EPTA

**European Penitentiary
Training Academies**

Minimum Standards for Dynamic Security Training

University College
of Norwegian Correctional Service

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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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On behalf of EPTA, the NHC coordinates the EU-funded project 'Tackling Gaps in Cross-Border Cooperation for Penitentiary Training Academies' in cooperation with the EPTA Steering Committee. The intention of the project is to create a sustainable, professional and active EPTA network, which is capable of tackling gaps in cross-border cooperation by stimulating participation and exchanges within the wider network. The project got started in 2018 and will be finalised in 2021.

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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European Penitentiary Training Academies

NETHERLANDS HELSINKI COMMITTEE

Contents

Introduction

This report describes the minimum requirements for education and training on the subject of dynamic security for prison staff. Establishing dynamic security as a concept and working method will affect the entire organization and have an impact on its values, objectives, structure and methods. Setting minimum standards can therefore be very complex. While there are several other topics relevant to dynamic security, this report presents those that are believed to be most fundamental to successfully achieving the proper level of dynamic security and which, at the same time, are based on international rules and guidelines.

Human rights and human dignity

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment (United Nations, 1948/2015, p.12). All prisoners shall be treated with the respect due to their inherent dignity and value as human beings. No prisoner shall be subjected to, and all prisoners shall be protected from, torture and other cruel, inhuman or degrading treatment or punishment, for which no circumstances whatsoever may be invoked as a justification. The safety and security of prisoners, staff, service providers and visitors shall be ensured at all times (United Nations, 2015, p.2).

It is absolutely crucial to safeguard human rights and human dignity in every approach taken to working with (detained) persons. All those working in the penitentiary system must have a basic knowledge of The Universal Declaration of Human Rights (United Nations, 1948/2015) and the United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) (United Nations, 2015). As such, these should be covered in the introductory portion of their education.

One of the challenges when penitentiary staff meet prisoners are the internalised and/or cultural attitudes and views on prisoners that have been integrated into the different regimes. It is important for staff to be able to see the person behind the actions and regard them not as criminals but rather as people who have committed a criminal act. They should be regarded and treated as individuals who have the same rights and need to be treated with dignity and common respect just like everyone else. At the same time, staff should be able to see and understand the asymmetrical power relationship that exists between staff and prisoners. A power imbalance can result in tensions and conflict if staff do not know how to deal with them in a proper and decent manner (Liebling et al., 2011). According to Liebling et al. (2011), it is essential to ensure the 'right relations' between prisoners and staff in order to avoid the conflicts which can potentially arise due to the unequal nature of staff-prisoner relations. The desired relationships are characterised by respect, clear boundaries, consistency, recognition of the power imbalances in prisons and an approach that involves addressing conflict in the appropriate manner rather than avoiding it and reflects deviations from the norm (Liebling et al., 2011). This is crucial knowledge for prison staff to have and must be promoted in their education.

Security and safety for prisoners and staff: Maslow's hierarchy of needs

Another factor necessary for success in working with prisoners is that everyone involved has a sense of safety and security. In order to achieve this, both prisoners and personnel must feel safe and secure in their environment. Maslow's hierarchy of needs is a universal and clear theory of how human needs are interconnected (McLeod, 2018). The basic needs and the need for security must be met before one can contribute to a positive social environment, develop relationships and grow as an individual. This is especially challenging in prison settings. Dynamic security is a method of creating the necessary sense of security among both prisoners and employees as it contributes to professional, positive and respectful relationships between prison staff and prisoners. It is also important to note that the creation of positive staff-prisoner relations will also depend greatly on having an adequate number of staff present at any given time in detention areas and in facilities used by prisoners for activities (CPT standards). However, a basic knowledge and understanding of human needs is a topic that must be included in the education of prison staff.

Professional commitment

Ethics can be understood as the common vision within a professional group regarding right and wrong, that is what one should and should not do. Ethics is much more than a genuine commitment to a professional culture. Unfortunately, it is not uncommon to still encounter (cultural) practices within prisons today that would be considered unethical. This can occur in every prison administration, even if it has focused on defining its ethical expectations and rules. It is the duty of each staff member to be aware of his or her personal responsibility in dealing with behaviourally 'risky' situations. Maintaining professional relationships between prisoners and staff is a challenging task. Staff who interact with prisoners must be aware that this may involve exposing themselves to risk, but at the same time such an awareness will also make staff better able to see and detect risk before it develops. This requires strict ethical and deontological standards that every staff member must be aware of and be actively reminded of on a daily basis. This is why proper and skilled training is necessary.

The International Corrections and Prisons Association (ICPA, n.d.) lists the following examples of topics that should be covered by a code of conduct:
1) Concern for the citizenry and for the reputation of the organisation;
2) Duty of obedience, duty to report and duty of efficiency;
3) Duty of care;
4) Transparency;
5) Confidence in the service;
6) Professional conduct and independence.

At legal and regulatory level, the situations in the various European countries differ from each other. While some countries have already adopted a specific code of ethics for prison staff, others apply a set of ethical rules common to all public sector employees.

However, at European level there are rules and recommendations regarding ethics that should serve as guidelines towards a common professional base. These guidelines are directly related to the requirements of interpersonal skills and competences necessary for an effective dynamic security policy.

Among other things, we would like to point out that the Council of Europe issued guidelines regarding the recruitment, selection, education, training and professional development of prison and probation staff (Adams & Carr, 2019), which

remind us of simple but essential rules that should be followed in the penitentiary sector:

> *Prison services and probation agencies should have a publicly available code of ethics for their staff, which should form an integral part of staff induction and in-service training. Adherence to this code should be part of the appraisal procedures. […] The code should serve as the basis of policies and directives, rules and regulations, protocols and procedures, all of which are observed and used in the everyday work of staff. It should embody core values such as judiciousness, truthfulness, vigilance, respect for human rights, to facilitate the reintegration of offenders into society and public protection (Adams & Carr, 2019, p.8).*

The Prison Service shall ensure that staff are taught the common European principles and guidelines for the overall objectives, performance and accountability of prison staff to safeguard security and the rights of individuals in democratic societies governed by the rule of law. The training shall contain specific reference to professional codes of ethics applicable to prison staff such as the European Code of Ethics for Prison Staff (CM/Rec (2012) 5) (Committee of Ministers, 2012).

In particular, CM/Rec (2012) 5 on the European Code of Ethics for Prison Staff stresses that the enforcement of custodial sentences and the treatment of prisoners necessitate taking the requirements of safety, security and good order into account, while also ensuring prison conditions which do not infringe human dignity and which offer meaningful occupational activities and treatment programmes for prisoners, thus preparing them for their reintegration into society (Committee of Ministers, 2012).

According to the recommendation, one of the objectives of prison staff is to ensure that all prisoners are kept safe and housed in conditions that comply with relevant international standards, and in particular the European Prison Rules (Committee of Ministers, 2012). It should be noted that the word "safe" must be understood here in a dynamic security context. We should also bear in mind that prison staff must endeavour to maintain positive professional relationships with prisoners and members of their families (Committee of Ministers, 2012).

It is important to be able to refer to an existing strict formal legal framework. More importantly, beyond this formal legal framework, it is important that each employee can refer to a framework of values that is explicit and widely applied within the organisation. In order for the law (in the strict sense) to truly be applied in the institution, the law needs to reflect these values (in the broad sense, i.e. the corporate culture of the institution). Stating and repeating them clearly and with conviction is a prerequisite for any organisation that wants to create a real professional commitment.

Integrating the code of ethics and values which are written down and promoted in the organisation into the actual work can be a challenge. How can one see that they are operationalised in human actions and in the structure of the prisons? Herein lies another key to achieving a proper level of dynamic security. This should therefore be highlighted and covered in staff training.

Continuous training is necessary in order to properly embed codes of conducts and ideas on ethics that inform dynamic security practices in the organisation. Prisons remain part of a societal continuum and the people in prison, whether they be prisoners or staff, remain first and foremost members of society. Society must care about prisons and prisons must care about society. For too long, like many 'total' institutions as Goffman (1961) calls them, prisons have been a place of rupture with society. This situation leads to the use of coping strategies on the part of both prisoners and staff. On both sides, these coping strategies must be considered for what they have become over time and based on their roots deep inside the walls of the buildings: cultural obstacles to achieving the mission of a modern and humane institution. However, staff conduct must be consistent with this mission. This mission is translated into codes of conduct and ethics.

The acculturation phenomena of staff in prisons are not adequate reference points if they are solely based on the professional culture of the prison in question. It takes a great deal of strength for an institution to forge a real culture around a code of conduct and ethics that can evolve over time. Unfortunately, this strength is often lacking in prisons. Staff and prisoners then both remain stuck in strategies for adapting to the historical institution itself (the 'total' institution (Goffman, 1961)) and what can be considered real professionalism in the service of society is not seen as meaningful. This is the real challenge of professionalism: it must be perceived as meaningful. It can be detailed in a very precise and explicit framework but it will remain an empty shell if it does not make sense for the people involved. This meaning must also be powerful enough to be able to become obvious and overturn old conceptions and coping strategies that we still often encounter in our prisons. Dynamic security depends primarily on the quality of the relationships established between staff and detainees. However, this relational aspect is often mistakenly confused

with familiarity or even a certain weakness towards the detainees. However, confusing the quality of benevolent and respectful human relations with weakness is a serious mistake. The boundary between benevolent and respectful human relations on the one hand and the drift of weakness or familiarity on the other is professionalism. This professionalism is a voluntary approach by staff to comply with the rules of their profession, to respect its ethics and deontology and, finally, to adopt an active approach aimed at ensuring their continuous training.

However, the cultural shift necessary to make sure ethical norms and codes of conducts are ingrained into prison cultures requires prison administrations to adopt new understandings of dynamic security.

Schopenhauer states that "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 three stages are clearly illustrated in the way dynamic security practices are being implemented across Europe. In certain systems, it would be unimaginable for prisoners to have certain things in their cells or be able to participate in certain activities, while in others these have become basic rights.

Codes of conduct are also no exception to these three stages. No matter how well a rule is written, it can be ridiculed and ignored. It can also be fiercely opposed. Perhaps the greatest paradox of dynamic security lies therein. The way in which it is to be implemented (in its openness, its meaningful activities, and its numerous interactions with staff) leads to opposition which poses a danger. In the classical prison culture, these practices do not create security but rather a threat. This is where the challenge of the meaning of the rule carries the greater importance. In order to effectively contribute to security, dynamic security practices must give staff a clear sense of purpose in their work. To become a truth in itself, dynamic security must give meaning to the staff's work, a meaning that is obvious, embodied, and indisputable.

This meaning that motivates professional commitment and the need for dynamic security is, however, obvious when we accept two simple yet powerful ideas:

Firstly, while it can obviously be argued that this will help reduce recidivism and imprisonment, it is also very costly. No one is happy when their taxes are increased. Everyone, including prison staff, would like to pay as little as possible and everyone hopes that their government will manage public money efficiently. Wouldn't it be ideal to have as few re-offenders as possible?

Secondly, it should be noted that one of the main goals should be to reintegrate prisoners back into society as well as possible. For almost all prisoners, imprisonment will eventually end, meaning that they will someday be released. At that point, the former prisoner will have to go to live somewhere, but where? The question to be asked, including as a member of the prison staff, is then: am I able to control who decides to come and live next door to me? The answer is obviously no. The way that prisons operate has a considerable impact on the kind of people that might become our children's, parents', friend's, or our own neighbours. The whole question of the meaning of positioning and professional involvement boils down to one question: what kind of neighbour do we want to have? Obviousness and meaning are intertwined here: the prison releases neighbours and they are ours. The prison is in essence a secure place in terms of its infrastructure, equipment and processes. Staff members reinforce security through their professional attitude, ethics and deontology, and by safeguarding the human factor: the interpersonal relationship. This interpersonal relationship is the one that will be able to be maintained in the future relationships of the person who will one day be released to become a good neighbour. The self-evident nature of the professional commitment of prison staff in relation to dynamic security ultimately lies therein.

The desired staff-prisoner relationship

Required staff competences

Dynamic security as a concept and practice refers to a wide range of practices and architectural as well as physical and material arrangements in the prison, comprising:

1) Arrangements which are procedural/organisational in nature including routines and processes to be followed to manage the prisoner population and detect and prevent risks;
2) Static or physical security factors including the design of the prison buildings, "the strength of the walls of those buildings, the bars on the windows, the doors and walls of the accommodation units, the specifications of the perimeter wall and fences" (Bryans, 2015, p.10), as well as lighting and equipment used to restrain prisoners when necessary.

The above-mentioned factors constitute the necessary infrastructure for all 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.9-10).

Human interaction is an essential part of the dynamic security practices in prisons and requires certain core competencies and capabilities that the prison staff should possess to make them professional contributors in terms of dynamic security in prisons. The types of competences and capabilities the prison staff needs are described in more detail below and take into account how dynamic security principles are emphasised in U.N. Standard Minimum Rules for the Treatment of Prisoners (United Nations, 2015) and Recommendation Rec(2006)2 of the Committee of Ministers to member states on the European Prison Rules (Committee of Ministers, 2020).

The dynamic security approach requires that the staff adopt an attitude which engenders confidence among the prisoners. In order to gain the trust of prisoners, security staff must have the necessary relational skills. These skills can be developed with training focusing on the situations that can cause tension and result in confrontations between the staff and prisoners. It can be referred to as relational skills training. The relational skills training should cover principles and standards for respectful communication with the prisoners. This allows the staff to practice communicating respectfully with prisoners, taking into consideration their need for dignity, especially in those situations where staff must intervene in prisoners' private sphere. (Liebling & Arnold, 2004). The daily activities of the prison staff, especially those of the security staff, consist of a wide range of tasks, which may be a challenge for dynamic security principles (Drake, 2012, pp.23–24). As Ben Crewe (2011, p. 513) argues, "the prison's coercive potential is always coiled in the background" when the staff carries out its duties. One of the duties is to check prisoners' cells regularly for security reasons. The staff must visit the cells and administer drug and substance abuse tests in a manner that can threaten personal integrity and space. Overall, nearly all the activities in prisons include coercive measures which can lead to abuse of disciplinary or other restraining methods instead of a constructive approach to solving the problems (Drake, 2012). The way the prison staff speaks to the prisoners and what type of body language they use should be highlighted in the relational skills training. This, as well as how and how frequently body searches and other control measures infringing the prisoners' space and privacy are carried out will have an impact (Crewe, 2009). There is a major difference between searches that are carried out respectfully, taking into consideration the prisoners' need for dignity and those conducted in a degrading, intrusive and disrespectful manner. As the longstanding criminological research focusing on prisoners' adjustment to the rules of prison life confirms, the way in which the daily interactions, confrontations and meetings between prisoners and prison staff are legitimised affects the way the prisoners comply with the prison rules and requirements and with a life without crime after being released (Crewe, 2009; Liebling & Arnold, 2004; Liebling, 2011).

Based on the above, the relational skills training should also teach skills which help staff negotiate with the prisoners in critical situations. Moreover, the staff should have the ability to motivate the prisoners to change their

behaviour and engage in pro-social activities. The staff should adopt a constructive rather than a repressive approach when handling different conflict situations in the prisons. At the same time, the staff should also take a consistent approach to inappropriate behaviour and draw a clear line between acceptable and inacceptable activities (Crewe, 2011; Liebling et al., 2011).

The dynamic security practice also requires that the staff adopt a multi-professional and multidisciplinary approach in their daily work. This means that the staff has the ability to combine relational and rehabilitative working skills with security work. The staff should be aware of their security duties and be familiar with the practices needed to ensure the procedural and physical security in the prisons. The staff should be thoroughly competent and educated in rehabilitative and supportive working methodology and interventions as well as in the theoretical ideas behind them. The staff should be acquainted with the mechanisms behind criminal behaviour and desistance and the possibilities for promoting a crime free life.

Besides the relational skills there is a need to raise awareness among the entire staff about how to apply different assessment and other administrative instruments (e.g. sentence and release plans) which impact significantly on the prisoners' time in prisons and on their plans concerning their release (Crewe, 2011, p.512). Crewe (2011, p.513–514) characterises these practices as a form of soft penal power which can be abused or applied in a manipulative manner. For example, the assessment of the prisoners can be carried out without paying much attention to the individual aspects of their life histories, thus reducing them mostly to the 'psychologically manageable categories' (ibid, 515). Placing the prisoners in different rehabilitation and other activities according to 'the aggregate risk and need categories' deprives them of a sense of control over their own life, thus increasing the psychological stress of the imprisonment (ibid.) Referring to Rothman (1990), Crewe labels this "authoritarian rehabilitation", where "interventions seek to remodel morally the offender according to a predetermined constellation of behavioral patterns" (Crewe, 2011, p.517). In contrast to this authoritarian rehabilitation "more client-centered and humanistic forms of treatment" can be applied (Crewe, 2011, p. 517). The discussion above illustrates how aspects of

dynamic security can be discerned in all prison practices. In order to implement a dynamic security approach as a living practice in prison environments, training must be provided that combines all prison practices with the dynamic security approach in a way that promotes both formal and substantial compliance of prisoners (McNeill & Robinson, 2013).

Infrastructure and meaningful activities

At the level of infrastructure, the classic prison concept was based on direct security risks. Over time, this has evolved towards including a minimum level of comfort that a cell should provide. This is obviously a step forward in terms of improving prison conditions but it is insufficient in the context of a dynamic security approach. Dynamic security requires an infrastructure that allows meaningful activities to be organised. Meaningful activities such as work, school, programmes and sports/leisure activities are necessary in a prison regime that is aimed at working towards a safer prison and succeeding in rehabilitating prisoners and preparing them for their reintegration into society. The staff must therefore have relational skills and the competence to lead an activity. In addition, they should be able to guide and motivate prisoners to change their criminal actions and behaviour so they can lead a law-abiding life in society. Identifying the places within the prison where these activities can take place, their number, their equipment and their access conditions represents a step forward in raising awareness of the dynamic security continuum. Too little training regarding the simple question of prison architecture is currently being given. It is necessary that all staff members have an awareness of what a building allows and needs in order to make the necessary changes to improve this important aspect of dynamic security.

Risk assessment

The staff should be familiar with the risk and needs assessment methods and be able to use them in the context of the prison in a manner that contributes to both a positive change and to identifying risk. The necessary levels of safety and security are established on the basis of qualified risk assessments. This places demands on competence in risk management and on the ability to master recognised methods for risk assessments. The most important element in risk assessment is knowledge of the area or person to be assessed. The best way to acquire knowledge about prisoners is to get to know them. Herein lies the real key to dynamic security. Security is created by being present and interacting with the prisoners and by participating in activities with them. This enables staff to acquire information that is otherwise not so easily gained through observation and which is important for a better risk assessment. In addition, it enables them to better steer the environment in a positive direction and to detect risk at an earlier stage.

Risk assessment

Quality of trainers and methodology

The Council of Europe Guidelines Regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff (Adams & Carr, 2019) states two relevant principles about the quality of training and the trainers:

1) Trainers should be in possession of the relevant professional qualification and the right level of experience and should also be regularly evaluated and provided with additional training as necessary;
2) Face-to-face training methods should be used as a matter of course. Other training methods and tools should also be used, including interactive learning, e-learning and blended learning.

Dynamic security can be seen as a multi-dimensional combination of communication, security and law. The trained staff must have ability to combine relational and rehabilitative working skills with as well as security work, keeping human rights and legal requirements in mind. A wide range of knowledge and skills is required. Because of this, setting concrete minimum standards regarding methods or trainers' backgrounds is complicated. Nevertheless, some practices are recommended.

It is recommended to start with **intended learning outcomes**. An intended learning outcome should describe what students should know or be able to do at the end of the course that they did not know or were not capable of previously. The intended learning outcomes must be explicit and aligned with the specific needs of prisons and with the purpose of the training. Intended learning outcomes should be about student performance. Student-centred learning will enhance the quality of the students' experiences and thus facilitate the achievement of the desired learning outcomes. A prerequisite of quality is that the curriculum and pedagogical methods can be adjusted to meet the needs of the students and prison services.

The necessary qualifications, experiences and skills of the trainers will become clear based on intended learning outcomes. In a way, the intended learning outcomes state what kind of trainers are needed. The result may be that multiple trainers will have to combine their knowledge and do the training together (for example combining tactical and security topics, communication, law, etc.).

The intended learning outcomes will also determine the teaching methods. Considering the complicated nature of dynamic security, some methods are specifically recommended:

1) Practical daily activities can be used as learning material. This includes learning through methods which enable the students to deal with practical situations and reflect on these afterwards;
2) Simulations of prison officers' duties in a study environment to become skilled in security practices;
3) Supervised internship periods in prisons during their studies;
4) Lectures about relevant topics should be included at a minimum level or combined with seminars, practical lessons, etc.

Additionally, the following methods can also be considered:

1) An integrated learning system, in which different subjects are taught together with all the necessary teachers present to supervise the situation;
2) E-learning opportunities to support the face-to-face training.

The United Nations Standard Minimum Rules for the Treatment of Prisoners (Nelson Mandela Rules) declare that before taking up their duties, all prison staff shall be provided with training tailored to their general and specific tasks, which shall reflect contemporary evidence-based best practice in penal sciences. Only those candidates who succeed in passing the theoretical and practical tests at the end of such training shall be allowed to enter the prison service (United Nations, 2015).

Assessment procedures are designed to measure the achievement of the intended learning outcomes provided that the programme has been set up based on them. Teaching and didactic methods can be used to continuously monitor whether they contribute to achieving the intended learning outcomes. Didactical and methodological changes should be considered if the participants fail to achieve the desired outcomes. The Council of Europe Guideline Regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff indicates that the qualification of the trainers needs to be evaluated on a regular basis (Adams & Carr, 2019). If the intended learning outcomes are not achieved, evaluation of the trainers' qualifications is appropriate.

Conclusion

Establishing dynamic security as a concept and working method will affect the entire organisation and have an impact on its values, objectives, structure and methods.

In order for dynamic security to become a reality, it must become part of the organisational culture. The right set of moral and ethical values must be in place in the organisation and upheld by all of its members in order to achieve that. Good communication and interaction skills are considered the main requirements for dynamic security, but without the appropriate set of ethical values, it is difficult to create the desired environment. A proper understanding of human rights and the legal framework are as important as a knowledge of human needs and interaction. Relational skills occupy a central position in dynamic security training while the ability to assess safety and security risks must also be taught.

Lastly, international rules and guidelines provide the basic framework for the organisation to set up an environment suitable to dynamic security. The Nelson Mandela Rules, Council of Europe Guideline Regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff and European Code of Ethics for Prison Staff set out the key principles with regard to dynamic security practices. Training in relation to these practices must cover all the required competences and do so using suitable methods and qualified trainers.

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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