



Best Practices in Dynamic Security Training

EPTA Special Interest Group



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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.

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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 concept of dynamic security is understood differently depending upon the practical context. However, there is usually a shared understanding regarding the following: the concept of dynamic security combines security and control as well as rehabilitative and supportive elements in a way that enhances the positive change towards desistance and life without crime (Drake, 2008).

The term dynamic security was first introduced into the Prison Service Lexicon by Ian Dunbar (1985) while he was working as a governor in high-security prisons (Jewkes & Bennett, 2008). Ian Dunbar noticed that active prison regimes, which included close involvement of staff with prisoners, reduced the risks of riots, violence and escapes (Drake, 2008, p. 158). The intention was for the approach taken in prisons to operationalise goals for a more practical reality focusing on human resources and the significance they can have for both security and rehabilitation. Throughout the 1990s and into this century, dynamic security became a concept that was first established in the correctional services in Western Europe. Dynamic security became a method in the pursuit of a more humanistic view of prisoners, in parallel with resulting in more appropriate and better security for prisoners, staff and society.

By now, the term has been adopted globally as an essential element in prison regimes and can be understood as "an approach to security, which combines positive staff-prisoner relationships with fair treatment and purposeful activities contributing to their future reintegration" (Penal Reform International, 2013, p.4).

[Dynamic security] encompasses the actions that contribute to a professional, positive and respectful relationship between prison staff and prisoner. It requires knowledge of the prison population and an understanding between prisoners, and between prisoners and staff, allowing staff to anticipate problems and security risks (Penal Reform International, 2013, p.4).

Definition

As we see in the literature, there are several definitions and descriptions of the concept of Dynamic Security. We believe that the definition in the Council of Europe Handbook for Prison and Probation Services Regarding Radicalization and Violent Extremism (2016) is useful and comprehensive:

Dynamic security is a concept and a working method by which staff prioritizing the creation and maintenance of everyday communication and interaction with inmates based on high professional ethics, and that there is sufficient purposeful and meaningful activity to occupy prisoners, bound by effective security. It aims to better understand inmates and assess the risks they may pose as well as ensuring safety, security and good order, contributing to rehabilitation and preparation for release. This concept should be understood within a broader notion of security which also comprises structural, organisational and static security.

The word 'dynamic' means that something is in motion or changing (as opposed to static), and has a moving force or effect, i.e. (if individual) it is energetic, powerful and effective. People are dynamic by nature. This is an important insight when working with people. Humans are controlled by inner and outer stimuli that constantly change and affect thoughts, feelings and actions. This of course applies to both employees and prisoners.

Definition of structural, procedural or organisational security: This includes the organisation of security work, responsibility and authority. It involves staff planning, training and emergency plans, written routines and procedures. Furthermore, it involves how measures and resources are managed.

Definition of static or physical security: This includes the architecture of the prison buildings, walls, staffing, surveillance routines, control measures and technical installations.

Procedural and static security practices constitute the necessary infrastructure for all of the security work in the prisons. They are nevertheless insufficient without the human interaction between the staff and prisoners mediating and reconciling different point of views) (Bryans, 2015, p.9).

Security must be assessed in relation to three factors: Security for the society, staff and prisoners. A properly-functioning correctional service contributes to the protection of society.

We achieve this by:

- Preventing criminal acts during imprisonment;
- Preventing prisoners from escaping from prison or breaking conditions set by the probation service;
- Preventing prisoners from continuing their criminal behaviour after they have served their sentence.

Having good security is a prerequisite for good rehabilitation and vice versa.

Best Practices

Belgium

The Enneagram

In 2005 the Belgian prison administration first introduced the enneagram as a tool for self-awareness and communication among the management teams of French-speaking Belgian prisons.

The enneagram is a tool describing personalities based on nine universal points, a typology that includes nine types of unconscious motivations that are the driving force behind our behaviour. Initially regarded as an esoteric symbol, the tool has been developed mainly in the United States since the late 1970s and during the 1980s by Oscar Ichazo and Claudio Naranjo. It became more and more popular in the 1990s, thanks to the support of, among others, David Daniels (MD, Clinical Professor of Psychiatry and Behavioral Sciences at Stanford Medical School), Helen Palmer, Don Riso and Russ Hudson (the latter two having conducted an initial psychometric test called RHETI). As a typology of personality, the enneagram is now a tool that meets the scientific standards of validation in psychometry and has been developed at the Halin Prémont Enneagram Institute of Louvain-La-Neuve in collaboration with the Catholic University of Louvain (UCL, Belgium).

The management teams of the Belgian prisons were only taught how to use the enneagram until 2012. In 2015, all employees of French-speaking prisons were taught how to use the enneagram as part of a continuous training programme. In 2016, it was included in the initial training of French-speaking prison officers as part of the communication course. Currently, the number of people trained in using the enneagram across all positions is between 15% and 20%.

In 2018, the prison administration supported a pilot project to train prisoners in the use of the enneagram through the Enneagram Prison Project (EPP), a non-profit association founded in 2012 in the United States by Susan Olessek. This training in the use of the enneagram

for inmates is aimed at self-knowledge and inner motivation while fostering emotional responsibility. It integrates key issues such as trauma and addiction. After an initial pilot project and the in-depth training of professional trainers working within the newly-created Belgian branch of this non-profit association, the EPP programme has so far been implemented in six prisons located in the southern part of the country.

Dynamic security practices and outcomes

It is in these six prisons that new and emerging communication practices are being adopted. Trained in the use of the same communication tool, which is the enneagram, staff and prisoners now have access to a new method of meta-communication for conflict resolution and emotional reactivity control. This teaching of the same communication and self-awareness tool on both sides of the bars represents a new path to greater dynamic security.

The most crucial factor in the creation of dynamic security is the behaviour and attitudes of staff and prisoners. It is a collaborative search with regard to how we interact with and relate to each other in order to achieve better security. In other words, this search is not limited to gaining skills that can be mastered by making use of our intellectual quotient, our IQ. Dynamic security demands that organisations, individually and collectively, train the emotional quotient, our EQ. By using the enneagram as a personal development tool in our professional practice, we link this sequence of tasks to the consciousness of self and others, colleague or prisoner, and process this information in an intelligent manner both logically and emotionally. It allows people to better recognise, manage and interpret manifestations of anger, fear and sadness. This is why the enneagram plays an essential role in developing interpersonal collaboration and functions as a practical tool for staff and prisoners.

Better self-awareness, knowledge of one's emotional responsiveness and insight into the way one pays attention to things and people, can make the difference between the proper and improper application of dynamic security

principles. Everyone will become more aware of his/her own role, understand him/herself better and become more emotionally responsible. This new emotional responsibility is the cornerstone of an environment with less violence between prisoners and staff, less violence amongst detainees and less self-harming behaviour.

The use of the enneagram for staff and prisoners addresses two specific challenges. First, it is illusory to think that prisoners experience the ordeal of prison without being affected or injured by such a harsh experience. With very few exceptions, the prison will produce some level of exacerbated stress. Second, criminal behaviours are often part of unconscious psychological patterns that are produced in given circumstances and tend to repeat themselves. Bringing these patterns to light by making prisoners aware of them is a powerful lever against recidivism. In parallel with this dual challenge for prisoners, the reduction of internal psychological tensions and repetitive patterns has a beneficial effect on the prison institution, which will also contribute to the improvement of social skills, better relations between prisoners and staff: in short, better dynamic security.

Staff training

Content

Training in the use of the enneagram is divided into several modules:

- **Module 1** (14 hours): an introduction to the enneagram, better communication, better teamwork in a dynamic security context. This first module introduces the basics of the tool and links its fundamentals with the principles of dynamic security. It is included in the initial training of new staff members and is covered in continuous training provided to current staff on a voluntary basis;
- **Module 2** (7 hours): the relationships between the different types of personalities and the management of difficult individuals. This module is offered as part of continuous training on a voluntary basis. Agents are encouraged to take this module at least once a year to improve their knowledge of the model and the management of their own emotional reactivity and how it may affect their relationships with others;
- **Module 3** (14 hours): the instinctive subtypes, three areas of attention and

action. This module is offered as part of continuous training on a voluntary basis. It links the enneagram model with three important areas of life in prison: (1) the material conditions of incarceration, (2) individual relationships and internal and external interpersonal relationships, (3) the organisation of a group and its activities.

Methodology

In order to strengthen the impact of the teaching and the credibility of content in the eyes of the staff, the staff training centre has chosen to develop a team of internal trainers, who are all members of the management teams or the psychosocial unit of the prisons. The methodology used to teach the enneagram tool is called 'oral tradition'. Participants are asked to give concrete examples of their everyday practice in order to be able to locate themselves within the model of the nine types of the enneagram. The training of trainers and the materials (books, exercises, videos) used during the training sessions have been carried out by two external companies (Centre d'Etudes de l'Ennéagramme, Paris, France and Halin Prémont Enneagram Institute, Louvain-La-Neuve, Belgium).

Prisoner training

Content

The training of prisoners, which is the real advantage of the model from a dynamic security perspective, is provided by the professional trainers of the Enneagram Prison Project (EPP)¹. In addition to the same basic content of the staff training's first two-day module, the training for prisoners addresses the issues of trauma and addiction. The training sessions last a total of 24 hours (three hours/week for eight weeks) and can be repeated on request, with returning participants taking priority over new ones.

The EPP is a non-profit organisation founded in California by Susan Olesek, a well-known enneagram professional teacher working together with the International Enneagram Association. The EPP has non-profit chapters in several states of the USA, Belgium, France, the United Kingdom and Australia. Future EPP trainers from all over the world can apply to the 'Guide training program' to become professional EPP trainers and found new chapters in a new operating country through the establishment of a local non-profit.

¹ For more information, please visit www.enneagramprisonproject.org

Methodology

The EPP has developed a very strict methodology which includes oral lessons, videos, personal homework and personal feedback. It is essential for confidentiality to be maintained inside the group.

Spain and France

The Respect Module

The Respect Module (RM) can be seen as a particular section of the prison with a particular regime. It originated in the Mansilla de las Mulas Penitentiary Centre (León, Spain). After almost 18 years, this model has been fully developed in all Spanish prisons. Centres with the highest number of RMs are continuously encouraged, so that this model does not become an isolated module within a given prison, but a real alternative, functioning for the benefit of the entire prison. For its part, France has also implemented the respect module model in some institutions since 2014.

The Respect Modules are, among other things, a system for organising life in prison that has proven to be useful, realistic and generalisable for the achievement of therapeutic objectives, training, education and coexistence within the prison institution.

The objective of the Respect Modules is to create a living environment that is comparable, in terms of rules, values, habits and forms of interaction, to that of any normalised social group.

Dynamic security practices and outcomes

A respect module is an internal unit of a penitentiary centre where the inclusion of the prisoner is voluntary and implies the acceptance of the rules of this specific unit. The functioning and specific rules of the respect modules cover the following areas:

- The personal sphere with regard to the hygiene, appearance, clothing and cleanliness of the cell;
- The sphere of environmental care (modular tasks) with regard to the use and maintenance of common areas;

- The sphere of interpersonal relations, which includes all interactions of the prisoner with other prisoners, officers, therapists and external staff;
- The sphere of activities, the programming of the activities of each prisoner, independently of the tasks of the module corresponding to their group, which includes all the days of the week and all the hours of the day in which it is determined which activities must be carried out at each moment and allows for free time.

The experience acquired in the prisons, where these modules have been implemented consistently for years, shows a series of individual and collective advantages that support the quality of the model. As we have seen, the modules' design is based on apparently simple operating systems that require constant supervision by the facility's professionals. Among the main benefits observed are the following:

- Professionals and interns are bound by other codes of conduct, which increases trust. The quality of interpersonal relations is highly valued by some of them and others;
- The numbers of conflicts and disciplinary proceedings have decreased;
- The maintenance and cleaning of rooms have improved in an extraordinary way;
- The motivation of prisoners to carry out specific treatment activities and programmes has increased;
- The modules promote the development of normalised behaviour, a far cry from prison codes based on individualism;
- People learn to respect the work of other prisoners in addition to their own;
- Both professionals and prisoners are supporters and promoters of the model.

Staff training

In addressing the issue of training within the framework of the Respect Modules, it should be kept in mind that these modules are specific units within prisons. Training will therefore focus on the specific functioning of the unit (the module), which is governed by specific operating rules (the module-specific regime), specific support and information reporting tasks to be carried out by staff in relation to prisoners and, finally, the setting up of participative structures for prisoners and their operating rules.

In addition to these training areas, attention is on the real objective of the implementation

of the module through its specific regime: the promotion of respect, which is the fundamental value with regard to all the principles related to dynamic security. In this way, the organisation of a particular place within the prison, through new practices and a new organisation, becomes a first step towards the establishment of a dynamic security model. Logically, the training areas that will be addressed will also deal with the role of the prison officer, his/her position in the organisation, the supervision of activities, his/her role as an evaluator, the general principles of the project within the administration itself, its added value for the organisation, the articulation of this approach with the current reality of prisons, specific treatment programmes and the articulation of the profession of prison officer with the effective participation of prisoners.

On the introduction of these modules, three 20-hour courses were given to three target groups: supervisors, social workers and educators.

Finland

Personal contact officers: A new interactive approach

Moving towards a rehabilitative approach

Since the 1990s, by influencing the behaviour of offenders with different types of treatment programmes and relational work methods, their rehabilitation and reintegration have become more important in Finland. Along with this development, the prison regime in its entirety was meant to be designed to bring security and rehabilitation activities and staff cultures closer to each other (Kajander, 2018). This has been a challenging task, as two research reports investigating the quality factors of the imprisonment and probation in Finland confirm (Linderborg et al., 2012; Linderborg et al., 2015). The latter, based on the English prison climate study (Liebling & Arnold, 2004), showed that the staff cultures of prisons and probation offices differ significantly from each other. Especially the prison staff still prefer discipline, order and a formal and distant relationship with the prisoners as the main quality factors in their daily work. In the probation offices, discipline and order were not the focus, whereas

interactive and cooperative client work and appropriate treatment were regarded as essential quality factors.

Cultural transformation

Efforts have been made in Finland to unify the staff culture in the prisons and probation offices by reforming the organisational structures and processes and reforming education. Even the professional framework for working with the offenders has been constantly changing the focus towards the interaction between prisoners and prison officers. In 2013, the Criminal Sanction Agency in Finland launched the pilot project aiming to introduce a more comprehensive approach to prison officers' work referred to as the "interactive work-approach" (Kajander, 2018, p. 7). The interactive work was defined as "a form of interaction that is professionally enforced, goal-oriented and respects the core values of the Criminal Agency" (Kajander, 2018). Through interactive work, staff members are supposed to activate and motivate offenders to lead a crime-free life (ibid). The supporting idea of the interactive work approach was to "emphasize a rehabilitative working manner over a custodial one" (ibid). Prison security staff were expected and required to work more one-on-one with prisoners, providing coaching and assistance during incarceration instead of assuming the role of a 'turnkey' (Tait, 2008).

Findings and way forward

The security staff, especially in the closed prisons, were not so willing to change their working methods from technical and procedural security tasks towards a more balanced approach of security and rehabilitation tasks (Linderborg et al., 2015). To promote the interactive work approach, the Criminal Sanctions Agency conducted a study in co-operation with the National Institute of Health and Welfare investigating the factors hindering the implementation of the interactive working model in prisons. The study included a preliminary survey, based on group interviews in eight prisons, as well as workshops on interactive work. (Kajander, 2018, p. 8).

The study could show that adopting the ideas of an interactive work-approach requires a lot of time. The staff must themselves discover and experience the idea of the interactive work approach in practice. In the preliminary survey, the security staff was unanimously of the opinion that the main goal of the prison

is to maintain security and order and that all the efforts, including interactive work, should be subordinated to security tasks. When the workshops were held and the security issues could be discussed in a broader rehabilitative framework, the idea of the interactive work was better understood as an integrated part of security staff's work. However, the security staff nevertheless remained sceptical about the possibilities to combine security work with an interactive and supportive approach. The study suggested that the promotion of interactive work requires further enhancement and development of unit-specific models to apply interactive work in practice. In connection with this, there should also be individual supervision and training available on how to operationalise the interactive work in practical situations. The management and staff should therefore be in continuous dialogue with each other (Kajander, 2018, p.8).

A consecutive interactive work project was launched in 2016 to further promote a balanced rehabilitation and security approach in prisons. As a result of the project, job profiles of prison officers have been amended to include personal contact. The idea behind the personal contact tasks was to create an adjusted job profile that includes both rehabilitative and control elements. In the personal contact officer model, officers take a holistic approach to rehabilitation, security and case management tasks. When the project was concluded in 2018, the implementation of the interactive work model continued as part of the regular developmental work in the prisons.

The prison officer training programme has been updated accordingly, to meet the needs associated with the personal contact tasks. This includes a thorough comprehension of dynamic security in addition to technical and tactical security skills and knowledge. To help to embed the interactive approach in practice, the title of the prison security staff has been changed to criminal sanctions officer. In terms of education, prospective criminal sanctions officers must hold at least a Bachelor's degree. New employees have been recruited to apply for the position of criminal sanctions officer by broadening the job description and competencies and raising the salaries, in order to better embed the interactional working approach in all the prisons. At the moment, the condition for receiving the salary increase is that an in-service training course in interactive work must have been completed. In the future, the interactive

work approach will be covered in the Bachelor in Correctional Services degree programme offered at Laurea University of Applied Sciences.

It will take a long time for the cumulative impact of these reforms on the prison practices and staff to be felt. It takes years to alter the way the staff think, feel, and tackle work-related problems in prisons. Education plays an essential role in ensuring the staff can adjust to the new professional cultural expectations and attitudes. In general, education has been observed to help staff adapt the principles of dynamic security to all prison practices.

Staff training

The training institute of Prison and Probation services has created a complimentary training package, in order to coach and train personnel to fulfil the personal contact duties. The training programme is practice oriented and connected to different stages of the imprisonment. In the training, methods for practice-oriented education, including individual supervision, teamwork, practical exercises, are utilised. In addition, it is highlighted every step of the way, that every contact matters. Prison staff need to be alert and reflect on their own behaviour in everyday contact with prisoners, meaning that pro-social modelling is one of the underlying methods in the personal contact work. Through the reinforcement of the 'all contact matters' idea, dynamic security is an essential part of prison work.

The complementary training programme is divided into so-called checkpoints according to the imprisonment process starting from the time the prisoner arrives at the prison reception and ending when the prisoner leaves the prison. Every stage of the imprisonment process is designed such that it contributes to the formal and substantial compliance with the requirements and goals of the prison term thus contributing also to dynamic security goals.

The checkpoints in the interactive work model are:

- 1) Reception checkpoint (when the prisoner arrives)
 - Introduction, discussion and orientation of the prisoners;
 - Taking into consideration the available services (substance abuse treatment etc.)/case management;
 - Getting acquainted with the goals of the sentence plan.

- 2) Discussion checkpoint
 - Goal-driven coaching discussion;
 - Daily discussions on the initiative of the prison staff with the prisoner;
 - Documentation of the discussion and feedback.
- 3) The follow-up discussion on the sentence plan checkpoint
 - Follow-up discussion of the entire sentence plan (with an upper-level prison officer as mentor), documentation in the prison data system.
- 4) Working at the joint stages of imprisonment process
 - Controlled transition between stages, exchange of information, documentation in the prison data system, reporting;
 - Preparation of the transition, requesting of the reports and statements, writing of the reports.

The duties of contact officer (working with the interactive working approach model) are:

- 1) Interview upon the arrival (walk through the induction template when the prisoner arrives at the prison. This includes a service map listing the different services needed to support the desistance);
- 2) Walk-through of the goals and contents of the sentence plan with the prisoner;
- 3) Arrival information event during the staffs' own shifts;
- 4) Preparation of the permission for the prison leave with the prisoner;
- 5) Preparation of the records in the sentence plan, goal-oriented motivational discussions and other types of mutual interaction with the prisoners;
- 6) Placement reports and statements;
- 7) Use of digital services, leisure activities, learning everyday activities;
- 8) Preparation of the conditional release;
- 9) Preparation of release plans with the prisoner;
- 10) Conducting offending behaviour programmes;
- 11) Discussion of any breaches;
- 12) Frequent cooperation with the entire staff in the prisons (security, rehabilitation, education, work activities);
- 13) Active documentation and rewriting of the sentence plan in cooperation with the prisoner.

Norway

The essence of Norwegian best practice in dynamic security is that the prisons are structured in such a way that prison staff are present and interact with prisoners throughout most of the day. The Norwegian model entails that the officer must be both the one who controls and manages the prisoner in his/her unit, as well as being there to be a part of the daily life together with prisoners and contribute to a safe and positive environment. Through a humanistic approach, the officer tries to maintain professional and positive relationships with the prisoners, which is crucial to being able to recognise both the needs of each prisoner as well as the risks they may pose and to identify hazards, threats, risks and negative developments in the unit.

Role of the prison officer

The Norwegian prison officer is a generalist, which means that they bear responsibility for security, intervention (when necessary), and rehabilitation work, as well as being contact officers. For example, a contact officer is assigned a special responsibility for following two to three prisoners and supporting and guiding the prisoner to discover the most appropriate way to serve their sentence. They assist in contacts with and fill in applications for third parties such as service providers or officials in the correction system. They try to get to know each prisoner in order to see both the needs and the risks. Then individual measures are initiated to reach the goal of a successful rehabilitation and return to society. It is the clearest and most prominent example of our approach towards dynamic security. There is no special intervention team. All the prison officers are trained and have a responsibility to intervene with physical force if necessary. Furthermore, the goal is to achieve a 50/50 ratio of male to female staff, including in men's prisons. As mentioned, the close interaction helps staff gain a better knowledge of the prisoner and of what goes on in the unit. This knowledge is crucial to a proper risk assessment. Approved methods are used for risk assessments and staff go through training to gain the necessary knowledge to master the method and to find out which measures are appropriate for a particular prisoner or situation. The results of the training, which combines theory and practice, have shown that the staff succeed relatively well with the assessments.

This system requires good staffing and there is a higher level of staffing than in many other countries. The key is to interact with prisoners and at the same time remain safe. The role of the prison officer is divided into many tasks and involves a great deal of responsibility, which means that good quality education and training are needed. That is why the Norwegian training programmes, which last two years, are some of the longest in the world.

Staff training **Methodology**

The study includes lectures, seminars, group work, study groups, mentoring and tutoring. During the University College graduate programme, students are divided into fixed groups and teachers tutor individuals as well as groups.

The stated learning objectives are achieved through various activities. This may encompass work practice, physical activities, written submissions, participation in seminars and groups, oral presentations, and providing feedback on other students' work. On campus, the students practise defence and restraining techniques, and various communication skills. Modern technology such as video recording and streaming support traditional teaching methods. Digital tools and an electronic learning platform play an important part in the studies.

On-the-job training is seen as an important and distinctive element of the prison officer's education. During placement, instruction and mentoring takes place individually, in pairs, and in groups. Students are given the opportunity to develop their skills, acquire experience, and increase their awareness of their own professional role through observation, interaction, guidance and practical work in the field. In this setting, under the guidance of a supervisor, the candidate develops professional, personal and relational skills through direct interaction with colleagues and offenders.

The students work a minimum of 15 shifts together with their supervisor. The practice placement must be completed and approved in accordance with the current programme and guidelines for practice by the University College.

The students themselves are responsible for contributing to the content of the supervision, if necessary with the assistance of their supervisor. Students also receive continuous

feedback on their service performance. At the halfway mark and at the end of the practice placement, the students receive a comprehensive review of their progress.

Content

The content of the Norwegian curricula is divided into different modules. Each module consists of several subjects and some of the subjects are included in all modules such as law, security and risk management, ethics and communication. As mentioned, dynamic security in Norway is based on interaction and communication between staff and prisoners. Therefore, education and training are based heavily on communication skills and an understanding of the human psyche and behaviour. Due to the close interaction, there is a strong focus on ensuring safety and security through proper risk assessment on daily basis. Dynamic security is not a separate subject but is included in several of the modules as an integrated holistic method. More specifically, dynamic security is incorporated into training; below the content of the module 'Safety, security and risk management' is described and the learning outcomes that deal with and contribute to dynamic security are highlighted.

Module on safety, security and risk management.

Students acquire basic skills in planning, implementing, and evaluating measures, which promote safety for society, employees, and prisoners. They are trained to reflect critically on their own behaviour and that of others. The training is aimed at enabling the student to prevent and manage undesirable events by analysing a situation's potential risks, with the primary focus on static, organisational, and dynamic security.

The module is taught from a social sciences perspective, in which psychology and sociology aid in the understanding of security in relation to the individual, the organisation, and society. The subject matter focuses specifically on the interaction between people, technology, and the organisation. The students' experiences from practical situations serve as themes throughout the course.

Examples of dynamic security-related learning outcomes

In terms of knowledge, students are able to:

- Explain how static, dynamic, and organisational security are maintained at different security levels and for different reactions;
- Understand the prison officer's role and routines for daily risk assessment with the aim of ensuring the safety of prisoners, staff, and society;
- Understand the ethical and legal principles involved in security work;
- Understand the importance of human factors and can develop and contribute to a good security ethos;
- Understand the static, dynamic and organisational security as measures of risk reduction.

In terms of skills, students are able to:

- Identify characteristics of offenders that pose a risk to themselves and others;
- Apply the appropriate risk-reduction measures, alone and in cooperation with others;
- Carry out various control measures while being aware of the intrusive nature of the intervention;
- Apply and understand the methods for risk assessment;
- Apply simple communication skills in a conversation where the goal is to establish a professional and positive relationship with prisoners.

In terms of general competences, students are able to:

- Plan, implement, and evaluate measures which promote safety and security for society, employees, and offenders;
- Reflect critically on their own performance and that of others in relation to safety and security, based on acquired knowledge of theory and of the legal regulations and ethical guidelines;
- Acquire practical and analytical skills in security and risk management.

Risk assessment

Risk assessment is a relatively broad subject area in Norwegian training and practice. The focus is on providing information both to promote an understanding of the potential risks and the ability to utilise methods to make good assessments. Various recognised and standardised methods are used, but they have

developed a customised and new method for the Correctional Service for use on a daily basis, called 'Safe Job Analysis', which is based on a method borrowed from the oil industry.

Daily risk assessment meetings: 'Safe job analysis (SJA)'

Risk assessments are always fresh and the conditions can sometimes change quickly. This is especially true when conditions are determined by human actions. SJA is a systematic methodology performed prior to a task in order to identify and analyse the conditions that may affect the risk to those involved. The purpose of the analysis itself is to create risk awareness and take the necessary measures. Overall, the utility of using SJA can be divided into five categories:

- 1) Formalisation of the work to be done;
- 2) Communication about the work to be done;
- 3) Awareness of the work and hazards;
- 4) Contribution to a vigilant safety culture;
- 5) Creation of a common understanding of risk and acceptance.

The proper use of SJA is conditional on it being integrated into the daily routines in the prison or the unit. Prior to each shift or working day, a recommendation for our work is that the method is reviewed to visualise risk and create the necessary processes for good risk assessment and management. This work should be systematised and documented.

Description of the method (7 main points):

- 1) What tasks do we have today?
 - What are the challenges associated with these tasks?
 - Which of these factors must be prioritised for risk assessment?
 - Are there circumstances that require special or extended assessment?
 - To what extent are these covered by ordinary routines?
- 2) Which prisoners will I see today?
 - What experiences do we have with them and what risk can they pose?
 - What can go wrong, how and why?
- 3) What information do we have about these conditions?
 - How good is the information, do we need more information?
 - How insecure are we?
- 4) What resources do we have available and how should we use them?
 - Human, technological and organisational resources.

- How can we use these in the best way possible?
- 5) What risk remains and is it acceptable?
 - What measures and resources do we need for possible implementation?
 - Who is responsible for these?
 - 6) Have we achieved a common understanding of risk and acceptance?
 - Have we established clear criteria for execution and actions?
 - What conditions should be raised to the next level?
 - 7) Summary and reporting.
 - What are the assessment of, lessons learned and experiences from the shift?
 - Reporting - what must and should be reported further?
 - Were there any particular shortcomings or was there anything that worked especially well?

The questions are included in an integrated form that is completed on each risk assessment meeting.

Risk assessment in practice

The method revolves around having these brief meetings before each shift or working day with an interdisciplinary group that works with and has knowledge of the prisoners. The participants in the meeting are the prison officers of the unit, workshop staff, health professionals, teachers and the operational manager. They conduct a brief risk assessment of each prisoner in the unit where new information is communicated by the persons who have interacted with prisoners or have other knowledge that may be relevant. In addition, they also make a brief risk assessment of activities to be carried out during the next shift. If an unacceptable risk is identified, measures are taken to reduce it.

Staff training

For example, during the internship period, students receive a combined training and practice assignment involving the use of SJA. They plan, assess the risks and lead a leisure activity with prisoners from a unit. This can be a sporting activity, for example. Once they have planned the activity, it should be risk assessed using the SJA method. After the activity is completed, they also evaluate their own efforts and, in particular, how they dealt with the risk assessment using SJA as a method.

Estonia

Simulation training

Dynamic security practices and outcomes

Ensuring a prison's daily programmes run smoothly while preventing major incidents, is one of the key focuses of dynamic security in prisons. For that purpose, prison officers must be ready to base their daily routine on principles of observation, interaction and reaction. Staff must be aware of what is going on in the prison and know the prisoners well. This means that a well-trained officer can monitor and analyse the situation in the unit and at the same time interact with prisoners in a polite and supportive manner. Furthermore, officers must proceed with their tasks while also remaining in control. All of this should be based on firmness and fairness, an understanding the personal situation and risks associated with individual prisoners. When needed, officers should react to a situation in a professional manner, whether the reaction is verbal or physical. Responding appropriately to all situations is essential to dynamic security.

Staff training

These above-mentioned combined skills cannot be taught solely in a classroom but require continuous practice. To be a successful prison officer, the application of these skills must become routine behaviour, which can only be achieved by applying practical learning methods. The practice must combine elements from psychology, law, surveillance and tactical skills. In this regard, properly supported and supervised simulation training is a good option.

In Estonia, an integrated learning system in the prison simulation centre is used to train these kinds of officers. Tactical skills can best be practised in the prison simulation centre: opening the cell doors, entering the cell, counting the prisoners, escorting them from one place to another, performing cell and body searches, etc. The study environment is supervised by a teacher. This is a very common way of teaching prison officers. However, it is possible to integrate psychology, self-defence, law and language studies to achieve the same training:

- Psychology teachers can supervise students simultaneously in communication skills, listening skills and response possibilities,

how to deal with verbal aggression or smooth talk, how to deal with mentally unstable persons or anti-social behaviour, etc.;

- Self-defence teachers can contribute complementary knowledge in the same lesson on how to react to situations that escalate;
- Law teachers will additionally bring to the same training a knowledge of human rights, prohibited goods in prison, rights and obligations of prisoners, etc.;
- Foreign language teachers can supervise all the above-mentioned tasks being carried out in different languages to prepare officers to communicate with foreign prisoners. In essence, an integrated learning system means that subjects are taught with a multi-disciplinary approach and that teachers from different disciplines are present to supervise the situation. In the learning process, it is wise to start out in a step-by-step fashion, adding new subjects to the simulation cell one at a time. At the end of the training, all the topics are practised together. An extra outcome for students is that they can experience the activities from the prisoner's perspective also, as simulation training is usually based on a role-play model.

Internship reporting

Dynamic security practices and outcomes

Dynamic security training is even more effective when there is the opportunity to practise skills in a real prison environment during the studies. It leads to a more realistic understanding of life in prison. Often, students experience the reality in prisons differently than how they imagined it during training. Sometimes, prisons operate differently or some procedures are not implemented at all. This can occur if practical work at prisons is customised to make work processes easier and convenient for officers or if expectations regarding the treatment of prisoners are not communicated properly to the training academy, which may result in poor-quality training.

In order to prevent the latter, especially in the case of dynamic security, communication at all levels of the prison administration must be open. The prison service should be able to share expectations and shortcomings at all levels and take into account the newest developments in the field. Dynamic security cannot be achieved if prison officers disregard rules and procedures. Likewise, there will not be a dynamic security

environment in the prison if new officers cannot do their job as expected because the training has been insufficient.

Staff training

It is common practice in many countries, including in Estonia, for students to report on prison practices as part of their internship. It gives students the opportunity to practice writing an analytical review of what they have seen and experienced in the prison. This is an important exercise to prepare them for their career. The report or paper can also contribute to the quality of training. In order to do so, the report should answer the following question: what was done differently in the prison that you were taught during training and/or what was missing in the training? If the report has been filled in, it is possible to discuss the issues mentioned with the students.

Additionally, the reports can serve as input for broader discussions between prison administrations and training academies. In Estonia, the training academy creates an anonymous overview of all the identified differences between training and prison practices. The overview is used for several purposes:

- 1) It is presented to the prison management and prison department officials to discuss the identified differences;
- 2) Subjects that have been identified as missing from the training are analysed together and, if necessary, joint decisions are made to improve the training curriculums;
- 3) The identified differences between practice and training are analysed in the same way. This then results in a joint decision about the prison service's expectations, whether the academy teaches prison operations correctly and whether prison practices have been customised.
- 4) Based on the management level decisions, the next steps are taken if necessary.
- 5) The school starts the process of improving the curriculum, if necessary;
- 6) The unit managers of the prisons will take the report of differences back to prison and decide how they wish to deal with the shortcomings and customised practices of prison officers. It is considered a soft measure to point out poor practices with no repercussions resulting from the report. It provides the manager with feedback on how the unit operates and it is his/her decision on how the situation should be improved.

As mentioned previously, a dynamic security environment in prison is only possible if there are open discussions at every level of management. If the challenges are discussed openly, without fear of repercussions, it makes the work environment dynamic for the officers as well, and allows them to create a dynamic security environment for the prisoners.

Mentorship

Dynamic security practices and outcomes

As discussed, dynamic security is implemented more effectively if new officers feel confident and are skilled at their job. They should be able to observe, analyse and react to the situation properly. However, young officers often adapt their practices because it is either more understandable for them or they have forgotten some of what was taught during training. To prevent this, students must have the opportunity to repeatedly practise the skills in a safe training environment but also in real-life situations in the prison. It is therefore essential to include internships in the training to ensure a proper understanding of and reinforcement of the skills learned.

Staff training

In many cases, students are afraid of the internship period. They are afraid they may forget what was taught during training or that they are not skilled enough yet. However, it is understandable for interns to make mistakes during this period. In order to support the students during the internship, mentor systems are often effective. Mentors must be carefully selected. They must be proven to be good at their job but also patient, supportive and good communicators. Mentors should be somebody to whom the student is able to turn to with any additional questions. The best results are obtained in internships where the mentor and student work in close cooperation at the beginning and the student gradually gains more independence.

Furthermore, mentor systems during the internship are most effective, when the mentor has no more than two trainees at a time. This allows for an individual approach and proper guidance. In the Estonian prison service, every prison has one additional senior staff member who can support the mentors in the prison and be available for the students. It is essential that there is trust between the student and the mentor. It is also important to support the mentors, because the system is not effective

if mentors are not committed to the process. The supervisory officer can oversee the entire internship process.

Internship mentors and the training academy must have a common understanding of the process. Otherwise, this could create unnecessary confusion. Therefore, it may be advisable to periodically offer additional training on various topics for mentors. This training may cover numerous topics: (1) updating what has been taught during training and what the expectations are in respect of the mentors; (2) updating the duties in the workplace to increase their skills; (3) providing information on how to support a person in the learning process, both psychologically and communicatively.

A good way to receive personal assessments of the students after their internship is through a mentor network. It can report to the training academy regarding the areas in which the student is performing well and the areas to which they need to devote more attention during the next training period. It can be good input for the school for taking a more individual approach to the students, if necessary. Likewise, if the feedback suggests that most students are not up to some duties, the whole group can concentrate on these things during training.

In sum, new prison officers are trained most effectively if all the engaged parties provide the same information, whether they are receiving the training in a training academy or during an internship. They must feel safe enough in the learning environment to try to practise their duties and maybe even make some mistakes. Mentors can provide the necessary support in this process. Dynamic security in prisons is achievable if staff members feel safe among colleagues and the skills learned become routine practices.

Conclusion

Dynamic security is a concept and working method that values ethics, everyday communication, interaction and it contributes to safety, security and rehabilitation.

This document has described some of the ways in which dynamic security can be addressed and how to include them in a classroom setting. The use of the Enneagram as a communication and self-awareness tool has been taught to both prison staff and prisoners and it has given them a common language, which has in turn helped improve communication. The respect module is an internal unit in the penitentiary centre for prisoners but prison officers need special training. This also contributes to dynamic security. The concept of the personal contact officer gives every prison officer a more supportive role: they support and guide the prisoners but also react when needed. To achieve that kind of professionalism, the training must be multidimensional. The same applies in Norway, where the general prison concept ensures that staff remains in control by being part of a prisoner's daily life, by being present. Daily risk assessment meetings aid in the organisation of that kind of environment, but the methods must first be taught to officers in the classroom. The necessary multidimensional skills are taught in simulation training, complemented with integrated learning. By practising dynamic security during mentored internships in prison environments, prison officers can gain a better understanding of communication and interaction and how these contribute to safety and security.

However, dynamic security does not exist on its own, but rather, it must be operationalised together with static and organisational security. Having a good security system is a prerequisite for good rehabilitation and vice versa. Every working method that values these ideas can be considered best practice of dynamic security.

Abbreviations

EPP	Enneagram Prison Project
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
RM	Respect Module
SIG	Special interest group
SJA	Safe Job Analysis
UN	United Nations

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