the topics should cover a wide range of subtopics and related issues, such as training in sensitivity and empathy skills. A short training course cannot cover all the necessary issues in an appropriate manner.

As the training includes both theory and practice, it should take place at school and in the workplaces where the theoretical items are applied in practice. There should be a continuous interaction and dialogue between the theoretical and practical elements of the training so that the students develop their professional identity.

In terms of materials and resources, the physical and procedural training requires a certain set of technological training materials and manuals. In addition, videos and other technological equipment needed for the prison security work should be available for use in the training. Furthermore, there should be technical support for using the prison surveillance system in order to demonstrate how the security work has been carried out and how it could be modified within the dynamic security framework.

In general, different types of training material (manual, literature, exercise documents and materials, equipment for group videoconferencing, audio-visual material for practical training) should be available.

The time spent on planning, implementing and evaluating the training depends greatly on the timeframe available for each member of the training staff. There should in any event be a certain specified timeframe that the training staff can allocate for this, for example 30 percent of their working time.

Risk assessment

In order to achieve the appropriate level of dynamic security, it is crucial that both prisoners and staff feel safe. Risk assessments are the most important tool we have for determining the right measures so that the safety and security of prisoners and staff are ensured at all times. In order to achieve qualitatively good risk assessments, it is important that frontline staff who know the conditions and prisoners are involved in the assessment work. Therefore, they must also be able to use and understand the methods for risk assessments and apply the appropriate risk reduction measures, both alone and in cooperation with others.

Target group & prerequisites

The target group consists of frontline staff and/or personnel who have direct contact with prisoners. A prerequisite for participation is that they have obtained at minimum the required level of education before they start this training. This may mean that they have different levels of education but that they have little or no practical experience working in the correctional service. The training is set up on the assumption that the participants do not have knowledge of or experience with risk assessments. They will need training in the elements and knowledge that are needed for risk assessments and to receive an introduction to the use of the methods employed by the correctional service.

Learning goals

The goal is to make the student capable of preventing and managing undesirable events by analysing and understanding a situation's potential risks, with the focus primarily on static, organisational, and dynamic security, and that they can identify characteristics of prisoners that pose a risk to themselves and others and furthermore, to uncover the individual prisoner's personal needs in order to be able to assist in the rehabilitation process.

Knowledge: the trainee gains insight into the prison officer's role and routines for daily risk assessment with a view to ensuring the safety of prisoners, staff, and society.

Skills: the trainee can make various types of risk assessments and communicate these to the parties concerned, both orally and in writing.

Content

The content of the training is closely related to the training methodology as it includes both theoretical and practical components. Therefore, some of the content is taught at the training centre (theory) and the rest at the training prison (practice):

At the training centre:

- Theoretical introduction to the risk assessment methods used by the correctional service;
- Case study training in the use of the methods both individually and in groups;
- Theory and group reflections on factors that are important in a risk assessment and the risk reduction measures that can be used in the correctional service;
- Training in the communication of the risk assessments with the proposed measures to colleagues and management.

At the training prison:

- Carrying out practical risk assessments of selected cases with supervision by a mentor;
- Conducting a practical methodological test that involves planning, risk assessment, conducting, and evaluating an activity. This shall involve making a risk assessment of the activity itself and of the participating prisoners. Afterwards, the student writes a report on the activity and its different elements.

Methodology (pedagogical approach)

It is beneficial to use practical examples to practice the risk assessment methods. One

pedagogical tool in the training centre involves alternating between individual and group work. Furthermore, it can be useful to have a teacher-directed sequence in, for example, the introduction and summary of a task.

During the practical training, one effective method is to provide practical/methodological tests whereby the student is given specific risk assessment tasks that they must solve as a training requirement.

Evaluation

One method when evaluating both theory and practice is to carry out an ongoing evaluation throughout the course of study. Along the way, the student sits tests that must be passed. These can be written, practical or a combination of the two. Some must be sat individually and others can be sat in groups. If there are tests to be completed in practice in the prison, these should be administered by a supervisor so that safety is ensured and treatment of prisoners takes place in accordance with current rules. A comprehensive evaluation can consist of the student writing a reflection on his or her own learning throughout their education. It will, to a greater extent, show what development the students have undergone and what understanding and knowledge they have gained.

Framework factors

The training in risk assessments can and should take place in several arenas. An approach that combines theory and practice in the training will be a great advantage in this subject. At the training centre, this may involve a theoretical introduction of methods and which elements must be part of the assessment in order to create the most accurate risk picture possible. Risk assessments should also be included as a main element in the practice component of the training with the students themselves carrying out the assessment of situations and of prisoners. This should be overseen by a mentor or a supervisor. The training centre must have professional resources with expertise in risk management and preferably have knowledge of the correctional service. A collaboration between the training centre and the prisons will help to strengthen the quality of the training. The benefit of this is that the student is able to see the connection between theory and practice. An open learning environment is essential to enable the candidate to reflect upon the relationship between professional skills, experience, and research-based knowledge.

Quality of trainers

There is a saying that everyone who owns a cell phone thinks they are a photographer. When it comes to training, anyone with good communication skills and content knowledge could say that they know how to train. Communication skills and content knowledge are indeed basic competences for any trainer, including those for dynamic security. However, does that mean the goal of the training will automatically be reached? Especially dynamic security training, which is aimed at establishing a new way of thinking and working, requires specific skills and competences. Some of the key competences of dynamic security trainers are described below.

Good content knowledge: A great trainer must have in-depth knowledge of the topic that they will be training in. They should understand every detail of the prison environment. What does it mean to lock the cell, to say “no” to prisoners or to motivate somebody to behave differently? Good content knowledge can only be achieved by working in prison for some time. Otherwise, the topic remains too theoretical. Without understanding the content, trainers are unable to break the content down into teachable and relatable chunks of information.

Understanding the bigger picture is essential. The trainers should have an in-depth knowledge of ethics, morals and values, human behaviour and psychology. A broad knowledge of restraining, security and procedural risk factors is also needed. Furthermore, the trainer must be able to understand how all the areas mentioned relate to each other in a prison environment. To understand the bigger picture in the area covered in the training, including dynamic security, the trainer must be a **lifelong learner**. Up-to-date knowledge of new approaches and research and developments (including changes in law and trends at the European Court of Human Rights) in the field or new methodological possibilities are essential to teach dynamic security as ideas are constantly developing. Another benefit of lifelong learning is that the trainer will be able to relate more easily to their students. Finally, **trainers should be at the forefront of change**. Ideas on how to treat prisoners and the related best practices are changing constantly. Dynamic security trainers should concentrate their energy on how to take new approaches, as opposed to disregarding them.

Excellent communication skills are essential as for any trainer. After all, trainers are responsible for ensuring learners understand the training material. Communication is not just about language or vocabulary, it is also about engaging the learners in the discussion and developing two-way communication. This enables a trainer to convey information easily and accurately and properly respond to questions or comments. Communication is also necessary for developing an atmosphere of sharing without barriers so that the learners do not hesitate to share problems and provide feedback. **Good listening skills and patience** are also essential. The capacity to listen, ask the right questions, and understand the needs of the learner are at the top of this list. A trainer should be able to listen closely to what their target audience thinks they need in order for them to see what they actually need.

Their core personal values must be in accordance with the concept of dynamic security. If the trainer themselves does not believe in the possibilities that dynamic security offers in a prison environment, the training will not be purposeful. **Trainers must act as a role model:** setting rules and encouraging certain behaviours is a useful step for encouraging student development. Trainers who model the same behaviours they request from their students are more likely to help students cultivate desirable habits and behaviours. Students learn how to speak, act, treat others and exhibit other developmental behaviours by observing. Modelling behaviours of patience, understanding, empathy and communication can encourage students to develop these same skills. These

are essential skills in dynamic security. If the trainer creates an environment of honesty in the classroom from his/her side, it can influence the students to evaluate their own intentions and their impact on others, increasing empathy and honesty. This is the essence of dynamic security.

Conclusion

The establishment of dynamic security practices requires a certain mindset and culture. To achieve this culture, the staff should be trained in many different topics. This handbook is a guideline for establishing a training curriculum with training components, topics and methods that are relevant to and effective for the development of dynamic security.

This handbook provides suggestions for training curriculums on several key dynamic security topics. However, the handbook also describes the importance of performing a needs assessment before developing any dynamic security training in order to identify the dynamic security needs in a correctional facility in broader terms.

The dynamic security competences required of trainers have been described as well, as the knowledge and skills of the relevant trainers vary greatly. This report has described some of the key competences they need in order to properly transfer knowledge and skills to training participants.

Dynamic security is in essence a new prison culture that must be based on theoretical as well as behavioural achievements. Training staff in relevant topics contributes to these achievements. Curriculums for effective dynamic security training can be developed based on this handbook.

Abbreviations

EPTA	European Penitentiary Training Academy Network
EU	European Union
EuroPris	European Organisation of Prison and Correctional Services
NHC	Netherlands Helsinki Committee
OSCE	Organization for Security and Co-operation in Europe
SIG	Special interest group
UN	United Nations

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