

Basic Security Operations

العمليات الأمنية الأساسية

Facilitator Guide



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

Kingdom of Saudi Arabia
Female Training Center

COURSE OVERVIEW

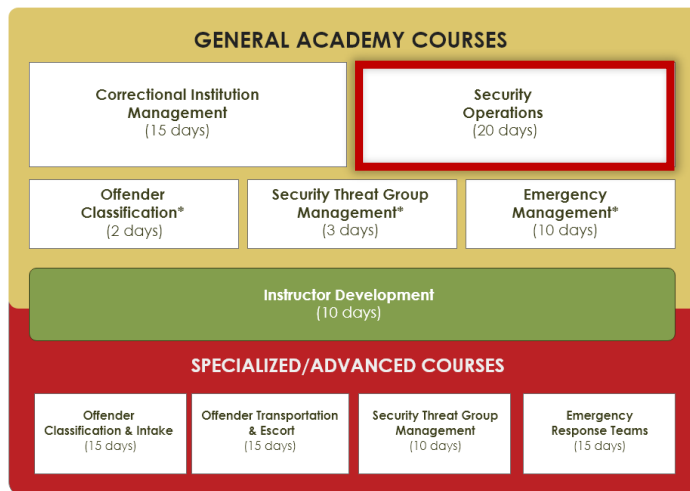


SECURITY OPERATIONS

This 20-day course introduces management practices that are fundamental to good prison security programs. The course emphasizes the need to balance the security requirements and the human rights of offenders. Topics include dynamic and static security, special housing units, intelligence systems, control center operations, tool and key control, offender supervision, visitation, searches, prison escorts and transportation, and report writing.

COURSE DETAILS

This 20-day course is the second course in the General Academy



Instructor Development	
Level	Basic
Prerequisite	None
Duration	20 days
Location	Riyadh, KSA
Class size	25 participants
Topics	<ul style="list-style-type: none">• Dynamic and Static Security• Special Housing Units• Intelligent Systems• Interactive Communication• Tool and Key Control• Offender Supervision• Report Writing & Disciplinary Issues• Searches• Prison Transportation and Escort

INSTRUCTIONAL APPROACH

- ✓ **LEARN:** During this course, you will learn the fundamentals of prison security operations and management practices that balance security with human rights.
- ✓ **APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context by participating in group discussions, scenarios and hands-on activities.
- ✓ **TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
<p>1 Dynamic and Static Security Provides a basic overview of dynamic and static security in a prison</p>	<ul style="list-style-type: none"> ▪ Define static security ▪ Describe components of static security ▪ Discuss perimeter security concerns ▪ Define dynamic security ▪ Discuss best practices for dynamic security ▪ Discuss interaction between dynamic, static, and procedural security ▪ Discuss impact of offender classification on dynamic and static security practices 	3
<p>2 Special Housing Units Provides a basic overview of special housing units, including Mandela and Bangkok rules that apply to their use in a prison and the arguments for and against special housing units</p>	<ul style="list-style-type: none"> ▪ Define Special Housing Unit (SHU) ▪ Explain 5 important issues related to restrictive housing ▪ Explain the difference between administrative detention and disciplinary segregation ▪ Discuss reasons for placing an offender in restricted housing ▪ Summarize pertinent Mandela Rules relating to SHUs ▪ Discuss mental health and SHUs ▪ Discuss the debate on SHU 	2
<p>3 Intelligent Systems Provides a basic overview of prison intelligence gathering, analysis, and dissemination</p>	<ul style="list-style-type: none"> ▪ Define intelligence in a prison context ▪ Describe intelligence-based practices ▪ Explain the difference between proactive and reactive intelligence gathering ▪ Discuss the intelligence cycle ▪ Discuss sources of intelligence ▪ Identify key skills for gathering intelligence 	2
<p>4 Interactive Communication</p>	<ul style="list-style-type: none"> ▪ Define communication ▪ Discuss the different communication styles ▪ Explain how effective communications are conveyed ▪ Discuss the impact of tone on communications ▪ Discuss the impact of body language on communications ▪ Describe the steps corrections officers should take to be aware of any situation ▪ Describe the differences in communicating in emergency situations vs regular situations ▪ Explain how to use communication to de-escalate 	1
<p>5 Tool and Key Control introduces participants to basic principles of tool and key control and accountability</p>	<ul style="list-style-type: none"> ▪ Determine the tools that fit into each level of classification ▪ Describe best practices for tool storage for all 3 classifications ▪ Describe tool issuance systems ▪ Describe tool disposal procedures ▪ Explain the types of keys in a prison ▪ Describe proper handling of keys and locks ▪ Explain the accountability process for keys 	2

COURSE OVERVIEW



<p>6 Offender Supervision Provides guidelines for various ways in which staff maintain control over the prison—including conducting formal and informal counts, assigning passes, and conducting patrols and disciplinary systems</p>	<ul style="list-style-type: none"> ▪ Explain the procedures for an official count ▪ Describe an outcount ▪ Explain the process for reconciling the master count record ▪ Describe a picture-card count ▪ Explain census checks ▪ Describe a pass system ▪ Explain the controlled movement process ▪ Explain the purpose of patrols 	3
<p>7 Report Writing & Disciplinary Systems Provides guidelines and best practices for writing effective reports</p>	<ul style="list-style-type: none"> ▪ Identify 10 rules for writing efficient reports ▪ Write an efficient report ▪ Demonstrate ability to observe and summarize an incident ▪ Discuss elements of an effective disciplinary system ▪ Describe principles of discipline in a prison environment ▪ Discuss international rules that apply to discipline in a prison environment ▪ Participate in a mock disciplinary trial based upon a written report 	2
<p>8 Searches Provides a basic overview of searching for contraband, including the searching of offenders, offender property, housing units, common areas, non-offenders, and vehicles</p>	<ul style="list-style-type: none"> ▪ Define contraband ▪ Explain the purpose of conducting searches in a prison environment ▪ Discuss the types of searches that should be conducted ▪ Describe the differences between offenders and non-offenders ▪ Explain the need for policies and procedures in conducting searches ▪ Conduct searches of simulated cells, common areas, and outdoor recreation area 	2
<p>9 Prison Escorts and Transportation Provides a basic overview of offender escort and transportation, including risks associated with various types of escorts, preparing the offender for the transport, and searching the offenders, holding cells, and vehicles before the transport.</p>	<ul style="list-style-type: none"> ▪ Name the two categories of escort trips ▪ Discuss the risks to the escort officers during transport ▪ Describe the tools necessary to mitigate the risks ▪ Identify the pre-trip planning process ▪ Apply selected restraints ▪ Follow procedures for conducting searches on offenders, offender's clothing, and cells ▪ Follow procedures for escorting offender to a vehicle ▪ Search a vehicle ▪ Describe process of transporting a female offender for childbirth 	3

COURSE AGENDA

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test Dynamic and Static Security	<i>Continued</i>	<i>Continued</i>	Special Housing Units/Restrictive Housing	<i>Continued</i>
MORNING BREAK (30 min)				

COURSE OVERVIEW



Continued	Continued	Intelligent Systems	Continued	Interactive Communication
TEA BREAK (15 min)				
Continued	Continued	Continued	Continued	Continued

Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Tool & Key Control	Continued	Offender Supervision	Continued	Continued
MORNING BREAK (30 min)				
Continued	Continued	Continued	Continued	Continued
TEA BREAK (15 min)				
Continued	Continued	Continued	Continued	Continued

Week 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Report Writing & Disciplinary Systems	Continued	Searches	Continued	Continued
MORNING BREAK (30 min)				
Continued	Continued	Continued	Continued	Continued
TEA BREAK (15 min)				
	Continued	Continued	Continued	Continued

Week 4

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
Prison Escorts and Transportation	Continued	Continued	Continued	Continued
MORNING BREAK (30 min)				
Continued	Continued	Continued	Continued	Continued
TEA BREAK (15 min)				
Continued	Continued	Continued	Continued	Post-Test Course Wrap Up/ Evaluations

POLICY REFERENCES & RESOURCES

Each course includes a policy reference template with space to include relevant national laws, policies, executive orders, and institutional policies/procedures. This section also includes a definition of key terms and international resources used to develop this course.

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
Bureau of Experts at the Council of Ministers	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> ▪ https://www.boe.gov.sa ▪ Imprisonment and detention
National Center for Archives	Directory of documents and archives	▪ https://ncar.gov.sa/
(Placeholder)		▪
INSTITUTIONAL POLICIES & PROCEDURES		
General Directorate of Prisons		▪ GDP website
(Placeholder)		▪

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
UNODC Handbook for Prison Leaders	UNODC
<i>Balancing Security and Dignity in Prisons</i>	Penal Reform International
UNODC Handbook on Dynamic Security	UNODC
<i>UNODC Handbook on Strategies to Reduce Overcrowding in Prisons</i>	UNODC

U.S. RESOURCES	
Relevant Resource	Organization
Reporting Writing Manual	Sacramento State Police Department
Policies and Procedures for Tool Control	State of North Carolina Department of Corrections
Restrictive Housing in the U.S.	National Institute of Justice
Correctional Services Procedures Manual	Bureau of Prisons, U.S. Department of Justice

KEY TERMS & CONCEPTS

TERM	DEFINITION
Static Security	<ul style="list-style-type: none"> Refers to permanent physical infrastructure including walls, bars on windows, locks and doors, alarm systems to ensure security within correctional facility
Dynamic Security	<ul style="list-style-type: none"> A concept and a working method by which corrections staff prioritize the creation and maintenance of everyday communication and interaction with offenders based on high professional ethics, and ensure that there is sufficient purposeful and meaningful activity to occupy prisoners, bounded by effective security
Security Procedure	<ul style="list-style-type: none"> A clearly understood set of guidelines for performing security-related tasks in a standardized, consistent, effective, and fair manner
Prison Intelligence	<ul style="list-style-type: none"> Any information relevant to prison security and function; information is used to identify offenders and visitors planning to engage in an activity or engaged in an activity that may be a threat to the good order, safety, and security of a prison before the activity occurs
Sallyport	<ul style="list-style-type: none"> An entryway controlled by two doors or gates, of which each must be closed before the other can open
Armory	<ul style="list-style-type: none"> Secure premises where <i>prison</i>-authorized weaponry is housed
Powerhouse	<ul style="list-style-type: none"> Electrical supply building
Special Housing Unit (SHU)	<ul style="list-style-type: none"> High security area within a prison used for prisoners who may pose a danger to others or be at risk if left in the general population
Administrative Detention	<ul style="list-style-type: none"> Used for non-punitive issues, such as protective custody, pending transfer or medical trip, pending disciplinary hearing
Disciplinary Segregation	<ul style="list-style-type: none"> Defined period of restriction imposed as a sanction for offender misconduct following a formal hearing
Prison Contraband	<ul style="list-style-type: none"> Any article or thing which a person confined in a detention facility is prohibited from obtaining or possessing by statute, rule, regulation or order
Offender Count	<ul style="list-style-type: none"> physical acknowledgement of the number of offenders in certain locations and comparing that number with the number of offenders assigned to that location

Knowledge Survey

المسح المعرفي



Security Operations Pre- and Post-Knowledge Survey

1. Anything introduced or found in a prison that is not permitted is:
 - a. A safety hazard
 - b. Confiscation
 - c. Contraband
 - d. Personal property

2. Within a correctional institution, physical infrastructure, including walls, bars on windows, locks and doors, and alarm systems, are referred to as:
 - a. Complete security
 - b. Procedural security
 - c. Static security
 - d. Dynamic security

3. Security procedures that encourage staff to interact regularly with offenders and allow staff to recognize problems before they arise are called:
 - a. Orderly prison
 - b. Static security
 - c. Dynamic security
 - d. Procedural security

4. Information used to identify offenders and visitors planning to engage in an activity that may be a threat to the good order, safety, and security of a prison, before the activity occurs is called:
 - a. Security analysis
 - b. Offender diagnostics
 - c. Intelligence
 - d. Correctional systems

5. How often should searches be conducted?
 - a. Frequently, on an irregular basis
 - b. Regularly, at the same time
 - c. Daily, at 6 a.m.
 - d. Rarely, but thoroughly

6. Security is most vulnerable during offender:
 - a. Classification
 - b. Transport
 - c. Searches
 - d. Lock-down



7. These three **high-level** tools are the most effective at mitigating the risks of transporting offenders:
 - a. Equipment, procedures, training
 - b. Intelligence, surveillance, knowledge
 - c. Coordination, rehearsals, lessons learned
 - d. Cell phone, emergency number, charger

8. Tools too dangerous for an offender to handle without direct, uninterrupted staff supervision are rated at this level:
 - a. Level 3
 - b. Level 2
 - c. Level 1
 - d. Controlled

9. _____ is used for non-punitive issues, such as protective custody, pending transfer or medical trip, or a pending disciplinary hearing
 - a. Administrative detention
 - b. Disciplinary segregation
 - c. Restrictive housing
 - d. Solitary confinement

10. The set of 70 rules focusing on the treatment of female offenders and prisoners adopted by the United Nations General Assembly in 2010 are the:
 - a. Mandela Rules
 - b. Bangkok Rules
 - c. Tokyo Rules
 - d. UNODC Rules

11. Tool that can be issued to staff or offenders with proper accountability measures in place are:
 - a. Level 1
 - b. Level 2
 - c. Level 3
 - d. Controlled

12. Refers to offenders who are officially listed on the facility master count but who are not being counted in the housing unit. These offenders may be working in the kitchen or in the prison's garage, etc.
 - a. Outcount
 - b. Recused count
 - c. Missing count
 - d. Emergency count



13. What are the two main categories of escorted trips for offenders?
- Medical and non-medical trips
 - Emergency and non-emergency trips
 - Educational and religious trips
 - Approved and unapproved trips
14. Communication is an important skill for corrections officers. To be effective, you must communicate:
- Both directly and indirectly
 - Clearly, concisely, correctly
 - With understanding
 - Using active listening
15. A report that captures information about who, what, when, where, and why a specific event and prohibitive act took place is called:
- A risk assessment
 - A status report
 - An offender search report
 - An incident report



Security Operations

Pre- and Post-Knowledge Survey – ANSWER KEY

1. Anything introduced or found in a prison that is not permitted is:
 - a. A safety hazard
 - b. Confiscation
 - c. Contraband**
 - d. Personal property

2. Within a correctional institution, physical infrastructure, including walls, bars on windows, locks and doors, and alarm systems, are referred to as:
 - a. Complete security
 - b. Procedural security
 - c. Static security**
 - d. Dynamic security

3. Security procedures that encourage staff to interact regularly with offenders and allow staff to recognize problems before they arise are called:
 - a. Orderly prison
 - b. Static security
 - c. Dynamic security**
 - d. Procedural security

4. Information used to identify offenders and visitors planning to engage in an activity that may be a threat to the good order, safety, and security of a prison, before the activity occurs is called:
 - a. Security analysis
 - b. Offender diagnostics
 - c. Intelligence**
 - d. Correctional systems

5. How often should searches be conducted?
 - a. Frequently, on an irregular basis**
 - b. Regularly, at the same time
 - c. Daily, at 6 a.m.
 - d. Rarely, but thoroughly

6. Security is most vulnerable during offender:
 - a. Classification
 - b. Transport**
 - c. Searches
 - d. Lock-down



7. These three **high-level** tools are the most effective at mitigating the risks of transporting offenders:
- Equipment, procedures, training**
 - Intelligence, surveillance, knowledge
 - Coordination, rehearsals, lessons learned
 - Cell phone, emergency number, charger
8. Tools too dangerous for an offender to handle without direct, uninterrupted staff supervision are rated at this level:
- Level 3
 - Level 2
 - Level 1**
 - Controlled
9. _____ is used for non-punitive issues, such as protective custody, pending transfer or medical trip, or a pending disciplinary hearing
- Administrative detention**
 - Disciplinary segregation
 - Restrictive housing
 - Solitary confinement
10. The set of 70 rules focusing on the treatment of female offenders and prisoners adopted by the United Nations General Assembly in 2010 are the:
- Mandela Rules
 - Bangkok Rules**
 - Tokyo Rules
 - UNODC Rules
11. Tool that can be issued to staff or offenders with proper accountability measures in place are:
- Level 1
 - Level 2
 - Level 3**
 - Controlled
12. Refers to offenders who are officially listed on the facility master count but who are not being counted in the housing unit. These offenders may be working in the kitchen or in the prison's garage, etc.
- Outcount**
 - Recused count
 - Missing count
 - Emergency count



13. What are the two main categories of escorted trips for offenders?
- a. **Medical and non-medical trips**
 - b. Emergency and non-emergency trips
 - c. Educational and religious trips
 - d. Approved and unapproved trips
14. Communication is an important skill for corrections officers. To be effective, you must communicate:
- a. Both directly and indirectly
 - b. **Clearly, concisely, correctly**
 - c. With understanding
 - d. Using active listening
15. A report that captures information about who, what, when, where, and why a specific event and prohibitive act took place is called:
- a. A risk assessment
 - b. A status report
 - c. An offender search report
 - d. **An incident report**

Dynamic and Static Security

الأمن الثابت والديناميكي



Dynamic and Static Security

Purpose: This module provides a basic overview of dynamic and static security in a prison.

Activities:





- Pros and Cons of Perimeters (15 min.)
- Food Preparation/Service Facility (10 min.)
- Enhancing Static Security (10 min.)
- Perimeter Security Concerns (15 min.)
- Enhancing Dynamic Security (10 min.)
- Pros and Cons of Each Type of Security (15 min.)

Estimated Time: 3 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Learning Objectives

- 
 - Define static security
 - Describe components of static security
- 
 - Discuss perimeter security concerns
- 
 - Define dynamic security
 - Discuss best practices for dynamic security
- 
 - Discuss interaction between dynamic, static, and procedural security
 - Discuss impact of offender classification on dynamic and static security practices

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the need for three types of security—static, dynamic, and procedural—to ensure an efficiently run, human-rights based prison system.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Introduction

- Security in a prison must satisfy a number of requirements:
 - ✓ Protect society
 - ✓ Prevent escapes
 - ✓ Prevent criminal activity inside and outside the prison
 - ✓ Preserve the human rights of offenders
 - ✓ Treat all offenders humanely



3

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Introduction

The basic rule is to apply the least restrictive measures necessary to satisfy those functions.

Those measures should be:

- Legal
- Proportional to the threat
- Accountable
- Non-discriminatory

All limitations imposed upon an offender should be in accordance with national law and international guidelines and have a legitimate objective.

Facilitator Notes

1. **EXPLAIN** that prison security is a never-ending balancing act. Prisons must respect and, to the highest degree possible, preserve the human rights of offenders while at the same time ensuring security and good order. Flexibility, accountability, and capability are required.
2. **ASK** participants to describe in their own words a well-managed prison.
3. After a number of participants have provided their description, **ADD** the following: A well-managed prison is one that maintains control over offenders while safeguarding their human rights.



Types of Security Measures

- Prisons apply different types of security measures to meet requirements while adhering to best principles:
 - ✓ Static (physical)
 - ✓ Dynamic
 - ✓ Procedural
- Static and dynamic security are achieved through adherence to effective procedures



4

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Types of Security Measures

Security in prisons is ensured by:

- Static measures—walls, bars on windows, locks and doors, alarm systems, etc.
- Procedural measures—rules relating to offenders, offender counts, searches, etc.
- Dynamic security—alert staff who interact with offenders in a positive manner and engage them in constructive activities, which allow staff to anticipate and prevent problems before they arise. It also provides staff the ability to develop situational awareness.

Although many security measures can be put into place, a balance of the physical design of the prison, adherence to procedure, and the skilled prison staff makes the difference in safety and security. All three play a major role in keeping things running smoothly inside and outside the perimeters.

Facilitator Notes

1. EXPLAIN that a proper balance should be maintained between these three types of security measures.
2. ADD that the right balance depends on a number of factors such as the condition of the prison facilities, level of technology available, number of staff, and type of offenders held. For example, where physical security is weak, procedural and dynamic security become even more important.



Static Security
الأمن الثابت

5 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Static Security

- Definition: Permanent physical infrastructure including:

- ✓ Walls
- ✓ Barriers
- ✓ Lighting
- ✓ Locks
- ✓ Restraints



6

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Static Security

Static security starts at the perimeter and works inward so that every area of the prison is secured.

Static security is the physical security, including the architecture of the prison buildings, strength of the walls of those buildings, bars on the windows, doors and walls of the accommodation units, and specifications of the perimeter wall and fences, watchtowers, etc.


Static security also includes the provision of physical aids to security such as locks, cameras, alarm systems (internal and external), x-ray machines, metal detectors, radios, handcuffs, etc.

Facilitator Notes

1. EXPLAIN that static security starts at the perimeter and works inward, so that every area of the prison is secured.
2. EXPLAIN that static means unmoving. Static security measures are permanent or semi-permanent.
3. ASK participants what other assets might be considered as part of static security: Potential answers include:
 - Prison vehicles
 - Surrounding infrastructure (roads, bridges, power lines, etc.)
 - Digital presence (protecting against hackers or other hostile actors)



Static Security: Perimeter



- A secure perimeter:
 - ✓ Reassures the public that offenders will remain in custody and unable to harm the community
 - ✓ Demonstrates to offenders that escape attempts will most likely fail
- Perimeter design depends on the security classification level of the offenders, but in general:
 - ✓ All ingress/egress points must be sallyported
 - ✓ Perimeter lighting should cover all the prison
 - ✓ Walls/fences should be free of debris
 - ✓ Grass should be trimmed short to maximize visibility

7 Kingdom of Saudi Arabia Female Training Center مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Perimeter

The type of perimeter is dependent upon the level of the prison, which are normally ranked minimum, low, medium, and high.

- Minimum security has no perimeter fencing
- Low security has double-fenced perimeters
- Medium security has strengthened perimeters (often double fences with electronic detection systems)
- High security has highly secured perimeters (featuring walls or reinforced fences)

Walled institutions normally have a 20-foot wall. They generally have armed guard towers in each corner and mid wall. Walls are higher than fences, harder to compromise, and provide no visibility inside the prison. Armed roving guards patrol the wall.

Fenced institutions normally have 1-2 fences reinforced with concertina wire. The fences are 12 feet high. Generally, they have fence alarms and multiple armed outside patrols. Barrier wire is used on the inner fence, in between the fences, and at the top of the outer fence to maximize security and slow an escape attempt.

Open institutions have no external barrier except posted signs. Generally, they have one unarmed roving patrol watching the perimeter.

Facilitator Notes


1. ASK participants whether they know the term "sallyported." If they do not, explain that it means two doors that cannot open at the same time.
2. EXPLAIN that good practice is to set minimum physical security standards for each element within that prison, including perimeters.
3. ADD that perimeter walls are generally 20 feet (~6 meters) high with armed guard towers located at each corner and at mid-wall. Perimeter fences are generally shorter. Fences are doubled (inner and outer), with each fence reinforced with barrier wire (along the inner fence, in between fences, and along the top of the outer fence) to slow escape attempts. Fences will be equipped with alarms, and are constantly under observation by multiple armed patrols.
4. EXPLAIN that certain lower-security (or open) prisons will not have external barriers apart from posted signs.
5. EXPLAIN that perimeter lighting should cover all of the prison (can be high pressure sodium or low-pressure sodium for best cost and effectiveness).



Pros and Cons of Perimeters

EXERCISE


- Each group will be assigned one type of perimeter:
 - ✓ Walled
 - ✓ Fenced
 - ✓ Open
- List at least 5 pros and cons for the type of perimeter you are assigned



Work in Groups


➔

Share Response



15 min.

8
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية


Pros and Cons of Perimeters	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm pros and cons of different types of perimeters.
Materials	<ul style="list-style-type: none"> • Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. For the type of perimeter your group is assigned, write 5 pros and cons. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. ASSIGN one of the three types of perimeters to each group of participants.
4. REGROUP on the next slide.



Pros and Cons of Perimeters

A spokesperson for each group will present her group's list of pros and cons for one of the following:

REGROUP

- ✓ Walled
- ✓ Fenced
- ✓ Open



9

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Pros and Cons of Perimeters

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response. Expected responses include:

Walled

- **Pros:** Extremely difficult to climb or cut through, long-lasting, reassures the public, most secure
- **Cons:** Most expensive, degrade over time difficult to repair, high staffing needs (rovers, trucks, tower guards, tower weapons, heating/cooling towers)

Fenced

- **Pros:** Easy to put up, can be altered relatively easily, cost less than wall, less dependent on dynamic/procedural security than open
- **Cons:** Not as reassuring to public, potentially greater escape risk, cost more than open, more staffing & vehicles needed, more maintenance than open

Open

- **Pros:** Lower staffing requirements (1 roving patrol), more options for site location, no initial construction cost, less expense for fencing, wire, or alarms
- **Cons:** Very low security value, not reassuring to public; need more procedures/dynamic security; 3 staff members a day for patrols



Perimeter Security Concerns

- Trees inside the perimeter can:
 - ✓ Be used as hiding spots
 - ✓ Fall or drop limbs that will compromise the wall or fence
- Materials left unsecured within the perimeter can be used to assist escape attempts
- Interior fences placed too close to the perimeter fence can be used as ladders
- Lack of concertina wire can leave fences vulnerable



10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Perimeter Security Concerns

Because of concerns like these, prison authorities must ensure that they are not reliant on one type of security measure.

Dynamic and procedural security measures must be in place to supplement static security. Think of ways in which they can help alleviate the concerns associated with perimeter security.

Facilitator Notes

1. ASK participants to name types of materials that can be left unsecured within the perimeter. Expected answers can include:
 - Benches
 - Weight equipment
 - Chairs
 - Volleyball/tennis nets
 - Rope
 - Cable
 - Piles of dirt/rocks
2. EXPLAIN that concertina wire should be stainless steel 30" (roughly .75 meter) man barrier wire (aka "razor wire") and should be placed in accordance with the threat level inside and outside the prison.
3. ASK participants to take a few minutes and think about the other two types of security—dynamic and procedural. Ask them to name some dynamic and procedural security methods that can be put in place to supplement static security for perimeters.
4. OFFER some examples.



Static Security: Housing Units

- Units must be securely designed and constructed from concrete
- Each unit must have a:
 - ✓ Main entrance accessible through sallyport only
 - ✓ Rear exit for staff use only
- Rear exit must be emergency keyed only
- Housing unit table seating should be welded in place and the tables anchored in concrete



11

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Static Security: Housing Units

What other static security measures should be put in place for housing units?

Facilitator Notes

1. REVIEW the static security measures for housing units.
2. ASK participants to name other static security measures that should be put in place.
3. If they can't think of anything, PROVIDE hints by asking, "What about cell doors—what static security measures should be in place for cell doors?" Continue in that vein until you get the expected answers:
 - Cell sinks and toilets should be stainless steel security items.
 - Cell doors:
 - Should be steel, with heavy-duty lock and security hinges
 - Should have food slots that can be locked
 - Must be lockable only from the unit side
 - Each unit should have a sprinkler system for fires, as well as fire equipment including hoses and/or extinguishers.
 - Individual cells should contain one secured bunk unit consisting of one upper and one lower bed.
 - Windows should be secured with bars; alternatively, they should be narrow security windows made of unbreakable material.
 - Floors and ceilings should be concrete slab.



Food Preparation/Service Facility

EXERCISE

- Brainstorm with your group the most important static security measure for food preparation/service facility
- Write your answer on a flipchart



Work in Groups

➔

Share Response



10 min.

12
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Food Preparation/Service Facility	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm pros and cons of different types of perimeters.
Materials	<ul style="list-style-type: none"> • Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. For the type of perimeter your group is assigned, write 5 pros and cons. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Food Preparation/Service Facility

A spokesperson for each group will present her group's most important static security measure for food preparation and service facility.

REGROUP



13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Food Preparation/Service Facility

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.
4. Expected responses should include:
 - Offenders should not have unrestricted access to food supplies or cooking utensils
 - Food supplies must be stored in secure storage areas
 - Area should have one entrance into and 1 exit departing the food service facility
 - Knives should be stored securely, accounted for each shift, and their use supervised by staff
5. ENGAGE participants in a discussion on the special challenges of food preparation/service facility.

Static Security: Other Specialized Areas

- What static security measures should be put in place for the following:
 - ✓ Recreation areas
 - ✓ Health services units
 - ✓ Powerhouse
 - ✓ Armory/lock shop

14

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Static Security: Other Specialized Areas

Recreation areas. Each prison should have external and interior recreation areas. Exterior areas must be fenced; individual fields/zones within the recreation area should be fenced. Interior areas should have concrete constructions and two separate doors—one for entry and the other for exit.

Health services unit. Health services should be constructed to the same standard as housing units.

Powerhouse. Prisons should have an alternative power source (diesel generator, solar banks, etc.). There should be a reliable and independent source of water as well as adequate sewage infrastructure. These systems should be located outside the secure perimeter.

Armory/Lock Shop. The armory is a secure storage area for firearms, ammunition, riot equipment, and restraints. This area requires an extremely high level of security, including access limits and additional barriers and locks. The armory should not be in an area that is accessible to offenders.

Facilitator Notes

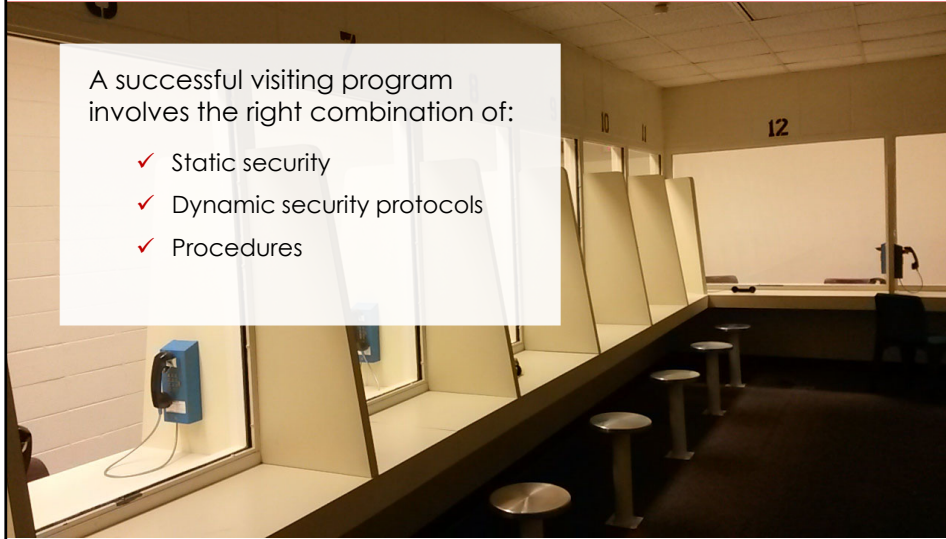
1. EXPLAIN that the individual fields/zones should be separated by fencing to isolate and contain any disturbances.
2. DISCUSS the special security challenges for health services units. The units likely include hospital supplies, pharmaceuticals, and medical records.
3. ASK participants why they think these security measures are needed.
4. ADD that the lock shop contains all the key-cutting materials and tools used to maintain the static security infrastructure of the prison, so it requires an extremely high level of security.



Visiting Programs

A successful visiting program involves the right combination of:

- ✓ Static security
- ✓ Dynamic security protocols
- ✓ Procedures



15

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Visiting Programs

Visiting areas should provide secure containment and access for visitors and offenders. Infrastructure should provide for contact and non-contact visits.

This area needs to be secure and monitored during visits to ensure only appropriate contact is allowed and contraband cannot be passed to offenders.

Visiting areas should be searched before and after visits. Offenders should be visually searched and dressed in prison-issued clothing before entering the visiting area. Upon departure, the same process should be maintained. This ensures no contraband is brought into, or taken from, the visiting room.

Visitors must be searched and not allowed to bring in any unauthorized items, based on their processing at the front entrance. No physical contact is to be made between offenders and visitors except at the beginning of the visit.

Facilitator Notes

1. EXPLAIN the procedures for visiting areas.
2. ASK why is there a need for the area to be secure and monitored.
3. EXPLAIN that the success of a visiting program depends on the quality of supervision the staff provide.



Monitoring the Visitations

- Two staff should monitor the inside area
- At least one additional staff should monitor the outside area if it is open and inhabited
- A pre-approval process should be in place to ensure visitors are:
 - ✓ Vetted
 - ✓ Positively identified
 - ✓ Searched
 - ✓ Documented
- Documentation must include:
 - ✓ Name
 - ✓ Address
 - ✓ Time in
 - ✓ Time out
 - ✓ Offender being visited



16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Monitoring the Visitations

Staff must monitor all contact during the visiting period and remove any violators.

If the visitor brings an automobile to the parking area, the license plate number, type and make of car should be placed in the log.

Metal detectors should be used on all prison visitors upon entry to the facility.

Visitors should not be allowed to bring in excessive property, and all property should be in a clear plastic carrier bag which will be searched by staff.

A system of assigning approved visits to a schedule, based on the number of visiting days and visiting room capacity, must be in place to help preclude unauthorized visits/visitors and overcrowding in the visiting area.

The visiting area should include inside and outside visiting areas, with the outside fenced in. All seating (tables, chairs, benches or whatever is used) should be secured to the floor and non-flammable. Visitors should not be allowed into the prison if they have a significant criminal record, to include anti-government convictions, assaultive behavior, narcotics convictions, or links to criminal organizations.

Facilitator Notes


1. DISCUSS the steps involved in monitoring the visitations.
2. EXPLAIN the process if the visitor brings an automobile to the parking area.
3. EXPLAIN that all visitors should be searched by metal detectors upon entry to the facility.
4. DISCUSS the need for a system of assigning approved visits to a schedule to prevent overcrowding and help preclude unauthorized visits.
5. ASK ABOUT the challenge if the visitation room was overcrowded.
6. DISCUSS the inside and outside visiting areas.
7. EXPLAIN that visitors who have a significant criminal record should not be allowed to visit.



Enhancing Static Security

EXERCISE


- Brainstorm 5 ways to enhance overall static security at a prison
- Write your list on a flipchart



Work in Groups

➔


Share Response



10 min.

17
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Enhancing Static Security	
Duration	10 minutes
Purpose	The purpose of this activity is to brainstorm ways in which to enhance overall static security in a prison.
Materials	<ul style="list-style-type: none"> Markers/Pen Flipchart
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm 5 ways in which to enhance overall static security in a prison. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Enhancing Static Security

REGROUP

A spokesperson for each group will present her group's list of 5 ways in which to enhance static security at a prison



18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Enhancing Static Security

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a spokesperson from each group to present her group's list.
3. ADD any of the following items that participants did not cover in their presentations:
 - Build more/higher walls
 - Add perimeter fences
 - Add interior barrier fencing
 - Alarm systems
 - CCTV systems
 - Add man barrier wire to existing fencing
 - Lighting upgrades
 - Upgraded doors/locks



Dynamic Security
الأمن الديناميكي

19 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Dynamic Security

Prison staff are encouraged to develop dynamic security skills

Dynamic security



Good dynamic security can allow staff to recognize problems before they arise

Orderly prison

20
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Dynamic Security

If staff engage with offenders in a genuine manner, offenders will recognize their interest in them and in protecting their human rights.

The professionalism and communication skills of staff will have a direct and measurable impact on offenders' perceptions of order.

Staff must be able to:

- Demonstrate professionalism, fairness, and confidence when dealing with offenders
- Understand the ethnic, cultural, and religious identities of the offender population
- Work to build expertise in behavior and communication, including non-verbal communication

Engaging with offenders and getting to know them can enable staff to anticipate and better prepare to respond effectively to any incident that may threaten the security of the prison and the safety of staff and offenders.

Facilitator Notes

1. EXPLAIN that line staff interact with offenders multiple times a day. If these interactions are seen as positive by both staff and offenders, fewer potentially dangerous situations will develop.
2. ASK participants who can recall the definition of dynamic security introduced earlier in the module.
 - Expected answers is: alert staff who interact with offenders in a positive manner and engage them in constructive activities, which allows staff to anticipate and prevent problems before they arise.
3. EXPLAIN that security cannot be compromised to spare an offender's feelings, but staff can learn to communicate expectations to offenders in a manner that the offender will both understand and accept.
4. ADD that staff have to establish a balance:
 - On one hand, show offenders that staff will not compromise order and security
 - On the other hand, show offenders that staff see them as individual human beings possessing basic dignities

Engaging Offenders during Daily Routines

Daily security routines contribute to good order

These routines provide staff with essential contact with offenders

This contact allows staff to gain a better understanding of individual offenders



21

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Engaging Offenders during Daily Routines

The nature of relations between staff and offenders is key to dynamic security. For example, the following are ways in which offenders' humanity and dignity may or may not be respected:

- The way in which prison staff address offenders
- How searches are carried out and their frequency
- Whether offenders' privacy is respected when they are required to remove clothing
- Whether restraints are used unnecessarily and in a way that is humiliating
- Whether privacy in toilets and showers is respected
- Whether offenders are required to wear distinguishing uniforms

Facilitator Notes

1. **ENGAGE** participants in a discussion on what their everyday interactions are like with offenders while they conduct their daily routines.
2. **ASK** participants to brainstorm times they interact with offenders.
3. Expected answers include:
 - Staff presence
 - Searches
 - Offender counts
 - Patrols
 - Observation and supervision
 - Movement controls
 - Visitations
4. **EXPLAIN** that these components combine to affect the relationship between staff and offenders and between offenders and their peers.
5. **DISCUSS** ways in which the offenders' humanity and dignity may or may not be respected during the various routines.



Dynamic Security: Offender Accountability

- A system of counts, census checks, lockdown checks, and constant observation builds offender accountability
- At any given time, staff must ensure that each offender is in her authorized area and is accountable to staff supervising that area

Dynamic Security Practices:
What are the opportunities?



22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender Accountability

Counts should be conducted at minimum three to five times per day. Random counts are conducted as needed. One of those counts should match each offender with a picture card on file. Count should be fair and consistent.

Facilitator Notes

1. DISCUSS the process of offender accountability.
2. ENGAGE participants in a discussion on how they can use offender accountability to enhance dynamic security practices.
3. SHARE any stories that you may have.
4. DISCUSS the need for random counts as needed
5. ASK participants to share a story they may have of dynamic security practices during offender accountability.



Dynamic Security: Controlled Movement

- Effective control of offender movement within the prison is vital to ensuring security and good order
- During movements and counts, officers should check on offenders' welfare



23

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Controlled Movement

Effective control of offender movement within the prison is vital to ensuring security and good order.

Movement control involves a combination of factors:

- Staffing levels (commensurate with the number of offenders)
- Staff skills/competency
- Prison layout/configuration
- Effectiveness of static security infrastructure
- Effective offender classification

Staff must be trained and aware of a number of issues related to offender movement, including:

- Effective searches
- Designated "out of bounds" areas
- Approved methods of movement
- Approved movement times

Facilitator Notes

1. DISCUSS the process of offender controlled movement.
2. ENGAGE participants in a discussion on how they can use offender controlled movement to enhance dynamic security practices. One example is following up on requests offenders may have made, such as to set an appointment with the warden or to arrange a visit.
3. EXPLAIN that prepping offenders for movement and escorting them during movements provide staff with excellent opportunities to interact with offenders and gather information.
4. ASK participants to share a story they may have of dynamic security practices during offender controlled movement.



Dynamic Security: Searches

- Offender, cell, and area searches are vital components of effective dynamic security
- Staff must conduct searches in accordance with:
 - ✓ Standard Minimum Rules for the Treatment of offenders
 - ✓ Human rights principles
 - ✓ Legislation relating to prison operations



Dynamic Security Practices:
What are the opportunities?

24

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searches

Offender, cell, and area searches are vital components of effective dynamic security.

Searches of various kinds are a necessary and legitimate means of preventing offenders from having access to dangerous or prohibited items or substances that may constitute a threat to the safety and health of staff, other offenders, and visitors.

However, searches of the person and her cell should always be conducted respectfully. The officer should provide the offender with as much privacy and dignity as possible. The officer should always conduct the search according to procedures and respect her personal property as much as possible.

A positive relationship with offenders will help minimize the perceived punitive or dehumanizing aspects of personal and cell searches.

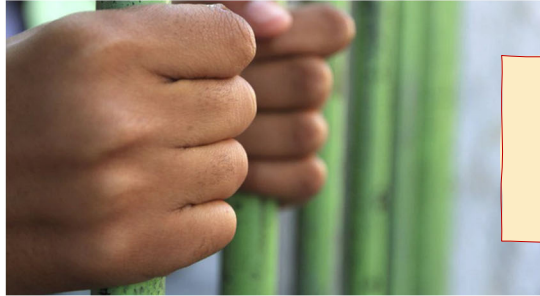
Facilitator Notes

1. DISCUSS the process of searches on offenders, their cells, and common areas.
2. DISCUSS how this duty—in particular because of its invasiveness—is an opportunity develop a positive relationship. Respect will go a long way here.
3. EXPLAIN that conducting the search in a professional, dignified manner and, when possible, in a private location can help win the offender's trust. Informing the offender of the search helps her know that you respect her dignity, her personal property and are treating her humanely.



Staff Oversight/Offender Discipline

- Accountability is a major component of dynamic security and good order in the prison
- Disciplinary systems establish accountability and a sense of balance to interactions and behavior within the prison for all people involved



Dynamic Security Practices:
What are the opportunities?

25

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender Discipline

Accountability is a major component of dynamic security and good order in the prison. Offenders must recognize that misconduct will be addressed through specific disciplinary measures.

Communications skills, regular interactions with offenders, and professionalism are key to creating positive outcomes in addressing offender misconduct.

A positive relationship must be on display during regular (potentially negative) interactions like personal or cell searches, application of restraints, and administrative discipline practices (such as removal of privileges).

Facilitator Notes

1. DISCUSS offender discipline.
2. ASK why is this important.
3. EXPLAIN how communications skills, regular interactions with offenders, and professionalism are key to establishing a positive outcome when addressing offender misconduct.

Dynamic Security: Perimeter

Staff must maintain a presence at both entrances to enforce identification procedures



Dynamic Security Practices:
What are the opportunities?

26

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Perimeter

Walled institutions will typically place armed guards in perimeter towers located at each corner and mid-wall.

In fenced institutions, fence alarms are backed up by multiple armed patrols outside the wall.

This maximizes security and slows an escape attempt.

Open (unfenced) prisons will generally have one unarmed roving patrol watching the perimeter.

Metal detection equipment must be used at both front and rear entrances.

Staff must maintain a presence at both entrances to enforce identification procedures.

Facilitator Notes


1. DISCUSS the process of protecting the perimeter.
2. ENGAGE participants in a discussion on how they can enhance dynamic security practices during perimeter control.
3. SHARE any stories you may have.
4. ASK participants to share a story they may have of dynamic security practices during perimeter control.





Perimeter Security Concerns

EXERCISE

- Ineffective dynamic security practices can compromise the perimeter as much as failed static infrastructure
- Name at least 3 examples of ineffective dynamic security around the perimeter.
- Explain how they can be corrected.








15 min.

27
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Perimeter Security Concerns	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm ineffective dynamic security practices around the perimeter.
Materials	<ul style="list-style-type: none"> • Markers/Pen • Flipchart
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm with your group at least 3 examples of ineffective dynamic security practices around the perimeter. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. EXTEND the activity by asking participants to EXPLAIN how ineffective practices can be corrected.
4. REGROUP on the next slide.



Perimeter Security Concerns

REGROUP

A spokesperson for each group will present her group's examples of ineffective dynamic security practices around the perimeter



Perimeter Security Concerns

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE the responses.
4. PROVIDE your feedback.
5. Some examples of ineffective dynamic security practices around the perimeter include:
 - Complacency of outside patrol personnel and/or guard tower officers
 - Staffing/funding shortages leading to vacant security posts
 - Allowing offenders to get too close to the inside fence
 - Failing to adequately supervise offenders in areas that have fence access
6. ADD any other you may have.

Dynamic Security: Housing Units

- Dynamic security in housing units is a matter of:
 - ✓ Knowing each offender and her assigned cell
 - ✓ Being aware of potential conflicts between cellmates and/or neighboring cell inhabitants

Dynamic Security Practices:
What are the opportunities?



29

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Housing Units

Good dynamic security requires observation of offender interactions with each other and with their cells/belongings.

- An offender who stockpiles materials in her cell may be anticipating a need for those materials.
- An offender who lingers in the area of another offender's cell may be seeking to carry on either a conversation or a conflict.

Officers can create good dynamic security through their regular presence in their posted area, including talking to offenders in the housing unit.

Officers should consistently encourage positive behavior and address negative behavior throughout their tour.

Facilitator Notes

1. **ENGAGE** participants in opportunities to practice dynamic security in housing units.
2. **REMINDE** participants that the key is to establish a positive relationship with each offender in order to facilitate effective communication and preserve an atmosphere of respect.



Dynamic Security: Other Specialized Areas

- What dynamic security measures should be put in place for the following:

- ✓ Recreation areas
- ✓ Visiting rooms
- ✓ Health services units
- ✓ Powerhouse
- ✓ Armory/lock shop



30

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Dynamic Security: Other Specialized Areas

Recreation areas. Changes in association patterns can alert an observant officer with information that may be useful to prison intelligence staff. Offender conflicts may originate or culminate in recreation areas.

Food service. Staff must be able to observe food preparation and service areas. Many prison disturbances have been initiated during meals in the food service area. Staff presence must be heavy and visible.

Visiting rooms. Visiting areas must be monitored during visits to ensure that only appropriate contact is permitted between offenders and visitors. Staff must present and maintain an attitude of professionalism and fairness.

Health services unit. Staff should strictly control and monitor the health services unit.

Powerhouse. Staff should regularly inspect utility infrastructure in their assigned areas.

Armory/lock shop. Both facilities should be staffed by full-time, highly-qualified staff who have been trained (at a minimum) in lock installation and maintenance.

Facilitator Notes

1. ENGAGE participants in a discussion on dynamic security in each of the areas listed in the slide.
2. REMIND participants that the purpose of dynamic security ultimately is order of the prison. Use this opportunity to discuss both—obtaining information that will help keep order and gaining the respect and trust of the offenders.
3. EXPLAIN that offender observation is invaluable for gathering information from areas of mass congregation, including recreation areas.
4. ADD that changes in association patterns can alert an observant officer.
5. EXPLAIN that staff must observe food preparation and service areas to include verifying the security of cooking implements (including knives).
6. ADD that staff presence must be heavy during meal times and that offenders should not be able to control the food provided to other offenders.
7. EXPLAIN that visiting areas must be monitored during visits. Staff must present and maintain an attitude of professionalism and fairness when dealing with both offenders and visitors during visitation. Confidence, assertiveness, and conflict management skills can help defuse potentially volatile situations before they become a security problem.



Enhancing Dynamic Security

EXERCISE

- Brainstorm 5 ways to enhance overall dynamic security at a prison
- Write your list on a flipchart

31 Kingdom of Saudi Arabia Female Training Center
مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Enhancing Dynamic Security	
Duration	10 minutes
Purpose	The purpose of this activity is to brainstorm ways in which to enhance overall dynamic security in a prison.
Materials	<ul style="list-style-type: none"> • Markers/Pen • Flipchart
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm 5 ways in which to enhance overall dynamic security in a prison. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Enhancing Dynamic Security

REGROUP

A spokesperson for each group will present her group's list of 5 ways in which to enhance dynamic security at a prison



32

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Enhancing Dynamic Security

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a spokesperson from each group to present her group's list.
3. ADD any of the following items that participants did not cover in their presentations:
 - Increased staffing
 - Communication training for staff
 - Professional standards
 - Staff accountability
 - Effective offender classification systems
 - Providing clear frameworks and tools to staff
 - Developing policies and procedures for dynamic security

Making Dynamic Security Work

- Dynamic security occurs when staff interact and engage with offenders during the course of their work by:
 - ✓ Regularly walking through the area in which they are posted
 - ✓ Talking to offenders, gaining their trust, and building rapport
 - ✓ Checking offenders' physical welfare during head counts
 - ✓ Maintaining a consistent approach to inappropriate behavior
 - ✓ Encouraging positive and addressing negative behavior
 - ✓ Following up on requests in a timely manner
 - ✓ Remaining calm during incidents

33

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Making Dynamic Security Work

The concept of dynamic security is well accepted and recognized as important both for maintaining a safe environment and as an aid in enhancing relationships that contribute to the goal of reintegration.

All prison services need a deliberate strategy of promoting dynamic security.

Staff can follow these guidelines for promoting dynamic security:

- Greet each offender individually
- Address offenders politely by name
- Use appropriate eye contact in conversation
- Use appropriate body language
- Use appropriate gestures
- Use a balanced tone of voice
- Give attention to everybody
- Treat everybody fairly having regard to individual needs
- Give clear instructions about the work to be done
- Uphold the rules

Facilitator Notes

1. EXPLAIN that staff should be trained to understand the types of offenders. They should be trained to understand the components that make up security and to apply the required security measures with adherence to the principles of procedural and dynamic security.
2. ADD that they should be able to respond appropriately and professionally to violence and disruptive behavior in prison using the minimal amount of force.



Procedural Security

- Procedure definition:
 - ✓ A clearly-understood set of guidelines for performing security-related tasks in a standardized, consistent, effective, and fair manner
- A good procedure will provide a quick reference in times of crisis, allowing staff to respond without having to first figure out what to do



Discussion: How do procedures support static and dynamic security? Do you need procedures? Explain.

35

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Procedural Security

Good procedures share the following characteristics:

- Written, tested, and approved
- Information presented clearly and as briefly as possible
- Up-to-date to reflect changes in law, policy, and security threat level
- Available to all staff

Facilitator Notes

1. READ the definition of a procedure.
2. ENGAGE participants in the discussion questions on the slide.
3. PROVIDE an example of needing procedures—inspection requirements for pieces of equipment.
4. ASK participants to think about the equipment they see on a daily basis inside the prison. Ask them to name items that need to have procedures on when and how to conduct inspections.
5. Potential responses include:
 - Fire equipment
 - Windows
 - Doors
 - Locks
 - Walls
 - Ceilings
 - Keys
 - Radios
 - Public address system
 - Fence alarms
 - Bars
 - Fences



Procedural Security

- Staffing
- Offender accountability
- Movement controls
- Visitor and visitation controls
- Searches
- Entrance/exit security

Discussion:
What kinds of procedures do you need for each of the items listed above?



36 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

Procedural Security

Staffing – scheduling, organization, staffing requirements, staff qualification requirements, routing, communications procedures

Offender accountability – counts, confirmation of offender identity, work assignments and program assignment, offender work roster reporting, effective offender classification practices

Movement controls – permitted movement times/reasons, approved methods of movement, mapping of “out of bounds” areas, offender searches during movements

Offender possessions and contraband—property limits, property storage, confiscation procedures

Searches—frequency, how to properly search offenders, search cells, search common areas

Misconduct—discipline report procedures, report timelines, sanctions, appeals, etc.

Visitor and visitation controls – visit approval requirements, visitor background checks, visitor/offender search procedures, rules on physical contact, rules on monitoring visits, exceptions to monitoring rules, search procedures for visiting rooms/areas, staffing requirements.

Facilitator Notes

REVIEW procedural security for the areas listed in the slide, using information in the left column and your own experience.



Perimeters

▪ Static security:

- ✓ All ingress/egress points must be sallyported
- ✓ Perimeter lighting should cover the prison facility
- ✓ Walls/fences should be free of debris and in proper repair
- ✓ Grass should be trimmed short to maximize visibility

▪ Dynamic security:

- ✓ Staff must maintain a presence at both entrances to enforce identification procedures
- ✓ Staff must remain vigilant

Discussion:

What procedures should be in place to support the static and dynamic security listed?

37

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Perimeters

Perimeter security assets (including patrol vehicles, radios/communications equipment, weapons, and staff skills) are force multipliers for both static and dynamic security. These assets must be regularly inspected, serviced, updated, or otherwise certified to be in good working order and appropriate to the task.

The following procedures should be included:

- Controlling pedestrian and vehicular traffic at entrance/exit points
- Reporting and responding to suspected perimeter breaches
- Patrolling/perimeter checks (frequency, who performs checks, reporting procedures, tools & equipment required)
- Perimeter access areas and systems
- Gates, sallyport, and other access cutoff points
- Perimeter detection and surveillance systems
- Fencing, barriers, parking zones, and landscaping
- Suspicious people, activity or items
- Vehicle inspections
- Weapons inspections/transfer procedures from staff to staff

Facilitator Notes

1. REVIEW by discussing the static and dynamic security procedures previously discussed for perimeters.
2. ENGAGE participants in a discussion on what procedural security should be in place to support the static and dynamic security.
3. Expected answers include: procedures for patrol vehicles, radios/communications equipment, weapons, staff skills, scheduling, pedestrian and vehicular traffic, visitation forms, security breaches.
4. ADD any other procedures you are aware of to this list.



Housing Units

- Procedures should address every aspect of **housing unit security**, including:
 - ✓ Cell maintenance (plumbing, electrical, etc.)
 - ✓ Inspection schedules for lock/door/furnishings
 - ✓ Offender housing assignments (e.g., classification)

- ✓ Staff rounds or other in-shift activities
- ✓ Relief and/or officer break times
- ✓ Incident response
- ✓ Searches
- ✓ Responses to emergencies
- ✓ Door security
- ✓ Reporting procedures

38
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Housing Units

Housing unit security policies and procedures are put into place to ensure that static and dynamic security measures are sufficient to ensure good order and offender/staff safety.

Security inspections of prison infrastructure are a routine procedure that enhances static security.

Information gathered through these inspections should trigger dynamic security measures to compensate.

- For example: repairs, removal of obstructions, changes to routines, and further investigations into the causes of any damage to prison infrastructure

Inspections are conducted on a regular basis, depending on the item in question and its importance to prison security. Certain items will require inspection:

- During each shift
- Daily
- Weekly
- Monthly
- Quarterly
- Annually

Facilitator Notes

1. EXPLAIN procedural security for housing units.
2. ADD that procedures for inspections are crucial to security.
3. ENGAGE participants in a discussion on types of equipment that need inspection and the frequency of inspection.
4. EXPLAIN that issues are routed to the security chief and the mechanical services supervisor for prioritization and completion.
5. NOTE that certain items (e.g., fire extinguishers) should be checked/replaced even if no damage is visible.



Procedural Security: Other Specialized Areas

- Procedural security measures should be put in place for the following:
 - ✓ Recreation areas
 - ✓ Visiting rooms
 - ✓ Health services units
 - ✓ Powerhouse
 - ✓ Armory/lock shop



39

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Other Specialized Areas

Recreation areas. Procedures must be in place to ensure offenders do not bring contraband into or out of recreation areas—e.g., offenders are searched when entering recreation area. The process repeats when offenders exit the area. A schedule controlling movement allows prisons to move offenders to and from the recreation area in small groups that are easier to manage.

Food service. Sightlines in food service areas may be interrupted by equipment, steam, or other obstructions. A large number of offenders brought together into an enclosed space may present challenges to maintaining order, especially if dynamic security measures are limited. Procedures can help mitigate any shortcomings in static and dynamic security—e.g., offenders must be searched upon exiting to ensure that no unauthorized items are taken back to cells. Food service infrastructure and equipment should be inspected regularly by qualified personnel to lower the risk of fire or food-borne illness.

Visiting areas. Procedures should be in place for searching visiting areas before and after visits. Visitors must be processed at the prison's front entrance. Offenders should be dressed in prison-issued clothing and visually searched before entering the visiting area and after each visit to ensure that no contraband is brought into or taken out of the visiting room.

Health services unit. Procedures should be in place on tracking and record-keeping for pharmaceutical stocks, medical supplies and hazardous materials, and access to the unit.

Powerhouse. A regular program of inspection and preventive maintenance is the best way to ensure that prison utilities remain available.

Armory/Lock shop. The armory and lock shop have special security requirements that dictate the need for special procedures to ensure security. Staff working in both areas must have specific training and expertise, as dictated by prison policy. Tools, weapons, and restraints must undergo regular inspection and preventive maintenance by trained personnel. Sign in/sign out procedures must specifically identify which personnel are allowed into the armory and lock shop, and under what circumstances. Reporting for inventory tracking and requests for service/repair should follow specific procedures to ensure that deficits (for example, broken or missing keys) are addressed immediately and prison management is notified.

Facilitator Notes

ENGAGE participants in a discussion on types of procedures required for the various areas listed in the slide.



Pros and Cons of Each Type of Security

- Your group will be assigned one of the following types of security:
 - ✓ Static
 - ✓ Dynamic
 - ✓ Procedural
- Explain the pros and cons of your assigned type of security in ensuring the good order in a prison

EXERCISE

```

            graph LR
            A[Work in Groups] --> B[Share Response]
            C[15 min.]
            
```

40 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Pros and Cons of Each Type of Security	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm the pros and cons of each type of security.
Materials	<ul style="list-style-type: none"> Worksheet: List of Items Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm the pros and cons of each type of security discussed in this module: <ul style="list-style-type: none"> Static Dynamic Procedural 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Pros and Cons of Each Type of Security

- A spokesperson for each group will present her group's list of pros and cons for its assigned type of security:
 - ✓ Static
 - ✓ Dynamic
 - ✓ Procedural

REGROUP



41

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Pros and Cons of Each Type of Security

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

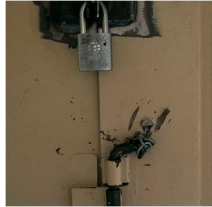
1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.

Static, Dynamic, and Procedural Security

Well-managed prisons strike a balance between dynamic, procedural, and static security measures

Static:

Walls/doors/locks in poor condition



Dynamic:

Staff know offenders' movement assignments and can compensate by shifting routes or movement times



Procedural:

Static controls are regularly inspected, and repair of critical static infrastructure is prioritized



42

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Static, Dynamic, and Procedural Security

Well-managed prisons strike a balance between dynamic, procedural, and static security measures. When done properly, this balance makes each component more effective.

This balance also minimizes the impact of deficits in any one area of control.

Deficits in static security can be offset by engaging in more dynamic security interactions.

Conversely, if prison staff do not make effective use of dynamic security practices, the prison must establish more static security controls (such as additional walls, fences, doors, locks, etc.)

Procedural security supports both static and dynamic security.

Facilitator Notes

1. REVIEW the interaction between static, dynamic, and procedural security.
2. ADD this important caveat to security in a prison—offender classification. Offender classification guides prison managers in placing a specific offender in the most appropriate settings. This includes placement within the prison (static security) and the degree of supervision the offender requires (dynamic security). Offenders should be classified on admission and reassessed after any significant event that may affect the offender's management (e.g., after sentencing). When prison managers are able to manage offenders as individuals or in small groups, rehabilitation of the offender becomes more likely. The classification system will determine whether and how specific categories of offender (e.g., violent versus non-violent) should be separated. This separation helps prisons manage their dynamic security assets.



SUMMARY

Topics

- ✓ Static Security
- ✓ Dynamic Security
- ✓ Procedural Security

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



43

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Special Housing Units/
Restrictive Housing

وحدات الإسكان الخاص/الإسكان المقيد



Special Housing Units/Restrictive Housing

Purpose: This module provides a basic overview of special housing units, including Mandela and Bangkok rules that apply to their use in a prison and the arguments for and against special housing units.

Activities:

- Placing Offenders in Special Housing Units (15 min.)
- Children in Special Housing Units (25 min.)
- Managing Special Housing Units (25 min.)

Estimated Time: 1 day





Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- None

Learning Objectives

- 
 - Define Special Housing Unit
 - Explain 5 important issues related to restrictive housing
- 
 - Explain the difference between administrative detention and disciplinary segregation
- 
 - Discuss reasons for placing an offender in restricted housing
- 
 - Summarize pertinent Mandela Rules relating to SHUs
 - Discuss mental health and SHUs
 - Discuss the debate on SHUs

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the restrictions of special housing units, who is placed in the units and why, and the arguments for and against special housing units.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Special Housing Units
وحدات الإسكان الخاص

3 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Special Housing Units in the KSA

- Do you have special housing units?
- Why are offenders placed in special housing units?
- How long are offenders placed in special housing units?
- What are the characteristics of special housing units in the KSA?



4

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Special Housing Units in the KSA

Engage in the discussion on special housing units in the KSA. This type of discussion provides the facilitator with the information she needs to determine the knowledge participants have on the topic and prevents her from repeating information you may already know.

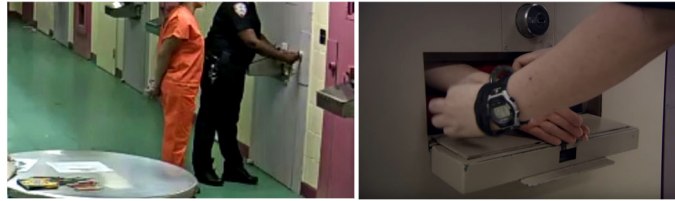
Facilitator Notes

1. ENGAGE participants in a discussion on special housing units in the KSA.
2. ENCOURAGE engagement among the participants.



Special Housing Units/Restrictive Housing

- Special housing units or restrictive housing is the practice of housing some offenders separately from the general population of a correctional institution and imposing restrictions on their:
 - ✓ Movement
 - ✓ Behavior
 - ✓ Privileges



5

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Special Housing Units/Restrictive Housing

Certain offenders may need to be housed separately from the general population.

Because of their status or actions, these offenders require restrictions on their movement, behavior, and privileges.

Prisons address the threat posed by these offenders by housing them in "prisons inside a prison" known as special housing units.

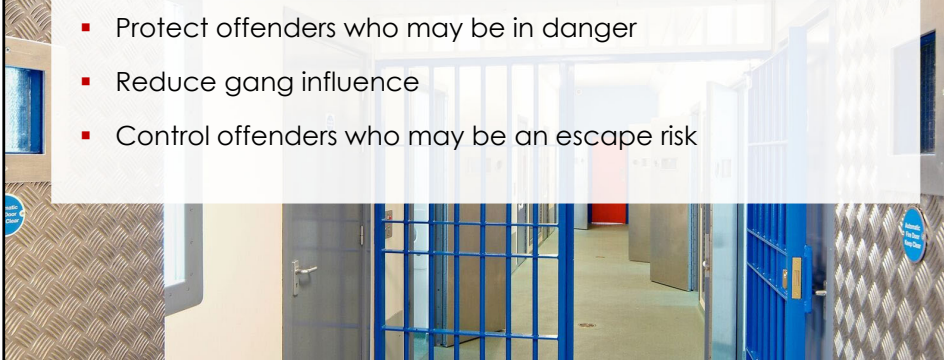
Facilitator Notes

1. PROVIDE the definition of special housing units.
2. EXPLAIN that these units are also known as :
 - Restricted housing unit
 - Segregation
 - Administrative detention
 - Intensive management unit
 - Solitary confinement
 - Maximum security housing



Purpose of Special Housing Units

- Maintain control of the correctional facility
- Ensure safety and order
- Prevent violence
- Protect offenders who may be in danger
- Reduce gang influence
- Control offenders who may be an escape risk



6

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Purpose of Special Housing Units

Assignment to special housing units can stem from a single incident or a pattern of behavior that constitutes a threat to the proper functioning of the correctional facility. Examples include assaulting a staff person or actively engaging in a security threat group (e.g., prison gang).

Facilitator Notes

DISCUSS the purposes of special housing units.



Two Types of Special Housing Units

- Administrative detention use for non-punitive issues such as:
 - ✓ Protective custody
 - ✓ Pending transfer or medical trip
 - ✓ Communications management
 - ✓ Pending disciplinary hearing, etc.
- Disciplinary segregation
 - ✓ Defined period of restriction imposed as a sanction for offender misconduct following a formal hearing



7

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Two Types of Special Housing Units

Administrative detention is used for managerial purposes, including as a response to an offender who demonstrates a chronic inability to adjust to the general population, or when authorities believe an offender's presence in the general population may cause a serious disruption to the orderly operation of the institution.

Protective custody is used to separate vulnerable offenders from the general offender population because of personal physical safety concerns.

Temporary segregation is the placement of an offender in restrictive housing that can occur for a wide range of institutional needs. For example:

- An interim status pending transfer to another institution or awaiting a judicial proceeding
- To facilitate a criminal investigation
- When limited bed space necessitates the use of an otherwise empty segregation cell

Disciplinary segregation is a form of punishment for offenders who violate the institution's rules. Whenever an institutional violation occurs, a staff member may write up the perpetrator for the misconduct. A hearing will be held.

At the hearing, evidence is presented. The offender can either plead guilty or defend himself or herself against the charges.

If the offender is found guilty, a range of sanctions may be imposed, to include:

- Removal of specific privileges
- Loss of good time
- A sentence for a specific length of time in disciplinary segregation

The type and severity of the specific sanction for any one case depend largely on the nature of the misconduct and the perpetrator's behavioral history in the facility. Departmental regulations often place limits on the amount of time an offender may be housed in disciplinary segregation (e.g., 30 days).

Facilitator Notes

DESCRIBE the two types of special housing units, using the talking points in the slide and left column.



Characteristics of Special Housing Units

- Regardless of the name used for special housing units, they share many of the same characteristics:
 - ✓ Secure housing unit
 - ✓ Offenders must be fully restrained for movements outside the cell
 - ✓ No other offenders allowed inside the unit
 - ✓ Movement into and out of the unit is tracked in a log-book
 - ✓ Special controls in place to ensure security

8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Characteristics of Special Housing Units

Regardless of the name used for restrictive housing units or the purpose of being assigned to these units, they share many of the same characteristics.

Offenders held for disciplinary, administrative, protective, or other purposes are generally exposed to the same restrictive conditions and treatment by staff. For example:

- Offenders must be fully restrained for movements outside the cell
- No other offenders are allowed inside the unit
- Movement into and out of the unit (staff and offenders) is tracked in a log-book

Special controls in place to ensure security include:

- Frequent cell rotations
- Frequent searches
- Restrictions on personal property
- All movements controlled
- Limited privileges

Facilitator Notes

1. **DISCUSS** the characteristics of special housing units.
2. **EXPLAIN** the special controls that are in place— frequent cell rotations, frequent shakedown, restrictions on personal property, all movements controlled, and limited privileges.
3. **ADD** any other information from your experience.



Discussion: What Issues Do You See?

Security demands in the special housing units place additional burdens on the prison over and above those typical to general population management.

What do you think are the 5 most important issues pertaining to the characteristics of restrictive housing?

- 1 Staffing
- 2 Training
- 3 Cost
- 4 Mental health
- 5 Security



9

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Discussion: What Issues Do You See?

Engage in the brainstorming session.

Facilitator Notes

1. NOTE: The answers appear on the click of a mouse.
2. Before showing the answers, ENGAGE participants in a discussion on what would be the 5 most important issues pertaining to special housing units.
3. Then CLICK the mouse for the answers to appear.
4. PROVIDE the following information:
 - Staffing – only staff who are well-trained and experienced should be assigned to the SHU.
 - Quarterly familiarization training is required for all incoming staff to ensure security procedures are identified and followed at all times.
 - Cost – in the United States, housing an offender in the SHU costs approximately US\$21,000 more (per year) than housing an offender in general population.
 - Mental health – studies have shown that an offender's mental health deteriorates proportionally to the amount of time spent in SHU. Offenders in restrictive housing will require additional mental health services.
 - Security – SHUs house offenders who have been specifically identified as posing a threat to safety and security. This means that SHU safety requirements (physical, dynamic, and procedural) are both more numerous and more exacting.



Release from Special Housing Units

- **Administrative detention status**
 - ✓ Offenders are released from administrative detention status when the reasons for their placement no longer exists
- **Disciplinary segregation status**
 - ✓ Offenders will be released from disciplinary segregation status after satisfying the **sanction imposed by the discipline hearing officer** or earlier if the determination is made that the offender no longer requires disciplinary segregation

10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Release from Special Housing Units

Administrative detention status. Offenders will be released from administrative detention status when the reasons for the placement no longer exist.

Disciplinary segregation status. Offenders will be released from disciplinary segregation status after satisfying the sanction imposed by the discipline hearing officer. Offenders may be released earlier if they are determined to no longer require disciplinary segregation.

Offenders nearing the end of their term of incarceration are not normally placed in special housing units, except when their presence in the general population threatens the safety, security, or the orderly running of the prison.

Facilitator Notes


1. ENGAGE participants in a discussion on the release from special housing units.
2. ADD that every effort should be made to avoid releasing an offender directly from special housing to the community. If the offender remains in SHU within 180 days of release, options to release the offender to less restrictive settings should be considered. If a less restrictive setting is not possible, the offender should receive targeted reentry programming to prepare for return to the community.



Placing Offenders in Special Housing Units

EXERCISE


- Create 5 short scenarios for placing offenders in special housing units



Work in Groups

➔


Share Response



15 min.

11
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Placing Offenders in Special Housing Units	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm situations in which it is reasonable to place offenders into special housing units.
Materials	<ul style="list-style-type: none"> • Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Create 5 short scenarios of situations in which you would consider placing offenders in special housing units. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Placing Offenders in Special Housing Units

REGROUP

- A spokesperson for each group will present one of the group's scenarios for placing an offender in special housing units



12

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Placing Offenders in Special Housing Units

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback and offer your own scenarios. Cover both administrative and disciplinary segregation.



Discussion: Necessity for Restrictive Housing

Restrictive housing units are an important tool in a correctional environment because prisons must have the ability to segregate certain offenders from the general population to ensure the safety of all three groups.

Raise your hand if..



13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Discussion: Necessity of Restrictive Housing

Engage in the discussion. Offer your opinion by selecting one of the three options in the slide. Be prepared to explain your selection.

Facilitator Notes

1. ENGAGE participants in the discussion.
2. READ the statement about restrictive housing aloud.
3. Then ASK participants to raise their hand for one of the three options to express their opinion about whether they agree with the statement.
4. For all responses, ASK participants to explain. For the response, "Yes, I agree, but..." ASK participants to complete the sentence (explaining what should happen for them to agree).
5. After the discussion, EXPLAIN that as a matter of policy, restrictive housing should be used rarely, applied fairly, and subject to reasonable constraints.



Issues Related to Special Housing Units

قضايا متعلقة بوحدات الإسكان الخاص

14

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Restrictions Imposed in Special Housing

- Offenders typically confined to a cell for 23 hours per day, often behind solid doors
- Segregation cells are austere
- Offenders are allowed one hour of exercise a day, typically alone in small pens with metal fencing
- Meals are delivered within the cell
- Visits and phone calls are sharply limited and closely monitored

15

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Restrictions Imposed in Special Housing

The primary objective of administrative segregation is to improve prison order and safety by removing dangerous offenders from the general population and more effectively managing them in isolation with more restrictions. They are intended to serve a dual purpose: to incapacitate offenders and to deter them from future misconduct.

Facilitator Notes

1. **EXPLAIN** the restrictions posed in special housing units.
2. **ADD** any information you have from your experience.



Discussion: Mental Health & Restrictive Housing

- Mental health and restrictive housing are inextricably intertwined because of
 - ✓ High proportion of offenders with mental illness who have been placed in restrictive housing
 - ✓ Possible effects this confinement might have on mental health and potential suicidality



- Do you think restrictive housing negatively impacts mental illness?
- Do you think there is a better method for managing offenders with mental illness?

16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Discussion: Mental Health and Restrictive Housing

Many offenders with serious mental illness have difficulty complying with prison rules, which may result in a stay in special housing.

Human Rights Watch found that between 25% and 50% of offenders in restrictive housing were mentally ill.

Many correctional officers believe that placement of individuals with mental illness in restrictive housing may lead to further deterioration in mental health.

Facilitator Notes


1. **EXPLAIN** the impact of offenders with mental illness on the order of a prison.
2. **DISCUSS** the impact of special housing units on mentally ill offenders. Note a particular concern around suicidal thoughts.
3. **ENGAGE** participants in the discussion questions.



**The Dilemma of Special
Housing Units**
معضلة وحدات الإسكان الخاص

17 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES

The Mandela Rules

- ✓ No prisoner shall be subjected to...**inhuman or degrading treatment** or punishment...
- ✓ Sanctions against offenders should be applied **impartially**
- ✓ Prison systems **should not aggravate** the suffering....
- ✓ Prisons should seek to **reform offenders**
- ✓ Prisons should make all reasonable accommodations to ensure prisoners have **equitable access** to prison services
- ✓ No offender should be incarcerated **without a valid commitment order**

18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



The Mandela Rules

The United Nations Standard Minimum Rules for the Treatment of Prisoners (the “Nelson Mandela Rules”) establish certain principles for the protection of offenders, including:

- No prisoner shall be subjected to...inhuman or degrading treatment or punishment...
- Sanctions against offenders should be applied impartially
- Prison systems should not aggravate the suffering inherent in incarceration
- Prisons should seek to reform offenders to give them a better chance of reintegrating into the greater society
- Prisons should make all reasonable accommodations to ensure that prisoners have equitable access to prison services
- And finally, no offender should be incarcerated without a valid commitment order

These standards apply to restrictive housing as well.

Facilitator Notes

1. Briefly REVIEW the Mandela Rules.
2. EXPLAIN that these rules apply to special housing units as well.
3. ASK and DISCUSS how some practices that might violate these rules. What can corrections officer do to make sure they are not in violation.





Nelson Mandela Rules

- **Rule 37:** ...must be authorized by law/administrative authority
- **Rule 38:** ...alleviate the potential detrimental effects
- **Rule 42:** standards of living apply to all offenders, no exception
- **Rule 43:** ...Prolonged solitary confinement amounts to torture
- **Rule 44:** Solitary confinement ... used as a last resort
- **Rule 46:** Health care staff pay particular attention to health of offenders in restrictive housing



Mandela Rules for Special Housing Units

Rule 37: Any form of involuntary separation from the general prison population, whether as a disciplinary sanction or for the maintenance of order and security, must be authorized by law or the pertinent administrative authority.

Rule 38: Prisons who separate offenders shall take the necessary measures to alleviate the potential detrimental effects of segregated housing on those offenders.

Rule 42: Standards of living and habitability apply to all offenders without exception.

Rule 43: Movement restrictions or disciplinary actions may not subject the offender to cruel, inhuman, or degrading treatment. Indefinite or prolonged solitary confinement amounts to torture.

Rule 44: Solitary confinement (22 hours or more per day, in excess of 15 consecutive days) shall only be used in exceptional cases and as a last resort. Segregation is subject to independent review and should be prohibited for offenders with mental and/or physical disabilities when those conditions would be exacerbated by solitary confinement. Women and children should not be subject to solitary confinement.

Rule 46: Health care staff must not have any role in imposing disciplinary sanctions. They shall, however, pay particular attention to the health of offenders held in restrictive housing, including daily visits. Health care personnel have the authority to review and recommend changes to the involuntary separation of offenders to ensure that segregation does not exacerbate medical or mental health problems.

Facilitator Notes

REVIEW the Mandela Rules for special housing units/restrictive housing.

OPTION: ASK participants to read different rules and to explain it in their own words



Bangkok Rules

- Solitary confinement is not an appropriate punishment in most cases
- Steps should be taken to abolish solitary confinement internationally (Principle 7)
- For the rare cases in which solitary confinement is appropriate, it should be imposed for the shortest possible period
- Rule 22 calls on U.N. member states to avoid using solitary confinement on women who are pregnant, breastfeeding, or accompanied by infants



20

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Bangkok Rules

The international instruments make clear that solitary confinement is not an appropriate punishment other than in the most exceptional circumstances; whenever possible its use should be avoided, and steps should be taken to abolish it.

These instruments also acknowledge that periods of solitary confinement are prejudicial to the mental health of the offender.

Principle 7 of the Basic Principles for the Treatment of Prisoners calls for "...efforts addressed to the abolition of solitary confinement as a punishment, or to the restriction of its use..."

Thus, solitary confinement should be used only in exceptional circumstances in the case of all offenders and for the shortest possible period of time.

Rule 22 takes account of the best interest of the children, in line with the Convention on the Rights of the Child and calls on member States to avoid using solitary confinement on certain categories of women prisoners altogether in order to avoid causing possible health complications to those who are pregnant or penalizing their children in prison by separating them from their mothers.

Facilitator Notes

1. **EXPLAIN** the Bangkok Rules on restrictive housing and solitary confinement.
2. **REVIEW** the basics of rules as listed in the left column—including the fact that restrictive housing should be used only in exceptional circumstances and for the shortest time possible.
3. **DISCUSS** Rule 22.
4. **TRY** to engage participants in discussion and active participation instead of just reading the rules
5. **ADVANCE** to the next slide for an activity related to Rule 22.



Children in Special Housing Units

- Divide into groups according to your choice of the following argument:
 - ✓ Children should be with their mother in special housing units
 - ✓ Children should be separated from their mother if she is confined in special housing units
- Work with your group and prepare notes to defend your argument

EXERCISE

Class Will Divide into 2 Groups

➔

Defend Your Choice

25 min.

21
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Children in Special Housing Units	
Duration	25 minutes
Purpose	The purpose of this activity is to brainstorm the arguments of whether children should be with their mothers in special housing units.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> 1. The facilitator will ask for a show of hands for which side you want to be on in the debate. 2. The class will divide into two groups—one group will argue that children should not be with their mother in special housing units, and the other group will argue that they should. 3. Be prepared to provide rationale for your argument.

- Facilitator Notes**
1. EXPLAIN the activity to the participants.
 2. ASK for a show of hands of those participants who believe that children should be with their mother in a special housing unit.
 3. Those participants will form a group on one side of the room.
 4. ASK the remaining participants whether they believe the children should not be with their mothers in a special housing unit.
 5. Participants have to choose one side or the other.
 6. HAVE those participants form a group on the other side of the room.
 7. Both groups are to brainstorm their argument and provide details of why they believe the way they do.
 8. Each group will have a spokesperson to deliver her group's remarks.
 9. The groups can question one another.
 10. If everyone agrees on one of the two points—whether they should or should not be with their mother—have them form small groups to provide the pros and cons of their selection.
 11. As the facilitator, BE prepared to argue the counterpoint.



Children in Special Housing

REGROUP

- A spokesperson for each group will present the group's argument:
 - ✓ Children should be with their mother in restrictive housing
 - ✓ Children should be separated from their mother if she is in solitary confinement



22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Children in Special Housing Units

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. KEEP participants engaged by asking questions of the groups and encouraging them to ask questions of one another.
4. EXPLAIN that experts are debating these same issues.



The Argument for and Against Special Housing Units

الجدال الدائر لصالح وحدات الإسكان الخاص وضدها

23

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Two Views of Special Housing Units

- Proponents argue that it **reduces violence & assaults on other offenders & staff** in prison systems because those who are most likely to engage in such conduct have been isolated and further incapacitated
- They believe it also **serves as a deterrent**

- International human rights groups have characterized the practice as "**cruel and unusual punishment**" citing the following:

- ✓ Lack of windows
- ✓ 24-hour lighting
- ✓ Minimal opportunities for exercise and recreation
- ✓ Restricted interpersonal contact
- ✓ Removal of privileges



24

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Two Views of Special Housing

Corrections officials emphasize the daily challenge of managing disruptive offenders in crowded prisons. They cite the reality that segregation is a necessary tool in the continuum of placement options within correctional institutions, particularly for offenders who pose a threat to themselves or others.

They also argue that the significant deprivations associated with administrative segregation deters—discourages—offender misconduct.

On the other side, critics claim that segregation is one of the most restrictive and stressful settings for offenders to experience. From this perspective, restrictive housing is held to violate basic human rights, with harsh conditions that are unduly severe and disproportionate to legitimate security and offender management objectives (Human Rights Watch, 2000).

Facilitator Notes

1. REVIEW the arguments listed in the slide and in the left column.
2. ASK participants to add their thoughts to the argument.
3. ENGAGE participants in a discussion on pros and cons.
4. RESPOND to their comments with a counter argument.
5. The purpose of this activity is to highlight both sides of the argument.



Managing Special Housing Units

EXERCISE

- Everyone should agree that strict policies and procedures should be in place for restrictive housing
- List policies, procedures, & post orders that should be in place, specifically covering the following:
 - ✓ Human rights
 - ✓ Processes
 - ✓ Time limitation
 - ✓ Who can authorize restrictive housing



Work in Groups

➔

Share Your Response



25 min.

25
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing Special Housing Units	
Duration	25 minutes
Purpose	The purpose of this activity is to brainstorm policies and procedures that should be in place to prevent abuse of restrictive housing.
Materials	<ul style="list-style-type: none"> • Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in your small group. 2. Brainstorm policies and procedures that should be in place for special housing units—e.g., who can authorize them, what is the process for assigning an offender to the unit, what actions are considered serious enough to send an offender to restrictive housing, what human rights must be considered, etc. 3. Be prepared to share with the class.

- Facilitator Notes**
1. HAVE participants work in small groups.
 2. EXPLAIN the activity to the participants.
 3. REFER participants to the previous module on Policies, Procedures and Post Orders
 4. REGROUP on the next slide.



Managing Special Housing Units

- A spokesperson for each group will present the group's response:
- Policies and procedures for:
 - ✓ Human rights
 - ✓ Processes
 - ✓ Time limitation
 - ✓ Who can authorize restrictive housing

REGROUP



26

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing Special Housing Units

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.

SUMMARY

Topics

- ✓ Special Housing Units
- ✓ Issues Related to Special Housing Units
- ✓ The Dilemma of Special Housing Units
- ✓ The Argument for and against Special Housing Units

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



27

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Intelligence Systems

الأنظمة الاستخباراتية



Intelligence Systems

Purpose: This module provides a basic overview of prison intelligence gathering, analysis, and dissemination.

Activities:

- Priority Intelligence Items (15 min.)
- Critical Prison Intelligence (15 min.)
- Gathering and Analyzing Intelligence (15 min.)

Estimated Time: 1 day

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives

Preparation for this module:

A threaded exercise is included in this module that requires the facilitators to place items around the classroom and have participants recognize the items and eventually analyze them. **Review and be prepared for those exercises.**

Before participants enter the classroom, scatter items around the room—e.g., something that when everything is found will be a treat or a hint on what is for lunch—e.g., items (pictures are okay) for a pizza, a snack they may have later—etc. Have one with cheese, one with sauce (or a can of sauce in plain view), one with crust, one with a picture of Italy, a pizza cutter, etc.

A number of slides ask participants to look around the room. They provide guidance for what the participants should do if they see something that is out of the ordinary.

The last activity, "Gathering and Analyzing Intelligence," is built around items the participants should have discovered in the classroom. They are to analyze the items and develop a hypothesis. You will disseminate the information.

Learning Objectives



- Define intelligence in a prison context



- Describe intelligence-based practices



- Explain the difference between proactive and reactive intelligence gathering



- Discuss the intelligence cycle

- Discuss sources of intelligence

- Identify key skills for gathering intelligence

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the need for intelligence, how to gather intelligence, from whom to gather intelligence, and analyzing, and disseminating intelligence.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Intelligence
الاستخباراتية

3 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Defining Intelligence

- Intelligence is any information relevant to prison security and function
- In prisons, intelligence-based practices are efforts to identify offenders and visitors planning to engage in an activity or engaged in an activity that may be a threat to the good order, safety, and security of a prison before the activity occurs



4

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Defining Intelligence

Many prisons have transitioned to intelligence-based practices.

Conducting routine intelligence operations has long been accepted as vital in military operations and national security programs. Law enforcement officials have established criminal intelligence units that have made a major contribution to the overall effectiveness of their organizations.

Prison officials have learned that strategic planning is critical for an effective response to security threats posed by some sophisticated and skilled offenders.

A critical element in planning for and managing these threats is intelligence—the knowledge required to recognize the nature of the threat and the capacity to make informed decisions on security management.

Facilitator Notes

1. PROVIDE the definition of intelligence in respect to prisons.
2. EXPLAIN intelligence-based practices in respect to prisons.
3. PROVIDE any example you have from your experience on the effectiveness of intelligence-based practices.
4. ADD that small, seemingly irrelevant observations can have major intelligence value when combined with other observations or information. For example, something as simple as observing an offender sitting with a different group than usual at the evening meal can be significant and must be reported.

Prison Intelligence System

- All prisons should have a structured prison intelligence system in place
- All prison staff should have the responsibility of actively gathering security information and passing it to the security department



Prison Intelligence System

All prisons should have a structured prison intelligence system in place to enable security and related information to be gathered and evaluated in a secure environment to meet security and intelligence objectives.

All prison staff should have the responsibility to actively gather security information and pass this information to the security department.

By being more attentive to what is going on throughout their individual correctional facilities, correctional personnel, especially line staff, can be instrumental in identifying threats and unusual activities.

Facilitator Notes

1. ENGAGE participants in a discussion on the responsibilities and opportunities for staff to gather intelligence and prevent escapes, drug trafficking, assaults, etc.
2. ASK participants about intuition and a "sixth sense" that correctional personnel can develop.
3. SHARE any stories you have about getting a "feeling" about certain things—knowing when something is not right or normal.
4. EXPLAIN that gathering intelligence is just refining those learned traits and reporting and documenting observations, conversations, associations, changes in offenders' actions and behaviors, etc.

Benefits of Effective Prison Intelligence

- Contribute to **preventing escapes, riots, disturbances**
- Identify & **prevent criminal** activity
- **Identify organized criminal** and/or **terrorist groups** and the nature of their activity within the prison system
- **Identify vulnerabilities** in the prison system
- Identify radicalization and extremism in the prison system
- **Protect vulnerable offenders** by identifying them and those who prey upon them
- **Support informed decision-making** in the prevention and management of incidents



6

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Benefits of Effective Prison Intelligence

Correctional intelligence can identify threats, prevent criminal activity, and provide the appropriate authorities with actionable intelligence to assist in successful prosecution.

Facilitator Notes

1. **DISCUSS** the unique position of the correctional environment in terms of access to human intelligence.
2. **ASK** participants if they can think of other benefits not mentioned above
3. **EXPLAIN** that the correctional staff can mitigate and prevent crimes not only in the prisons themselves but also in the community. The staff has face-to-face interactions with offenders, which can provide information leading to the prevention of crimes or assist in solving unsolved crimes.



Intelligence Drives Strategic Plans

Intelligence drives strategic planning and practices:

- Staffing levels
- Security classification of offenders/facility
- Outside partnerships/memoranda of understanding
- Staff training
- Drill topics and scheduling
- Construction/renovation
- Visitor practices



7

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Intelligence Drives Strategic Plans

Intelligence is selectively processed information that helps prison officials make informed decisions on security management.

Effective intelligence operations can consist of commonsense observations regarding security threats. It can help prison officials in determining housing or job assignments, appropriate security precautions for medical trips, etc.

Intelligence operations must be conducted in accordance with normal policies and procedures. Intelligence operations must absolutely comply with constitutional requirements, statutes, and policy and procedural guidelines. Policy should be developed to address all elements of the intelligence process.

Facilitator Notes

1. **EXPLAIN** that in the U.S. and many other countries, one of the controlling factors for using intelligence-based practices is compelling need.
2. **ADD** that the flourishing drug trade has sharply accelerated the growth of organized crime. This means that the percentage of offenders who are serving time for drug-related offenses has greatly increased. This new type of offender enters prison with advanced technological skills in illicit communications, computers, security electronics, explosives fabrication, and automatic weaponry. They also have extraordinary levels of outside logistical support. Defense against outside assault in support of escape efforts must now be considered in security planning.



What Do You See?



- Take a few minutes to look around the classroom
- Look for anything that may be out of place regardless of how small or insignificant it may be
- If you see anything that may be out of place, don't pick it up or bring attention to it
- When you go back to your table, list what you saw and where you saw it

8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



What Do You See?

Security depends on an alert staff. You have to always be aware of something that is different or out of place.

The facilitator has placed a number of items in the room that are out of place. They may seem small or insignificant, yet they are part of a story. Each piece matters.

Walk around the room individually. As you walk, glance around for anything that is out of place. If you see something, leave it where it is. Do not touch it and try not to bring attention to it. Just keep walking around the room.

Go back to your table and write down everything you saw and describe where you saw it.

Facilitator Notes

1. TELL participants that you want them to practice gathering intelligence.
2. REMIND participants that each piece of intelligence matters. Participants may not know what the intelligence means or even if what they find is intelligence, but they know that it is something that wasn't there before or that seems out of place.
3. EXPLAIN that while participants were at break, you planted some "intelligence" around the room in pretty conspicuous places.
4. ASK participants to just walk around the room, glancing around them. If they see something that wasn't there before or that seems out of place, they are to keep moving and not bring attention to the item. They should go back to their table and write down what they saw and where.
5. USE your judgment on how to conduct this activity according to room size and number of participants—all at once, a certain number at a time, etc.
6. DETERMINE whether the other participants should wait outside while one group walks through.



Gathering Intelligence
جمع المعلومات الاستخبارية

9 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

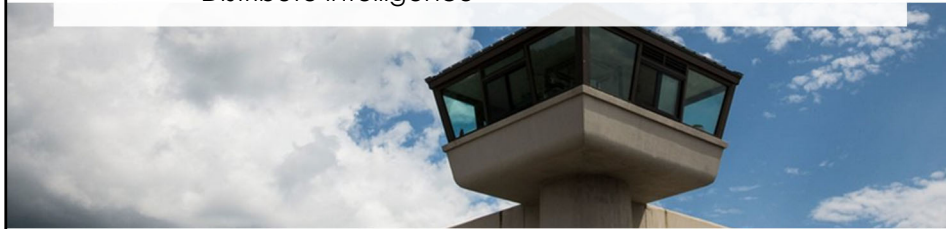


NOTES



Gathering Intelligence

- The safest prisons in the world have the best intelligence gathering mechanisms
- These prisons are proactive in their intelligence practices by doing the following on a regular basis—not just in response to a crisis
 - ✓ Gather intelligence
 - ✓ Analyze intelligence
 - ✓ Distribute intelligence



10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Gathering Intelligence

The safest prisons in the world have the best intelligence gathering mechanisms. These prisons are proactive in their intelligence practices. They gather, analyze, and distribute intelligence on a regular basis, not just in response to a crisis.

Reactive intelligence only helps mitigate a current critical situation; it does nothing to prevent the incident from occurring.

Regular collection of intelligence is a vital function in a prison environment.

Facilitator Notes

1. **EXPLAIN** that all prisons should have in place a structured prison intelligence system to enable information to be gathered and evaluated in a secure environment, consistent with national legislation.
2. **EMPHASIZE** the importance of being proactive in intelligence practices by gathering, analyzing, and distributing intelligence on a regular basis and not just in response to a crisis.



Gathering Intelligence

- Intelligence must be collected:
 - ✓ Daily
 - ✓ From all staff
 - ✓ At all posts
 - ✓ On all shifts
 - ✓ By no later than the end of the shift
 - ✓ In confidence (only shared with people who need to know)
- Priority intelligence items must be reported as soon as they occur



11

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Gathering Intelligence

Priority intelligence items must be reported as soon as they occur.

Staff must be trained to identify what constitutes a priority item.

Facilitator Notes

1. DISCUSS the frequency of intelligence collection.
2. ENGAGE participants in why intelligence must be gathered this consistently.
3. ASK participants why it must be collected in confidence
4. EXPLAIN the importance of priority items being reported as soon as they occur.
5. PROVIDE examples.



Discussion: How Would You Gather Intelligence?

- Where would you look for intelligence?
- What kind of intelligence would you look for?
- How and to whom would you communicate your findings?
- Who should be responsible for collecting all findings?
- What kind of decisions would you be able to make using those findings?



12

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Discussion: How Would You Gather Intelligence

Engage in the discussion questions.


Facilitator Notes

1. ENGAGE participants in the discussion questions.
2. PROVIDE some answers from your experience.

Priority Intelligence Items

EXERCISE

- Refer to Worksheet 1: List of Items
- Determine whether any of the items listed could be considered priority intelligence items
- Place a checkmark in the correct slot




LIST OF ITEMS

Work in Groups

➔

Share Response




15 min.

13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Priority Intelligence Items	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm items that could be considered priority intelligence.
Materials	<ul style="list-style-type: none"> Worksheet: List of Items Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to the worksheet: List of Items. 3. Determine which of the items listed could be considered priority intelligence. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Priority Items

REGROUP

A spokesperson for each group will present her group's checklist of items that could be considered priority



14

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Priority Intelligence Items

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.



Sensitive Information Log

- In the United States, intelligence reporting is accomplished via a **Sensitive Information Log**
 - ✓ Maintained at each post
 - ✓ Each shift enters their observations during their shift
 - ✓ Each shift reviews previous form entries during their shift
- The evening watch transmits the form to the shift supervisor at the end of each day



15

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Sensitive Information Log

In the United States, intelligence reporting is accomplished via a Sensitive Information Log.

This log is maintained at each post. Each shift enters their observations during their shift. Each shift reviews previous form entries during their shift.

The evening watch transmits the form (either paper or through electronic reporting system) to the shift supervisor at the end of each day.

This system ensures that intelligence staff have more information than any single officer can gather. Under this system, intelligence staff can connect seemingly meaningless reports into what could be a major intelligence finding.

Intelligence staff can brief the higher command on the intelligence finding and recommend responses, identify vulnerabilities, and conduct a threat analysis.

Facilitator Notes

1. DISCUSS use of the Sensitive Information Log. If you have access to the log, show it to participants.
2. NOTE that this is different from the Daily Shift Log (discussed later in Report Writing)
3. EMPHASIZE the importance of having a system on how intelligence is to be reported.
4. EXPLAIN that Intelligence staff can analyze information found in these searches to determine trends. Once a trend has been identified, higher command can make security decisions to proactively counter the threat.
5. PROVIDE a scenario of a situation in which a staff member did not submit a report or did not review an entry from an earlier shift.



Gathering Intelligence

- Prison intelligence staff can conduct searches for useful intelligence in:
 - ✓ Incoming/outgoing mail
 - ✓ Incoming/outgoing email (if equipped)
 - ✓ Telephone calls (if equipped)
 - ✓ Financial transactions (money in, money out)
 - ✓ Visitor records and visitor/offender interactions
 - ✓ Human sources (offenders, visitors, etc.)

16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Gathering Intelligence

Intelligence can be found through monitoring offender communications.

- Incoming/outgoing mail
- Incoming/outgoing email (if equipped)
- Telephone calls (if equipped)
- Financial transactions (money in, money out)
- Visitor records and visitor/offender interactions
- Human sources (offenders, visitors, etc.)

Each individual piece may not mean anything by itself, but when combined, those individual pieces can provide a near complete picture.

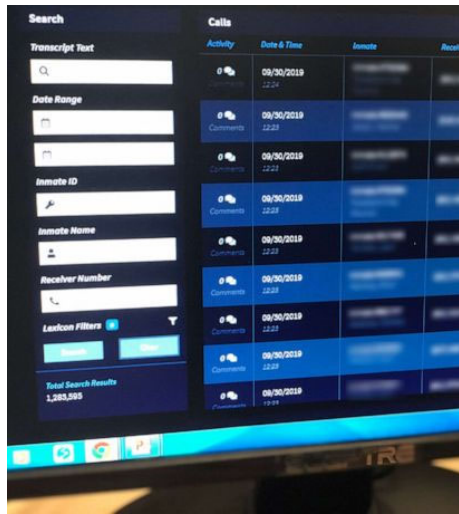
This process must never end if the prison is to be made safer for staff, offenders, and the public.

Facilitator Notes

1. DISCUSS the type of monitoring that should take place on offender communications.
2. ASK participants to name some of the intelligence that could be obtained from monitoring these communications.



Case Studies



New technology driven by **artificial intelligence** is helping wardens solve crimes and prevent everything from violence and drug smuggling to attempted suicides

Offenders regularly reveal astonishing amounts of incriminating information during phone conversations

17

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Case Studies

In one situation, a phone call recorded an offender threatening to kill the judge, the prosecutor in the case, and the offender's own family.

An offender was recorded on a video call with a 16-year-old girl who had been suspended from school. The girl said she was going to return to the school to "even the score." When the video call was flagged and reviewed, investigators determined that while making the threat, the girl was holding a 9 mm pistol.

In another conversation, corrections officials caught an offender teaching his wife how to smuggle a drug into the prison. Yet another uncovered a plot to smuggle narcotics into the prison by hiding them inside the soles of orthopedic shoes being delivered to the offender.

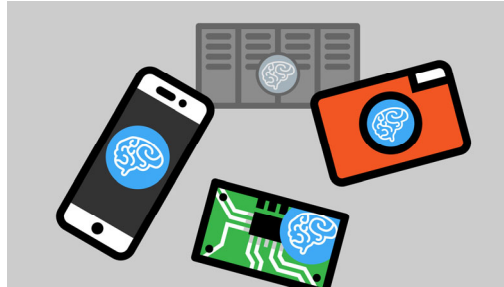
Facilitator Notes

1. DISCUSS each of the case studies.
2. ASK participants to think about the crimes that would have happened had the conversations not been monitored.
3. EXPLAIN that this monitoring also has prevented a number of suicides.
4. EXPLAIN that after a series of shootings in a city, corrections officials were able to produce intelligence that the shootings were connected.



Sources of Intelligence

- Intelligence can also be gathered from:
 - ✓ Non-corrections staff (e.g., medical staff)
 - ✓ Visitors
 - ✓ Outside law enforcement
 - ✓ Court records
 - ✓ Community sources
 - ✓ Coded messages from offenders (kites)
 - ✓ Others?



18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Sources of Intelligence

What are other sources of intelligence?

Facilitator Notes

1. DESCRIBE the sources of intelligence.
2. ENGAGE participants in a discussion on other sources of intelligence.
3. PROVIDE other examples.



External Sources of Intelligence

- The intelligence staff also evaluates and disseminates information received from external sources, including:
 - ✓ Other prisons
 - ✓ Headquarters' components
 - ✓ Outside law enforcement/military
 - ✓ Other

Discussion:

What other external source could provide information to the Corrections intelligence staff?

19

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



External Sources of Intelligence

The intelligence staff evaluate information received from external sources.

Facilitator Notes

1. DESCRIBE the external sources of intelligence.
2. EXPLAIN that prison systems typically maintain regional or centralized intelligence units that track regional and national trends.
3. ADD any other external sources, and ASK participants to add external sources in the KSA.



Critical Prison Intelligence

EXERCISE

- Identify 5 examples of critical prison intelligence
- Explain the consequences if this intelligence is not reported to the proper authorities in a timely manner



Work in Groups

➔

Share Response



15 min.

20
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Critical Prison Intelligence	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm examples of critical prison intelligence and the consequences if this intelligence is not reported to proper authorities in a timely manner.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm 5 examples of critical prison intelligence. 3. Brainstorm the consequences if this intelligence is not reported to proper authorities in a timely manner. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Critical Prison Intelligence

- A spokesperson for each group will present her group's:
 - ✓ 5 examples of critical prison intelligence
 - ✓ Explanation of the consequences if this intelligence is not reported to the proper authorities in a timely manner

REGROUP



21

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Critical Prison Intelligence

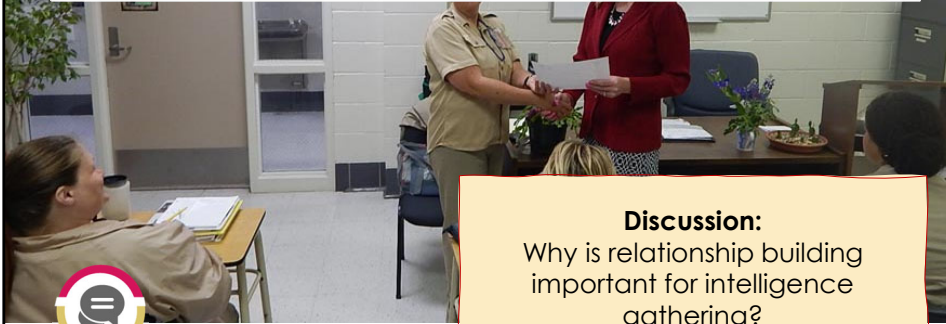
Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.
4. Examples of critical prison intelligence are: escape materials located, talk of assaulting an offender or an officer, sabotage of the water supply, smuggling in a weapon from the visiting room, etc.

Relationship Building

Regardless of the source, one of the main skills required for intelligence gathering is relationship building



Discussion:

Why is relationship building important for intelligence gathering?

22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Relationship Building

Cultivating appropriate professional relationships with other staff, offenders, and outside persons is vital to open avenues for gathering useful intelligence.

Staff should be specially selected and trained to work with offenders. Where staff are not properly trained in establishing and maintaining relationships with offenders, they are more likely to be vulnerable to conditioning and manipulation.

Facilitator Notes

1. ASK participants why relationship building is importance for intelligence gathering.
2. DISCUSS the importance of building professional relationships with other staff and offenders.
3. EXPLAIN the importance of being trained on how to establish and maintain relationships with offenders.
4. SHARE any stories you have about obtaining intelligence from offenders or other staff. Explain that people sometimes have valuable intelligence even if they do not realize it.



Analyzing Intelligence

- Intelligence gathered from **internal** and **external sources** must be documented and processed
- This process includes **consolidation of the material** by intelligence staff, who then provide **relevant updates** to the executive staff

- **Analysis**
 - ✓ Considers information in context
 - ✓ Draws conclusion as to what it means
 - ✓ Highlights gaps in existing knowledge
 - ✓ Suggests what is likely to happen next
 - ✓ Makes recommendations as to possible future action

24
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Analyzing Intelligence

Intelligence gathered from internal and external sources must be documented and processed. This process is sometimes referred to as “the heart of the intelligence process.”

In this step, the assorted bits and pieces of seemingly unrelated information are compared or sequenced in a way that shows a pattern, linkage, and meaning.

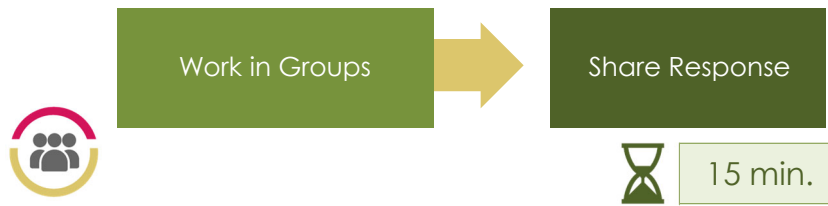
Facilitator Notes

1. EXPLAIN that analysis is a process of deriving meaning from data. The analytic process tells what information is present or missing from the facts or evidence.
2. ADD that in corrections intelligence operations, data are analyzed to provide further leads in investigations, to present hypotheses about who has committed a crime or is about to commit a crime, how the crime is to be committed, etc.
3. EXPLAIN that analysis includes synthesizing data, developing inferences or conclusions, and making recommendations for action based on the data and inferences.
4. EXPLAIN that intelligence analysis is a perpetual process that requires well-trained intelligence staff who are tenured in the intelligence department. Requiring tenure preserves the experience required to identify trends and maintain a historical context for the facility. Trends and context are pivotal to maintaining prison security.

Gathering & Analyzing Intelligence

EXERCISE

- Take a few minutes to look around the classroom individually
- Follow the same procedures as you did earlier—do not pick up the item or bring attention to it
- Go back to your table and share your findings with the group
- Analyze your intelligence as a group and develop a hypothesis on the meaning of the intelligence



Gathering and Analyzing Intelligence

Duration	15 minutes
Purpose	The purpose of this activity is to conduct an analysis of data that have been collected to be able to develop a hypothesis.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Discuss within your group the information you have collected. 3. As a group, analyze the meaning behind this data. 4. Be prepared to present a hypothesis to the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Gathering & Analyzing Intelligence

REGROUP

- A spokesperson for each group will present her group's response:
 - ✓ What did you find?
 - ✓ What does it mean?



26

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Gathering and Analyzing Intelligence

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. Then, GATHER all the bits of information (all the items you have placed around the room).
4. LAY the items out across the table; if possible, place like items together to show how an analysis works.
5. PROVIDE your hypothesis—someone is planning to serve or eat pizza in the near future.
6. EXPLAIN that this activity was meant to be a fun way to show how individually one piece of information may not mean anything, but added together, it can develop a stronger meaning.
7. TELL participants that the activity provided them practice to be aware of their surroundings and to notice something that seems out of place or something that was not there earlier.
8. EXPLAIN that the example of pieces of this pizza are the same as intelligence bits leading to a riot or killing.



Disseminating Intelligence توزيع المعلومات الاستخباراتية

27

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Disseminating Intelligence

- Intelligence activities follow an ongoing cycle of collection
→ analysis → dissemination
- Corrections staff need relevant, timely, and accurate intelligence to help secure the prison
- Intelligence that has been gathered and analyzed but not disseminated to correction staff is useless



28

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Disseminating Intelligence

Gathering and analyzing intelligence will have little impact if the final intelligence product is not promptly distributed to those individuals who have a need to know.

At the same time, the intelligence cannot be disseminated so broadly that it compromises any action to be taken to thwart the threat. All strategic value of operational intelligence can be lost if it is distributed too widely.

Intelligence can be disseminated through oral briefings, written briefings, postings on secure internal computer sites, shift change meetings, in-service training sessions, and many other forums.

All offender-related intelligence should be shared as widely as possible internally.

Each prison agency has a set of controls that ensure intelligence is not provided externally without authorization. These controls are provided to staff in writing to ensure information security.

Agencies have classification levels, each with its own set of controls that must be navigated before information can be shared externally.

Facilitator Notes

1. EXPLAIN that in the last activity, you demonstrated the intelligence cycle of collection – analysis – dissemination.
2. HIGHLIGHT how individual participants' observations helped inform the analysis and course of action recommendations.
3. EXPLAIN the importance of promptly disseminating the information to those with the need to know while ensuring that the intelligence is not disseminated too broadly that it disrupts actions to be taken.
4. DISCUSS agency policy for releasing information externally.



Discussion: Staff Training

- What types of training are needed for staff to be able to recognize and collect intelligence?



29

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Discussion: Staff Training

Engage in the discussion question.

Facilitator Notes

1. ENGAGE participants in a discussion on types of training that should be provided to staff so that they can recognize and collect intelligence.
2. SHARE any training that you had in this area.

SUMMARY

Topics

- ✓ Intelligence
- ✓ Gathering Intelligence
- ✓ Analyzing Intelligence
- ✓ Disseminating Intelligence

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



30

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Interactive Communication

الاتصال التفاعلي



Interactive Communication

Purpose: This module provides guidelines for enhancing skills in interactive communication and explains how those skills can help corrections staff anticipate and mitigate problems before they start.

Activities:

- Communicating (20 min.)
- How We're Saying It (15 min.)
- Listening to the Tone (10 min.)
- Active Listening (10 min.)
- Performing a Self-Assessment (30 min.)

Estimated Time: 1.5 days

Facilitator Notes

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer. For example, "I Heard it through the Grapevine" where participants pass a message from person to person showing how it changes from the beginning to the end
3. **PROVIDE** a brief overview of what will be covered.
4. **ADVANCE** to next slide to review module objectives.

Worksheets

Communicating

Learning Objectives



- Define communication
- Discuss the different communication styles
- Explain how effective communications are conveyed



- Discuss the impact of tone on communications
- Discuss the impact of body language on communications



- Describe the steps corrections officers should take to be aware of any situation



- Describe the differences in communicating in emergency situations vs regular situations
- Explain how to use communication to de-escalate

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the impact of communication and enhancing communication skills to help mitigate problems.

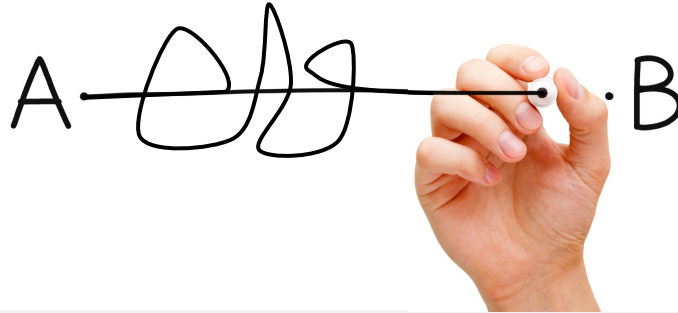
Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module or **ASK** participants to read the objectives to increase their engagement.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Communication

- A two-way process by which ideas and feelings are expressed by the sender of a message and received and understood by the receiver of the message



3

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Communication

A two-way process by which ideas and feelings are expressed by the sender of a message and received and understood by the receiver of the message.

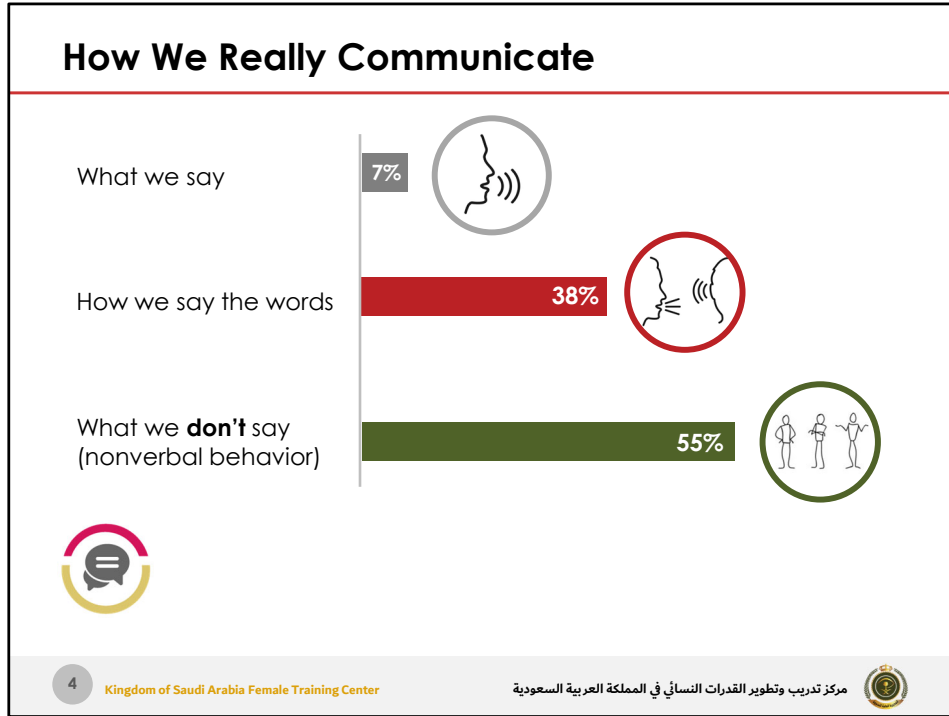
Effective communication, whether verbal, nonverbal, or written, creates shared meanings between the sender and receiver.

Listening is a form of communication and may be the most important communication skill for establishing interpersonal trust and understanding.

Facilitator Notes

1. **EXPLAIN** that communication is a two-way process whereby ideas and feelings are expressed by a sender and received and understood by the receiver. Effective communication happens when the message is received and understood as intended.
2. **ASK:** What do you think when you hear the word "communication?" (Most people will probably think of communicating as a one-way process.)





How We Really Communicate

Communicating effectively involves more than words. Nonverbal messages are as important—if not more so—than verbal messages.

Nonverbal behaviors become part of the communication process when someone tries to convey a message or when someone attributes meaning to the nonverbal behavior of another.

Communication experts estimate that only 7 percent of communication is represented by the words we say, 38 percent by how we say the words, and 55 percent by nonverbal behavior.

Proficiency in reading nonverbal communication is an important aspect of successful communication. However, it is not an exact science. Gestures are clues to the emotions and attitudes of others, but they do not provide conclusive evidence. Body language and other nonverbal communication provide a basis for assumptions that should be tested and validated rather than considered fact.

Facilitator Notes

1. REVIEW the statistics on how we communicate.
2. EXPLAIN the importance of understanding body language and how body language communicates its own story. But emphasize that body language is not an exact science. Gestures are clues to our emotions and attitudes, but they do not provide conclusive evidence.
3. EXPLAIN how gestures and body language are very important during assaults or when an offender fight/assault is about to break out. Recognizing the signs of potential violence can be life saving.



Communication
الاتصال

5 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Two Types of Communicators

Direct—efficiency given higher value than personal sensitivities

- ✓ Assertive and action oriented
- ✓ Makes quick decisions
- ✓ Can be impatient
- ✓ Disagreement is not personal

Indirect—context of communication more important than words

- ✓ Quiet and reserved
- ✓ Usually more cautious
- ✓ Can appear indecisive
- ✓ Disagreement is personal



6

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Two Types of Communicators

Personal communication styles may be understood in terms of direct and indirect styles.

Direct people tend to be assertive and action oriented. They make quick decisions and can be impatient. On the other hand, indirect behavior describes people who tend to be quiet and reserved; they are usually more cautious and can appear indecisive.

For those who are more direct, the message is conveyed more by words than by nonverbal means. In direct communication style, literal truthfulness and efficiency in communication are given a higher value than personal or political sensitivities. Communication is simply a way of exchanging information, ideas, and opinions. Disagreement is not personal.

For those who are more indirect, the context of the communication—the situation, people, and nonverbal elements—are more important than the words. The tone of voice, facial expression, gestures, and eye movement are significant components of a conversation. Directly communicating negative information is seen as impolite and crude. Disagreement is personal.

Facilitator Notes

1. EXPLAIN direct and indirect communication styles.
2. ASK participants what they think the result often is when these two types try to communicate.
3. EXPLAIN that many times those who are direct communicators think that those who are not are indecisive. Those who are indirect communicators think that those who are not are rude and disrespectful.
4. ADD that understanding and adapting to a listener's personal communication style can improve communication potential.
5. ENGAGE the participants in a discussion on which type they tend to be. Direct or indirect? How do they feel when they communicate with someone who is the opposite? What are the difficulties, if any? Provide some examples to participants and discuss which is more likely to be their style:
 - Direct communicator: I think you did not do this correctly.
 - Indirect communicator: You may want to look at another way of doing this.
 - Direct communicator: I told you to be here at 5 p.m.
 - Indirect communicator: I may not have been clear in telling you that I would like you here at 5 p.m.



Communicating


EXERCISE

- One person will use talking points from Handout 1.A, while the second person listens
- The pair changes roles
- The second person will use talking points from Handout 1.B while the first person listens
- The pair will discuss the differences in communicating


Work in Pairs

➔

Discuss and then Share Response




COMMUNICATING



20 min.

7 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Communicating	
Duration	20 minutes
Purpose	Participants will learn to recognize other communication styles and adapt to them.
Materials	<ul style="list-style-type: none"> • Worksheet: Communicating • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. One person will use talking points from 1A on the worksheet to talk to the second person. 3. The second person will then use talking points from 1B on the worksheet to talk to the first person. 4. Discuss with your teammate how you felt about both types of communication. Did one work better for you? Did you find one rude or indecisive? 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity:
 - The first participant will use Section A as the direct communicator talking to a co-worker (the second participant).
 - The pair changes roles. The second participant uses Section B as the indirect communicator talking to a co-worker (the first participant).
3. REGROUP on the following slide.



Communicating

Participants will explain how they felt and what they learned during the communication exercise.

REGROUP



8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Communicating

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ENGAGE the class in a discussion on what they thought about both styles of communicating.
3. DISCUSS the pros and cons of both styles.
4. REFER to Section C of the Worksheet and discuss guidelines for both styles of communicating.
5. DISCUSS how just knowing the different styles will help with communicating.



What We Say

- Effective communications are foundational to the work of corrections officers
- The most effective communications are conveyed:



What We Say

We communicate in three ways--by:

- What we say
- How we say the words
- What we don't say

This slide introduces how the most effective communications are conveyed:

- Clearly
- Concisely
- Correctly


Facilitator Notes

1. REMIND participants that we learned earlier in this module that we communicate in three ways—by what we say, how we say the words, and what we don't say. This slide introduces the first of those three ways.
2. ADVANCE to the next slide to discuss the “what we say” component.




Be Clear

- Much of the difficulty with communications involves:
 - ✓ Being heard, and then understanding the intent of the message — both of which requires **clarity**
- Physiological reactions to high stress place an even higher premium on the value of clarity



10 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Be Clear

Strive for clarity. Think of the main points you want to convey to whomever you are speaking—whether co-workers, offenders, or managers—and stay with those points.

You may be speaking to co-workers who are stressed or offenders who are also stressed, or the background noise may be loud, so they may not be able to understand what you are saying—particularly if you aren't speaking in an organized, clear manner.

Psychological stress can affect cognitive function in the short-term (e.g., as when an individual's thoughts are occupied with an argument or threat that happened earlier in the day, resulting in reduced ability to pay attention to what's happening at the moment). So, the person to whom you are speaking may have difficulty in understanding.

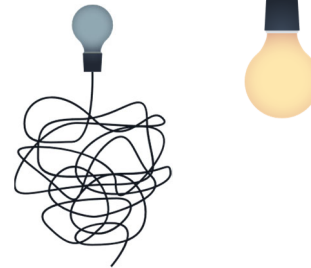
Facilitator Notes

1. EXPLAIN the “be clear” concept of communication.
2. ADD the impact that stress has on hearing and understanding communication.
3. ASK participants how they communicate when they are stressed or fearful. Does the volume, pitch, or speed of their voice change? Do they pronounce words clearly?
4. ENGAGE participants in a discussion on the environment in which they communicate much of the time—is it noisy, are other people listening to the conversation, do they have to whisper or shout? How does this situation impact being able to communicate? What are the ramifications of not being able to understand the communication?



Be Concise

- Get to the point with the least number of words, in the shortest time possible
 - ✓ Concise language requires less cognitive processing for the recipient by removing irrelevant information
 - ✓ It expedites your focus back to primary tasks



11

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Be Concise

Aim for short, direct sentences. Saying less forces you to focus. The more focused you are, the higher your chances of getting your message across. Be sure to define exactly what you want people to understand and what, if anything, you're asking them to do.

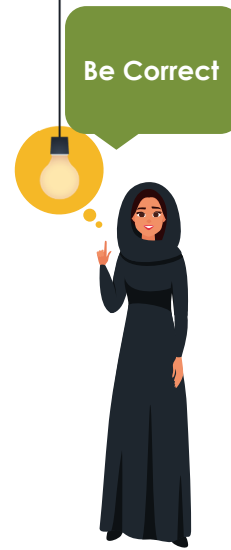
Facilitator Notes

1. EXPLAIN the importance of being concise. People can understand short directions easier than long, drawn-out directions.
2. EXPLAIN the need to keep the conversation simple—avoid a lot of filler words and complex structures. Stick to language that is familiar.
3. EXPLAIN that concise language requires less cognitive processing for the recipient by removing irrelevant information – this is especially important under high stress. It expedites your focus back to primary tasks (controlling the situation/officer safety, etc.).



Be Correct

- Say the right thing the first time — every time:
 - ✓ Saying nothing for a few seconds while you compose your thoughts is better than saying something wrong, fast
 - ✓ Compose the thought and then listen as you say it to ensure it came out correctly
 - ✓ If you do not have an answer, say that you will find out instead of giving a wrong answer
- Think of your voice and ability to project critical information as a vital piece of safety equipment



12

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Be Correct

Say the right thing the first time — every time.

Provide complete information. It is possible to provide technically correct information that is incomplete to the point that the entire communication is misunderstood.

This applies to interacting with offenders, too. Think of your voice and ability to project critical information as a vital piece of safety equipment – and like all safety equipment, you must train effectively and routinely with it.

Facilitator Notes

1. DISCUSS the need to say the right thing the first time.
2. SHARE any stories you may have of someone not receiving the correct information or a step has been omitted—for example, if someone were told to turn off a piece of equipment without telling her to be careful of a short circuit or slippery floor, etc.
3. EXPLAIN that saying nothing for a few seconds while composing your thoughts is better than saying something wrong, fast. Compose the thought, and then listen as you say it to ensure it was communicated correctly.
4. ADD that this can be practiced. Participants can visualize a scenario that could likely occur and rehearse associated communications. Not only will this practice make the communication better, but it will also prepare you mentally for a day at work.



How We Say It

- Which is more important: **What we say or how we say it?**
- Think about
 - ✓ Tone
 - ✓ Inflection
 - ✓ Volume
 - ✓ Timing



13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



How We Say it

It is about how we say what we say. The same words spoken through clenched teeth in anger offer a different message than when they are shouted with joy or whispered in fear.

A level, well-modulated, conversational statement is convincing without being intimidating. A whispered monotone will seldom convince another person that you mean business, while a shouted epithet will likely bring on defensiveness.

A smooth flow of speech is a valuable asset to get your point across in any type of conversation.

Clear and slow comments are more easily understood and more powerful than rapid speech filled with long pauses and stammering.

Facilitator Notes


1. **EXPLAIN** that the second step of communication is "how we say it."
2. **ASK** for a volunteer to tell you what the first step—the one just discussed—is. Compliment the volunteer if she gets the answer correctly. Explain that is an example of active listening—another important skill for communicating.



How We're Saying It

EXERCISE


- One person starts by saying “yes” – nothing else
- The other person responds by saying “no” – nothing else
- Each time you say your assigned word, use a different tone—questioning, excited, sad, indifferent, angry, etc.
- Next, do the same thing but add body language
- Switch roles



Work in Pairs

➔


Share Response



15 min.

14
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



How We're Saying It	
Duration	5 minutes
Purpose	Participants will practice the various tones to recognize the impact of how we say it has on what we say.
Materials	• None
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. One person will say a single word-- yes. 3. The other person will respond with a single word—no. 4. These are the only words you can say. 5. Each time it's your turn, say the single word in a different tone—use as many emotions as you can think of— sad, indifferent, happy, etc. 6. Add body language to the tone. 7. Discuss your observations with your team mate and then be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



How We're Saying It

REGROUP

- Which mattered most:
 - ✓ What you said?
 - ✓ How you said it?



15

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



How We're Saying It


Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a number of participants and ask them what they thought about the activity.
3. ASK whether they think tone had an impact on what was being said.
4. ASK whether body language—or what was not being said—had an impact.
5. ENGAGE participants in a discussion on the next time they talk to offenders and co-workers to reflect upon their tone and their words—make sure they are in alignment.




Tone Matters



- Your tone can:
 - ✓ Intimidate or create a bond
 - ✓ Annoy or inspire
- Think back to the last time you spoke with a co-worker or an offender
 - ✓ Did you intimidate or create a bond?
 - ✓ Annoy or inspire?

16 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tone Matters

When tone, words and physicality are a mismatch what happens? People experience confusion and don't trust you.

Think back at times you tried to convince someone you were not annoyed, disappointed, sad, or mad and they didn't believe you. Why do you think they didn't believe you—could they tell from your tone or from your body language, or both?

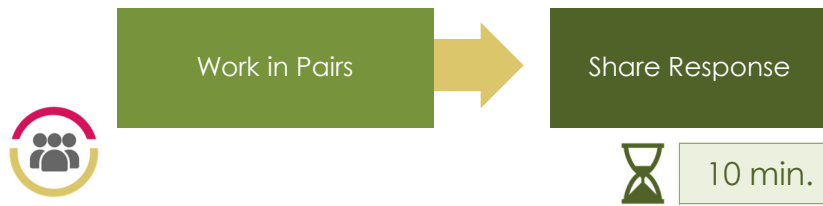
Facilitator Notes

1. ENGAGE participants in a discussion on tone.
2. ASK participants to consider whether their tone intimidates or creates bonds and whether it annoys or inspires.
3. ASK participants did they ever fail to inspire because their words lacked conviction, or how many times they were distracted when they were communicating. Explain that when you're distracted or thinking about something else, it's easy to say the right words but have the wrong impact.

Listening to the Tone

EXERCISE

- Talk to your teammate about anything that interests you
 - ✓ While you are talking, listen to your tone (is it raspy, soft, whiny), your inflection (do you speak in a monotone or with sing-song effect), and your volume (do you whisper, are you loud)
- Continue talking while you try to control and use your voice effectively
- Speak for 5 minutes and switch roles



17

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Listening to Your Tone

Duration	10 minutes
Purpose	Participants will listen to their voice when they are talking and then try to control their voice and use it effectively.
Materials	• None
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. Talk to your teammate about anything that interests you. 3. While you are talking, listen to your tone (is it raspy, soft, whiny, angry), your inflection (do you pronounce all the syllables, speak in a monotone, or use a sing-song effect), and your volume (do you talk low in a whisper, or is your voice loud). 4. Continue talking while you try to control and use your voice effectively. 5. Switch roles. 6. Discuss your observations with your teammate and then be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Listening to the Tone

REGROUP

- Which mattered most:
 - ✓ What you said?
 - ✓ How you said it?



18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Listening to Your Tone

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a number of participants and ask them what they thought about the activity.
3. ASK for their thoughts on trying to control the volume, pitch, and tone of their voice.
4. EXPLAIN that the voice is a powerful tool.



What We Are Not Saying

- Our mental state is revealed by our:
 - ✓ Eyes
 - ✓ Mouth
 - ✓ Hands
 - ✓ Head
 - ✓ Movements of various body parts



19

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



What We Are Not Saying

Our eyes, mouth, hands, head, and movements of various body parts all reveal our mental state.

Our facial expressions are extremely important: the way we look reveals how we feel about ourselves and our message. So does our overall posture.

People—whether supervisors, co-workers, or offenders—can tell a lot about us from our facial expressions and gestures.

Taken together, a lack of eye contact, intimate hand gestures such as scratching or touching our face, a wavering voice, and bad posture are telltale signs of discomfort or disinterest.

Facilitator Notes

1. **ENGAGE** participants in a discussion on body language.
2. **ASK** participants whether they have a tendency to cross their arms over their chest when speaking to someone. How about putting their hands on their hips? Certain postures and gestures can make us appear unwelcoming or unfriendly—not good features when we are trying to communicate with someone.
3. **REMINDE** participants that most human communication is nonverbal. We pick up on so many cues just through facial expressions and body language.
4. **EXPLAIN** that it's good practice to watch our body language in a mirror if we want to know how we really look when we're talking.



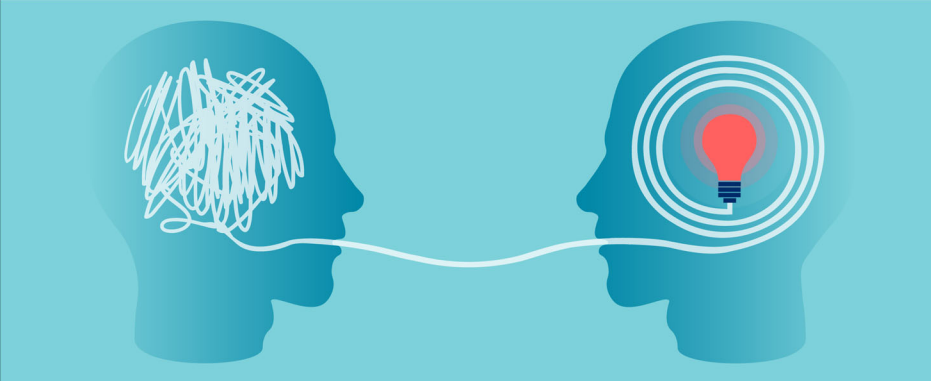
Communicating with Ease

Authority

Active Listening


Expectations

Adapt to the situation



21
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Communicating with Ease

The following points are important when communicating with offenders:

- **Authority.** Also known as command presence. Communications should be clear, concise, confident, and correct. Make sure what you say is true. If you do not know what the facts are, admit that and commit to finding them.
- **Active listening.** You must hear what the other person is saying to respond appropriately. Active listening is making a conscious effort to understand what other people are saying to you.
- **Expectations.** Make your expectations clear and make sure you understand the other person's expectations.
- **Adaptability.** Adapt communications to the situation.

In emergency situations, it is especially important that your communication is direct and must be followed. During emergencies, there is no time for debate or delays.

Facilitator Notes

1. EXPLAIN that using an authoritative style of communicating or command presence is very effective when showing leadership or dealing with problems or challenges, particularly when safety is at risk.
2. EXPLAIN that authoritative communications include appropriate use of the three Vs—visual, vocal, and verbal communications:
 - Visual from the perspective of being careful with nonverbal cues
 - Vocal in ensuring the tone and pace matches the situation
 - Verbal in the sense of choosing the right words to ensure you are understood
3. EMPHASIZE the difference between communicating in an emergency and in normal situations. It needs to be understood that communication in emergencies is direct and needs to be followed. There is no space for debate, delay, etc.

Active Listening

Active listening means we:

- Try to understand from the speaker's point of view
- Fully concentrate on what is being said

We are likely to "hear what we expect to hear rather than what is actually said."

John Klein, former Provost of Air University



22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Active Listening

Communication is a two-way process. Most people focus on their role as speakers and forget their responsibilities as listeners. But listening may be a correction officer's most important communication skill.

Listening is as much a part of communication as is talking and harder to accomplish. Active listening means that we try to understand from the speaker's point of view. It includes letting the speaker know that we are listening and that we have understood what he or she said.

Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all your senses and give your full attention to the person speaking. You must be non-judgmental and patient—i.e., you do not have to fill in the periods of silence. You can also respond back showing that you understand or are trying to understand by restating what was said.

Facilitator Notes

1. **READ** the quote and invite participants to discuss its meaning.
2. **SHARE** your perspective of the quote and share any stories in which that may be true.
3. **ENGAGE** participants in a discussion on distractions to active listening. Most of us hear what is being said, but we are bad at actually listening to what is being said. That is because we "get stuck in our own head" whether it is thinking about what we are going to say next, what we are going to have for dinner, etc.
4. **ASK** participants to share their ideas. Some expected responses include not hearing the underlying meaning, interrupting, rushing the speaker, being distracted, wanting to "top" the story (that reminds me of the time...), focusing on unimportant details, daydreaming, ignoring what you do not understand, etc.
5. **NOTE** a good strategy for active listening is to demonstrate understanding with a reflective response, e.g. restating what was said.



Active Listening

EXERCISE

- One person in the pair will talk to the second person about something she is passionate about



Work in Pairs

➔

Share Response




5 min.

23
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Active Listening	
Duration	5 minutes
Purpose	Participants will learn more about active listening.
Materials	<ul style="list-style-type: none"> • None
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. One person in the pair will discuss something that she is passionate about—a trip, a new family member, etc. for approximately 10 minutes. 3. The other person will listen. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in pairs.
2. ASK the pairs to select the speaker for each pair.
3. For those who are not going to be the speakers, ASK them to come outside the classroom with you for a brief time.
4. Once you are outside the classroom, tell the "listeners" to start off listening to the speaker, but after a few seconds stop listening, become distracted, look at your watch, read your text message, or text someone
5. COME back into the classroom and have the listeners take their place at the table.
6. TELL the participants who are the speakers to start talking to the listener about whatever they are excited or passionate about.
7. Regroup on the next slide



Active Listening

REGROUP

- What did you think about the exercise?
- How did you feel with your listener?



24

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Active Listening

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a number of participants and ask them what they noticed about the exercise.
3. ASK the speakers how they felt about the exercise.
4. Then EXPLAIN that the "listeners" were instructed to be distracted and not listen.
5. ASK the speakers how that made them feel.
6. PROVIDE your feedback.
7. OPTION: Retry the exercise where the participants are **actively** listening for the full time. ASK how this feels different.



Communicating with Offenders

الاتصال مع الجناه

25

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

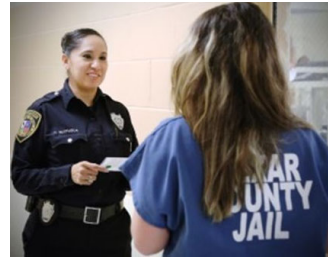


NOTES



Being Aware of How Others Communicate

- Being aware of what is happening in any situation includes
 - ✓ Getting into a good position
 - ✓ Using good posture
 - ✓ Learning to observe offenders, their behaviors, and appearances
 - ✓ Listening



26

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Being Aware of How Others Communicate

Being aware of how others communicate helps corrections officers anticipate and mitigate problems.

The first step is getting into a good position, which means to physically locate yourself in such a way that you can see and hear what is going on around you.

The second step is using good posture to project control.

The third step is to observe offenders' moods and attitudes.

The final step is listening so that you can be alert to warning signs of potential problems and proactively manage them.

Facilitator Notes

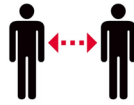
1. **EXPLAIN** that now that we have examined our own voice, tone, and body language, we can take that same skill to help us be aware of what is going on in any situation.
2. **ENGAGE** participants in a discussion on why being aware of how others communicate—not just verbally—is important for a corrections officer.
3. **INTRODUCE** the steps listed in the slide.
4. **ADVANCE** to the next slides to discuss each of these steps in turn.



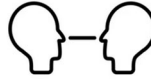
Positioning

- Positioning allows staff to monitor the offenders and know the situation around them
- Three principles of positioning

Distancing



Facing the offender



Looking directly



27

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Positioning

Positioning means putting yourself in the best possible place to see and hear what is going on. Positioning maximizes the chances that you can observe suspicious behavior before problems escalate.

Distancing means selecting a position that is an appropriate distance from the offender or offenders you will be observing. Distance yourself far enough to be safe, but close enough to see and hear what's going on. The proper distance depends on the situation and the offender.

Face the offender to ensure the most effective line of vision; you can move around the area and still be facing the direction of the offender.

Looking directly at the offender or offenders often involves making eye contact. You will be able to read important messages from the offender's eyes and facial expressions.

Facilitator Notes

- EXPLAIN that positioning allows the staff to monitor the offenders and to know what is going on around them.
- DESCRIBE the three principles of positioning.
- DISCUSS personal space when interacting and how the space affects the interaction.
- SHARE any stories you may have from your experience.

Posturing

- Posturing is the way people carry themselves
- By using good posture, you let offenders know you're confident, strong, and capable
- You show them that you're in control
- Maintaining good posture involves three steps
 - ✓ Standing erect
 - ✓ Eliminating distracting behaviors
 - ✓ Inclining yourself forward



28

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Posturing

By using good posture, you are letting the offenders know that you are aware, confident, and capable.

Maintaining good posture means standing erect, eliminating distracting behaviors, and inclining yourself forward.

Facilitator Notes

1. **EXPLAIN** the importance of posturing.
2. **ASK** participants to stand up and practice each of the steps. Ask how standing erect and inclining forward made them feel—the expected answer is aware, confident, and in control.
3. **DISCUSS** the need to consciously maintain good posture. Often, our posture is slumped into a casual stance, which can communicate weakness or vulnerability.



Observing

- Observing is the ability to notice and understand offender appearances and behavior
- Careful observation
 - ✓ Provides information that helps you anticipate offenders' behavior
 - ✓ Helps you understand the offenders, their feelings, and their problems
- That information will allow you to manage offenders more effectively



29

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Observing

For corrections officers, observing is the ability to notice and understand offender appearances and behavior. Careful observation will provide information about offenders—their feelings and their problems.

You'll be looking for non-verbal cues that tell you what's going on. Based on what you observe, you will start to draw inferences—making educated guesses—about the offender's feelings, energy level, and relationships with the staff and other offenders.

These insights will then help you decide whether the situation is normal or abnormal for an offender.

Facilitator Notes

1. DESCRIBE the steps in observing an offender.
2. EXPLAIN how getting to know and observing the offender helps a corrections officer draw inferences about the offender's mood and body language.
3. DISCUSS the importance of having these skills as a corrections officer.
4. SHARE any stories that you have about the value of observational skills.
5. NOTE: In some situations where an offender is asking you a specific question, it is good practice to reflect back what they said to show understanding.



**Use Communications to
De-escalate**
استخدام الاتصالات لتخفيف التصعيد

30 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Using Communication to De-escalate

- Show respect
- Start friendly
- Show empathy
- Reduce conflict



31

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Using Communication to De-escalate

Show respect: No situation is appropriate for verbally belittling someone. A corrections officer can be respectful even while physically restraining or searching an offender.

Start friendly: Corrections officers set the tone for any interaction with the offender. Pay close attention to the body language but retain a friendly tone until the situation dictates otherwise.

Show empathy: Another important aspect to good communication is showing empathy to the offenders.

Reduce conflict: Although escalating a situation is sometimes necessary to maintain control, it is important that escalation happens only to reduce conflict in the end.

Facilitator Notes

1. REVIEW the steps to de-escalate.
2. ASK participants: How will showing respect help you with your job?
3. ASK participants: How does starting friendly help you do your job? Expected answer: When you begin in a friendly manner, you always reserve the ability to escalate the situation. When you begin in an overpowering manner, you lose the ability to go back to being friendly.
4. ASK participants: What is the first and most useful tool for conflict resolution? The expected answer is "ability to communicate."



Performing a Self-Assessment

EXERCISE

- Complete a self-assessment on your strengths and weaknesses in communications
 - ✓ List at least 5 areas for each
- Create an action plan of steps you will take to:
 - ✓ Help others in areas in which you are strong
 - ✓ Become stronger in areas in which you could be stronger

```

            graph LR
            A[Work Individually] --> B[Share Response]
            C[30 min.]
            
```

32
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Performing a Self-Assessment	
Duration	30 minutes
Purpose	To have participants reflect on what they have learned and create ways they can immediately start to incorporate strategies for improving communications
Materials	<ul style="list-style-type: none"> Pad Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Make a list of at least five areas in communicating that you feel you are strong in. 3. Make a separate list of at least five areas in communicating that you feel you could be stronger in. 4. Determine ways in which you can use your strengths to help improve communication in your prison. 5. Determine ways in which you can become stronger in areas that you feel need strengthening. 6. Be prepared to share with the class.

Facilitator Notes

1. TELL participants to work individually.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Performing a Self-Assessment

REGROUP

- What are your strongest traits in communication?
- What are your weakest?
- How will you help others in the area you are strong?
- How will you seek to improve in areas you are less strong?



33

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Performing a Self-Assessment

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for volunteers to share their strengths.
3. DISCUSS the benefits of these strengths in corrections.
4. ASK these participants how they will help others become better communicators in those areas.
5. Now, ASK whether anyone wants to share some of the areas in which they feel less strong.
6. ASK them to explain steps they will take to become stronger.
7. PROVIDE your feedback.
8. SHARE areas in which you feel strong in communications and areas in which you will try to become stronger.



SUMMARY

Topics

- ✓ Communication
- ✓ Communicating with Authority
- ✓ Communicating with Offenders
- ✓ Using Communications to De-escalate

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?

34 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. **ASK** for volunteers to answer these two questions.
2. **ENCOURAGE** participants to engage in a conversation to test knowledge gained in this module.

Tool and Key Control

التحكم في الأدوات والمفاتيح



Tool and Key Control

Purpose: This module introduces participants to basic principles of tool and key control and accountability.

Activities:

- Tool Classification (20 min.)
- What Other Equipment Must Be Considered? (20 min.)
- Tool Accountability (30 min.)
- Key Control (15 min.)
- Restricted Key Access (15 min.)
- Designing Ways to Identify Emergency Keys (25 min.)

Estimated Time: 2 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

None

Learning Objectives



- Determine the tools that fit into each level of classification



- Describe best practices for tool storage for all 3 classifications



- Describe tool issuance systems
- Describe tool disposal procedures



- Explain the types of keys in a prison
- Describe proper handling of keys and locks
- Explain the accountability process for keys

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the reasons for and principles of tool and key control.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Tool Classification

Tools can be classified into one of three basic levels:



Level 1
Too dangerous for an offender to handle without direct, uninterrupted staff supervision



Level 2
 Most likely to be used to **facilitate an escape** or as a weapon



Level 3
 Can be issued to staff or offenders with **proper accountability** measures in place



Tool Classification

Every tool in a prison must be managed, tracked, and stored with an eye toward accountability and facility safety.

The classification of a tool determines the degree of control needed. However, those tools considered non-hazardous (level 3) still represent a risk to institutional security or personal safety if misused by an offender. Every tool must be considered as potentially hazardous and treated accordingly.

Facilitator Notes

1. **EXPLAIN** that tool classification falls into three basic levels.
2. **DESCRIBE** the categories.
3. **DO NOT OFFER** examples of which tool falls into which category. Participants will be asked to do that on the following slide.



Tool Classification

EXERCISE

- Brainstorm within your group
- Determine which tools should be categories under:
 - ✓ Level 1
 - ✓ Level 2
 - ✓ Level 3
- Be prepared to explain your answer



Work in Groups

➔

Share Response



20 min.

5
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Classification	
Duration	20 minutes
Purpose	Participants will list the category that a variety of tools should be assigned.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm within your group the tools normally found in a prison. 3. List those tools—as many as you can think of—in one of the three categories. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.




Tool Classification

 Level 1?

 Level 2?

 Level 3?

REGROUP



6
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية


Tool Classification

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson to list the tools her group has categorized as Level 1.
3. CALL upon a second spokesperson to list the tools her group has categorized as Level 2.
4. CALL upon a third spokesperson to list the tools her group has categorized as Level 3. Expected answers should include:
 - Level 1: Bolt cutters, scalpels, ladders over 10 feet, flammable liquids, acetylene, mixing chambers
 - Level 2: Utility knife, metal scissors, rope over 10 feet, chains over 10 feet, drills

Tool Storage

- All tools and hazardous equipment must be stored in designated tool rooms that:
 - ✓ Are constructed in such a way as to ensure security of the contents
 - ✓ Must remain secure under all conditions
 - ✓ Cannot be compromised during a riot or weather emergency



7

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Storage

Tools and keys present a unique challenge in a corrections environment. Both are necessary to the prison's safety and good order, but both can be used to circumvent the prison's security infrastructure.

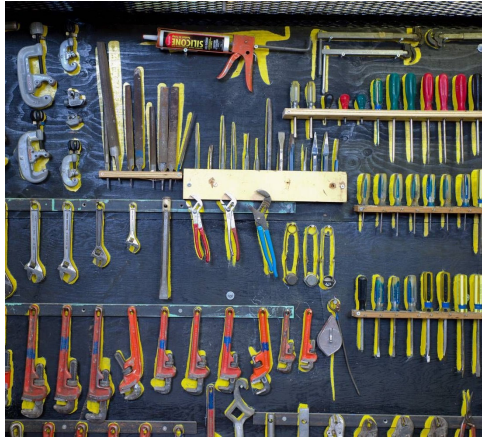
Tools should be kept only in designated, secure tool rooms and other approved storage areas. The location and design of these areas are determined by the facility's design.

Facilitator Notes

1. EXPLAIN that tools, keys, and locks are special components of the prison's static security infrastructure. The picture shows a shadow board which you will explain later.
2. EXPLAIN that, like all other security infrastructure, static measures must be reinforced by dynamic and procedural measures.
3. ADD that each tool room should be under the direct control of a tool room officer. This person is responsible and accountable for tool inventories and issuance.



Tool Rooms and Tool Classification



Level 1

- ✓ Tools must be removed from the prison at the end of the work period
- ✓ They must be stored in a safe (or equivalent)
- ✓ Tools must be stored on a shadow board and outlined in bright yellow
- ✓ These tools must be locked behind at least two locks

8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Room and Tool Classification

Shadow boards are the best storage method for tools that can be suspended from a rack, hook, or peg. Each tool should have a pegged silhouette on the board. The silhouette should closely mimic the outline of each tool so that a quick inspection of the board will reveal any missing tools.

- Tools of the same type should be stored individually and never stacked
- All shadow boards accessible to offenders should be secured by an expanded metal locked screen
- Tools that cannot be adapted to the shadow board should be stored in a locked cabinet or safe and shadowed in place on the floor or in a safe/cabinet
- An accurate inventory should be maintained
- Tools on repair or checked out to a job site should be replaced by a tool chit
- Level 1 tools should also be stored separately from Level 2 and Level 3 tools
- A system should be in place to assure that new tools brought into the institution are placed on an inventory and properly etched before being put into service
- All tools will be etched with code for storage location—e.g., TR for tool room, FS for food service

Facilitator Notes

1. DISCUSS storage of Level 1 tools.
2. ASK participants whether they use shadow boxes.
3. If the answer is yes, ASK them to describe their procedures.
4. If the answer is no, ILLUSTRATE a shadow box, describing all the steps for accounting for the tools.



Tool Rooms and Classification



Level 2

- ✓ Tools may be stored inside a solid concrete room that features:
 - Security doors
 - Security door frames
 - Locked storage cages inside the room
- ✓ Tools must be stored on a shadow board and etched with location
- ✓ These tools must be secured behind two locks at all times when not in use
- ✓ Accurate inventory must be posted



9

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Room and Tool Classification

Tools may be stored inside a solid concrete room that features security doors, security door frames, and locked storage cages inside the room.

Facilitator Notes

1. DISCUSS storage of Level 2 tools.
2. DIFFERENTIATE Level 2 storage from Level 1.



Tool Room and Classification



Level 3

- ✓ Tools may be stored within the prison
- ✓ Remote storage requirements must be appropriately secure, based on policy and procedure
- ✓ Tools must be stored on a shadow board and outlined in black.
- ✓ These tools must be secured behind two locks at all times when not in use.

Level 3 Tool Rooms must:

- Be solid concrete and have security doors, door frames, and locks
- Not contain any Level 1 or 2 tools



10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Room and Classification

Level 3 tools can be stored remotely but must maintain security requirements. They must have inventories, shadows, etchings, and at least one lock securing them.

Facilitator Notes

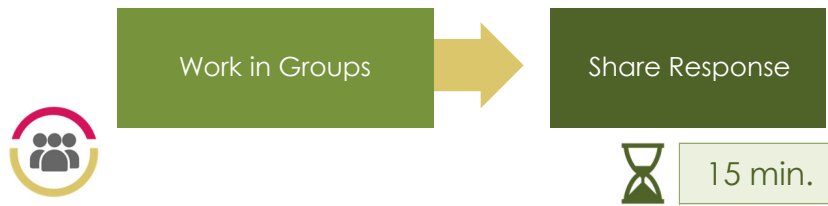
1. DISCUSS storage of Level 3 tools.
2. COMPARE level 3 with Levels 1 and 2.



What Other Equipment Must Be Considered?

EXERCISE

- Think of at least 5 items that could be hazardous and must have controls in place
- Determine the classification that should be assigned to these items



What Other Equipment Should Be Considered?

Duration	15 minutes
Purpose	Participants will learn to recognize other items that can be considered tools/equipment that offenders can use as weapons or to help in an escape attempt and that should be accounted for.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm with your group at least 5 items that could be used as weapons and should be accounted for 3. Determine the correct classification for each of these pieces of equipment. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



What Other Equipment Must Be Considered?

REGROUP

A spokesperson from each group will present her group's response.



12

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



What Other Equipment Must be Considered?

Regroup from the previous activity and discuss the responses as a group.

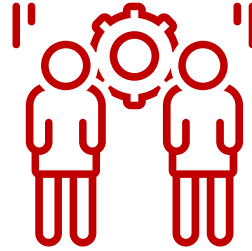
Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a spokesperson from each group to present her group's response.
3. PROVIDE your feedback. Expected responses include:
 - Ladders, ropes, long extension cords, hoses, propane, gasoline, acetylene, mixing chambers, ropes and cords over 10 feet (Level 1)
 - Ropes under 10 feet, cords under 10 feet, scrap wood, scrap plastic (Level 2)
4. EXPLAIN that the special equipment and materials may be used to facilitate an escape attempt or assault on staff or another offender.



Tool Accountability

Accountability is vital in the management of a prison's tool inventory



Discussion:

What does the word **accountability** mean to you?

13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Accountability

Think about what accountability means to you in terms of tool control.

Facilitator Notes

1. EXPLAIN the importance of accountability in the management of a prison's tool inventory.
2. ENGAGE participants in the discussion question.
3. EXPLAIN that accountability means staff are:
 - Obligated to explain, justify, and take responsibility for their actions
 - Answerable to higher management
 - Cognizant of the consequences of failure



Tool Accountability

EXERCISE

- You are training a new staff member in the tool room
- Create a checklist for tool accountability for her to refer to as she acclimates to her job



Work in Groups

➔

Share Response



30 min.

14 Kingdom of Saudi Arabia Female Training Center
مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

Tool Accountability	
Duration	30 minutes
Purpose	Participants will work in their groups to develop a checklist to help a new hire learn tool accountability.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm within your group. 3. Create a checklist for tool accountability for a new hire to refer to as she acclimates to her new job. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. ASK participants to use a blank sheet of paper to create a Tool Accountability Check list for their new tool room trainee.
4. REGROUP on the following slide.



Tool Accountability

REGROUP

- A spokesperson for each group will explain her group's checklist for the new hire



15

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Accountability

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to present her group's checklist.
3. COMPARE the groups' responses.
4. PROVIDE feedback.



Tool Procedures

- For issuing tools:
 - ✓ Visual identification—chits
 - ✓ Tracking—logs
 - ✓ Verification—tags and identification numbers
 - ✓ Etching with location
 - ✓ Shift changes—exchanging chits or functional alternative



16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Procedures

Tool issue procedures should be governed by written policy. This policy must ensure that tools are issued to authorized persons only and that a record exists for each time tools are issued.

Visual identification: When a tool is issued, an identification chit is hung in its place to allow for easy visual verification. The chit is returned to the person who issued it when the item is returned.

Tracking: A logbook or issue form should be maintained to track the date, time, staff member's name, signature, and other pertinent information.

Verification: When staff members are issued an item, they should verify that it is in good condition and that its number matches. For example, the number for a key ring should match the number listed on the key ring tag. The staff member is responsible for these items until they are returned.

Shift changes: In case the tools have to be passed on to a staff member who is relieving another on post, the relieving officer gives her key chit to the officer being relieved. That officer then goes to the location where the keys were issued and exchanges the key chit for her own chit.

Facilitator Notes

1. DISCUSS best practices for issuing tools.
2. PROVIDE examples of various chit systems from your own experience.
3. ENGAGE participants in a discussion on how they track tools that are issued to staff members during a shift change.
4. EXPLAIN that this same system works for issuing keys.



Lost, Stolen, or Broken Tools or Keys

- ALL ACTIVITY STOPS
- Reporting
 - ✓ Date, time, and location of the loss
 - ✓ Circumstances surrounding the incident
 - ✓ Identification number of the lost, stolen, or broken item
- Searching
- Disposal



17

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Lost, Stolen, or Broken Tools or Keys

Reporting: Any tool or key that is lost, stolen, or broken must immediately be reported to the senior official on duty. The report should include the following:

- Date, time, and location of the loss
- Circumstances surrounding the incident
- Identification number of the lost, stolen, or broken item

Searching: Prison staff will detain any offenders who may have had access to the missing tool or key until a thorough search of the area has been conducted. When a tool cannot be located, the senior official in charge should be notified immediately. She will assess the danger/security risk posed by the missing tool to determine whether the search should be continued.

Disposal: Any broken or worn tool or key should be disposed of in an appropriate and secure manner. Documentation of all surveyed tools will be maintained until the tools are actually destroyed. Tools awaiting disposal must be kept in a secure storage area. Each facility should designate one employee to be responsible for destroying all surveyed tools.

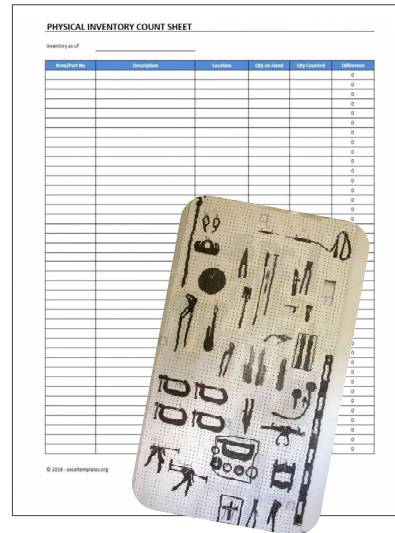
Facilitator Notes

1. DISCUSS best practices for reporting lost, stolen, or broken tools.
2. EXPLAIN the importance of collecting all pieces of a broken tool or key, as these pieces could be used as a weapon or to facilitate an escape.
3. DISCUSS possible situations that may occur from damaged, lost, or stolen tools or keys.
4. DISCUSS the importance of properly disposing of any broken or worn tool or key.
 - The tool room officer must secure the broken tool in a locked storage area
 - A report of the circumstances under which the tool failed must be written for the record
 - The tool's outline on the shadow board is painted over
 - The shadow board inventory is adjusted to reflect the change
 - The tool is then removed from the prison and destroyed
 - The destruction process must be witnessed and certified by two officers



Tool Inventory

- Guidelines
 - ✓ Conduct inventories on regular basis
 - ✓ Log results in a permanent record
 - ✓ Frequency of inventory should be determined by policies/regulations



18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tool Inventories

Tool and key inventories should be conducted on a regular basis with the results logged in a permanent record. The frequency of the inventories should be determined by policies and regulations. Consider:

- Operational cabinets/boards that hold the tools or keys you issue and use every day should be inventoried at the change of each shift.
- Conduct the inventory before the outgoing shift leaves so you can resolve any discrepancies while everyone is present. The same applies for keys that are maintained on post.
- If the emergency key cabinets are sealed, the seals should be checked at each change of shift. If the seal is unbroken, the key control officer or other authorized staff member should remove the seal and conduct an inventory on a regular basis. After the inventory is conducted, a new seal should be applied. Emergency key cabinets that are not sealed should also be inventoried at each change of shift.
- All tools brought into a prison by outside workers should be inventoried upon entry and exit. A copy of the inventory should remain at the entry point and a copy kept with the tools. Staff should supervise the workers to ensure tools are not accessible to offenders or left behind when the work is completed.

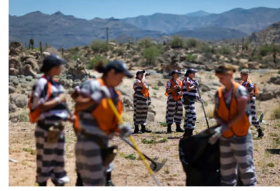
Facilitator Notes

1. REVIEW best practices for taking regular inventory of tools and keys.
2. DISCUSS recommended procedures for non-facility tools introduced by outside contractors.



Offender on Work Crews

- Offenders assigned to work crews will require certain tools to accomplish their assigned tasks
- These offenders must be provided with **work passes** that list the tools they are authorized to use
- The passes must detail each offender's assigned area



Discussion:

What are the benefits of these requirements?

19

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offenders on Work Crews

This accountability measure ensures that:

- The offender handles only those tools she is authorized to use
- The offender retains possession of the tools she was assigned
- The offender enters only authorized areas

Facilitator Notes

1. DISCUSS the accountability measures for offenders who are on work crews.
2. PROVIDE some examples of accountability measures, e.g., tool counts, before and after check out, staff supervision and placement, maintain space between the offenders, etc.
3. DISCUSS the purposes of this system.



Responsibility for Tool and Key Control

- The chief of security has primary responsibility for developing and supervising the tool-control program
 - ✓ Ensures that necessary checks and inspections occur
 - ✓ Sets the standards for tool control
- Every staff member is responsible for following established policies and procedures
- Every staff member should be training at regular intervals in tool and key control



20

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Responsibility for Tool and Key Control

The chief of security is responsible for developing and supervising the tool-control program.

However, every staff member is responsible for following established tool-control policies and procedures.

Facilitator Notes

1. REVIEW the responsibilities of the chief of security.
2. EMPHASIZE that every staff member is responsible for following the established policies and procedures.
3. ENGAGE the participants in a discussion of the ramifications if only one staff member didn't follow the procedures.



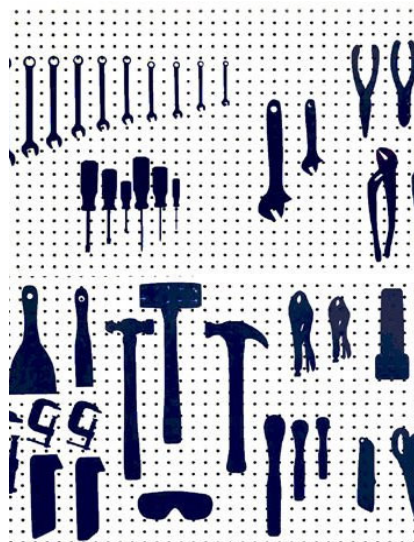
KSA Tool Control Procedures

- Describe your tool control procedures.
- How are they similar to what we have discussed?
- How are they different from what we have discussed?



21

Kingdom of Saudi Arabia Female Training Center



مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



KSA Tool Control Procedures

Discuss KSA best practices in tool control and accountability.

Facilitator Notes

ENGAGE participants in a discussion on their tool control procedures.

Key Control
التحكم في المفاتيح

22 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية




NOTES



Key Control

EXERCISE


- Brainstorm within your group
- Think of reasons for key accountability within a prison
- Create a list of at least five reasons




Work in Groups

➔

Share Response



15 min.

23 Kingdom of Saudi Arabia Female Training Center
مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

Key Control	
Duration	15 minutes
Purpose	Participants will work in their groups to think of the issues that can exist if there is no accountability for keys in a corrections facility.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm within your group. 3. Create a list of issues that could occur in a prison if there was no accountability for keys. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Key Control

REGROUP

- A spokesperson for each group will explain her group's response.



Key Control

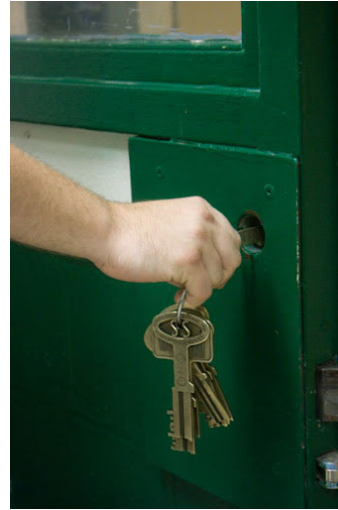
Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to present her group's list of issues.
3. PROVIDE feedback and then advance to the slide that discusses the fire at Maury County Jail.

Consequences of Lack of Accountability

- Poor tool and key control practices can have an immediate impact in a defined, constricted area
- Poor control practices can affect a larger area, such as a lost key ring for a prison infirmary or armory
- For certain categories of tools or keys, the entire facility can feel the impact



25

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Consequences of Lack of Accountability

In 1977 in the U.S., a juvenile set fire to his padded cell. In a 12,000 square foot jail with a population of 40 offenders on the day of the fire, 33 offenders and 9 visitors died; 29 others were injured.

Witnesses described watching a thick plume of black smoke coming out of the padded cell go directly into the air supply duct .

The thick black smoke was then pumped out of vents throughout the jail. A deputy reached the cell quickly and was able to open the door, pull the juvenile out, and drag him to safety. However, the deputy was jostled by visitors running through the corridor trying to find safety. In the process, the deputy dropped the only available set of jail keys. In the smoke, he could not locate the keys. All five of the cell area doors had to be opened to release the offenders—but none were. The visitors were overcome by the thick smoke and were unable to escape the fire. Fire personnel were on the scene almost immediately but with no keys and no visibility, they were able to rescue only a few visitors. Their jack-hammers could not penetrate the reinforced concrete. Eventually, a D-9 Caterpillar was brought in to knock a large hole in the external wall and provide access. The firemen extinguished the fire, but too late to save those behind the locked doors.

Facilitator Notes

1. EXPLAIN that any time a large number of people are gathered in one specific place, special consideration must be given to the potential for catastrophe and crisis response. In the case of a fire, without quick access to the affected area, the consequences of that fire could quickly become catastrophic in terms of loss of life, damage to the prison, and costs of security and cleanup.
2. EXPLAIN that following this incident, all prisons and jails established the policy of backup sets of emergency keys.



Categories of Keys

- Backup keys
- Emergency keys
- Master keys
- Restricted keys
- Security keys
- Vehicle keys
- Handcuff keys

26 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Categories of Keys

Policy must define the categories of keys used in the institution.

- **Backup keys:** limited number of critical areas (control center, armory, and locksmith shop) maintained in a separate, secure key repository outside the secure perimeter
- **Emergency keys:** maintained on key rings and kept separate from all regular-issue keys
- **Master keys:** cut so that one key may fit more than one locking device in a series of locks from a single manufacturer
- **Restricted keys:** allow access to sensitive areas in the institution. Special authorization is required before they are issued to anyone other than the employee designated to draw them on a regular basis
- **Security keys:** broad reference to keys that if lost or duplicated by offenders could facilitate an escape or jeopardize the security of the institution
- **Vehicle keys:** keys to motor vehicles operated by institution staff for official purposes
- **Handcuff keys:** keys to lock, unlock, and deadlock restraints

Facilitator Notes

1. **EXPLAIN** that policy must define the categories of keys used in an institution.
2. **REVIEW** the most common keys.



Restricted Key Access

EXERCISE

- Brainstorm within your group
- Name the areas in your prison that should have restricted key access



Work in Groups

➔

Share Response



15 min.

27 Kingdom of Saudi Arabia Female Training Center
مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

Restricted Key Access	
Duration	15 minutes
Purpose	Participants will work in their groups to list the areas in their institution that should have restricted key access.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm within your group. 3. Create a list of areas that should have restricted key access. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Areas of Restricted Key Issue

REGROUP

- A spokesperson for each group will explain her group's response.



28

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Restricted Key Access

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to present her group's list of areas that should be accessed by restricted keys.
3. PROVIDE your feedback. Expected responses should include:
 - Commissary sales and storage areas
 - Property and valuable-storage rooms
 - Evidence storage areas
 - Personnel records storage rooms
 - Warehouse (general and food service)
 - Armory and weapons vault
 - Locksmith shop and any other key or lock storage areas
 - Cashier's office
 - Offender records office
 - Pharmacy



Restricted Key System

- Restricted keys should be in a separate, distinctly marked area and issued only to authorized staff with supervisory approval
- A record should be maintained to document issuance
- No restricted keys should ever leave the institution



29

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Restricted Key System

Appropriate procedures must be established to restrict access to all key depositories, especially the storage cabinet used for restricted keys.

Keys to these areas should be maintained separately on separate rings, in glass lockboxes in the control center or key-issue room.

Facilitator Notes

1. EXPLAIN the restricted key system.
2. ASK participants whether they have a restricted key system. If so, ASK them whether the procedures are similar to these.



Emergency Key System

- The emergency-key system must anticipate the worst—no:
 - ❌ Power
 - ❌ Lights
 - ❌ Computers
 - ❌ Hydraulic or pneumatic actuation of locks

The system must be designed so that anyone who is unfamiliar with the area can **quickly and easily identify which key fits** which lock



30

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Emergency Key System

Emergency keys must be on hand for every area that might need to be entered or exited in an emergency. Emergency keys may be kept in a separate key cabinet or in a readily-identifiable area of the regular key cabinet. Best practice is to have a separate emergency key cabinet in the control center.

The emergency key cabinet must contain a hook for each key ring. If a specific emergency key ring is stored in a different location (either temporarily or permanently), that location should be indicated on a metal tag that is hung on the corresponding key ring hook in the emergency key cabinet.

Emergency key rings have tags that identify the location of the lock to be opened for each key on the ring. Numbers of keys are limited on each ring.

Facilitator Notes


1. EXPLAIN the emergency key system.
2. STRESS the importance of the system being designed so that anyone who is unfamiliar with the area can easily and quickly identify which key fits which lock.
3. ADVANCE to the next slide where participants will be asked to design such a system.



Designing Ways to Identify Emergency Keys

EXERCISE


- Design an emergency key system that will help anyone quickly and easily identify which key fits which lock on ingress and egress doors



Work in Groups

➔


Share Response



25 min.

31
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Designing Ways to Identify Emergency Keys	
Duration	15 minutes
Purpose	Participants will work in their groups to brainstorm ways in which to design an emergency key system that will make the keys and locks easily identifiable on ingress and egress doors.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm within your group. 3. Design a system that will allow anyone who is not familiar with the area identify which key goes to which lock on ingress and egress doors. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Designing Ways to Identify Emergency Keys

REGROUP

- A spokesperson for each group will explain her group's response.



32

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Designing Ways to Identify Emergency Keys

Regroup from the previous activity and discuss the responses as a group.

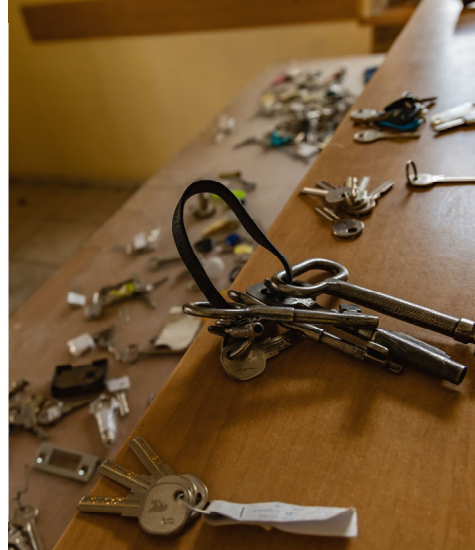
Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to present her group's design for an emergency key system.
3. EXPLAIN that there is no one system. The important thing is that all staff are familiar with and understand the system. Example designs follow:
 - A color-coded system, with each key handle dipped in colored plastic or epoxy paint to match a colored dot or painted area located at the lock site where the key is used
 - Attachment of a simple floor plan drawing on a durable tag attached to the key ring, reflecting the location of all locks opened by the keys on the emergency ring
 - Use of metal tags displaying lock and key information, kept in a tabular form so they can be easily retrieved and cross-referenced
 - Notched keys to help staff match lock and key in smoke-filled rooms or other low-visibility situations
 - Emergency key rings have tags that identify the location of the lock to be opened for each key on the ring. Numbers of keys are limited on each ring.



Key Control

- Good tool and key control programs start with four concepts in their procedures:
 - ✓ Identify every tool and lock in the prison
 - ✓ Conduct an inventory of all tools and keys
 - ✓ Tag or stamp the tool or key with a unique number to make it easily identifiable
 - ✓ Assign Chits



33

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Key Control

Having a clear policy framework on tool and key control means fewer misunderstandings about what to do in particular situations and more transparency and consistency in the way a prison is operated.

Good tool and key control programs start with three concepts in their procedures:

1. Identify every tool and lock in the prison. Use floor plans to note the locations of each tool or lock.
2. Conduct an inventory of all tools and keys. For keys, this should show which lock each fits and where the key and spare keys are kept.
3. Tag or stamp the tool or key with a unique number to make it easily identifiable. Tools that cannot be marked without damage, such as surgical instruments, micrometers, and small drill bits, must be inventoried and kept in locked storage areas when not in use.

Facilitator Notes

REVIEW three concepts that should be included in procedures.



Key Control Principles

- Keys are a major component of a prison's static security infrastructure
- Procedural and dynamic security must address the proper care and handling of keys and locks
- Key and lock accountability practices must ensure:
 - ✓ All staff are trained in the proper care and handling of keys and locks
 - ✓ All keys must be accounted for and controlled
 - ✓ Locks and locking devices must be continually inspected, maintained, and inventoried

34

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Key Control Principles

All staff must be trained in and accountable for following proper procedures for the care and handling of keys.

Initial training must be completed before staff are issued keys.

Ongoing and/or annual training must stress key control practices.

Training should be provided by the security officer/key control officer.

Facilitator Notes

1. REVIEW the key control principles.
2. ASK participants what kind of training they receive for the care and handling of keys.
3. DESCRIBE the type of training that is required in the U.S.



Accountability Processes for Keys

- Each officer may be issued multiple chits for any given shift
- The chit should be labeled with the officer's name (first initial, last name)
- This chit is exchanged for the tool/key ring being requested
- The officer's chit is hung on the same hook used to store the key ring/tool
- All key/tool issues must be authorized, and no issuance can happen without the specific officer's chit



35

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Accountability Processes for Keys

The chit process for keys is the same as for tools.

An employee who reports to duty without chits may be issued temporary chits by the control room officer.

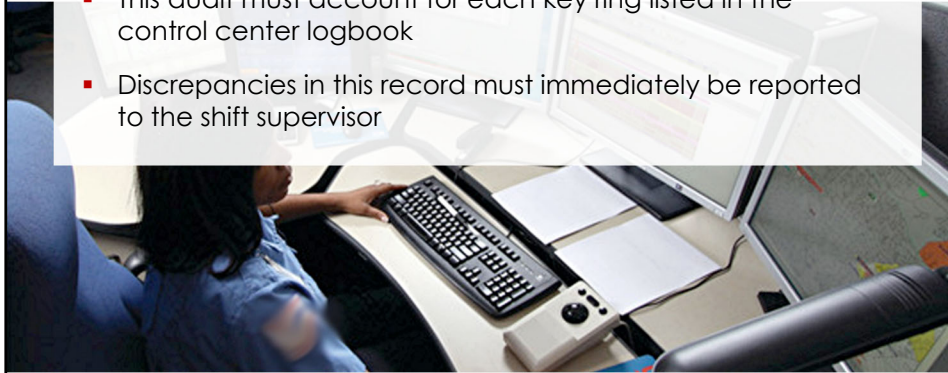
This practice will vary according to facility procedures.

Facilitator Notes

1. EXPLAIN the accountability process for keys. Add that it is the same as for tools.
2. ASK participants whether their system is similar. If not, ask them to explain their system.

Control Room Officer

- The control room officer must:
 - ✓ Conduct a key ring audit at the start of each shift
 - ✓ Identify all broken/bent keys
- This audit must account for each key ring listed in the control center logbook
- Discrepancies in this record must immediately be reported to the shift supervisor



36

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Control Room Officer

Post orders should outline the facility-specific key-control responsibilities.

Keys and key rings are individually numbered or otherwise identified.

Key audits must ensure that keys are attached to the appropriate rings.

To ensure accountability, keys should be issued only on the assigned key rings.

Facilitator Notes

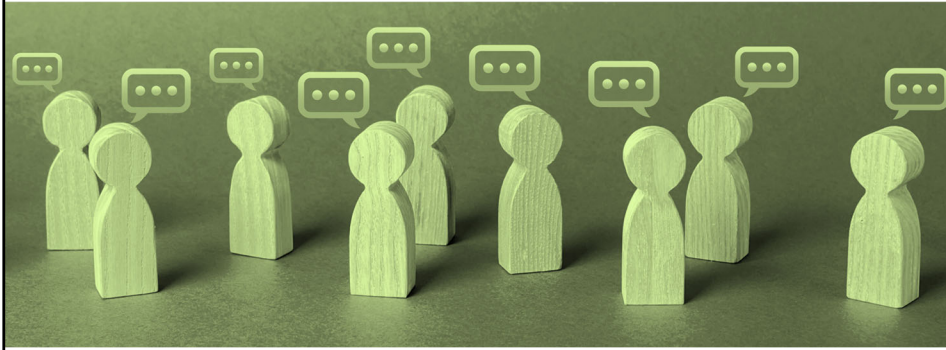
ENGAGE participants in the discussion question: What if keys are not on their assigned ring? What are the ramifications? Expected responses include

- Lost/damaged key
- Offender misconduct
- Key is broken off in a lock somewhere in the prison
- Key is being replaced by locksmith
- Poor record-keeping
- Other (fill in from your experience)



Discussion: What Do You Do?

- Discuss how you—individually—keep keys secure
- Share your best practices



37

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



What Do You Do?

Join in the discussion and share your best practices.

Facilitator Notes

1. ENGAGE participants in the discussion question.
2. ENCOURAGE them to share their stories.
3. SHARE any stories you have—e.g., key clip on secure belt/belt chain, chain attached to clip and key ring, key with tag and number of keys on the ring, ring welded shut so keys don't fall off, etc.

SUMMARY

Topics

- ✓ Tool Control
- ✓ Key Control

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



38

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Offender Supervision

الإشراف على الجناه



Offender Supervision

Purpose: This module provides guidelines for various ways in which staff maintain control over the prison—including conducting formal and informal counts, assigning passes, and conducting patrols.

Activities:

- Procedures for Counting (20 min.)
- When to Count (20 min.)
- How Counting Works (30 min.)
- Creating a Pass System (20 min.)
- Enhancing Dynamic Security (20 min.)
- Procedures for Conducting Patrols (20 min.)
- Mix and Match (20 min.)

Estimated Time: 3 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

Mix and Match

Learning Objectives



- Describe the importance of a duty logbook



- Explain the procedures for an official count



- Describe an outcount



- Explain census checks

- Explain the process for reconciling the master count record

- Describe a picture-card count and picture boards

- Describe a pass system

- Explain the controlled movement process

- Explain the purpose of patrols

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the importance of conducting counts and patrols throughout the day to help maintain control over the prison.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Offender Accountability

مساءلة الجناة

3

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Offender Accountability

- The ability to count all offenders at any time—day or night—is the heart of institution security
 - ✓ A count is a physical acknowledgement of the number of offenders in certain locations and comparing that number with the number of offenders assigned to that location
- Staff must verify daily the identity of all offenders through picture-card verification



4

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender Accountability

The staff's ability to locate and identify offenders at any time is the heart of institution security.

The supervision and accounting for offenders is a vital part of dynamic security and one of the most important functions of correctional staff.

As an overarching mission, every offender should be accounted for 100% of the time she is in prison. Any offender should be able to be located within 10 minutes at any time.

Facilitator Notes

1. EXPLAIN that offender accountability is one of the four main high-level security functions in a prison.
2. ASK participants whether anyone can tell you what the other three are. Expected answer is: classification and assessment, searching, and communications and surveillance.

Accountability Procedures

- Every correctional system needs:
 - ✓ An overarching accountability policy that complies with international standards
 - ✓ Clear, precise procedures to ensure accurate offender accountability
- Procedures should cover the two general categories:
 - ✓ Physically tracking and counting the number of offenders in custody
 - ✓ Providing interim accountability throughout the institution, such as pass systems, gate passes, and identity cards

5

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Accountability Procedures

The system and procedures for accounting for offenders is crucial to the security of the prison and the safety of the public, staff, and offenders.

Facilitator Notes

1. EXPLAIN the importance of developing strong procedures for offender accountability.
2. ASK participants why they think strong procedures are necessary.



Documentation

Duty Logbook

- Documents all activities throughout your shift
- A legal document: must be accurate
- Provides specific information for outgoing shift regarding:
 - Offender behavior, movement, accurate counts, any incidents, specific communication



Discuss:

Why is the corrections officer logbook so important?



6

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Documentation: Duty Logbook

The corrections officer's daily logbook is a legal document that records everything that happened during the shift. By law, it needs to be an accurate and specific record that relay information about offender behavior, movement, counts, and any incidents that may have occurred during the shift.

Facilitator Notes


1. EXPLAIN that officers are required to document each shift (NOTE that the last module provides more information on report writing).
2. EXPLAIN that the logbook is a legal document and therefore must be accurate and orderly
3. PROVIDE an example of logbook, if possible
4. ASK participants what they use as logbooks in their facilities
5. DISCUSS the importance of logbooks



Procedures for Counting

EXERCISE


- Think about procedures that will inform staff on conducting counts
- Determine everything these procedures should cover— e.g., when to count
- Write your answers on a flipchart



Work in Groups

→


Share Response



20 min.

7
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Procedures for Counting	
Duration	20 minutes
Purpose	Participants will brainstorm the types of procedures that are required to ensure a thorough, professional count system.
Materials	<ul style="list-style-type: none"> • Flipchart/markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm within your group what types of procedures should be in place for a professional count system. 3. Make a list of procedures. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in groups.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Procedures for Counting

A spokesperson from each group will read the list of procedures that should be in place for a professional count system

REGROUP



8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Procedures for Counts

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a spokesperson from each group to describe the procedures that should be in place.
3. Either WRITE the list on a whiteboard or post the flipchart page for the duration of the class.
4. Expected answers should include:
 - When to count prisoners
 - Where to count prisoners
 - How to count prisoners
 - How to document the count
 - Who should count prisoners
 - Arrangements for the recording of counts
 - When there should be a restrictions on movement of prisoners
 - Counting procedures during emergencies
 - Steps to take when the count doesn't match the master record



Conducting Counts إجراء عمليات الحصر

9

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



NOTES



Conducting Counts

- The institution establishes specific times to conduct counts
- However, best practices determine that five counts should be conducted every day as needed
 - ✓ At least 1 count per day should be a picture card count
 - ✓ A standup count is required at the end of the workday

10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Conducting Counts

Best practice is to conduct five official offender counts during every 24-hours. On weekends and holidays an additional count can be conducted mid-morning.

Facilitator Notes

1. EXPLAIN best practices for offender counts.
2. EXPLAIN the differences between counts during the week and on holidays and weekends.
3. ADVANCE to the next slide to have participants determine the best times to conduct counts in their prison.



Census Checks

- Census checks are unofficial counts conducted throughout the day to ensure offenders are in their assigned areas
- Census checks are random and can be conducted during the mornings and afternoons
- They should be conducted both in housing units and on the site of all work details
- Anyone found to be in an unauthorized area is subject to discipline

11

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Census Checks

Census checks should be conducted at random times. Procedures are to secure the work area, gather all offenders, and check to see whether all offenders assigned to that area are there.

Census checks should be conducted both in housing units and on the site of all work details. At a minimum, census checks should be conducted at the beginning and end of each work period, but they can be done at any time of the day.

Facilitator Notes


1. EXPLAIN census checks and when and why they are conducted.
2. EXPLAIN that census checks on the job should involve an informal count of all offenders present and a reconciliation of that number with the number of offenders assigned. Census checks are particularly important in crowded institutions where many offenders may congregate in areas such as housing units.
3. EXPLAIN that each unit and department should have a running accountability for all offenders in that location at all times. All the separate census count totals called into the control center should be combined into a total facility count. Taking this census periodically but without notice keeps staff and offenders more aware of the institution's accountability requirements.



When to Count

EXERCISE


- If you were establishing procedures to count offenders five times a day, when would you schedule those counts and why?
- When would you conduct census counts and why?
- Remember, security is the driving force.



Work in Groups

➔


Share Response



20 min.

12
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



When to Count	
Duration	20 minutes
Purpose	Participants will reflect on the best times to conduct counts in their prison.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Assuming you will conduct counts 5 times a day, determine the best times to conduct these counts 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in groups.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



When to Count

REGROUP

A spokesperson from each group will read the times the five counts should occur and an explanation for why the counts should occur at those times



13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



When to Count

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a spokesperson from each group to explain the times the group selected and why.
3. PROVIDE your feedback.
4. EXPLAIN that the times varies, but below is an example:
 - **Midnight.** This count should be the official institution count for the day
 - **Middle of the morning watch.** A count in the middle of this shift reduces the possibility of an escape remaining undetected during the long morning period when there is a relatively low level of supervision
 - **Before opening the institution for the day.** This early count, usually held at 5 a.m. ensures that all offenders are accounted for before heavy activity periods commence
 - **End of the workday.** This count, taken late in the afternoon, ensures that no offenders are hiding and waiting for nightfall to breach the perimeter.
 - **Lockup count.** This count is taken when all offenders are secured for the night. The lockup count ensures that the entire population is accounted for before the morning watch, when staff levels again will be low.
 - **Census/Random Counts.** These counts help prevent offenders planning escapes between official counts and freeze offenders at the location the count occurs.



Beginning the Count

- Counts will be announced over the public address system
- No offender movement should be permitted during counts
- All televisions and other equipment should be turned off
- Institutions with secure cell space are required to lock the offenders in their cells for all official counts
- In larger units, offenders will remain near or on their beds



14

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Beginning the Count

Counts are described to offenders in their handbook. Offenders are told that during a count, they are expected to stay quietly in their cells or by their bed area until the count is announced as clear. They are expected to be standing at bedside during official counts during non-bedtime hours.

Offenders are told that the staff will take disciplinary action if an offender is not in her assigned area during a count or fails to stand for count. Disciplinary action will also be taken against offenders for leaving an assigned area before the count is cleared.

Facilitator Notes

1. EXPLAIN the process of beginning the count.
2. SHARE any additional information you have from your experience.



Outcounts

- Requests for outcounts should be submitted to the shift supervisor on a standard form at least one hour before count time
- If approved, shift supervisor submits the form to the control center so that the outcount can be included in the master count sheet
- Offenders being outcounted should not:
 - ✓ Be permitted to return to their assigned unit
 - ✓ Leave the outcount area until the count has been cleared

15

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Outcounts

An outcount is a count of offenders who are officially listed on the facility master count but who are not being counted in the housing unit. An example of an outcount is an offender who is working in the kitchen or in the prison's garage.

Outcounts should be submitted for supervisory approval on a standard form no less than one hour before the time of the account. Leadtime is necessary to ensure accurate compilation of the master count record.

The shift supervisor should be provided the name, register number, and unit of the offender who will be outcounted, and the remote location where the offender is being counted.

Once the outcount information is approved by the shift commander, the form should be taken to the control center and its figures should be included in the master count sheet being compiled.

Facilitator Notes

1. EXPLAIN outcounts.
2. ASK participants why offenders being outcounted should not to permitted to return to their assigned unit or leave the outcount area until the official count has been cleared.



Conducting the Count

- At least two officers will conduct each count
- One staff member will count while the second staff member stands in a position to observe
- When the first staff member completes the count, the two staff members change positions
- The second staff member will conduct the count while the other staff member observes



16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Conducting the Count

The count process will not be interrupted except for an emergency.

Each count will be conducted with at least two officers. There will be no offender movement during a count unless an offender is in the wrong place and has to be moved by staff escort to the proper place of count.

Staff must not be distracted during the count.

Staff must ensure they are positively observing living offenders before counting them.

When counting at night, staff should use a flashlight that provides enough light to leave no doubt that she is counting human flesh. Staff will not conduct a count based upon movements, sounds, or configurations from a covered bed.

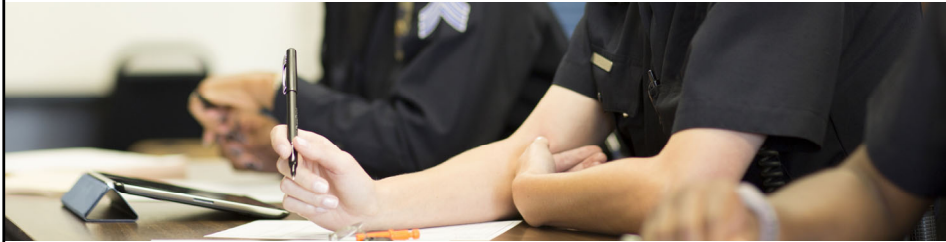
Facilitator Notes

1. EXPLAIN the steps in conducting the count.
2. EXPLAIN that there will be no offender movement during the count and that staff must not be distracted during the count.
3. DISCUSS the use of a flashlight at night.
4. SHARE any stories you have or know about where offenders who have escaped have left "dummies" under the bedcovers.



Reporting the Count

- Staff use a master count record to record the count (in black ink)
- Both staff members should sign the count record
- One of the staff members calls in the count to the shift commander
- The counting staff remain in the area until the institution count is officially cleared



17

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Reporting the Count

The staff members conducting the count checks the offender's name off the roster. After the count, both staff members sign the master count record.

The count sheets then go to the master control location to be totaled for the whole facility.

Facilitator Notes

1. EXPLAIN the process of reporting the count.
2. ADD that the official count will not be cleared until all count slips are received and verified in the master control location.

Conducting a Recount

- If the staff members' count totals do not match, a recount will be conducted
- A supervisor may be dispatched to assist with the count
- She will observe while the two staff members simultaneously conduct a recount



18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Conducting a Recount

In the event, the count numbers do not match, the two staff members conduct a recount. If the numbers still do not match, a supervisor will be dispatched. She will observe while the other two officers conduct a recount simultaneously.

Facilitator Notes

EXPLAIN the process during a recount.

Facilitator Demonstration

- The facilitator will demonstrate
 - ✓ Announcing the count
 - ✓ Conducting the count
 - ✓ Reporting the count
 - ✓ Recounting



19

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Facilitator Demonstration

Facilitators will demonstrate the entire process of offender count, reporting the count, and recounting.

Facilitator Notes

1. DEMONSTRATE the entire process—from calling for a count, to conducting the count, recounting, reporting, and then counting with a third staff member.
2. HAVE participants role-play offenders during the count.



The Master Count Record

- The control location officer maintains a master count record
 - ✓ She is advised throughout the day of housing changes, work assignment changes, hospital admissions, etc.
- The master count record is subdivided by unit and outcount areas
 - ✓ The correct count in each unit is determined by subtracting the number of outcounts and empty beds from actual unit-capacity figures



20

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



The Master Count Record

Outcounts should be listed in a separate column on the master-count record. Unit count totals when added to outcomes should equal the total count of the institution.

No count can be considered cleared until all signed count slips are in and verified against the master-count record.

Facilitator Notes


1. EXPLAIN the master count record.
2. DRAW an illustration on a whiteboard.
3. EXPLAIN how the count and the outcomes have to be tallied.
4. DESCRIBE what happens if they match and what happens if they do not match.



How Counting Works

EXERCISE


- You have a new staff member reporting to work, and you are her mentor
- Be prepared to explain in your own words how the counting process works—from the time the count is announced to the time the count has been approved
- Write your explanation on a flipchart



Work in Groups

➔


Share Response



30 min.

21
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



How Counting Works	
Duration	30 minutes
Purpose	Participants will reflect on what they have learned thus far about the counting process and teach it to others. This activity helps check for understanding.
Materials	<ul style="list-style-type: none"> • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in groups. 2. Brainstorm with the group and reflect on what you have learned thus far about counting. 3. Take notes on the process for your talking points. 4. The facilitator will call upon one or more persons from each group. 5. You will be expected to teach back what you learned to “newcomers” in the class.

Facilitator Notes

1. HAVE participants work in groups.
2. EXPLAIN the activity.
3. TELL participants to take their time to write down notes that will help them describe the process. Participants can discuss the process within the group, but each person must write her own notes.
4. Then, a person you select from the group will teach what she learned to “new staff members” in the class.
5. REGROUP on the following slide.



How Counting Works

One or two persons from each group will be called upon to explain the counting process—from the time the count is announced to the time the count has been approved

REGROUP



22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



How Counting Works

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon one or two persons from each group (depending upon the level of knowledge and engagement) to teach back to the rest of the participants.
3. PROVIDE your feedback.

Picture Card Counts & Picture Boards

- At least one count per day should be a picture card count
 - ✓ Involves a direct comparison of every offender with her photograph
- Offenders are required to stand at the doors of their cells or at the end of their beds
- Staff compare the picture from the offender's information card with the occupant of the cell or bed



23

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Picture Card Counts

A prerequisite for picture counts is an accurate, up-to-date picture-card system.

All housing units should maintain a picture card for each assigned offender. The minimum information on the card should include; the offender's name register number, job, cell or bed assignment, and photograph.

At least one count per day should be a picture card count, wherein the staff compare the offender with her picture on an offender information card.

Facilitator Notes

1. EXPLAIN that for a picture count, offenders should be required to stand at the doors of their cells or at the end of their beds. Staff carefully compare each offender's picture with the occupant of the cell or bed to determine that every offender is present in her living space.
2. EXPLAIN most prisons use **Picture Boards** which serve the same purpose. In the control center there is up-to-date pictures of each offender. They are placed in an orderly fashion to denote their location/pod, which offender is on-count or off count, which offender is at the hospital, at court, etc.
3. SHARE your experience if your facility uses Picture Boards or Picture Card Counts



Emergency Counts

- Official counts taken at unscheduled times that can occur for any security-related reason



Discussion:

What types of security-related reasons would necessitate an emergency count in your prison?



24

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Emergency Counts

Prison officials can order an emergency count following:

- An offender reportedly missing
- Lengthy power failures
- Periods of heavy fog or inclement weather that might facilitate an escape

An emergency count is an official count taken at times other than that specified for a regular official count.

Facilitator Notes

- EXPLAIN the purpose of emergency counts.
- ENGAGE participants in the discussion question.
- EXPLAIN that the shift supervisor should be authorized to call for a count at any time for these reasons or when in her professional judgment there is a cause to do so.



Pass Systems

- Pass systems can improve accountability between counts
- Passes can be required:
 - ✓ At specified times
 - ✓ For movements between specific parts of the institution
 - ✓ For selected categories of offenders



25

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Pass Systems

Whether an institution's offender movement program is based on controlled movement, individual movement, mass movement, or a combination of methods, pass systems can improve accountability between counts. Passes can be required at specific times, for movement between specific parts of the institution, or for selected categories of offenders.

Under the pass system, staff are issued pass books from which they issue signed individual movement passes to offenders.

Facilitator Notes


1. EXPLAIN the pass system.
2. SHARE any stories or additional information you have from your experience.
3. ASK participants whether they have something similar.



Creating a Pass System

EXERCISE


- You are creating a pass system for your institution
- List all the information that should be included on the pass
- Write your answer on a flipchart



Work in Groups


➔

Share Response



20 min.

26
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

Creating a Pass System	
Duration	20 minutes
Purpose	Participants will brainstorm on the type of information required to be included on a pass.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Make a list of the type of information you believe should always be included on an offender's pass. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Creating a Pass System

REGROUP

A spokesperson from each group will explain what type of information should be included on a pass



27

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Creating a Pass System

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to present her group's response.
3. PROVIDE feedback.
4. Expected answers should include:
 - The offender's name
 - Register number
 - Department originating the pass
 - Name and signature of staff member originating the pass
 - Time and date of issue
 - Destination
 - Time of arrival
 - Signature of receiving employee



Regulating the Pass System

- Policies and procedures should be developed for the pass system that regulate the number of offenders in any area at the same time
- The purpose of the policy is to reduce the buildup of large numbers of offenders

Discussion Questions:

- ✓ Which areas in an institution may see a large number of offenders?
- ✓ What can happen if an offender has access to a pass book?

28

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Regulating the Pass System

Staff must control their pass books strictly. Pass books should be issued from and returned to a central location, usually the control center.

The offender should surrender each pass upon return to the originating area. Staff members receiving offenders passes should examine them to determine whether the travel time was excessive and investigating all significant delays.

Institutional policy should establish that offenders moving without passes during periods of controlled movement are subject to disciplinary action.

At the end of the day, passes must be reconciled against all stubs to determine whether any offenders are missing and to ensure that no passes have been lost or stolen.

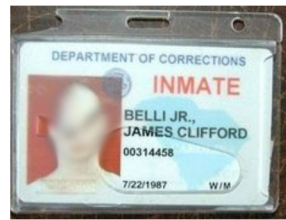
Facilitator Notes

1. EXPLAIN the importance of regulating the pass system.
2. ENGAGE participants in a discussion on the need for policy that indicates what follow-up action should be taken if the offender does not arrive to her destination on time.
3. ENGAGE participants in the two discussions on the slide.



Gate Passes

- Gate passes with picture identifications should be required for every offender leaving the facility
 - ✓ Staff must not rely on personal knowledge to pass offenders through the perimeter
- The chief of security or deputy warden should approve the gate pass
 - ✓ Passes should be laminated or embossed to prevent forgery



29

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Gate Passes

Accountability systems for traffic points, such as perimeter gates should include a picture-card system that positively identifies every offender entering or leaving the facility. Offenders may need a gate pass to mow the grass, repair vehicles, pick up trash, etc. but must return to the secure perimeter at the end of each work period. An outside staff supervisor will watch the offenders when outside.

This picture card or gate pass must be approved by the chief of security or deputy warden and should bear the offender's name, register number, custody classification, job, and a current photograph. Passes should be laminated or embossed with a seal over the authorizing signature to prevent forgery.

To maintain these passes in an orderly manner, a gate-pass board should be used. The typical board has two sections—one for offenders who are in the facility, and the other for offenders who are outside the facility. When an offender passes through the gate, the gate pass should be moved to the corresponding section, providing a ready check on the status of all offenders with approved passes.

Facilitator Notes

1. ENGAGE participants in a discussion on gate passes.
2. ASK participants whether they use gate passes.
3. NOTE that everyone in the facility should have appropriate passes and identification, not just offenders.
4. ASK what could go wrong if staff had to rely on personal knowledge of the offender to pass offenders through the perimeter.



Controlled Movement

- Controlled movements: permitting offenders to move during the day only at certain specified intervals
- Doors and grilles will be locked at other times



30

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Controlled Movement

Controlled movement is a concept where, based on the security level of the prison, offenders move from place to place in groups during a small-time window each hour.

If an offender is moving after the movement is closed and does not have a pass, she is considered out of bounds and subject to disciplinary action.

Offenders are provided information on the controlled movement process. The purpose of controlled movement is to ensure movement of offenders is safe and orderly.

Facilitator Notes

1. **EXPLAIN** the controlled movement concept: For example—the institution is secured with all offenders at work, in programs, or in the housing units until the top of the hour. When a controlled movement announcement is made, for the next 10 minutes, offenders can move from area to area. Then, an announcement is made that the movement period is over, and all doors and grilles are locked again.
2. **ASK** participants whether they have a controlled movement system in place. If so, ask them to explain.
3. **EXPLAIN** that in the U.S., offenders are provided information on the process. Below is an example of information they are given:
 - Movement through the corridors will be done only during the ten minute interval. You are only allowed to move to recreation and other places within this time period. You must stay at the location until the next controlled movement before you can return to your unit. These movements will be announced over the P.A. system.
 - During workday evening hours, the first controlled movement usually will begin at the end of the evening meal.
 - On weekends and holidays, the first controlled movement will begin at the end of the morning meal.



Managing Different Types of Offenders

- Specific procedures should be developed for moving different types of offenders, such as
 - ✓ High-risk offenders
 - ✓ Groups of offenders
 - ✓ Vulnerable offenders
 - ✓ Mentally or physically ill offenders

31

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Managing Different Types of Offenders

Specific procedures should be developed to manage different types of offenders when they are moving between secure and less-secure areas of a prison or to insecure external locations.

The security procedure should cover at least the following:

- Permitted movement times
- Reasons for movement
- Approved methods of movement
- Designated out-of-bounds areas

Facilitator Notes

1. **EXPLAIN** why specific procedures should be developed for different types of offenders.
2. **DISCUSS** the risks and vulnerabilities of each.



Special Accountability Issues

- A staff member must observe all offenders confined in continuous locked down status—administrative detention or disciplinary segregation—at least every 30 minutes
- These rounds are to be conducted on an irregular schedule
- All observations must be documented



32

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Special Accountability Issues

A staff member must observe on an irregular schedule all offenders confined in continuous locked down status—administrative detention or disciplinary segregation—at least every 30 minutes.

Staff must document all observations; they must conduct closer observation on an offender who is considered mentally ill or who demonstrates unusual or suicidal behavior.

Facilitator Notes

1. ENGAGE participants in a discussion on the need for procedures for special accountability issues.
2. EXPLAIN documentation includes adding information to the duty logbook and close observation sheet
3. ASK participants how they document in their facilities
4. ADVISE that there have been a number of cases in the U.S. where guards have been disciplined for falsifying records and not following procedures for observing offenders on suicide watch.



Requirements for Movement of Offenders

- Effectively managing the movement of offenders within a prison depends on:
 - ✓ Staffing levels being commensurate with the number of offenders
 - ✓ Level of staff skills and competency
 - ✓ Layout/configuration of the prison
 - ✓ Effectiveness of static security infrastructure
 - ✓ Ability to effectively classify and separate categories of offenders



33

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Requirements for Movement of Offenders

Before offenders can be effectively managed during movements, the level of staff have to be proportionate to the number of offenders. Staff have to be trained in managing the offenders. The layout and configuration of the prison have to be such that the safety and security of staff and offenders can be ensured during movement. Finally, offenders must be effectively classified and separated by level of threat.

Facilitator Notes

1. ENGAGE participants in a discussion on these requirements
2. PROVIDE examples that show the need for each requirement.



Enhancing Dynamic Security

EXERCISE

- Counting offenders and managing offender movement provide opportunities for staff to spend time with the offenders
- Brainstorm with your group ways in which you can enhance dynamic security during these times

20 min.

34
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Enhancing Dynamic Security	
Duration	20 minutes
Purpose	Participants will reflect on the requirements imposed on staff and on offenders during staff supervision and determine ways in which they can use these times to enhance security by forming a professional relationship.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in groups. 2. Reflect on the interactions required between offenders and staff during offender counts and offender movements. 3. Brainstorm with your groups steps that staff can take to use this time to enhance their relationship with offenders—to show respect and to be respected. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Enhancing Dynamic Security

REGROUP

A spokesperson from each group will explain ways in which to enhance dynamic security during offender count and movement



35

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Enhancing Dynamic Security

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK a spokesperson from each group to explain her group's response.
3. COMPARE the responses.
4. PROVIDE your feedback.
5. REMIND participants of the importance of establishing a positive relationship with offenders.
6. Expected responses should include—staff will:
 - Stand at entry doors and professionally search offenders coming into the area
 - Use either a handheld or stationary metal detections device to search each offender as she enters an area (explaining to the offender any violations)
 - Check before allowing entry into the unit
 - Answer questions from offenders should they be lost or confused
 - Be accessible to offenders and not in your office during movement
 - Search all carry items during movement
 - Train offenders on proper protocol during counts and movement
 - Privately counsel first time offenders on minor violations



Patrol

- Prison staff should conduct regular patrols of:
 - ✓ All areas within a prison
 - ✓ Inside and outside of the security perimeter
- Purpose of patrol:
 - ✓ Deter potential incidents
 - ✓ identify unauthorized movement or activity
 - ✓ Detect/prevent security breaches
 - ✓ Verify the integrity of static security elements
 - ✓ Detect prohibited or unauthorized items



37

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Patrol

The purpose of patrol is to deter potential incidents by providing frequent staff presence; identify unauthorized movement or activity; detect or prevent security breaches and tampering with security infrastructure; verify the integrity of static security elements, such as locks, barriers, fences, walls, concertina wire, lighting, fire equipment, etc.; detect prohibited or unauthorized items, including items that may assist an escape (ladder, rope, wire, etc.), be used as weapons, and identify unsafe work conditions.

Facilitator Notes

1. EXPLAIN patrols and their purpose.
2. ADD that these patrols should be as frequent as possible but at least once every 60 minutes.
3. ADD that patrols should be unscheduled to avoid predictability.

Patrols

- The purpose of patrols is to detect suspicious activity within the premises and in its immediate surroundings
- Procedures should be in place covering every aspect of patrols
- The frequency of patrols is not disclosed to offenders
- Staff will use the duty log to record their patrol and any irregular activities and observations

38

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Patrols

Procedures should be developed to provide staff instructions for all aspects of a patrol. Staff are required to record their patrol and any irregular activities and observations made.

Facilitator Notes

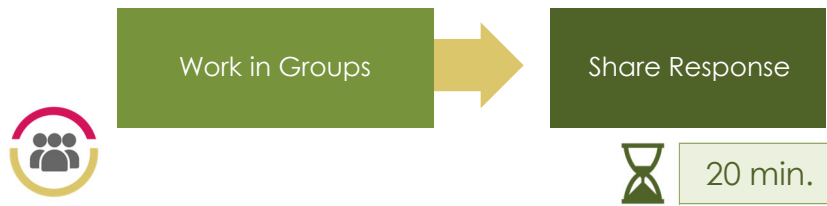
1. EXPLAIN that patrols help staff detect suspicious activity within the premises and surroundings.
2. ADD the importance of having procedures for patrolling and discuss the ramifications of not having them.
3. EXPLAIN that staff are required to submit a report of all patrols. These reports will be reviewed to determine compliance and quality. The review will assess:
 - The frequency and duration of the security patrols
 - Any patrols which were not completed
 - Any irregularities
 - The need for any follow-up action



Procedures for Conducting Patrols

EXERCISE

- Think about procedures that will inform staff on conducting patrols
- Determine everything these procedures should cover— e.g., when to conduct patrols
- Write your answers on a flipchart



Procedures for Conducting Patrols	
Duration	20 minutes
Purpose	Participants will brainstorm the types of procedures that should be in place to provide staff guidance on conducting and reporting patrols.
Materials	<ul style="list-style-type: none"> • Paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Think about the steps required in conducting patrols. 3. Brainstorm within your group and determine the types of procedures that should be in place to provide staff guidance on conducting and reporting patrols. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity.
3. REGROUP on the following slide.



Procedures for Conducting Patrols

REGROUP

A spokesperson from each group will explain what types of procedures should be in place for conducting patrols



40

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Procedures for Conducting Patrols

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a spokesperson from each group to provide a list of her group's procedures.
3. COMPARE the responses.
4. PROVIDE your feedback. Below are some expected responses:
 - Frequency of patrols
 - Areas to be patrolled
 - Equipment/weapons needed during patrol
 - Communications during patrol
 - Reporting and documenting observations
 - Actions taken by prison management to address identified problems
 - Security inspections being conducted during patrols



Reviewing the Findings

The shift supervisor or equivalent will review duty logs and other reports of the patrol to determine:

- The frequency and duration of the security patrols
- Any patrols that were not completed
- Any irregularities
- The need for any follow-up action



41

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Review the Findings

The shift supervisor or equivalent will review the report of the patrol.

Facilitator Notes

1. DISCUSS the need to review the report of the patrol or post log book.
2. EXPLAIN the type of information the review will look for.

Radio Procedures

- Every staff member working inside a prison should be equipped with a two-way radio
- This radio system should be controlled by a centralized control center
- This center should be secure from offender access and should be staffed 24 hours a day



42

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Radio Procedures

Radios should be issued and accounted for from a central location.

A system to check out radios should be in place (such as the chit system) and be used for all equipment issue.

Staff should be taught to properly operate the radio and be aware of emergency communication protocols.

Staff should secure a new battery and have access to charged batteries each shift or before, if needed.

Radios should be tested with the main operator's station upon issue and after each battery change.

Facilitator Notes

1. DISCUSS radio procedures.
2. EXPLAIN the need to have the radio system controlled.
3. DISCUSS body alarm dynamics and explain how they differ from radios.



General Rules for Using the Radio

- Do not interrupt if other people are talking
- Always respond when called
- Never transmit sensitive, confidential, financial, or offender information
- Ensure radio is in good working condition
- Speak lowly and clearly
- Always use the phonetic alphabet and the 24-hour clock
- Be brief
- Ensure you are on the correct frequency when transmitting (if multiple are supplied)

43

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



General Rules for Using a Radio

Follow the guidelines listed in the slide.

Facilitator Notes


1. REVIEW the guidelines for using a radio to communicate.
2. ADD any additional information you have from your experience.
3. ASK participants about their use of a radio.



Mix and Match

EXERCISE

- Refer to the Worksheet: Mix and Match
- Match the term in the left column to the correct definition in the right column




MIX AND MATCH

Work Individually

➔


Share Response



20 min.

44
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mix and Match	
Duration	20 minutes
Purpose	Participants will reflect upon what they have learned in the module and match the correct term to its definition.
Materials	<ul style="list-style-type: none"> Worksheet: Mix and match Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the term in the left column. 3. Find the definition for the term in the right column. 4. Write the correct term in front of its definition. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in pairs.
2. EXPLAIN the activity
3. REGROUP on the following slide.



Mix and Match

Counts?
Outcounts?
Emergency counts?
Census?

REGROUP



45

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mix and Match

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a number of participants and ask them to provide the first term and its definition.
3. CONTINUE asking different participants until you complete the list.
4. PROVIDE your feedback.



SUMMARY

Topics

- ✓ Offender Accountability
- ✓ Conducting Counts
- ✓ Patrols

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



46

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



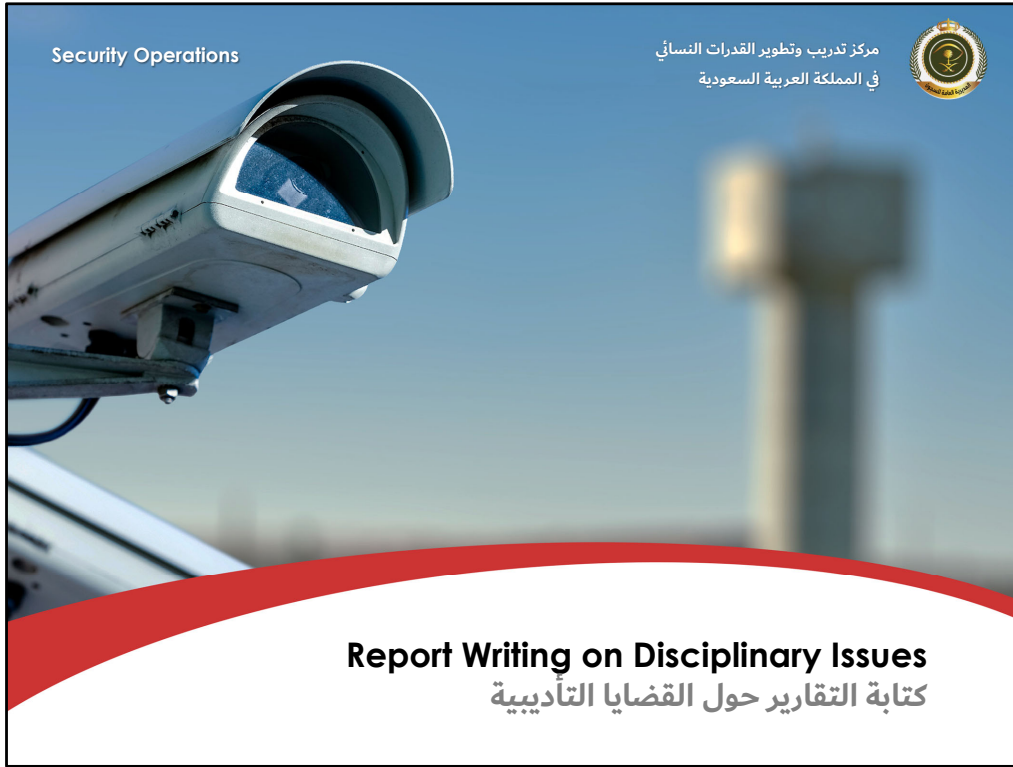
Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Report Writing on Disciplinary Issues
كتابة التقارير حول القضايا التأديبية



Report Writing on Disciplinary Issues

Purpose: This module provides guidelines and best practices for writing effective reports with a focus on writing incident reports for disciplinary matters.

Activities:

- Selecting Accurate Words (15 min.)
- Selecting the Clearly Written Report (10 min.)
- Anticipating, Analyzing, and Articulating (1 hour)
- Offender-Related Incident Role-Play (1 hour)
- Mandela Rules that Apply to Discipline (1 hour)
- Disciplinary Boards (30 min.)

Estimated Time: 2 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- Selecting Accurate Words
- Two Reports
- Mandela Rules
- (Facilitator) Role-Play

Learning Objectives



- Identify 10 rules for writing efficient reports



- Write an efficient report



- Demonstrate ability to observe and summarize an incident



- Discuss elements of an effective disciplinary system

- Describe principles of discipline in a prison environment

- Discuss international rules that apply to discipline in a prison environment

- Participate in a mock disciplinary trial based upon a written report

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the basics of writing effective, efficient reports, specifically reports dealing with disciplinary matters.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Introduction

- For many officers, the most powerful piece of equipment in their arsenal is their pen
- Officers are required to document each shift
 - ✓ These documents become part of the prison's official record
- A written report is often the first impression an officer makes on higher authorities
 - ✓ An accurate, well-written report can make a positive impression and can lead to new opportunities for the future
 - ✓ A poorly written report can bring into question the capabilities of the officer



3

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Introduction

Commanders/managers rely on accurate reports that:

- Are easy to read
- Are easy to understand
- Convey enough information to inform decisions
- Do not distract with extraneous details

Facilitator Notes

1. ASK for a show of hands to the following question: How many of you dislike or dread writing reports?
2. EXPLAIN that report writing is one of the most disliked—but necessary—duties of any law enforcement agency. Good report writing is crucial to success in any field, but especially law enforcement.
3. EXPLAIN the importance of good report writing—especially in the case of disciplinary action based upon a report.
4. ADD that any situation could become an incident that could affect their promotion, firing, or discipline.
5. ADD that good report writing is not as difficult as it seems. Efficiency is the key to good reports: using accurate words to express accurate thoughts according to a logical progression.
6. EXPLAIN that this module will make them better report writers.



Report Writing
كتابة التقارير

4 Kingdom of Saudi Arabia Female Training Center مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

NOTES



Relying on Reports

- An officer's reports will be used to:
 - ✓ Identify misconduct and those who engage in it
 - ✓ Launch or steer prison intelligence activities
 - ✓ Identify safety/security concerns
 - ✓ Create an investigative record of an event
 - ✓ Prepare for disciplinary or court proceedings
 - ✓ Evaluate the level of training/preparation of officers
 - ✓ Establish timelines of events



5

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Relying on Reports

An individual officer may expect that her reports will be read by colleagues, shift commanders, management, and the upper levels of the justice ministry, which may include prosecutors, judges, and ministerial-level leadership.

Facilitator Notes

1. PROVIDE an example from your experience of a time when one of your reports was reviewed by higher authority and/or used in court proceedings or prison intelligence activities.
2. ASK participants to share their experience of report writing.




Basic Principles of Writing


Accurate words

Accurate thoughts

Logical progression

Discussion:
Interpret these three items—what do they mean to you?







6 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

Basic Principles of Writing

Officers have a professional and legal obligation to be truthful in reporting—but they also have an obligation to write the report as clearly and accurately as possible to ensure that it captures all that it is intended to capture and doesn't cause misunderstanding.

An officer's report may result in legal proceedings being initiated against an offender (or even a colleague), so the reporting must fit the facts and vice-versa.

Facilitator Notes

1. **ENGAGE** participants in a discussion on attempts to use higher-level vocabulary in an attempt to impress superiors.
2. **SHARE** any stories you may have of this happening.
3. **ASK** participants to share stories.
4. **ADD** that the intent of writing is to "express" and not "impress."

Accurate Words

- The reporting must fit the facts and the facts must fit the reporting
- Do not attempt to use higher-level vocabulary to impress
- If you do not completely understand the word, don't use it
- If you are unsure whether your audience (other officers, commander, etc.) will completely understand the word, don't use it
- Use simple common language to convey your thoughts and observations

7

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Accurate Words

Officers must choose the correct word or phrase to inform, document, or justify the action or event being described.

Word choice is important. Every word an officer writes will be scrutinized, which means absolute honesty in reporting is non-negotiable.

Which words, what phraseology, and what progression to use are critical issues in corrections report writing.

Saying that "it is a brown camera case" is more descriptive than saying, "it was a dark in color vinyl bag."

Another concept of accurate words is to write with absolute honesty.

Facilitator Notes

1. ENGAGE participants in a discussion on attempts to use higher-level vocabulary in to impress superiors.
2. SHARE any stories you may have of this happening.
3. ASK participants to share stories.
4. ADD that the intent of writing is to "express" and not "impress."
5. EXPLAIN if you do not completely understand the word, don't use it.
6. ADD that if you are unsure whether your readers (other officers, commanders, etc.) will completely understand the word, don't use it—instead, use simple, common language to convey your thoughts and observations.
7. PROVIDE the following example, and ask participants which is more direct and shows a clearer picture of what happened:
 - I wrote a disciplinary report because the offender hit me in the face.
 - A disciplinary report was written because the offender proceeded to behave in a rude and assaultive manner.
8. STRESS the importance of writing a report with absolute honesty.



Selecting Accurate Words


EXERCISE


- Refer to the worksheet: Selecting Accurate Words
- Select the sentences that use accurate words

Work in Small Groups


➔

Share Response





15 min.




SELECTING ACCURATE WORDS

8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Selecting Accurate Words	
Duration	15 minutes
Purpose	Participants will recognize the difference between a poorly written and an accurately written statement.
Materials	<ul style="list-style-type: none"> • Worksheet • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. From each set of sentences, select the one that is written with accurate words. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. PROVIDE the Worksheet: Selecting Accurate Words.
3. EXPLAIN the activity.
4. REGROUP on the following slide.



Selecting Accurate Words

Each spokesperson will explain her group's selection of accurate words.

REGROUP



9

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Selecting Accurate Words

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon different groups to provide their answer.
3. PROVIDE your feedback.
4. Expected answers are: Sentences 2 and 5 are clearly, accurately written.

Accurate Thoughts

- Officers must document what they directly observe and what has been reported to them
- Officers must **NOT** editorialize their reports by, for example:
 - ✓ Expressing doubt about a witness's truthfulness
 - ✓ Amplifying or exaggerating what they observed
 - ✓ Adding emotion



10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Accurate Thoughts

All documentation should provide only the facts of what was observed. Make sure the following are not included in a report:

- Personal opinion
- Rumors or speculation about the offender
- Theories about why the offender behaves a certain way
- Unsubstantiated accusations
- Promises or threats
- Words such as always or never

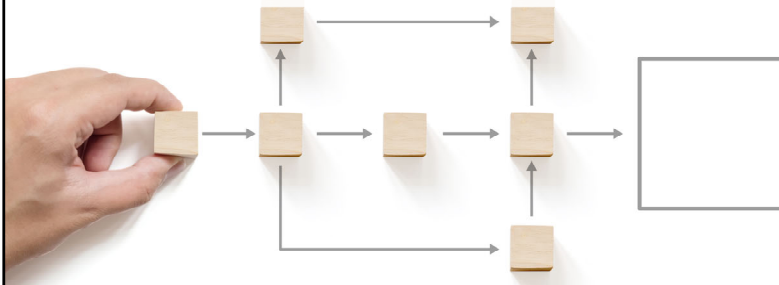
Facilitator Notes

1. **DISCUSS** the importance of including only facts in a report.
2. **EXPLAIN** the importance of being accurate. The simplest error can call into question the validity of an entire report.



Logical Progression

- Events happen in a certain order
- Reports must reflect this order by presenting the information in a logical sequence:
 - ✓ A led to B, which caused C



11

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Logical Progression

Reports should follow some type of organization that helps them flow in a logical order. One example of logical order is to arrange the sentence in chronological order to show a sequence of events or the passing of time.

Sticking to a logical progression allows commanders (and higher levels) to extract the information they need to make their decisions without having to search through each report for timelines, causes and effects, and so on

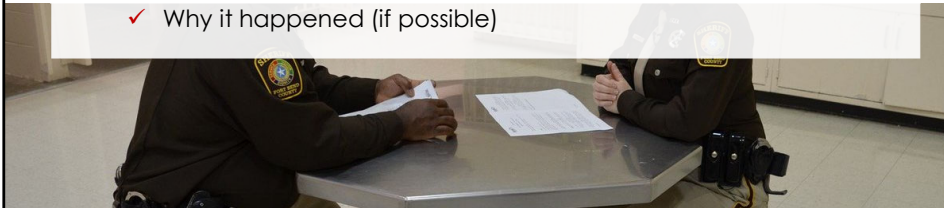
Facilitator Notes

1. EXPLAIN that an organized report is much easier for the reader to extract the information she needs to make decisions.
2. EXPLAIN that arranging the sentences in chronological order is the most efficient way of writing incident reports.



Writing Incident Reports

- Incident reports must capture all pertinent information about a specific event, including:
 - ✓ What happened
 - ✓ To whom it happened
 - ✓ How it happened
 - ✓ Who else was involved
 - ✓ When it happened
 - ✓ Where it happened
 - ✓ Why it happened (if possible)



12

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Writing Incident Reports

Incident reports should also include notification information (who was notified, at what time, what orders they issued) and a summary of results (e.g., "Offender A punched Offender B while both offenders were in line in the food service area. Separated both offenders and notified Shift Commander, who ordered me to detain Offender A. Officer X escorted Offender B to Health Services Unit to be seen by Dr. Y.")

Facilitator Notes

1. **DISCUSS** the important components of an incident report—who, what, when, where, and (if possible) why.
2. **ADD** that incident reports should also include notification information, including who was notified, at what time she was notified, and what orders were issued.



10 Rules for Writing Reports

1. Use names
2. Limit yourself to one idea per sentence
3. Start every sentence with a noun
4. Use no more than three commas per sentence
5. Be as clear and specific as possible
6. Use simple language
7. Stick to facts
8. Write in paragraphs
9. Use active voice
10. Tell the story in order

13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Ten Rules for Writing Reports

Use names – identify yourself and others by name (and offender identification number, if applicable). Don't use generic terms like "this officer" or "Witness 1" or "the victim."

Limit yourself to one idea per sentence – short sentences are easier to write, read, and understand.

Start every sentence with a noun – identify a person, place, or thing as the subject of the sentence. Don't use pronouns (e.g., "they" or "it") without first identifying what's being described or referenced.

Use no more than three commas per sentence – excessively long or complex sentences are harder to understand.

Be as clear and specific as possible – if an incident happened in a cell, identify the cell number, floor, block, etc. If there was a crowd, estimate the number and, if possible, who was in the crowd.

Use simple language – "yes" and "no" are easier to understand than "affirmative" or "negative."

Stick to facts – write as though you are testifying in court or a disciplinary hearing. Conclusions, guesses, hunches, and other nonspecific, non-verifiable statements do not belong in a report.

Write in paragraphs – group pieces of information together in logical order. For example: what each witness said, what actions you took, what evidence you found and where.

Use active voice – "Offender A punched Offender B in the face" is easier to understand than: "Offender B was struck in the face by Offender A's right hand."

Tell the story in order – gather all the information (while taking notes) and organize it in the order of occurrence.

Facilitator Notes

1. REVIEW the 10 rules for writing reports.
2. SPEND some time on this slide—these rules, if followed, are key to writing good reports.
3. PROVIDE examples for each rule.
4. ASK participants to provide their own examples.
5. MAKE sure participants understand these rules before moving on to the next slide.



The Cause of Poorly Written Reports

- Incident and other reports are generally poorly written because of:
 - ✓ Poor word choice
 - ✓ Complex sentences or grammar
 - ✓ Officer fatigue
- Simple is always better



14

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



The Cause of Poorly Written Reports

Poor word choice (i.e., excessively formal words or complex grammar) leads to poor understanding of the facts. Simple is always better for report writing.

You know more than you think you do about writing. If you are able to carry on a conversation and be understood, or if you can give an order and have it obeyed, you already know how to communicate. You just need to put the same rules you use for speaking into place when writing.

Learn from well-written reports you read. The best way to learn a task is to see it done well, and then to emulate the process of doing it well. The same holds true for writing reports.

Facilitator Notes

1. **EXPLAIN** the cause of most poorly written reports.
2. **PROVIDE** examples of poor word choice and complex writing.

Selecting the Clearly Written Report

EXERCISE

- Read the reports
- Select the more clearly (simple) written report
- Be prepared to explain your selection




TWO REPORTS

Work in Small Groups

➔


Share Response



10 min.

15
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Selecting the Clearly Written Report	
Duration	15 minutes
Purpose	Participants will learn to recognize—and emulate—well-written reports
Materials	<ul style="list-style-type: none"> • Worksheet: Two Reports • Paper/pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in groups. 2. Read the two reports. 3. Select the well-written report. 4. Be prepared to explain why it is well written.

Facilitator Notes

1. HAVE participants work in groups.
2. DISTRIBUTE the Worksheet: Two Reports.
3. EXPLAIN the activity.
4. REGROUP on the following slide. Expected answer is Report 1, which follows the 10 rules for writing reports.



Selecting the Clearly Written Report

REGROUP

- A spokesperson from each group will present her group's response



16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Selecting the Clearly Written Report

Regroup from the previous activity and discuss the responses as a group.

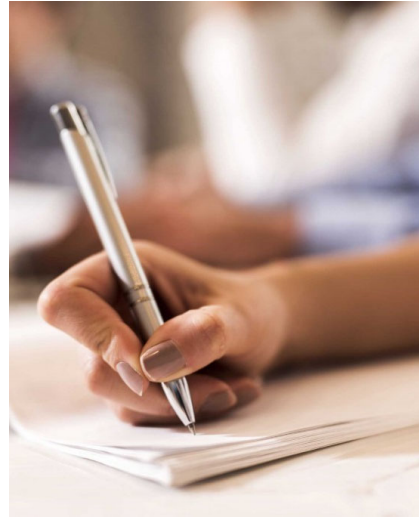
Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for a show of hands for who selected Report 1. Ask for a show of hands for who selected Report 2.
3. ASK participants to explain why they selected the report—expect specific answers.
4. After the discussion, EXPLAIN that Report 1 is the clearly written report. Point out anything the participants missed.



Writing a Good Report

- Factual
- Accurate
- Clear
- Concise
- Complete
- Timely



17

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Writing a Good Report

An effective incident report is always:

Factual. An incident report is an objective accounting of the relevant and observed facts. Any conclusions made by the reporting officer must be supported by articulated, documented facts.

Accurate. The decisions and actions taken based upon the report must be supported by accurate information contained in the report. Accuracy is achieved by carefully, precisely, and honestly reporting all relevant information.

Clear. An incident report speaks for the reporting officer when she is not present. The content of the report should leave no doubt of what happened during the incident.

Concise. Reports should be brief but also contain all relevant information necessary for a complete understanding of the crime or incident, without additional explanation.

Complete. A complete report contains all relevant facts, information, and details the reader needs to have a comprehensive understanding of the incident described in the report.

Timely. No decisions can be made, or actions taken, regarding disciplinary action if a report is not submitted in a timely fashion.

Facilitator Notes

1. EXPLAIN that the report should always be factual. Remind participants that unsubstantiated conclusions or opinions are never included in an effective report.
2. RE-EMPHASIZE the need for accuracy. Remind participants that if any information is inaccurate, the credibility and reliability of the report will likely be jeopardized.
3. EXPLAIN the need for clarity. Add that clarity in report writing is achieved by clear and logical organization of information, the judicious use of simple, common, and first-person language, and effective writing mechanics.
4. EXPLAIN that the report should be concise, but add that brevity should never take precedence over accuracy, completeness, or clarity in report writing.
5. EXPLAIN that the report should be complete. The report is complete when it provides a "picture" of the incident, there are no questions left unanswered by the reader, officer actions are explained and justified by the contents of the report, and both supporting and conflicting information is included.



Anticipate, Analyze, and Articulate



18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Anticipate, Analyze, and Articulate

- Anticipate your reader's questions
- Analyze the situation for reportable facts
- Articulate your observations

Determine your "why" or purpose for writing the report. Starting with why is an excellent way to gain perspective and direction for the report. Create a list of questions that you plan to answer in the report—remember the what, when, where, how, and why—and write to that.

Knowing who you are writing to and the purpose of the writing provides direction.

Facilitator Notes


1. TELL participants that when writing anything, they should anticipate the readers' questions. For example, in writing incident reports, the reader wants to know the what, when, where, how, and why. So you write to that.
2. TELL participants that they will be writing about this photo for their next activity. For example, what questions might a reader have about the event depicted in the slide? Who are the women? Where are they? Where did they get the glitter? What are they celebrating?



Anticipating, Analyzing, and Articulating

EXERCISE


- Create your own story built around the previous slide
- Write a report on the story that considers the following:
 - ✓ Anticipate your reader's questions when you write the report
 - For example, "Who are the women?" "Where are they?"
 - ✓ Analyze the situation for reportable facts
 - ✓ Articulate your observations



Work in Small Groups

➔


Share Response



1 hour

19
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Anticipating, Analyzing, and Articulating	
Duration	1 hour
Purpose	Participants will incorporate what they have learned thus far in this module in writing a report that anticipates readers' questions, analyzes the situation for reportable facts, and articulates their observations.
Materials	<ul style="list-style-type: none"> • Paper/pens/pencils
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm with your group and create your own story of what is happening in the image in the previous slide. 3. Write a report based on the story. 4. Make sure your report reflects your: <ul style="list-style-type: none"> • Anticipation of the readers' questions • Analysis of the situation • Articulation of your observations 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the activity to participants.
3. EXPLAIN that they don't have to write out the story, but they should brainstorm within their group and build their story of what is going on.
4. Then, they write a report based upon their story.
5. REGROUP on the following slide.



Anticipating, Analyzing, and Articulating

REGROUP

- ✓ Anticipate your readers' questions when you write the report
- ✓ Analyze the situation for reportable facts
- ✓ Articulate your observations



20

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Anticipating, Analyzing, and Articulating

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group explain their group's story.
3. Next, ASK that person or another spokesperson from the group to read the group's report to the class.
4. After all groups have presented, ASK them to vote on the report that best anticipated the readers' questions, analyzed the situation for reportable facts, and articulated observations.



Guidelines for Witness Statements

- The same rules for writing good reports are useful for taking witness statements
- Officers must determine:
 - ✓ Difference between opinions, facts, and conclusions in a statement given by a suspect or witness
 - ✓ What information is relevant to incident
- What
 - ✓ ...actually happened?
- When
 - ✓ ...did the incident occur?
- Where
 - ✓ ...was witness standing?
- Who
 - ✓ ...is the witness?
- How
 - ✓ ...did witness see the incident?

21

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Guidelines for Witness Statements

When taking witness statements, officers should adhere to the following guidelines to ensure accuracy and completeness of the information collected:

- Separate the involved parties and/or interview witnesses separately – minimize distractions by moving witnesses or involved parties away from each other and the scene of the incident
- This focuses the person’s attention on the officer and removes distraction
- It also greatly minimizes the potential that the witness is manipulated into silence or changing her story by the involved parties
- Establish rapport with the witness – be courteous and professional
- Listen attentively
- Take notes and ask questions
- Let the witness tell her story, but ask her to repeat as necessary to ensure you understand the facts
- Take brief, concise notes and use them to guide your questioning
- Verify all information you receive from the witness
- Confirm direct quotes provided by the witness, times, observations, etc.

Facilitator Notes

1. EXPLAIN that the same rules for writing good reports are useful for taking witness statements.
2. EXPLAIN that one of the most important skills that officers should have while collecting witness statements is determining the difference between opinions, facts, and conclusions in a statement given by a suspect or witness. Another important skill is being able to determine what information is relevant to the case or incident.
3. Witnesses are an invaluable source of facts that should be included in a report:
 - What
 - ...actually happened?
 - ...do witnesses know about it?
 - When
 - ...did the incident occur?
 - ...did witnesses hear anything unusual?
 - Where
 - ...was witness standing/sitting?
 - ...was the nearest officer?
 - Who
 - ...is the witness?
 - ...did witness notify?
 - ...else might be involved?
 - Etc.



Ten Rules for Writing a Report

Who can remember the rules?

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Ten Rules for Writing Reports

How many rules do you remember?

Facilitator Notes

1. MAKE a list on the whiteboard, numbered 1 to 10.
2. ASK participants to recall the 10 rules for writing reports.
3. As participants PROVIDE answers, write them in the numbered list.



Offender-Related Incident

EXERCISE

- Observe the role-play:
 - ✓ One facilitator will role-play Offender A
 - ✓ One facilitator will role-play Offender B
- After the role-play, an officer will interview Offender A and Offender B separately to find out what happened
- Your group will write a report on the incident

Work in Groups

➔

Do Not Share Response at This Time





1 hour



23 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender-Related Incident	
Duration	1 hour
Purpose	The purpose of this activity is to have participants observe an incident and create an incident report.
Materials	<ul style="list-style-type: none"> • Paper/pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Observe the facilitator role-play. 3. Observe the interviews 4. Write an incident report. 5. Be prepared to share with the class at a later time.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. ROLE-PLAY with another facilitator an incident between two offenders. (See Facilitator Role-Play for guidance). Note: You can substitute the scenario on this role-play if you have ideas for one that better fits the environment.
4. TELL participants they are tasked with writing an incident report about the theft and subsequent disturbance. This report will be used later to determine disciplinary actions against one or both offenders.
5. ENACT the role play, then SWITCH roles at the appropriate time to play the officer interviewing each offender (or ask for a volunteer to interview the offenders).
6. PROVIDE 15 minutes for the role play activity, and answer participants' questions for another 15 minutes.
7. PROVIDE facilitators another 20-25 minutes to complete their report.



Offender-Related Incident

REGROUP

- Do not share your report at this time, but make sure you answered the questions: what, when, where, who, how, and why (if possible)



24

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender-Related Incident

Regroup from the previous activity.

Facilitator Notes

- REGROUP from the previous activity.
- Participants will not share their report at this time. But have them review their report to make sure it answers the questions what, what, where, who, and how.



Disciplinary Issues & Incident Reports القضايا التأديبية وتقارير الحوادث

25

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية

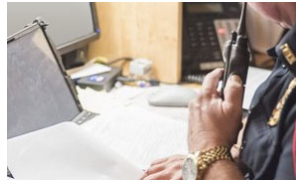


NOTES



Disciplinary Systems & Incident Reports

- The discipline process starts with a report written by a staff member
- The staff member believes that an offender committed a prohibited act
- The officer will issue an incident report describing the incident and the prohibited act the offender is charged with




Incident Reports & Disciplinary Systems

The disciplinary process starts when staff witness or reasonably believe an offender has committed a prohibited act. The staff member issues an incident report describing the incident and prohibited act the offender is charged with committing.

The description of the incident should contain all facts known. Anything unusual about the offender's behavior should be noted. The reporting staff lists persons (staff, offenders, others) at the scene, and physical evidence (weapons, property, etc.) the offender may have.

The report reflects any actions taken, including use of force. The reporting staff signs the report, enters his/her title, date, and time, and forwards it to the appropriate authority. The description of the incident provides the offender with specific evidence for which he/she may prepare a defense.

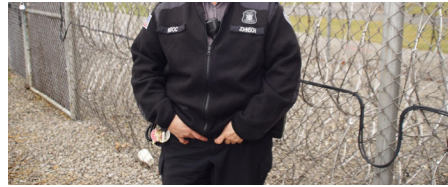
Facilitator Notes

1. EXPLAIN that the incident report starts the disciplinary process.
2. DESCRIBE the process.



Elements of an Effective Disciplinary System

- An offender accused of misconduct does not have all the rights of an accused at a trial
 - ✓ A prison disciplinary hearing is different from a criminal prosecution
 - ✓ Offenders are not entitled to an attorney at a disciplinary hearing
 - ✓ Offenders are not allowed to confront or cross-examine witnesses against them



27

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Elements of an Effective Disciplinary System

An offender accused of misconduct does not have all the rights of an accused at trial because a prison disciplinary hearing is different from a criminal prosecution.

Offenders are not entitled to an attorney at a disciplinary hearing. They are not allowed to confront or cross-examine witnesses against them.

Offenders may request representation from a staff member or another offender in many prison systems. If staff are requested, they normally must comply unless a compelling reason is provided. This ensures offenders are being provided a fair system, thus no attorneys are needed.

Offenders must be notified of the charges against them, including:

- The specific prison rules they are charged with violating
- The penalties for such infractions

The ordinary procedure is for the officer to issue a written statement that explains the evidence that led to the hearing and the reasoning behind any disciplinary actions taken. Offender statements must be taken and considered.

Facilitator Notes

1. EXPLAIN the elements of an effective disciplinary system.
2. EXPLAIN that the offender may request representation from a staff member. In that case, staff should take their responsibility to provide fair representation seriously.
3. EMPHASIZE that the offender's statement must be taken and considered in the adjudication process.
4. ADD that the punishment must reasonably relate to the seriousness of the infraction.



Discipline Imposed

- Offenders may be punished through removal of certain privileges, including:
 - ✓ Loss of visitation for a defined period
 - ✓ Loss of commissary rights for a defined period
 - ✓ Loss of work opportunity for a defined period



28

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Discipline Imposed

Offenders may be punished through removal of certain privileges, including:

- Loss of visitation for a defined period
- Loss of commissary rights for a defined period
- Loss of work opportunity for a defined period

Most systems have an informal resolution process which allows both sides to resolve the incident via extra duty. Extra duty must be reasonable for the misconduct and the report expunged upon completion of the task. Discipline can also involve restriction to cell/unit etc.

Note the offenders cannot be denied fundamental human necessities, including food, water, access to sanitary facilities, loss of clothing, or any other basic living requirement.

Segregation is a common type of punishment applied for violation of prison rules.

Each prison has its own system (and terms) for different degrees of segregation.

Facilitator Notes

1. EXPLAIN how discipline is imposed in the U.S.
2. EXPLAIN that most systems have an informal resolution process which allows both sides to resolve the incident via extra duty. Extra duty must be reasonable for the misconduct and the report expunged upon completion of the task. Discipline can also involve restriction to cell/unit etc.
3. ASK participants to share their practices.

Disciplinary System

- A prison's disciplinary system must establish the following:
 - ✓ Simple, swift, flexible, and effective response to misconduct
 - ✓ Fair & impartial hearing officer to maintain disciplinary records
 - ✓ Sufficient notice to offenders of disciplinary action
 - ✓ The difference between punitive and non-punitive intent, and how each affects the offender's due process rights
 - ✓ Difference between incident and disciplinary reports

29

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Disciplinary System

A prison's disciplinary system must establish the following:

- Simple, swift, yet flexible and effective response to misconduct
- A fair and impartial hearing officer to maintain disciplinary records
- Sufficient notice to offenders of disciplinary action
- The difference between punitive and non-punitive intent, and how each affects the offender's due process rights
- The difference between incident and disciplinary reports
- The implications of an offender's refusal to answer questions
- The standard of proof for disciplinary action
- The importance of written findings as the basis of disciplinary action
- How the appeals process works
- The different types of punishment deemed applicable and upheld by courts

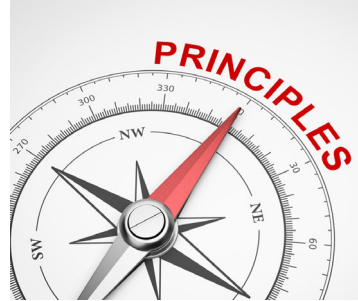
Facilitator Notes

1. PROVIDE an overview of a fair and effective disciplinary system.
2. ASK participants whether they have anything to add to this list.



Principles of Disciplinary Action

- Incident reports may be written by all staff
- Staff take disciplinary action at such times and to the degree necessary to **regulate** an **offender's behavior** and to **promote** a **safe** and **orderly** institutional **environment**
- Staff control offender behavior in an **impartial** and **consistent** manner
- Disciplinary action **may not be arbitrary** or **retaliatory**
- Staff may **not impose** or allow to be imposed **corporal punishment** of any kind



30

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Principles of Disciplinary Action

Incident reports may be written by all staff. Staff take disciplinary action at such times and to the degree necessary to regulate an offender's behavior and to promote a safe and orderly institutional environment.

Staff control offender behavior in an impartial and consistent manner.

Disciplinary action may not be arbitrary or retaliatory. Staff may not impose or allow to be imposed corporal punishment of any kind.

Facilitator Notes


1. DESCRIBE the principles of disciplinary action.
2. ASK participants whether they have anything to add to this list of principles.



Mandela Rules that Apply to Discipline

EXERCISE

- Review the Mandela Rules Handout
- List all rules that pertain to Discipline
- Be prepared to read the rule when called upon by the facilitator



MANDELA RULES

Work in Groups

➔

Share Your Response



1 hour

31

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mandela Rules that Apply to Discipline	
Duration	1 hour
Purpose	Participants will recognize Mandela Rules that pertain to discipline.
Materials	<ul style="list-style-type: none"> • Handout: Mandela Rules
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Review the Handout: Mandela Rules. 3. Select and mark all rules that pertain to discipline in a prison. 4. On a sheet of paper, write down the rule numbers. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their groups.
2. EXPLAIN the activity.
3. DISTRIBUTE the Mandela Rules.
4. REGROUP on the next slide.



Mandela Rules that Apply to Discipline

REGROUP

- The facilitator will call upon various participants to read the rules that pertain to discipline



32

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mandela Rules that Apply to Discipline

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson to read the rule numbers.
3. ASK the other groups whether they have anything different.
4. The expected answer is: Rules 1, 2, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46.
5. CALL upon a participant to read each of the rules.



Bangkok Rules that Apply to Discipline

Rule 21

- Prison staff shall demonstrate competence, professionalism and sensitivity and shall preserve respect and dignity when searching both children in prison with their mother and children visiting prisoners.
- Discipline and punishment [Supplements rules 27 to 32 of the Standard Minimum Rules for the Treatment of Prisoners]



33

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Bangkok Rules that Apply to Discipline

Become familiar with the Bangkok Rules that apply to discipline of women offenders.

Facilitator Notes

- SELECT a participant at random to read the Bangkok Rule above.
- DEFINE terms as needed.

Bangkok Rules that Apply to Discipline

Rule 22

- Punishment by close confinement or disciplinary segregation shall not be applied to pregnant women, women with infants and breastfeeding mothers in prison.

Rule 23

- Disciplinary sanctions for women prisoners shall not include a prohibition of family contact, especially with children.



34

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Bangkok Rules that Apply to Discipline

Become familiar with the Bangkok Rules that apply to discipline of women offenders.

Facilitator Notes

1. SELECT a participant at random to read the Bangkok Rule above.
2. DEFINE terms as needed.

Tokyo Rules that Apply to Discipline

14. Discipline and breach of conditions

- **14.1** A breach of the conditions to be observed by the offender may result in a modification or revocation of the non-custodial measure.
- **14.2** The modification or revocation of the non-custodial measure shall be made by the competent authority; this shall be done only after a careful examination of the facts adduced by both the supervising officer and the offender.
- **14.3** The failure of a non-custodial measure should not automatically lead to the imposition of a custodial measure.

UN Standard Minimum Rules for Non-Custodial Measures *The Tokyo Rules*

Karen S. Gomez Dumpit
Director, GovLink
Commission on Human Rights



35

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tokyo Rules that Apply to Discipline

Become familiar with the Tokyo Rules that apply to discipline.

Facilitator Notes

1. REVIEW the Tokyo Rules that apply to discipline.
2. DEFINE terms as needed (e.g., non-custodial measure is a disciplinary sanction that does not require segregation or removal to a different cell).



Tokyo Rules that Apply to Discipline

- **14.4** In the event of a modification or revocation of the non-custodial measure, the competent authority shall attempt to establish a suitable alternative non-custodial measure. A sentence of imprisonment may be imposed only in the absence of other suitable alternatives.
- **14.5** The power to arrest and detain the offender under supervision in cases where there is a breach of the conditions shall be prescribed by law.
- **14.6** Upon modification or revocation of the non-custodial measure, the offender shall have the right to appeal to a judicial or other competent independent authority.

UN Standard Minimum Rules for Non-Custodial Measures *The Tokyo Rules*

Karen S. Gomez Dumpit
Director, GovLink
Commission on Human Rights



36

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tokyo Rules that Apply to Discipline

Become familiar with the Tokyo Rules that apply to discipline.

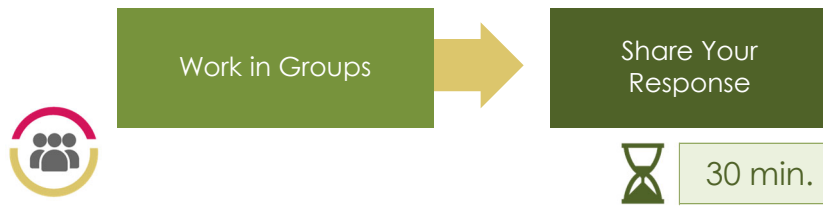
Facilitator Notes

REVIEW the final Tokyo Rules that Apply to Discipline.

Disciplinary Boards

EXERCISE

- Refer to the Incident Report you wrote earlier in the module
- Considering Mandela, Bangkok, and Tokyo Rules and the prison's disciplinary system, determine the appropriate discipline for one or both offenders
- Be prepared to explain your determination



Disciplinary Boards	
Duration	30 minutes
Purpose	The purpose of this activity is to have participants determine the appropriate discipline according to information provided in the incident report and considered in Mandela, Bangkok, and Tokyo rules on discipline.
Materials	<ul style="list-style-type: none"> • Incident Report • Paper/pens/pencils
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Review the incident report you wrote earlier. 3. Recall the Mandela, Bangkok, and Tokyo rules just discussed. 4. Consider an appropriate discipline based upon your report. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the activity.
3. ASK participants to refer to their incident report.
4. Based upon that report and the Mandela, Bangkok, and Tokyo rules, ASK participants to recommend appropriate discipline for one or both of the offenders.
5. REGROUP on the next slide.



Mandela Rules that Apply to Discipline

A spokesperson from each group will read her group's incident report and explain the appropriate discipline for one or both offenders

REGROUP

The other groups will determine whether the report accurately reflects the incident and whether the discipline is fair



38

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mandela Rules that Apply to Discipline

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to read her group's report and explain the appropriate discipline.
3. After each presentation, LEAD an open-ended discussion on whether it is fair, proportional to the identified offense, and justified under authority.

SUMMARY

Topics

- ✓ Report Writing
- ✓ Incident Reporting
- ✓ Disciplinary Systems
- ✓ Disciplinary Boards

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



39

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Searches

عمليات التفتيش



Searches

Purpose: This module provides a basic overview of searching for contraband, including the searching of offenders, offender property, housing units, common areas, non-offenders, and vehicles.

Activities:

- What Have You Found (15 min.)
- Contraband Classification (15 min.)
- Searching for Contraband (1-2 hours)
- Creating an Offender Property List (15 min.)
- Searching a Prison Recreation Area (1-2 hours)

Estimated Time: 2 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- Contraband Classification
- Procedures for Searching Cells and Common Areas

Logistics (Preparation for Activities)

- Participants will be searching cells, common areas, and recreational areas. Prepare simulated areas (as much as possible) and plant "contraband" for each site. Make the scenes as realistic as possible.
- Simulate a common area with seating, tables, closets (mop closets, utility closets), an office area (TV room), stairs if possible, etc. Plant contraband.
- Provide necessary equipment—gloves, mirror, flashlight, logbook, etc.
- Arrange the exercises so that groups of participants will not be waiting for other groups to complete the exercise. If possible, set up multiple sites and have the participants conduct a round-robin type exercise. In each case, every participant should practice searching multiple areas. Use multiple facilitators, if possible.

Learning Objectives



- Define contraband



- Explain the purpose of conducting searches in a prison environment



- Discuss the types of searches that should be conducted



- Describe the differences between offenders and non-offenders

- Explain the need for policies and procedures in conducting searches

- Conduct searches of simulated cells, common areas, and outdoor recreation area

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the types of searches and where and when searches should be conducted.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



What Is Contraband?

- Anything introduced or found in a prison that is not permitted
- In a prison, almost anything can be contraband:
 - ✓ Property not issued by the prison
 - ✓ Excessive amounts of allowable property that create a health, safety, or fire hazard
 - ✓ Altered item from its original form or used for a purpose other than originally intended



3

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



What Is Contraband?

To maintain control in an institution, staff must impose close controls on the introduction, fabrication, storage, and use of contraband.

Therefore, searches of the institution, offender, institution, vehicles, and visitors for contraband are an integral part of institutional security.

Institution policies should describe the types of items considered contraband.

Facilitator Notes


1. PROVIDE the definition of contraband.
2. ENGAGE participants in a discussion on what constitutes contraband.
3. PROVIDE the following examples if not mentioned:
 - Any weapon, gun, firearm, unauthorized tool, drug, intoxicant, explosive, corrosive, flammable, or other item not issued by a staff member using prescribed procedures
 - Cash, currency, or items of value not permitted within the institution
 - Items not issued through approved channels
 - Items not approved for purchase in the institution commissary or approved only for special purchase
 - Items not approved for mail delivery to the offender or not approved for a visitor to introduce
 - Items otherwise approved but altered from their original form
 - Unauthorized items passed from one offender to another
 - Items reasonably believed to be usable to assist in or effect an escape
 - Personal items or valuables whose ownership cannot be determined



What Have You Found?

EXERCISE


- Think of contraband you have encountered or confiscated
- On an index card, draw one contraband on the card and then write the name of the object on the back of the card
- Drop the card in the basket



Work Individually

➔


Share Response



15 min.

4
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



What Have You Found?	
Duration	15 minutes
Purpose	Think of your own experience with contraband in your prison system. Draw one object on the face of the card and name the object on the other side of the card. (Anonymous activity so no names required.)
Materials	<ul style="list-style-type: none"> Markers/Pen 3 x 5 index cards Basket or small container
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Think about an item of contraband you've seen in your prison system. 3. Draw a picture on one piece of contraband on the card item. 4. Write the name of the item on the back of the index card. 5. Place the index card in the basket/container. 6. The facilitator will pass the basket around for everyone to draw one card. 7. Select a card. 8. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. PROVIDE a 3 x 5 index card for each participant.
4. ALLOW participants about 5 minutes to work.
5. PASS a basket or small container around and ask each participant to put her card in the basket.
6. MIX up the cards in the basket.
7. PASS the basket around for each participant to draw a card.
8. REGROUP on the next slide.



What Have You Found?

- Types of contraband and their threats

REGROUP

- ✓ Weapons: Used for attacking offenders and staff; silent weapons attract less attention than noisier weapons used in fights
- ✓ Tools: Used to escape or cause destruction
- ✓ Narcotics: Alcohol, cigarettes, and drugs
- ✓ Luxuries: Cell phones, excess foods, publications



5

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



What Have You Found?

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK each participant which contraband she selected and how she thinks it poses a threat.
3. ENCOURAGE interaction with the participants as they discuss their responses.
4. ASK participants whether any of the items surprised them; ask them to explain why.



Classes of Contraband

- **Major contraband:** Items possessed by an offender that pose a threat to security or safety of offenders, staff, or public or disrupt the orderly operation of the facility
- **Minor contraband:** Nuisance items possessed by an offender and the:
 - ✓ Location in which these items are discovered is improper
 - ✓ Quantities in which an allowable item is possessed are prohibited
 - ✓ Method by which the item was obtained is improper
 - ✓ Allowable item is in an altered form or condition

6

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Classes of Contraband

EXPLAIN that some contraband items pose a greater threat to safety and security than others. For example, a gun is much more dangerous than an excessive number of magazines.

Facilitator Notes

1. PROVIDE examples of major contraband: deadly weapons, drugs, alcohol, cash, etc.
2. PROVIDE examples of minor contraband: plastic wrap, staples, tape, newspaper, dental floss, candy, etc.
3. EXPLAIN that not all contraband will be found in possession of an offender. The contraband may be found in an area where access is not limited to a single offender. After confiscation, an investigation may determine who owns the contraband. Offenders hide things in common areas (ceilings, bushes, buried in the ground) so they will not get caught with the item.
4. ASK if they have every found large amounts of contraband?
5. EXPLAIN that major and minor contraband can help officers understand the dynamics between offenders – who are ring-leaders, who are enforcers, who are fearful and need to make payoff, etc. Can also indicate security issues, potential for violence or disturbances among offenders.



Contraband Classification


EXERCISE

- In your group, read the list of materials that the prison systems in the U.S. classify as major and minor contraband
- List your country's major and minor contraband
- Add as many as you remember


Work in Groups

➔

Share Response




CONTRABAND CLASSIFICATION



15 min.

7
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية


Contraband Classification	
Duration	15 minutes
Purpose	The purpose of this activity is to list what constitutes major and minor contraband in the KSA.
Materials	<ul style="list-style-type: none"> Worksheet: Contraband Classification Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the list of items that the prison systems in the U.S. classify as major and minor contraband. 3. List items that are considered major contraband in your country. 4. List items that are considered minor contraband in your country. 5. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Contraband Classification

- Compare your lists of contraband items
- Why is classifying the contraband as major and minor important?
- Why should the official in charge of the prison publish this list of contraband items where visitors, volunteers, and others enter the prison?

REGROUP



8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Contraband Classification

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.

Searches
عمليات التفتيش

9 Kingdom of Saudi Arabia Female Training Center مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

NOTES



Balancing Security with Respect

- There is a delicate balance between the two opposing issues—prison security and human rights
- Policies and procedures ensure that all staff members conduct every search professionally



10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Balancing Security with Respect

Effective searches cannot be performed only by remote surveillance or cursory inspections. Trained, professional staff should conduct searches that emphasize the following:

- Detection and prevention of the manufacture of weapons, escape paraphernalia, and other impermissible items
- Discovery and suppression of contraband traffic among offenders
- Recovery of stolen or lost items
- Discovery of waste or destruction of government property
- Discovery of hazardous areas or circumstances that otherwise might remain undetected in other inspection programs

Institution policies should describe the types of items considered contraband and should contain instructions on how to search particular areas.

Facilitator Notes

1. **DISCUSS** the balance between security and respect.
2. **EXPLAIN** the need for searches and for policies and procedures to guide those searches.
3. **HIGHLIGHT** the need to conduct searches professionally and to return a searched area as close as possible to the pre-search condition, respecting rights and practicing good dynamic security.



Conducting Searches

- Develop a systematic routine using a search plan
- Conduct routine, scheduled, or unannounced searches
- Document the search
- Use search equipment
- Conduct the search respectfully



11

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Conducting Searches

Establish a search plan that determines which type of search should be conducted, how often each type of search should be conducted, and searches that are initiated as a result of intelligence or other information.

Effective search plans establish:

- A systematic search routine for every search—the more methodical the search, the less likely something will be overlooked
- The pace and thoroughness of the search—the offenders have no time to find creative ways of concealing items
- Type of search equipment (gloves, mirror wands, flashlights, etc.)
- Guidelines for searching carefully in areas that cannot be seen clearly and for ensuring offenders do not observe the search

Conduct respectfully and in a manner that avoids unnecessary use of force, destruction of property, or embarrassment to the public, visitor, or offender.

Facilitator Notes

1. EXPLAIN the benefits and purposes of establishing search plans.
2. ENGAGE delegates in a discussion by asking them:
 - How often do you search?
 - What determines how often you search?
 - Do you have a systematic search routine?
 - Are all of your staff trained in the routine?
 - Do you use search equipment? What types of equipment?
 - Do you see a need for other types of search equipment?
3. EXPLAIN that offenders, their property, and the areas they frequent are subject to search at any time but no more frequently than deemed necessary.
4. EXPLAIN that participants should use search equipment (gloves, flashlights, mirror wands, handheld or walk-through scanner, etc.) to prevent injuries.



Types of Searches

- Facility-wide
- Cell and common area
- Offender
- Offender property
- Vehicle



12

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Types of Searches

Search processes should be consistent with the United Nations Standard Minimum Rules for the Treatment of Prisoners, human rights principles, and prison legislation. Searches should be conducted with respect for gender, religious, and cultural consideration.

Basic principles of the Nelson Mandela Rules:

- Prisoners must be treated with respect for their inherent dignity and value as human beings.
- Torture or other ill-treatment is prohibited.
- Prisoners should be treated according to their needs, without discrimination.
- The purpose of prison is to protect society and reduce reoffending.
- The safety of offenders, staff, service providers, and visitors at all times is paramount.

Facilitator Notes

1. EXPLAIN the types of searches.
2. EMPHASIZE that all searches must conform with the Mandela Rules and other international standards, human rights principles, and prison legislation.
3. ASK participants how they document searches and their results.



Mandela Rules

Rule 50

The laws and regulations governing searches of prisoners and cells shall be in accordance with obligations under international law and shall take into account international standards and norms, keeping in mind the need to ensure security in the prison.

Searches shall be conducted in a manner that is respectful of the inherent human dignity and privacy of the individual being searched as well as the principles of proportionality, legality, and necessity.



13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mandela Rule 50

Mandela Rule on searches of offenders and cells.

Facilitator Notes

ENGAGE participants in a discussion on Mandela Rules 50.





Mandela Rules

Rule 50

Searches shall not be used to harass, intimidate, or unnecessarily intrude upon a prisoner's privacy.

For the purpose of accountability, the prison administration shall keep appropriate records of searches, in particular strip and body cavity searches and searches of cells, as well as the reasons for the searches, the identities of those who conducted them and any results of the searches.



14

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mandela Rule 51

Mandela Rule on not using searches to harass, intimidate, or unnecessarily introduce upon an offender's privacy.

Facilitator Notes

ENGAGE participants in a discussion on Mandela Rules 51.

REMIND participants about the need for documentation in logbooks, etc.



Searching Offender Property/Areas

Staff may search **without prior approval** an offender's:

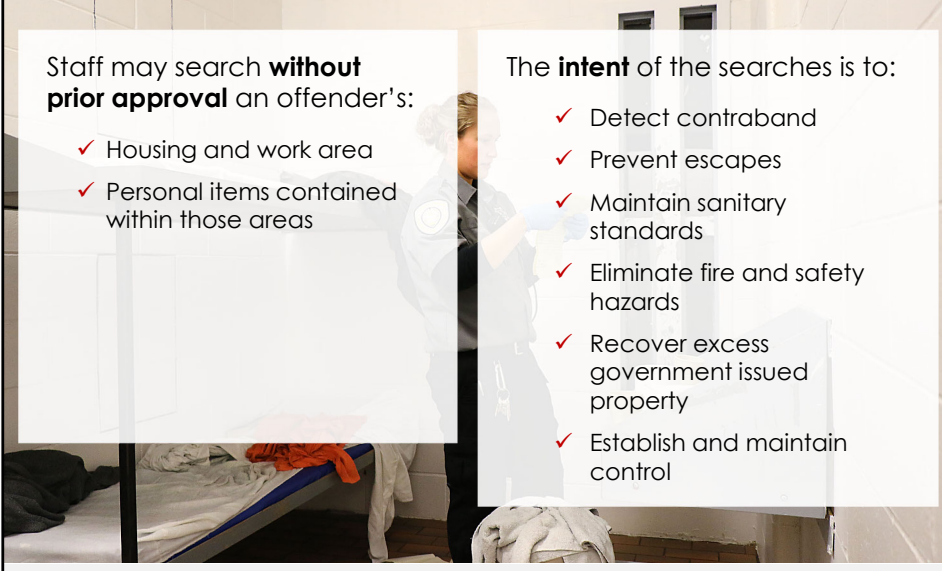
- ✓ Housing and work area
- ✓ Personal items contained within those areas

The **intent** of the searches is to:

- ✓ Detect contraband
- ✓ Prevent escapes
- ✓ Maintain sanitary standards
- ✓ Eliminate fire and safety hazards
- ✓ Recover excess government issued property
- ✓ Establish and maintain control

15 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching Offender/Property Areas

Staff may search an offender's housing and work area and personal items contained within those areas without notice to or prior approval from the inmate and without the inmate's presence.

Staff conducting the search must leave the housing or work area as close to its original order as possible.

Facilitator Notes

1. **EXPLAIN** that staff may search these areas without prior notice to the offender.
2. **REITERATE** the purposes for searching.
3. **ADD** that as much as possible, the search must leave the housing or work area close to its original order.
4. Offenders are not to be present during a search of their area.

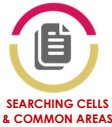
Cell and Common Area

Cell

- Single cells should be searched/inspected prior to occupancy or upon the permanent removal of an offender from the cell
- Cells should also be searched on a random basis and any time staff reasonably believe that contraband is in the cell

Common area

- Routine area searches are non-intrusive
- Used to detect contraband or unauthorized items that may be concealed within the prison—and that could jeopardize the safety and security of the prison



SEARCHING CELLS & COMMON AREAS



16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Cell and Common Area

Conduct searches of housing areas when offenders are out of the unit; otherwise, inform them that you will be conducting a search. Follow a search plan to ensure that you do not miss anything.

Search all common areas for contraband on a regular basis. Offenders sometimes hide contraband in the common area so they cannot be held accountable if the contraband is found. These areas include:

- Work, recreation, and program areas
- Day rooms
- Classrooms
- Religious facilities

Conduct all searches on a frequent, but irregular, basis and in a manner that shows respect for the offenders, staff, and volunteers who use the area, while maintaining good correctional practices.

Use a search log to document the cells and common areas searched, contraband found, and any related incidents. Keep it on file for a period of time as determined by your prison's policies.

Facilitator Notes

1. ENGAGE participants in a discussion on searching the cell and common area.
2. ENGAGE participants in a discussion on their practices for searching cells and common areas.



Searching for Contraband


EXERCISE


- Decide upon a systematic, structured way to conduct a search of the following:
 - ✓ Simulated cell
 - ✓ Common area
- Conduct the search (as organized by the facilitator)
- Document the search
- Report any contraband to the facilitator

Work in Groups

➔


Share Response





2 hours

17
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية


Searching for Contraband	
Duration	Up to 2 hours
Purpose	The purpose of this activity is to determine the best way to search the area and then conduct and document the search.
Materials	<ul style="list-style-type: none"> • Flashlight, gloves, notepad, pencil, mirror
Steps	<ol style="list-style-type: none"> 1. Work in small groups (as designated by the facilitator). 2. Determine the best strategy for searching. 3. Search the two areas, consecutively, as directed by the facilitator. 4. If contraband is found, leave it where it is and document. 5. Be prepared to share with the class.

Facilitator Notes

1. Note: REVIEW the instructions on the first page of this module for setting up the activity. You should have placed some contraband items (such as home-made knives, simulated marijuana (oregano or parsley), paper money, a cell phone, etc.) in all areas that will be searched.
2. HAVE participants work in groups that are conducive to the activity. Make the groups small enough that everyone has a part but try to create multiple simulated cells and common areas so that other participants do not waste time waiting for their turn.
3. EXPLAIN the activity.
4. EXPLAIN that if participants do find any contraband, they are to leave it where it is for the next group but document their findings.
5. ALLOW participants time before the search to strategize on the best way to conduct the search. Then allow them to conduct the search.
6. The activity should take between 1 and 2 hours.
7. REGROUP on the next slide.



Searching for Contraband

- Each group will have a spokesperson present the group's response for
 - ✓ Searching the simulated cell or common area
 - ✓ Reporting any contraband to the facilitator

REGROUP



18

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching for Contraband

Regroup from the previous activity and discuss the responses as a group.

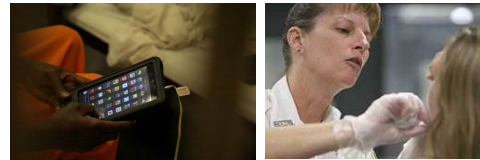
Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.
4. EXPLAIN that corrections officers should follow their institution's policy when they do find contraband.



Types of Personal Searches

- Pat search
- Electronic search
- Visual search
- Digital search



20

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Types of Personal Searches

Pat searches. An inspection of an offender using the hands does not require the offender to remove clothing. The inspection includes a search of the offender's clothing and personal effects. Staff may conduct a pat search of an offender on a routine or random basis to control contraband.

Electronic searches. Inspection of an offender's person using electronic devices (metal detector, ion spectrometry device, or body imaging search device) does not require the offender to remove clothing. The inspection may include a search of clothing and personal effects. Staff may conduct an electronic device search of an offender on a routine or random basis to control contraband.

Visual searches. A visual inspection of body surfaces and cavities. Staff may conduct a visual search where there is reasonable belief that contraband may be concealed on the person or a good opportunity for concealment has occurred. For example:

- Placement in a special housing unit
- Leaving the institution
- Re-entry into an institution after contact with the public (community trip, court transfer, or after a contact visit in a visiting room)
- Before and after periods of visitation with outside persons

The visual search must be done with as much privacy for the offender as practical.

Digital searches. Inspection for contraband or any other foreign item in a body cavity of an offender by use of fingers or simple instruments—otoscope, tongue blade, short nasal speculum, and simple forceps—may be conducted **only** by designated qualified health personnel upon approval of the warden when the warden has reasonable belief that an offender is concealing contraband in or on her person.

Facilitator Notes

1. DEMONSTRATE pat searches with another facilitator.
2. CONSIDER cultural sensitivities before asking participants to perform a pat search.
3. ILLUSTRATE an electronic search with a handheld device.
4. ASK participants to demonstrate an electronic search.
5. DISCUSS proper procedures for performing a visual search.
6. DISCUSS the importance of digital searches but only in the event of reasonable belief that an offender is concealing contraband.
7. EXPLAIN that some facilities document in search log in detail



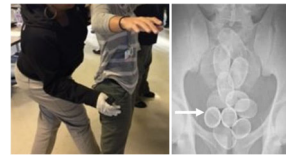
Personal Search

- Conducted with respect for gender, religious, and cultural considerations
- Anyone who enters a prison facility, including staff and visitors, should be subject to search, which usually involves:
 - ✓ Passing through a metal detector
 - ✓ A visual search of items carried into the facility
 - ✓ Possibly a pat search

The **pat search** is the most frequently used search and is primarily used to detect weapons



If an offender refuses a pat search, this is a **red flag** - a **visual or digital search** may be ordered if policies allow



21

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Personal Search

Conduct these searches in a respectful manner that does not demean the person being searched. Never conduct a search to humiliate or harass. Personal searches should be systematic and follow a search plan. Procedures should be developed and followed for each type of search.

Facilitator Notes

1. **DISCUSS** the need to conduct a search on anyone who enters a prison facility.
2. **EXPLAIN** that cross gender searches are not conducted except in an emergency situation.
3. **ENGAGE** the participants in the following discussion questions:
 - Have you experienced visitors smuggling contraband into a prison? Volunteers?
 - How did you detect the contraband?
 - What procedures do you follow to prevent visitors from smuggling in contraband today?
 - Does your prison system conduct searches on offenders? Staff? Visitors?
 - If so, what types of searches are conducted?
 - If not, do you see a purpose for pat searching? Why or why not?
 - Are strip searches permitted under your laws and regulations? If so, when are they conducted?
 - Does your facility have a policy on visual searches?



Bangkok Rules

Rule 19

- ✓ Effective measures shall be taken to ensure that women prisoners' dignity and respect are protected during personal searches, which shall only be carried out by women staff who have been properly trained in appropriate searching methods and in accordance with established procedures

Rule 20

- ✓ Alternative screening methods, such as scans, shall be developed to replace strip searches and invasive body searches in order to avoid the harmful psychological and possible physical impact of invasive body searches



22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Bangkok Rules

Article 17 of the International Covenant on Civil and Political Rights guarantees all persons' right to privacy. The Human Rights Committee, in its General Comment 16 on Article 17 stated that "[s]o far as personal and body search is concerned, effective measures should ensure that such searches are carried out in a manner consistent with the dignity of the person who is being searched.

Where permitted, internal (body cavity) searches and strip searches should only be carried out if absolutely and legally necessary, and never on a routine basis. No prisoner – regardless of gender – should be humiliated or be required to strip completely during a search. Such searches can be carried out by exposing parts of the body only in turn to protect, to the extent possible, the dignity of the individual being searched.

Special sensitivity should be demonstrated in the case of women because they are likely to feel the humiliation of undergoing intimate searches particularly. The experience may be extremely distressing and traumatizing if they have been victims of sexual abuse. All searches, but strip searches and body cavity searches in particular, should be undertaken in accordance with pre-established procedures.

Facilitator Notes

DISCUSS the Bangkok Rules in relation to searching women offenders, particularly when conducting more invasive searches.

Offender Property Search

- Must be inspected for compliance and control of excess property to reduce the risk of a health, safety, or fire hazard
- An offender property list helps identify allowable property such as bedding, authorized clothing, personal property, medical devices, books, religious items, and documents
- Any property not listed should be deemed contraband and disposed of in accordance with policy and procedures



23

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender Property Search

Rule 53. Prisoners shall have access to or be allowed to keep in their possession without access by the prison administration, documents relating to their legal proceedings.

Prior to conducting a search, staff should be familiar with the property offenders are allowed to possess. Allowable property would include items such as bedding, authorized clothing, personal property, medical devices, books, religious items, and documents.

If the facility has developed an offender property list, any property not listed should be deemed contraband and disposed of in accordance with policy and procedures.

If the staff break something during their search, have them document and report it according to the prison's policy.

Facilitator Notes

1. **EMPHASIZE** that a best practice would be for the prison management to develop a post order on searches for each member of the staff. The booklet would be a checklist that details each category discussed here—for instance, personal property allowed, areas to search in a cell, etc.
2. **EXPLAIN** that property controls can reduce expenditures for the prison, significantly at times.



Creating an Offender Property List

EXERCISE

- Create a list of allowable items for your prison
- Consider how these items are obtained (issued, purchased, etc.)



Work in Groups

➔

Share Response



15 min.

24 Kingdom of Saudi Arabia Female Training Center
مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

Creating an Offender Property List	
Duration	15 minutes
Purpose	The purpose of this activity is to create a list of offender property that is allowed in your prison. Consider how the offender can have access to these items.
Materials	• Markers/Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Create a list of property that offenders are allowed to have in your prison. 3. List ways in which the offender can gain access to these items. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Creating an Offender Property List

- ✓ Toilet articles/cosmetics
- ✓ Food items
- ✓ Items purchased from an offender store
- ✓ Clothing or offender uniforms
- ✓ Necessary medical items
- ✓ Religious articles
- ✓ Recreational supplies
- ✓ Educational supplies (books, magazines, reading materials)
- ✓ Special clothing items issued to wear on a work duty

REGROUP



25

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Creating an Offender Property List

Regroup from the previous activity and discuss the responses as a group.

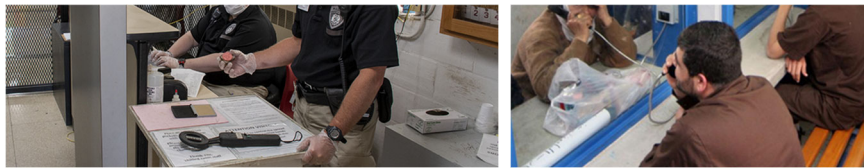
Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. EXPLAIN that this helps eliminate the threat of contraband
4. PROVIDE your feedback.



Searching Non-Offenders

- Searches are conducted on non-offenders to prevent contraband from entering the facility
- If the outside person refuses to be searched, he/she must be denied access to the facility
- If she refuses to leave, an arrest can be made as set forth in KSA law/policy
- The personal property of any outside person must be searched before allowing entry into the facility



27

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching Non-Offenders

Searches are conducted on non-offenders to prevent contraband from entering the facility. If the non-offender refuses to be searched, he/she must be denied access to the facility. If he or she refuses to leave, an arrest can be made as set forth in KSA law/policy.

All personal property of any outside person must be searched before allowing entry into the facility. Metal detection should also take place, with the actual searching being conducted in a private area. The search should be conducted by a full-time staff member and should be the same sex of the person being searched.

Staff are generally subject to non-invasive daily searches upon entry to the prison.

Any targeted search of a staff member should be coordinated through the warden and applicable investigators.

Signs must be posted on the entrance roads, at all entrances/exits and on entrance buildings indicating that outside persons consent to being searched at any time if they enter the facility. In addition, that possession of contraband items is a prosecutorial offense (based on KSA law).

Facilitator Notes

1. **EXPLAIN** that an official notice on contraband and searches should be posted at all entrances.
2. **ENGAGE** participants in a discussion on what outside people would enter a prison. Following are examples:
 - **Offender visitors.** These visitors should be subjected to a careful search of their persons, packages, purses, and other items before entering the secure portion of the facility. A pat search may be required. A walk-through metal detector supplemented by a handheld detector are virtually indispensable for processing visitors. A pat search may be required if the visitor fails the metal detector search or reasonable belief exist that she possesses contraband.
 - **Official visitors.** Each institution should establish a uniform policy for searching official visitors, including other law enforcement and correctional personnel, probation officers, judges, and lawyers.
 - **Vendors, repair personnel, contractors, and volunteers.** These people should be required to pass inspection by metal-detection equipment and to leave unnecessary packages outside the secure location of the prison. For the most part, these people should be under direct staff escort at all times.



Searching Children

Bangkok Rule 21

Prison staff shall demonstrate competence, professionalism and sensitivity and shall preserve respect and dignity when searching both children in prison with their mother and children visiting prisoners

Such searches should only be carried out in circumstances that do not violate the human rights and dignity of the child



28

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching Children

The emotional trauma experienced by a child if searched without professionalism and sensitivity, can be immense. Mothers have even refused to accept visits from their children to avoid putting them through the humiliating and potentially damaging experience of such practices.

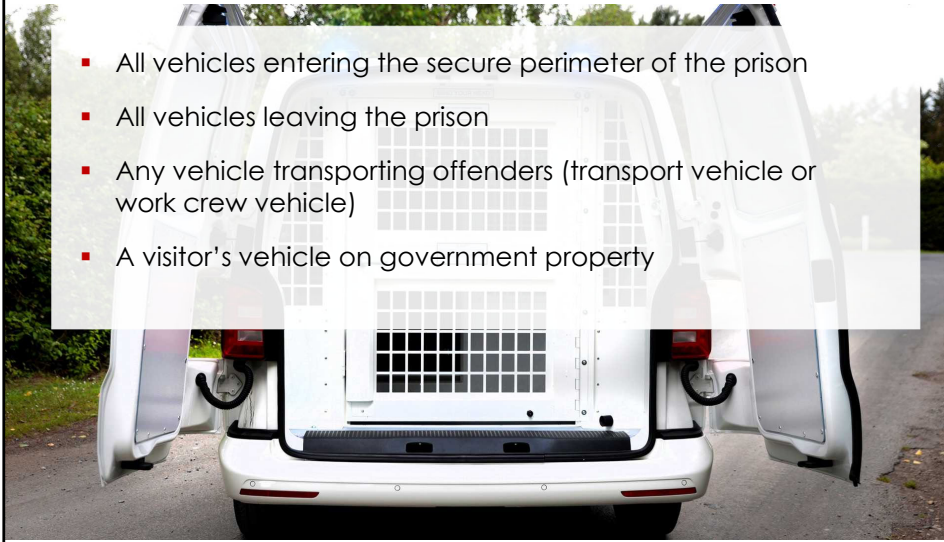
Children should not be strip searched except for exceptional circumstances. If they are to be strip searched, such searches should be carried out in line with established procedures and following the permission of the prison authorities.

Facilitator Notes

1. **DISCUSS** searching a child.
2. **EXPLAIN** that it should be noted that visitors are not offenders and can refuse to be searched. Guardians of children can refuse children to be searched. In such cases the prison administration has the right to deny them entry to the prison.
3. **SHARE** any stories you may have of children and contraband and the dilemma of searching a child.

Searching Vehicles

- All vehicles entering the secure perimeter of the prison
- All vehicles leaving the prison
- Any vehicle transporting offenders (transport vehicle or work crew vehicle)
- A visitor's vehicle on government property



29

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Vehicle Searches

Vehicle searches, including searches of official vehicles, must be thorough and consistent to deter and detect dangerous items.

For incoming vehicles, normal search procedures at the gate include removal and storage of all hazardous items while the vehicle is inside the perimeter. Staff should search all compartments, visible frame components, the undercarriage (using a mirror, inspection pit, or other method) and the cargo area and cargo.

Staff should search vehicles leaving the institution. The search should start with the driver dismounting from the vehicle after it reaches the vicinity of the gate and standing away from it. Then staff should complete a search, using the same techniques as employed on the incoming search.

Pay particular attention to false compartments and other areas where an offender could be hidden.

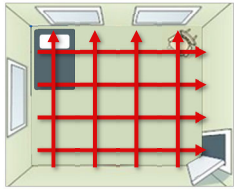
Any tools or personal items that pose a security risk in the vehicle must be properly secured. Vehicles must be locked and secured at all times.

Facilitator Notes

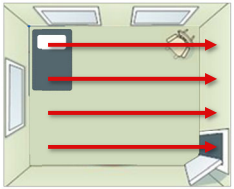
1. EXPLAIN that no vehicle should be passed in or out of the institution without a thorough search of all these areas.
2. EXPLAIN that prison systems must ensure that staff are trained in vehicle search procedures and provided the necessary equipment to perform the search.
3. ENGAGE the participants in the following discussion questions:
 - What are your rules concerning vehicles entering and leaving the prison environment?
 - Do you have procedures for searching vehicles?
 - If so, are all guards trained in the procedures?
 - If you do not have procedures, do you see a purpose for them?
 - Do you have equipment to perform the vehicle search?
 - If so, what type of equipment?



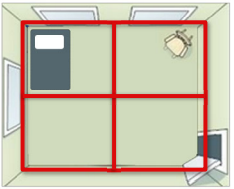
Searching Large Areas



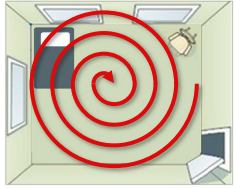
Grid search



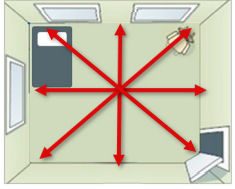
Line/strip search




Quadrant/zone search



Spiral search



Wheel/ray search pattern

30 Kingdom of Saudi Arabia Female Training Center
مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية 

Types of Searches

Grid search: A search method employed by two or more people overlapping separate line searches forming a grid.

Line/strip search: A search method used by one or two investigators by walking in straight lines across the crime scene.

Quadrant/zone search: A search method in which the crime scene is divided into smaller sections (zones or quadrants) and team members are assigned to search each section. Each of these sections can be subdivided into smaller sections for smaller teams to search thoroughly.

Spiral search: A search method in which the investigator moves in an inward spiral from the boundary to the center of the scene or in an outward spiral from the center to the boundary of a scene.

Wheel/ray search pattern: A search method employed by several people moving from the boundary straight toward the center of the scene (inward) or from the center straight to the boundary (outward).

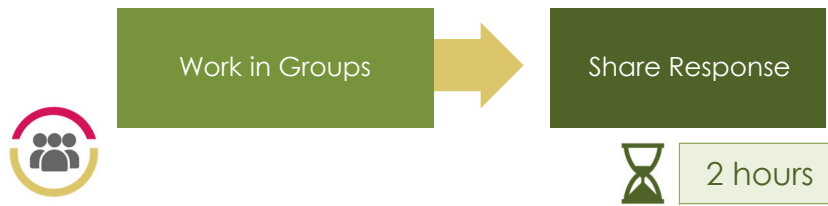
Facilitator Notes

1. SKETCH each of the types of searches on a whiteboard or flipchart and explain how they are conducted.
2. Be prepared to illustrate and coach participants on the various methods for the next exercise.

Searching a Recreation Area

EXERCISE

- The facilitator will demonstrate each of the searches
- Form the search methods as directed by the facilitator
- Search for contraband that has been hidden in the simulated prison common area



Searching a Recreation Area	
Duration	1 – 2 hours
Purpose	The purpose of this activity is to practice the various search methods in an open area.
Materials	<ul style="list-style-type: none"> • Flags, pen, pad of paper
Steps	<ol style="list-style-type: none"> 1. Work in large groups appropriate for the type of search. 2. Watch the facilitator's demonstration. 3. Practice searching for contraband using the type of search assigned. 4. Mark and document any contraband found. 5. Be prepared to share with the class.

Facilitator Notes

1. PLAN ahead and distribute different contraband around the room prior to this activity
2. HAVE participants work in their groups appropriate for the type of search.
3. EXPLAIN the activity.
4. DEMONSTRATE one type of search and then have participants conduct the search.
5. DEMONSTRATE the second type of search and have participants conduct the search.
6. CONTINUE in this vein until participants have practiced all five types of searches.
7. If feasible, HAVE a second facilitator plant various types of contraband between each search.
8. REGROUP on the next slide.



Searching a Prison Recreation Area

REGROUP









32
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching a Prison Recreation Area

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your feedback.

SUMMARY

Topics

- ✓ Searches
- ✓ Offender Searches
- ✓ Searching Non-Offenders

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



33

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Offender Escort and Transportation

مرافقة الجناة ونقلهم



Offender Escort and Transportation

Purpose: This module provides a basic overview of offender escort and transportation, including risks associated with various types of escorts, preparing the offender for the transport, and searching the offenders, holding cells, and vehicles before the transport.

Activities:

- Critiquing the Risk for Medical Escorts (30 min.)
- Critiquing the Risk for Courthouse Escorts (30 min.)
- Applying Restraints (2 hours)
- Tools for Transporting Officers (15 min.)
- Preparing the Offender (2 hours)
- Searching and Inspecting the Vehicle (2 hours)
- Placing the Offender in the Vehicle (2 hours)
- Transporting by Bus (2 hours)
- Returning to the Prison (30 min.)

Estimated Time: 4 days

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.





Worksheets

- Returning to the Prison

Logistics (Preparation for Activities)

- REVIEW each of the activities and ensure that you take care of the logistics before the activity. Also ensure that you have access to rooms that can be used as cells and holding cells.
- Make sure that you have access to a car or van. One exercise calls for transporting offenders by bus. You can set a classroom up as a bus—preferably two buses in one classroom so that all participants will be involved.
- There will be a number of role-plays so make sure that you are prepared for them and you have the role-players selected in advance.
- One exercise calls for the use of a wheelchair, assorted braces, a walker, and other medical equipment you may encounter on medical transports.

Learning Objectives

- 
 - Name the two categories of escort trips
 - Discuss the risks to the escort officers during transport
 - Describe the tools necessary to mitigate the risks
- 
 - Identify the pre-trip planning process
 - Apply selected restraints
- 
 - Follow procedures for conducting searches on offenders, offender's clothing, and cells
 - Follow procedures for escorting offender to a vehicle
- 
 - Search a vehicle
 - Describe process of transporting a female offender for childbirth

2

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding the types of escorted transports and the procedures for each type of escorted transport.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Transporting Offenders Outside Perimeter

- Many experts consider the transportation of offenders the weakest point in prison security
- The officer is more vulnerable to:
 - ✓ An attack or escape attempt by the offender
 - ✓ External threats attacking to free the offender
- Prison staff are less trained for transport than they are for responding to threats inside the prison environment



4

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Transporting Offenders Outside the Perimeter

Many experts consider the transportation of offenders the weakest point in prison security. Transportation presents vulnerabilities for escape or attack by the offender. It presents the risk of external threats attacking the officers to free the offender.

Prison staff are well trained to manage offenders in a prison environment. Outside escorted trips travel into an area with risks not commonly encountered inside a prison environment. Additional training is required and must match the threat level to be encountered.

Facilitator Notes

1. DISCUSS the content in the slide.
2. ASK participants: Do you agree with this statement? Explain.
3. EXPLAIN that numerous stories exist of officers being attacked or wounded while entering a cell to escort an offender for a "routine" transport. The better officers mitigate risk, the better chance of operational success they have.
4. SHARE any stories you have involving critical incidents encountered during an escorted trip into the community.



Why Are Escorted Trips Dangerous?

- When offenders are taken from their secured cells and put into vehicles, they know this is their best chance to escape
 - ✓ Many are willing to try, even if it means assaulting or killing correctional officers
 - ✓ Other offenders may try to escape by attempting suicide during transport
- Others may fall unexpectedly ill or die during the ride

5

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Why Are Escorted Trips Dangerous?

When offenders are removed from a heavily secured environment and put into less secure environments, they know that is their best chance to escape. Many are willing to try, even if it means assaulting or killing correctional officers and innocent bystanders.


Offenders may fall unexpectedly ill or die during the ride. Others may feign illness.

With all these factors in play, eliminating all risks associated with offender transport is impossible.

Facilitator Notes

1. DISCUSS the reasons escorted trips can be dangerous.
2. EXPLAIN in the cases of offenders falling ill, the transport officer may have to take immediate action—for example, an offender may have a cardiac arrest or go into labor.
3. EXPLAIN the outside threat. Outside threats can come in the form of friends, family, or associates looking to aid in an escape or weapons or other contraband items that have been planted ahead of the trip.





Mandela Rules

Rule 73-1



- ✓ When prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form

Rule 4-1

- ✓ The use of chains, irons or other instruments of restraint which are inherently degrading or painful shall be prohibited


Rule 75-1

- ✓ All prison staff shall possess an adequate standard of education and shall be given the ability and means to carry out their duties in a professional manner

6
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mandela Rules

Rule 73-1. When prisoners are being removed to or from an institution, they shall be exposed to public view as little as possible, and proper safeguards shall be adopted to protect them from insult, curiosity and publicity in any form.

2. The transport of prisoners in conveyances with inadequate ventilation or light, or in any way which would subject them to unnecessary physical hardship, shall be prohibited.

3. The transport of prisoners shall be carried out at the expense of the prison administration and equal conditions shall apply to all of them.

Instruments of restraint

Rule 4-1. The use of chains, irons or other instruments of restraint which are inherently degrading or painful shall be prohibited.

2. Other instruments of restraint shall only be used when authorized by law and in the following circumstances:

(a) As a precaution against escape during a transfer, provided that they are removed when the prisoner appears before a judicial or administrative authority;

(b) By order of the prison director, if other methods of control fail, in order to prevent a prisoner from injuring himself or herself or others or from damaging property; in such instances, the director shall immediately alert the physician or other qualified health-care professionals and report to the higher administrative authority.

Rule 75-1. All prison staff shall possess an adequate standard of education and shall be given the ability and means to carry out their duties in a professional manner.

2. Before entering on duty, all prison staff shall be provided with training tailored to their general and specific duties, which shall be reflective of contemporary evidence-based best practices in penal sciences. Only those candidates who successfully pass the theoretical and practical tests at the end of such training shall be allowed to enter the prison service.

3. The prison administration shall ensure the continuous provision of in-service training courses with a view to maintaining and improving the knowledge and professional capacity of its personnel, after entering on duty and during their career.

Facilitator Notes

DISCUSS Mandela rules and KSA rules and their importance to operational security. Policies should include operations plans, trip approvals, weapons issuance, use of force guidelines, restraint use, number of escorting staff members, emergency procedures, mandatory and optional equipment, escort techniques, etc.



Two Categories of Escorted Trips



Medical



Non-Medical

- ❖ The need for an escorted trip may arise unexpectedly or be planned



8

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Two Categories of Escorted Trips

Escorted trips fall into one of two categories: medical and non-medical.

An emergency medical trip occurs as the result of an unexpected life-threatening medical situation requiring immediate medical treatment not available at the institution. The required treatment may be on either an in-patient or out-patient basis.

A non-emergency medical escorted trip is a planned medical treatment not available at the institution. The required treatment may be on either an in-patient or out-patient basis.

A non-medical escorted trip can be for such purposes as allowing offenders to make a bedside visit to a member of her immediate family, attend a funeral, or participate in program-related functions—educational or religious activities—or work-related functions.

Facilitator Notes

1. EXPLAIN the two types of escorted trips.
2. ASK participants to provide examples of both types of trips.
3. WRITE their answers on a whiteboard or flipchart.
4. EXPLAIN that there are two types of medical escorted trips—emergency medical and non-emergency medical.
5. SHOW that the examples participants provided fall into both emergency medical and non-emergency medical.
6. EXPLAIN that immediate family refers to mother, father, brother, sister, spouse, children, step-parents, and foster parents.
7. EXPLAIN that for non-medical escorted trips, staff investigate and determine the merits of an escorted trip following a review of the available information—including contacting those persons (e.g., attending physician, hospital staff, family members) who can contribute to a determination on whether an escorted trip should be approved.



Procedures for Requesting Medical Transport

- Medical treatment recommendation
 - ✓ Prepared by medical staff
 - ✓ Forwarded through the appropriate staff for screening and clearance
 - ✓ Submitted to the warden for approval



Procedures for Medical Treatment

For out-patient medical treatment, staff seeking approval complete an Escorted Trip Authorization Form and route it and offender's file through the:

- Movement coordinator for screening and clearance
- Intelligence supervisor for identifying threats
- Head of security for appropriate action
- Unit supervisor and associate warden for review and recommendation

Approval for an emergency out-patient escorted trip during nonduty hours may be provided by the prison executive staff and security supervisor on duty, who must notify the warden immediately.

When treatment is expected to extend beyond the day of a transfer to a medical facility, the offender is considered transferred to the medical facility for in-patient care.

Facilitator Notes

1. EXPLAIN that when making a determination regarding the escorted trip, staff consider the offender's suitability for the trip and the degree of supervision necessary.
2. EXPLAIN that the prison executive staff may approve an emergency escorted trip for in-patient medical treatment during non-duty hours; if he or she is not available, the shift security supervisor may approve it. The approving official notifies the warden as soon as possible.
3. Approval for a non-emergency escorted trip for in-patient treatment may not be delegated below the level of acting warden or prison executive staff.

Disembarking at the Medical Facility

- Staff disembark at a predetermined door
 - ✓ Enter the facility after reviewing the immediate area from the ingress point to the examination room
 - ✓ Hospital security staff may also be involved in this process
 - ✓ Take the restrained offender to the examination room, close the door, and post an armed officer outside the door
- The unarmed staff member remains with the offender



10

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Disembarking at the Medical Facility

Based on the security level of the offender, at least two officers should be utilized for escorted trips.

Staff disembark the escort vehicle at a predetermined door and enter the facility after reviewing the immediate area from the ingress point to the examination room. Hospital security staff may also be involved in this process. The staff then take the restrained offender to the examination room, close the door, and post an armed officer outside the door. The unarmed staff member remains with the offender during all medical treatment (even surgery).

The hospital security can be involved if armed, trained by prison staff, and vetted in advance.

Facilitator Notes

1. EXPLAIN the steps for disembarking at the medical facility.
2. EXPLAIN that the hospital security can be involved if armed, trained by prison staff, and vetted in advance.
3. ADD any you may have from your experience.
4. ASK participants how offenders are managed in medical facilities in the KSA.



Procedures for In-Patient Admission

- Prison authorities develop escort policies and post orders for escort officers covering offenders receiving in-patient care
- The escort officers sign a statement verifying understanding of the required procedures
- Escort officers maintain the **post orders** and **logbook procedures** during the admission and return them to the institution upon completing the escorted medical trip
- Constant and uninterrupted supervision is maintained at all times by staff

11

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Procedures for In-Patient Admission

Prison authorities develop post orders and logbook procedures for correctional officers who provide coverage for offenders receiving in-patient care.

If an escorted trip for medical purposes is expected to result in the offender being admitted to a community medical facility for in-patient treatment, these procedures must be followed.

The designated officers sign a statement that they understand the required procedures set forth in the post orders.

Escort officers maintain the post orders and logbook procedures during the community placement and return them to the institution upon completing the escorted medical trip.

When medical treatment is expected to extend beyond one day, only the warden may approve reduction in restraints below the minimum requirements.

Facilitator Notes

1. DISCUSS the procedures for in-patient admission.
2. EXPLAIN that the escort officers must remain with the patient until her release and return to her cell.
3. SHARE any examples you may have.



Procedures for In-Patient Care

- The transporting officer must:
 - ✓ Ensure the offender is isolated from other patients and is not left unattended
 - ✓ Ensure the offender does not escape the officer's immediate control
 - ✓ Not leave the medical facility until she is relieved by another officer or is instructed by a supervisor to do otherwise
 - ✓ Maintain contact with command unit to update on location and status

12

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Procedures for In-Patient Care

The transport officer must ensure that the offender is isolated from other patients and is not left unattended or permitted to escape her immediate control.

The transporting officer will not leave the medical facility until she is relieved by another officer or is instructed by a supervisor to do otherwise.

Only the warden can authorize restraint removal. If restraints are to be removed, this approval is required. Medical staff cannot mandate restraint removal but can request (normally accomplished in advance where both parties agree and other security measures are in place, such as another staff member or different restraints).

If the offender is to be admitted to a hospital, the officer in charge of the prisoner will immediately notify the prison authorities.

The prison authorities will arrange for guarding the offender during her stay at the hospital.

Procedures for the safe transfer of weapons and ammunition (shift to shift, if admitted) must be created and in post orders.

Facilitator Notes

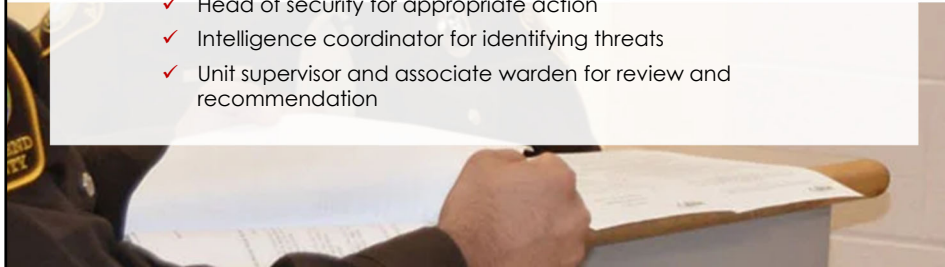
1. DISCUSS the procedures for in-patient care.
2. DISCUSS the rules regarding restraints.



Procedures for Non-Medical Transports

Unit staff:

- Investigate & determine the merits of an escorted trip
- Prepare request
- Route the request and offender central file to:
 - ✓ Movement coordinator for screening and clearance
 - ✓ Head of security for appropriate action
 - ✓ Intelligence coordinator for identifying threats
 - ✓ Unit supervisor and associate warden for review and recommendation



13

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Procedures for Non-Medical Transports

Non-emergency, non-medical transport requests are considered for an offender who has been at the institution for at least 90 days and considered eligible for less secure housing and for work details with minimal supervision outside the institution's perimeter.

A recommendation for an offender to receive an escorted trip for non-emergency, non-medical reasons is prepared by the recommending staff, forwarded through the appropriate staff for screening and clearance, and then submitted to the warden.

Facilitator Notes

1. EXPLAIN the procedures for non-medical transports.
2. EXPLAIN the requirements for non-emergency, non-medical transport.

Disembarking at a Courthouse

- Escort vehicle parks in a discrete location
- Transport officer and offender enter the courthouse through a secure entrance
- The offender is placed in a holding cell
- The transport officer is issued a transfer receipt
- After court proceedings, the offender is placed back in the holding cell and searched
- Prison staff escort the offender through the secure entrance to the vehicle and back to prison

14

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Disembarking at the Courthouse

There should be secure holding facilities within the courthouse to temporarily hold offenders before and after their appearance in court.

Escort vehicle parks in a discrete location in the courthouse parking lot, and the transport officer and offender enter the courthouse through a secure entrance. The offender is placed in a holding cell. If the offender is not supervised by the transport officer, she must be signed over to another law enforcement entity (federal police, court police, etc.) for the duration of the trial. Normally, prison staff swap restraints with the police officers, who search and restrain the offender with their devices, sign the transfer receipt, and take possession of the offender.

After court proceedings, the offender is placed back in the holding cell and searched.

The transport officer escorts the offender through the secure entrance to the vehicle and back to prison.

Facilitator Notes

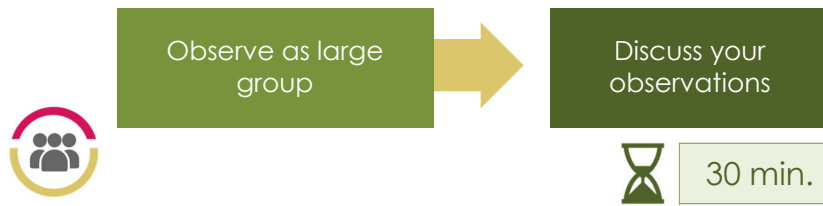
1. EXPLAIN the procedures for disembarking at a courthouse.
2. ASK participants how offenders are escorted to court appearances in the KSA.



Critiquing the Risks for Medical Escorts

EXERCISE

- A group of volunteers will role-play the doctor, nurse, offender-patient, and two transport officers
- The rest of the class will observe and determine risks that are associated with in-patient medical escorts



Critiquing the Risks for Medical Escorts	
Duration	Up to 30 minutes
Purpose	The purpose of this activity is to have participants determine specific risks associated with in-patient medical escorts.
Materials	Role-players, room set up as hospital
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Observe the role-play. 3. Be creative and envision the scene at a hospital you know. 4. Think of the circumstances and the environment. 5. Determine what specific risks are associated with the in-patient transport. 6. After the role-play is over, share your observations.

Facilitator Notes

1. PREPARE the classroom or another room as a simulated hospital room.
2. HAVE role-players (already assigned) play the in-patient offender, a doctor, a nurse, and two transport officer.
3. HAVE the role-play illustrate doctors and nurses who want the patient unrestrained, the escort officer trying to supervise everyone in the room and ensure that no public is involved, while trying to uphold the offender's rights. Make the scene as realistic as possible from your experience. Have the two officers go through the process of getting authorization for restraint removal, if the restraints are being removed. Have them ensure armed security is outside the door and no weapons are in the area with the offender. Have them address less lethal munitions (OC spray, etc.). Have them deal with unauthorized medical staff coming in and out of the room, etc.
4. The role-play can be as long or as short as you determine to get the teaching points across.
5. REGROUP on the next slide.



Critiquing the Risks for Medical Escorts

REGROUP

- What risks did you observe?
- What does the escorting officer need to do to mitigate the risks?



16

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Critiquing the Risks for Medical Escorts

Regroup and discuss your observations.

Facilitator Notes

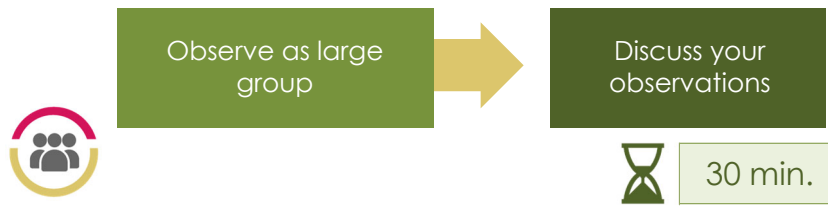
1. After the role play, ASK each role-player what he or she felt about the treatment vs the safety and security.
2. Then ASK participants to explain their observations.
3. MAKE a list on the whiteboard of risks for medical escorts.
4. EXPLAIN that transport officers will be supervising an offender in conjunction with medical professionals and hospital security personnel who may not be properly trained to deal with offenders. Also, the medical facility is designed to facilitate access, not security.
5. ADD to that the risks of the offender having a medical emergency on the way to the hospital.
6. DISCUSS the procedures for disembarking at a medical facility, coordination with the hospital, working with hospital staff, handling weapons in a hospital, radio/phone security, etc.
7. EXPLAIN that the transport officer must ensure that doctors or nurses do not tell the offender about follow-up appointment dates/time.



Critiquing the Risks for Courthouse Escorts

EXERCISE

- A group of volunteers will role-play the judge, lawyer, offender-defendant, and escorting officer
- The rest of the class will observe and determine risks that are associated with transports to a courthouse



17

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Critiquing the Risks for Courthouse Escorts

Duration	Up to 30 minutes
Purpose	The purpose of this activity is to have participants determine specific risks associated with courthouse escorts.
Materials	Role-players, room set up as a courthouse
Steps	<ol style="list-style-type: none"> 1. Work individually. 2. Observe the role-play. 3. Be creative and envision the scene at a courthouse you know. 4. Think of the circumstances and the environment. 5. Determine what specific risks are associated with a courthouse transport. 6. After the role-play is over, share your observations.

Facilitator Notes

1. PREPARE the classroom or another room as a simulated courthouse.
2. HAVE role-players (already assigned) play the defendant, judge, lawyer(s), and escorting officer(s).
3. MAKE the role-play as realistic as possible to illustrate the risks associated with a transport to a courthouse.
4. TELL the rest of the participants to consider themselves family and friends of the defendant and family and friends of the victim of the defendant.
5. REGROUP on the next slide.



Applying Restraints

- Offenders are normally handcuffed behind the back except for:
 - ✓ Elderly persons and juveniles arrested for minor offenses
 - ✓ Women in advanced stages of pregnancy
 - ✓ Other physical disability in which an offender would be injured if handcuffed behind the back
- If handcuffed in the front, a waist chain is required
- Leg restraints are required on all trips
- Note: keyhole should be facing up



19

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Applying Restraints

Restraints may be amended, or substituted, but not removed. Offenders with special needs are identified and documented in the escort authorization, in advance.

Factors to be considered when determining types of restraints include:

- Criminal history of the offender
- Current and past demeanor
- Propensity/ability to interfere, escape, or impair the safety of the transport

Where immobility or other serious impediment exists, officers may request an ambulance for the transport. The transport officer will accompany the paramedic unit to the medical facility.

All offenders are to be restrained during transport. Normally this will be accomplished by handcuffing the offender behind the back. Leg restraints are to be used on all transports. If handcuffed in front, a waist chain is required.

Facilitator Notes

EXPLAIN the following procedures for transporting people with disabilities, violent/combatative, or mentally disturbed offenders.

- Officers will consider special needs of physically or mentally handicapped persons, but the safety of the offender and the officer is the paramount concern.
- If special circumstances are present, modification of the required restraints can be made by the chief of security, in advance of the trip, and documented in the escort authorization.
- If an offender is confined to a wheelchair, she will be transported in a prisoner van. Her hands will be handcuffed in front, and she will wear a waist chain.

EXPLAIN as a best practice, if anyone is restrained for more than 15 minutes, they need to go to a medical doctor for a physical exam to ensure they are ok.



Special Considerations

- When restraining pregnant offenders, take the necessary precautions to ensure the fetus is unharmed
- Health Services personnel must be consulted to ensure that restraining the offender will not cause her physical harm



20

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Special Considerations

An offender who is pregnant should not be placed in restraints unless there are reasonable grounds to believe she presents an immediate, serious threat of hurting herself, staff, or others or she presents an immediate credible risk of escape that cannot be reasonably contained through other methods.

Facilitator Notes

1. DISCUSS in detail the issues relating to use of any restraints on pregnant offenders and add Mandela Rule material and U.S. requirements and recommendations.
2. ENGAGE the participants in a discussion on why pregnant offenders should not be placed in restraints unless there is a reasonable threat.
3. ASK participants to explain their procedures.



Restraint Equipment

- Restraint equipment typically consists of:
 - ✓ Leg irons
 - ✓ Handcuffs & handcuff covers
 - ✓ Waist chains
 - ✓ Leg braces
- The offender should not be restrained to a stationary object in a moving vehicle



21

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Restraint Equipment

Agency policy should specify the circumstances under which black box restraint covers may be used. Often, this decision is linked to the offender's custody level.

Black box restraint covers are black colored metal covers that enclose the center portion of the wrist restraints so that an offender cannot position her hands to tamper with the restraints. They are closed with a padlock.

Facilitator Notes

1. EXPLAIN that leg restraints are normally authorized for officers who have received department approved training and when they reasonably believe that a higher level of restraint is required beyond handcuffing:
 - To protect the officers from harm—the offender attempts to hit, kick, or use other physical force to escape detention
 - To prevent destruction of property—the offender attempts to damage interior of vehicle by kicking doors, windows, etc.
 - The offender cannot abscond by running from staff
 - Note that Leg Braces are usually used for compassionate leave, such as funerals
2. ADVISE participants to follow the KSA authorized restraining procedures regarding keyways.



Flex Cuffs

- Flex cuffs are disposable handcuffs
 - ✓ Used during a riot where numerous offenders must be restrained, and handcuffs are in limited supply
 - ✓ Allow you the ability to place large numbers of offenders in temporary restraints



22

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Flex Cuffs

Flex-cuffs may be used to temporarily restrain an offender when traditional handcuffs cannot be used or are unavailable. Law enforcement and military forces use flex cuffs when they expect to arrest a large number of people, such as during a riot.

Flex-cuffs and leg restraints can be used also when there are special needs.

Flex-cuffs must be properly applied; they can cause lacerations, reduce circulation, or cause nerve damage if applied too tightly. Typically, these restraints cannot be adjusted once applied. A cutter must be available when using flexible restraining devices.

Facilitator Notes

1. EXPLAIN that flex cuffs are disposable and are used when moving a large number of offenders.
2. ADD that they can also be used with leg restraints when there are special needs.
3. ADD that flex cuffs are easy to use.
4. TELL participants they will practice using both types of handcuffs later in the module.



Waist Restraints

- Waist restraints may be used during an escort within the institution or when transporting an offender outside the institution



23

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Waist Restraints

Waist restraints are used when transporting an offender outside the facility. They are also used when offenders are being removed from the special housing units. This allows offenders to sign documents for disciplinary hearings, unit team meetings, or attorney visits.

Facilitator Notes

1. PROVIDE examples of when waist restraints would be necessary.
2. ASK participants whether they use waist restraints.
3. ASK what their policy is on governing the use of waist restraints.



Leg Restraints

- Leg restraints are used to control the movement of an offender's legs and feet
 - ✓ They consist of two leg cuffs attached to a chain that is applied to an offender's ankles
 - ✓ They are used when circumstances require a higher degree of restraint
 - ✓ Note that keyhole should be faced down



24

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Leg Restraints

Leg restraints are used when circumstances (for example, offender classification or equipment/staffing limitations) dictate a higher degree of restraint. Leg restraints restrict the offender's ability to run or kick and can be used in conjunction with waist restraints to greatly restrict the offender's mobility.

Facilitator Notes


1. DISCUSS situations that might warrant the use of leg restraints.
2. ASK participants what their policy is when using leg restraints.
3. If they don't use leg restraints, ASK whether they can foresee a time that they could add to the safety of the transport officer and the offender.



Applying Restraints

EXERCISE


- Work in pairs
 - ✓ One person will role-play the offender
 - ✓ The other will role-play the officer
- Practice applying handcuffs, leg restraints, and waist restraints
- Switch roles



Work in Pairs

➔


Share Your Observations



2 hours

25
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Applying Restraints	
Duration	2 hours
Purpose	The purpose of this activity is to gain proficiency in applying and removing restraints.
Materials	Handcuffs, waist restraints, leg restraints
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. One member of the pair will role-play the offender; the other will role-play the transport officer. 3. The "transport officer" will practice applying and removing the three types of restraints. 4. The transport officer and offender will switch roles. 5. Continue practicing until you are comfortable and fluid with applying and removing restraints.

Facilitator Notes

1. EXPLAIN the activity.
2. DEMONSTRATE the activity either in person or using a video.
3. HAVE participants work in pairs.
4. PROVIDE restraints.
5. REGROUP on the next slide.



Applying Restraints

- Handcuffs
- Leg restraints
- Waist restraints
- Black boxes and padlocks

REGROUP



26

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Applying Restraints

Regroup and discuss your observations.

Facilitator Notes

1. REGROUP from the previous activity.
2. ENGAGE participants in a discussion on how they felt they did applying and removing the restraints.
3. PROVIDE your feedback.

Demonstration—Using a Wheelchair

- The facilitator(s) will demonstrate searching and restraining offenders confined to a wheelchair
- Participants will practice searching and restraining offenders confined to a wheelchair



27

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Demonstration

Observe the demonstration and then practice searching and restraining an offender in a wheelchair.

Facilitator Notes

1. DEMONSTRATE searching an offender and her wheelchair.
2. DEMONSTRATE restraining an offender in a wheelchair.
3. HAVE participants practice searching and restraining an offender in a wheelchair.



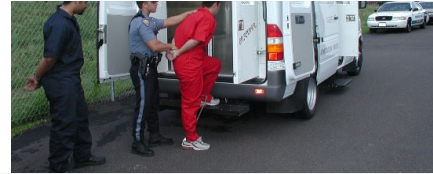
Who Should Transport?

- Escorting officers should be selected by the chief of security and provided with detailed instructions
- Should have **at least one year** of service
- Officer-in-charge should have minimum of 3 years experience
- **Escort training** must be accomplished
- When 3 or more offenders are transported, a shift supervisor-level employee should be in charge



29

Kingdom of Saudi Arabia Female Training Center



مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Who Should Transport?

The chief of security, in consultation with the unit manager, or others as appropriate, selects the number of escorting staff.

The chief of security indicates on the approval form the specific staff member who serves as officer-in-charge. This person has decision-making authority and responsibility on the trip.

Escort training must be accomplished, with certification, in advance of taking any trip outside the prison. This includes weapons certification, less lethal training, emergency procedures, etc.

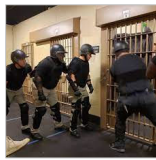
The designated staff, weapons, and restraint requirements for an escorted trip remain in effect while the offender is in in-patient status.

Facilitator Notes

1. EXPLAIN the selection process for escorting officers.
2. ADD any additional criteria based on your experience.

High-Risk Escort Staffing

- Minimum of 3 staff escorts required for each offender
- 2 staff officers must be in a backup car and backup routes
- At least 1 staff escort must be armed in the main vehicle, both staff in chase are armed, 1 armed supervisor required, staff are normally tactical staff
- Offenders must be restrained by handcuffs with black box, martin chains, padlock, and leg restraints
- Staff members must wear protective vests



30

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



High-Risk Escort Staffing

A minimum of three staff escorts are required for each offender, with one staff member holding the rank of at least correctional supervisor. In addition, there must be staff in a backup car (follow vehicle). Two officers should occupy the back-up car.

The staff-offender ratio is maintained regardless of the number of offenders supervised. At least one escort in addition to the correctional supervisor must be a non-probationary staff member.

At least one staff escort must be armed. Staff in the follow vehicle must also be armed.

Handcuffs with the black box handcuff cover, martin chains, padlock, and leg restraints are used at all times.

Staff members escorting high-risk offenders must wear protective vests at a minimum.

Facilitator Notes

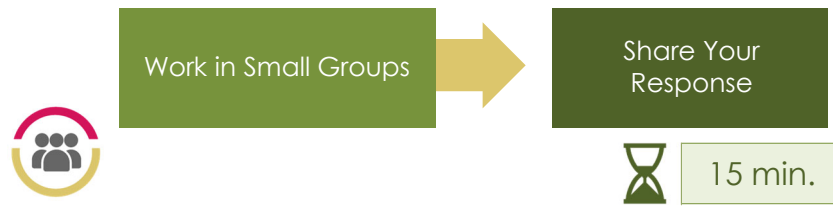
1. DESCRIBE the requirements for escort officers for maximum custody transports.
2. EXPLAIN that participants should use KSA policy on weapons and ammunition utilized on escort trips.
3. ADD any information you have from your experience.



Tools for Transporting Officers

EXERCISE

- Each group will be assigned one of the following categories of tools a transport officer should have:
 - ✓ Preparedness—Describe steps the transport officer should take to be prepared
 - ✓ Training—Describe all training the transport officer should have
 - ✓ Procedures—Name procedures that should be followed
 - ✓ Equipment—List all equipment that should be included



Tools for Transporting Officers	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm the tools transport officers should have to make the transport more secure (based upon what you have learned thus far).
Materials	Paper/pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups 2. The facilitator will assign each group one of the four categories mentioned in the slide. 3. Brainstorm with your group everything that should be completed in your assigned category. 4. Be prepared to share with the class.

Facilitator Notes

1. EXPLAIN the activity to participants.
2. ASSIGN each group one of the categories listed in the slide.
3. REGROUP on the next slide.



Tools for Transporting Officers

- Preparedness
- Training
- Procedures
- Equipment

REGROUP



32

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Tools for Transporting Officers

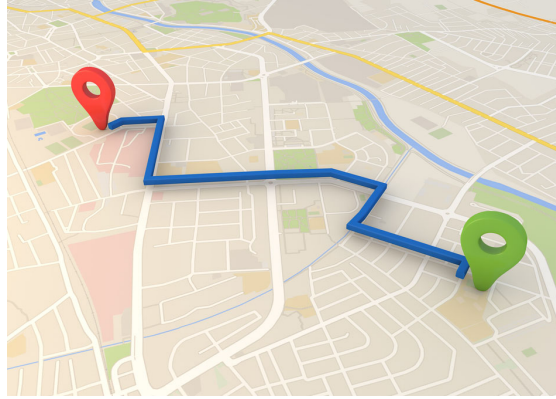
Regroup and discuss your observations.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to present her group's response.
3. SHARE feedback from your own experience
4. PROVIDE feedback.

Pre-trip Planning

- Pre-trip planning should address:
 - ✓ Reason for the trip
 - ✓ Records review
 - ✓ Classification review
 - ✓ Coordination and communication
 - ✓ Post orders and emergency procedures
 - ✓ Trip authorization process
 - ✓ Alternative Routes



33

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Pre-trip Planning

A successful offender movement is the result of a complex series of decisions, discussions, preparations, and investigations that must be completed well before the trip can begin. This pre-trip process must follow a standardized plan that each agency develops in response to local needs, conditions, and resources.

For each step of the offender transportation process, the agency should have procedures already developed and in place. In pre-trip planning, the focus is on ensuring that those procedures are reviewed, briefed, and followed.

Procedures must reflect current best practices. Close adherence to these best practices will maximize the chance of safe and orderly movement of offenders.

Before departing, the escort officer must ensure that:

- The warden or designee has signed the authorization
- All departments have reviewed and commented on the authorization
- The number of escorts, weapons, and special conditions have been identified in writing on the authorization

Facilitator Notes

1. **ENGAGE** participants in a discussion on the procedures of pre-trip planning.
2. **EXPLAIN** that any plan that does not address all these areas (plus others that may be specified by local conditions) exposes the transporting staff, offender, and civilians to potential harm.



Preparing for the Transport

- Conduct thorough searches of the:
 - ✓ Holding cell
 - ✓ Offender
 - ✓ Offender's clothing
 - ✓ Escort vehicle
- Select the right emergency equipment
- Conduct pre-trip vehicle inspection



34

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Preparing for the Transport

The procedures used in offender escort are the application of best practices learned many times through unfortunate experience. Experience has taught that escort officers must approach each step in the offender movement chain as a potential security breach. Best practices dictate that officers search the offender, her clothing, the holding cell(s), and the escort vehicle prior to movement.

The transport vehicle can be the most vulnerable link in the movement chain. Vehicles are stored in motor pools, where they may not always be under constant supervision.

Facilitator Notes

1. ENGAGE participants in a discussion on the importance of each of the steps listed in the slide. Refer to case studies you may know of escape attempts or deaths because one or more of the procedures were not followed.
2. ADD the importance of having standard operating procedures in place for every aspect of offender transport.
3. ENGAGE participants in a discussion on the ramifications of not thoroughly checking a vehicle or of a vehicle breakdown because of lack of maintenance and lack of inspection.
4. NOTE that a basic procedure is to ensure that everyone going on the trip have used the restroom before travel.
5. If you have any stories to share about vehicle breakdown, please do so.



Searching Holding Cells

The holding cell must be searched before placing an offender when preparing for a transport



35

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching Holding Cells

Most prisons have holding cells to isolate offenders coming into the prison or preparing for a transport. Each cell has a toilet, sink, and concrete slab benches.

These cells must be searched prior to an offender's arrival and again after offenders leave for a transport.

Staff search the benches, toilet, air conditioning vents, and sinks to ensure nothing was planted or left behind (drugs, weapons, etc.).

Some prisons have security cameras in each cell for better occupant supervision and contraband control. Each cell has food ports that are used for handcuffing and uncuffing offenders. These cells differ from housing unit cells in that they do not have bunks.

Offenders are brought into the unit in restraints. Once inside the unit, the restraints are removed, and the offender is scanned using a metal detector. After clearing this step, the offender is dressed in prison-issue clothing that has been searched. This clothing is a different color to distinguish the offender from the general population.

Each search should be documented.

Facilitator Notes

1. REVIEW the rules for searching holding cells.
2. DESCRIBE holding cells in the U.S.
3. ASK participants whether they have holding cells. If not, ask them to describe how and where they prepare offenders for transport.
4. DISCUSS best practices for using holding cells.
5. REITERATE that offenders are brought into the unit in restraints. Once inside the unit, the restraints are removed, and the offender is scanned using a metal detector. After clearing this step, the offender is dressed in prison-issue clothing that has been searched. This clothing is a different color to distinguish the offender from the general population.



Search Offender and Clothing

- The transporting officer is required to search the offender in every case before being transported
 - ✓ She must always assume that the offender may have had the opportunity to obtain contraband or a weapon
 - ✓ She must never assume that someone else searched the offender



36

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching Offender and Clothing

Offenders should be searched each time they come into the transporting officer's custody, including transport to and from court appearances.

All personal searches should be conducted in a discreet and private area. Personal searches should be conducted in a respectful manner. Searches should never be conducted to humiliate or harass. Document the search.

Ideally the escorting officer should take a second set of inspected clothing for the offender. Staff should ensure that the offenders do not acquire any unauthorized items after their search. This is done through isolation of the offender who has been searched into an area that is secure and that has been searched prior to the arrival of the offender.

Offenders are brought into the holding cell in restraints. Once inside the cell, the restraints are removed, and the offender is scanned using a metal detector. After clearing this step, the offender is dressed in prison-issue clothing that has been searched. This clothing is a different color to distinguish the offender from the general population.

Facilitator Notes

1. REVIEW the rules for searching offenders whenever they come into the transporting officer's custody.
2. DISCUSS the possible ramifications if offenders are not searched.
3. SHARE any stories you may have and ask participants to share any stories they may have of an offender who had weapons or contraband during a transport.
4. HIGHLIGHT the steps:
 - Offenders are restrained and taken to the holding cell following the search
 - Once inside the cell, the restraints are removed
 - The offender is scanned using a metal detector
 - The offender is dressed in prison-issue clothing that has been searched



Communicating with the Offender

- Advise the offender of your intentions to handcuff and un-handcuff them

Handcuffing:

"Face the opposite direction and place your hands behind you with your palms out."



Un-handcuffing:

"Face the opposite direction and stand still. When I unlock the cuff, take your hand and put it on top of your head and leave it there. Do you understand? When I unlock the other wrist, put that hand on top of your head. Do you understand? Keep both hands on top of your head until told to remove them."



37

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Communicating with the Offender

The first step to gain compliance from the offender is to issue clear, direct orders. Simply grabbing the offender in order to apply handcuffs is almost guaranteed to produce an avoidance reaction. By advising the offender of your intentions, you will help minimize the chances of aggression and/or injury.


Facilitator Notes

1. DISCUSS the need to communicate with the offender.
2. EXPLAIN that officers need to make sure they have hand on the offender to check for muscle tension, which can be a sign of hostility. They also should check for tone of voice. Both physical and verbal compliance will help ascertain if the offender is not hostile and there is no need for back-up.
3. ASK participants to discuss their rules in this regard.

Preparing the Offender

EXERCISE


- Practice the following:
 - ✓ Searching and securing holding cell
 - ✓ Conducting a pat or metal detection search of the offender
 - ✓ Restroom checks
 - ✓ Handcuffing and moving offender to holding cell
 - ✓ Removing restraints
 - ✓ Searching offender with metal detector



Work in Small Groups

➔


Share Your Observations



3 hours

38
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Preparing the Offender	
Duration	2 hours (or more, as needed)
Purpose	The purpose of this activity is to have participants demonstrate their knowledge of preparing the offender for a transport.
Materials	Flashlight, handheld metal detector, gloves, mirror
Steps	<ol style="list-style-type: none"> 1. Work in teams as assigned by the facilitator. 2. Follow procedures for preparing offender for transport: <ul style="list-style-type: none"> • Search and secure holding cell • Search offender • Restrain offender and lead her to holding cell • Remove restraints from offender • Search offender with metal detector

Facilitator Notes

1. **DIVIDE** participants into pairs or whatever is practical for this exercise given the setting.
2. **TRY** to have multiple rooms set up and multiple facilitators observing.
3. **HAVE** one member of the pair role-play the transporting officer and one role-play the offender.
4. **OBSERVE** the transporting officer:
 - Search and secure the holding unit
 - Search the offender
 - Restrain offender
 - Escort offender to holding cell
 - Remove restraints
 - Search offender with metal detector



Preparing the Offender

REGROUP

- ✓ Searching and securing holding cell
- ✓ Conducting a pat or metal detection search of the offender
- ✓ Handcuffing and moving offender to holding cell
- ✓ Removing restraints
- ✓ Searching offender with metal detector



39

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Preparing the Offender

Regroup and discuss your observations.

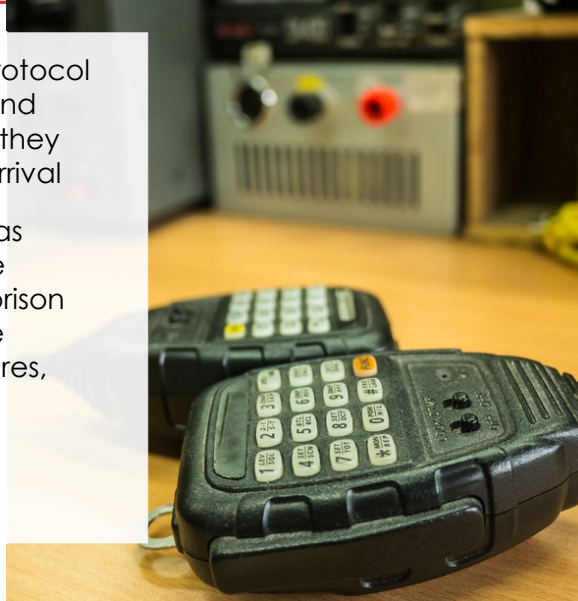
Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon participants to share their thoughts.
3. PROVIDE your feedback.
4. DISCUSS the need for these steps to ensure safety and security on the transport.
5. SHARE any stories you have of offenders not being searched and any ramifications.



Communication

- Have an established protocol with hospitals, courts, and other prisons to ensure they will be ready for your arrival
- Communication is just as important between the transport officers and prison officials, who should be informed of all departures, delays, and arrivals



40

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Communication

Transport officers are responsible for notifying the appropriate personnel at transport destinations of any real or potential risks involving the offender. Likewise, communication protocols should establish regular check-in intervals to permit prison supervisors to monitor the progress of the escort mission.

Consider that distance and terrain may affect communication. Protocols should account for gaps in cellular phone coverage, two-way radio dead zones, and any other interruptions in communication.

The written communication protocols must designate how communications are to be carried out (phone, radio, etc.); include contact names and telephone numbers/radio identifiers and provide "in case of emergency" guidance

Facilitator Notes

1. EXPLAIN that these protocols must be followed for any transport destination.
2. ENGAGE participants in a discussion on why this protocol is important and should be followed.
3. SHARE any stories you may have of a time this protocol wasn't followed and what happened.



Equipment

- Cell phone
- First aid kit/ medical equipment
- Flashlights
- Maps
- Radio
- Restraining devices
- Less-lethal munitions
- Firearms
- Stun vests



42

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Emergency Equipment

Make a list of anything else you should add to the emergency equipment used in the KSA.

Facilitator Notes

1. EXPLAIN that all equipment must be authorized, obtained, and accounted for by escorting staff.
2. ADD anything else that should be included in this list based on your experience.



Mode of Transportation

- Staff should judge the mode of transportation best suited for the situation and nature of the trip
- Normally bus or automobile (cars and vans) are most appropriate
- Once a vehicle is issued, the transporting officer must:
 - ✓ Search it, ensuring that it is free of contraband, weapons, or any article that might aid in escape attempt
 - ✓ Perform a safety check



43

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Mode of Transportation

The officer must perform a safety check of the vehicle and ensure that it is fully fueled and that all communication systems (radio and cell phone) are operating properly. To ensure that contraband is not put in a vehicle after this inspection has been complete, the vehicle should be locked and kept under supervision

Because of concerns for providing security and safety to the public, the offender, and the transporting officer, an offender is not to be allowed to communicate with anyone while being transported.

If possible, staff should establish several routes to frequently traveled destinations to not establish a predictable pattern. The chosen route should be finalized with institutional staff before departing.

Facilitator Notes

1. EXPLAIN the selection of a vehicle for transportation.
2. EXPLAIN the importance of not allowing the offender to communicate with anyone while being transported.
3. EXPLAIN that an officer transporting an offender has the primary responsibility of the safe delivery of the offender. Therefore, a transport should not be interrupted to render police services. One permissible exception is the existence of a situation where there is grave and imminent danger to third parties and assistance is immediately required and can be rendered with minimum risk to all parties.



Traveling by Cars and Vans

Cars



- One officer and no security screen:
 - ✓ Offender will be in the front passenger seat
- Security screen:
 - ✓ Offender will be in the rear passenger seat on opposite side of driver
- Second officer:
 - ✓ Offender will be in the rear passenger seat; second officer will sit beside the offender and behind the driver

Vans



- Offenders will be secured in offenders' compartment and handcuffed
- All offenders will be seat belted during transport
- Transport officers will be seated in the driver's area
- One officer will maintain visual surveillance

44

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Traveling by Cars and Vans

If transported by one officer and the vehicle does not have a security screen, the offender will be placed in the front passenger seat with her arms handcuffed in front of her with a waist chain, and the seatbelt and shoulder harness fastened.

If the vehicle has a security screen, the offender may be placed in the rear passenger seat, with arms handcuffed in front of her with a waist chain and seatbelt and shoulder harness fastened.

If a second officer is required to transport an offender, the offender will be placed in the rear passenger seat, with hands handcuffed in the front with a waist chain, and with the seatbelt/shoulder harness fastened. The second officer will sit beside the offender and behind the driver.

Vans can be used for the transport of multiple offenders at the direction of a supervisor. Offenders transported in prisoner transport vans will be secured in the prisoners' compartment and handcuffed. The handcuffs will be double-locked. All offenders will be seat belted during transport. Transport officers will be seated in the driver's area. One officer will maintain visual surveillance on the offenders for the duration of the trip. Secure escort vans have external padlocks affixed to the entry doors behind the passenger to ensure they cannot get out.

Facilitator Notes

1. EXPLAIN that for safety reasons, the offender must be under observation at all times. Opportunities for escape or attack on the transporting officers must be reduced as much as possible. The offender should be made as comfortable as possible, given the length of the trip being made, and yet secured to the maximum degree.
2. EXPLAIN that in sedans and vans used to transport offenders, a safety shield should be installed between the front and rear seats.
3. ADD that escort trips by sedan or van should be as direct as possible and accomplished in an inconspicuous manner, avoiding all possible traffic congestion, signal lights, railroad crossings, and other delaying situations.



Searching the Vehicle

- Transport vehicles must be searched prior to *and* following the transport of offenders
- When searching, consider where the vehicle has been parked and who has access to the parking area



45

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching Vehicles

Transport officers are required to examine their vehicles at the beginning of each shift prior to use for transporting offenders. Officers are responsible for ensuring the vehicle is safe and appropriately equipped.

Vehicles parked in motor pools are generally not placed under constant surveillance. The search must be conducted with the assumption that persons unknown may have planted contraband, weapons, and/or other items in and/or near the vehicle where the offender can gain access.

- Search the vehicle passenger areas
- Search the glove compartment
- Check the trunk
- Document the search and condition of the transport vehicle prior to departure

It is helpful to approach the search through the offender's eyes, with a focus on finding opportunities to breach security.

Facilitator Notes

1. REVIEW the rules for searching vehicles before a transport.
2. DISCUSS where the vehicles are parked and who has access.
3. EXPLAIN that the transport should also make sure that the vehicle is appropriately equipped.
4. ASK participants to explain what you mean about searching "through the offender's eyes." Ask them how this type of search is different.



Pre-Trip Inspections and Safety



- All vehicles should be properly inspected before leaving both the prison and destination
- Transport officers must ensure their vehicles are fully functional before departure



46

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Pre-Trip Inspections and Safety

While searches focus on uncovering breaches in security, pre-trip inspections ensure the overall safety of the escort mission. The inspection should include, at a minimum:

- Basic vehicle maintenance status
- Outstanding work or service requests
- Fluids and air pressures
- Radiator coolant

Check the spare tire, jack, lug wrench, and safety flares. The condition of the vehicle itself should be examined, including the proper inflation of tires, fuel and oil levels, ignition system, and engine operation. The transporting officer must ensure that he or she will be able to refuel the vehicle as needed.

Also inspect to ensure the following:

- Safety equipment is operational
- Emergency equipment for mechanical failure is onboard, including the spare tire, jack wrench, safety flares, and traffic vest
- Vehicle is in a condition to make the trip
- First aid supplies are aboard
- Radio system is working properly

Facilitator Notes

1. **EXPLAIN** that officers should ensure that their vehicle is fully functional and prepared for any unexpected stops or delays. Fuel, tire pressure, fluid levels, headlights etc., should be routinely checked before departure.
2. **STRESS** the importance of standardized vehicle inspections according to established procedures.
3. **DISCUSS** modifications of vehicles, e.g., removal of inside door handles, child-proof locks, security screens/panels.
4. **DISCUSS** the need to check with the Facilities Department (garage specifically) to ensure no work requests are pending for the vehicle you are utilizing. Check fluids and air pressures, radiator coolant, and door locks.



Searching and Inspecting a Vehicle

EXERCISE

- Work in your groups
- Observe facilitator demonstration of search/inspection
- Conduct a search of the vehicle
- Conduct an inspection of the vehicle



Work in Your Groups

➔

Share Your Response



2 hours

47
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching and Inspecting a Vehicle	
Duration	2 hours
Purpose	The purpose of this activity is to increase participants' knowledge on performing a vehicle search and maintenance check before a transport.
Materials	Flashlight, mirror, gloves
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Observe the facilitator perform a search on the vehicle. 3. As directed by the facilitator, conduct a search of the vehicle. 4. Observe the facilitator perform a maintenance check on the vehicle, including safety equipment. 5. As directed by the facilitator, conduct a thorough inspection of a vehicle, including any safety equipment. 6. Be prepared to share your findings with the class—explain the condition of the vehicle and the safety equipment.

Facilitator Notes

1. For this exercise, **INCLUDE** something that is not working and/or that is not where it should be—some of the safety equipment is not operational, a spare tire or jack is missing, a tire is flat or going flat, etc. (It should be different for each group.)
2. **DEMONSTRATE** a thorough search of the vehicle.
3. **HAVE** participants work in groups to perform a search of the vehicle.
4. **DEMONSTRATE** a thorough inspection of the vehicle.
5. **HAVE** only one group at a time inspect the vehicle. The other groups should be in another location so they cannot observe the inspection. Alternatively, have three vehicles available and the groups will work simultaneously.
6. **EXPLAIN** the exercise to participants.
7. **BE** prepared to work with each group to offer guidance if necessary.
8. **REGROUP** on the following slide.



Searching and Inspecting a Vehicle

REGROUP

Facilitators will demonstrate the following:

- ✓ Searching a car and/or van
- ✓ Conducting a safety inspection of the car/van
 - ✓ Gas and oil levels
 - ✓ Tires
 - ✓ Doors and locks
 - ✓ Radio equipment
 - ✓ Gun racks
 - ✓ Jack, jack handle
 - ✓ Spare tire
 - ✓ Seat belt



48

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Searching and Inspecting a Vehicle

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. ENGAGE participants on their observations from searching and inspecting a vehicle.
3. SHARE stories of incidents of when vehicles were not carefully searched.



Escorting the Offender to the Vehicle

- The escorting officer goes to the holding cell and:
 - ✓ Searches the offender again
 - ✓ Restroom check
 - ✓ Applies restraints
 - ✓ Escorts the offender to a pre-searched vehicle
 - ✓ Places the offender in the back passenger-side seat
- A second escorting officer sits beside her behind the driver

50

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Escorting the Offender to the Vehicle

During movement, transport officers are responsible for protecting the offender while she is restrained. Officers should help the offender avoid injury by maintaining positive contact at all times—such as holding onto the offender's arm.

This practice also helps the transport officers maintain control over the offender's movements.

Facilitator Notes

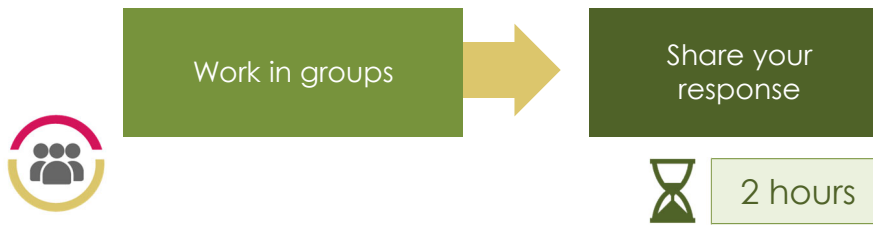
1. DISCUSS the process of moving the offender from the holding cell to the vehicle.
2. DESCRIBE the seating arrangement.



Placing Offenders in the Vehicle

EXERCISE

- Work in your group
- Search the offender using the metal detector
- Apply restraints to the offender
- Escort the offender from the holding cell to the vehicle
- Place the offender in the vehicle



51

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Placing Offenders in the Vehicle

Duration	2 hours
Purpose	The purpose of this activity is to practice the next step in offender transport, which is moving the offender from the holding cell to the vehicle.
Materials	Handheld metal detector, restraints, vehicle, holding cell
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Half the group will be offenders and half the group will be transport officers. 3. The transport officers will follow procedures to transport the offender from the holding cell to the vehicle. 4. The transport officer will then place the offender inside the vehicle and accompany her. 5. Switch roles. 6. Be prepared to discuss your observations.

Facilitator Notes

1. EXPLAIN the activity to participants.
2. HAVE groups divide into offenders and transport officers and role-play moving the offender from the holding cell to and into the vehicle.
3. MAKE sure that each participant plays the role of offender and transport officer.
4. DETERMINE the most efficient way of conducting this exercise so that participants do not waste time awaiting their turn—if possible, have multiple holding cells, vehicles, and facilitators so that groups can conduct this exercise simultaneously.
5. REGROUP on the following slide.



Placing Offenders in the Vehicle

- ✓ Search the offender using the metal detector
- ✓ Apply restraints to the offender
- ✓ Escort the offender from the holding cell to the vehicle
- ✓ Place the offender in the vehicle

REGROUP



52

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Placing Offenders into the Vehicle

Regroup and discuss your observations.

Facilitator Notes

1. REGROUP from the previous activity.
2. ENGAGE participants in a discussion on their observations of the activity.
3. ENCOURAGE questions.
4. PROVIDE feedback.

Transporting by Bus

- Bus operations are governed by law, agency policy, contingency plans, and local post orders
- Bus security procedures are the same for any level of offenders
- Staffing includes driver, officer in jump seat next to the driver, and one officer in a jump seat at the rear of the bus behind the caged security area



53

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Transporting by Bus

Buses can transport up to 40 offenders at one time. They can be escorted by chase vehicle or outside law enforcement/military personnel. For a high-risk movement, air security can be requested. Most buses are GPS-equipped for tracking purposes. Buses typically have satellite communications equipment as well as onboard video surveillance.

On secure buses, offenders are placed in restraints and secured within a caged inner compartment. These buses typically have bars over all windows and door openings.

Bus security procedures are the same for any level of offenders. It normally has all levels inside but is generally run under one set of security rules. Staffing is driver, officer in jump seat next to driver, and 1 officer in a jump seat at the rear of the bus behind the caged security area.

Officers should have a photo identification card for each offender on the bus. That identification and other relevant records should accompany the offender in transit. Each offender should be checked against the identification when boarding or disembarking in case of emergency. Offenders should be assigned seats when placed on the bus and should not be permitted to leave them without the bus supervisor's authorization.

Facilitator Notes

1. ENGAGE participants in a discussion on transporting offenders by bus.
2. ASK participants to explain their protocol for using buses.
3. EXPLAIN that best practice is to have a senior correctional officer in charge.
4. EXPLAIN that individual records, correspondence, and other official records as well as clothing and other personal effects of officers, fire extinguishers, or any articles that may be used as weapons should be stored in a secure place accessible only by the bus crew.
5. ADD that officers assigned to supervise offenders should have a clear view of the entire bus compartment.
6. Any staff who will be armed during the trip should be in a separate, secure compartment so that she has no direct contact with the offenders.
7. At least two officers should remain aboard the bus while offenders are in transit, including during rest and lunch stops. Vehicle stops should be kept to a minimum



Offender Management

- The bus is normally brought into a secure area near a prison exit (normally the receiving and discharge gate)
- Staff form a line while restrained offenders go from the sallyported gate to the bus



54

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Offender Management

All offenders should be handcuffed, even minimum custody offenders. Handcuffs should be used as a security measurement, not punishment. They should not be tightened to the point that they cause discomfort.

Leg irons and handcuff covers (black boxes) should be used according to a policy-driven, clearly defined standard.

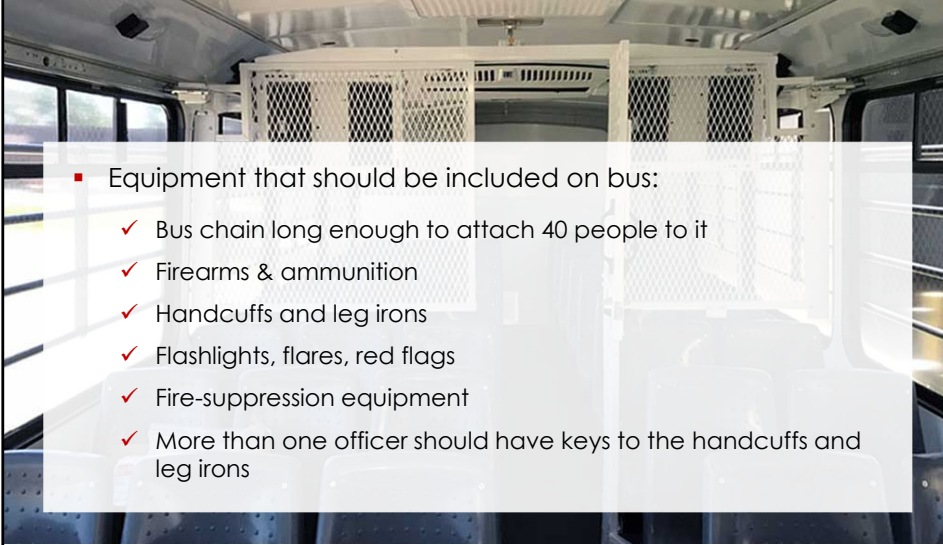
The bus supervisor should be certain a thorough visual search is performed on each offender during processing and again before boarding the bus. A handheld metal detector should be used to determine whether offenders are hiding any metal objects.

No personal property should be given to offenders while on board the bus.

Facilitator Notes

DISCUSS management of offenders aboard a transport bus.


Equipment



- Equipment that should be included on bus:
 - ✓ Bus chain long enough to attach 40 people to it
 - ✓ Firearms & ammunition
 - ✓ Handcuffs and leg irons
 - ✓ Flashlights, flares, red flags
 - ✓ Fire-suppression equipment
 - ✓ More than one officer should have keys to the handcuffs and leg irons

55 Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Equipment

Radios, phones, tool kit, drive belt in case 1 breaks, coats for offenders if bus breaks down, sack lunches if long transport, water jugs, toilet paper, first aid kit should be included.

Add any equipment that should be included in the KSA.


Facilitator Notes

1. DISCUSS equipment that should be included on a transport bus.
2. ENGAGE participants in a discussion on any additional equipment necessary in the KSA.

Transporting by Bus

EXERCISE


- One group will perform the following:
 - ✓ Search the bus
 - ✓ Transport offenders from the holding cell to the bus
 - ✓ Apply restraints on offenders, per procedures
- The other group will be the passenger-offenders on the bus
- Switch roles



Work in groups

➔


Share your response



2 hours

56
Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Transporting by Bus	
Duration	2 hours
Purpose	The purpose of this activity is to have participants practice escorting multiple offenders to a bus and placing them on the bus.
Materials	Classroom set up as two buses, restraints, including bus chain long enough to handcuff 40 offenders to it
Steps	<ol style="list-style-type: none"> 1. Work in small groups assigned by the facilitator. 2. Role-play offenders and transport officers. 3. The transport officers will search the bus. 4. They will then restrain and escort the offenders to the bus and place them in their assigned seats. 5. Switch roles as directed by the facilitator. 6. Be prepared to share your observations.

Facilitator Notes

1. Set up two "buses" and have two facilitators monitor.
2. DIVIDE participants up into groups as you deem appropriate according to your experience and the logistics. Some of the groups will be transport officers, and many will be offenders.
3. The transport officers are to escort multiple offenders aboard the buses.
4. The transport officers are to search the bus before moving any offenders. If possible, HIDE some weapon (maybe taped to the bottom of a seat or along the side of the chair) before the search.
5. GUIDE participants in this exercise. They should have bus chains long enough to handcuff 40 offenders to it. This allows staff to supervise all the offenders who are linked together. Radios, phones, tool kit, drive belt in case 1 breaks, coats for offenders if bus breaks down, sack lunches if long transport, water jugs, toilet paper, first aid kit.
6. REGROUP on the following slide.



Transporting by Bus

REGROUP

- Search the bus
- Transport offenders from the holding cell to the bus
- Apply restraints on offenders, per procedures



57

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Transporting by Bus

Regroup and discuss your observations.

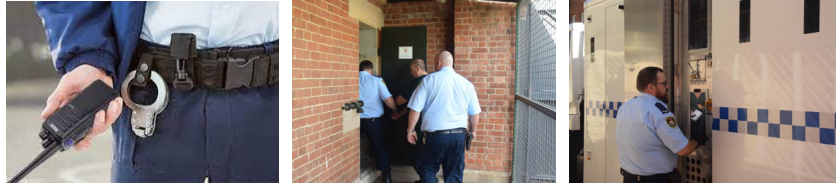
Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE each group experience their observations of the activity.
3. ENCOURAGE questions.
4. PROVIDE your feedback.



Disembarking

- Transport officers:
 - ✓ Radio prison and advise they have arrived
 - ✓ Check the area and report to the secure door (pre-identified)
 - ✓ Escort the offender(s) into the assigned room
 - ✓ Move the van/bus to a secure area in the parking lot



58

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Disembarking

Transport officers perform the same procedures as embarking, but in reverse.

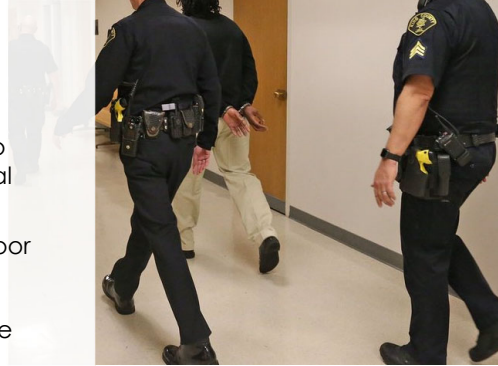
Facilitator Notes

EXPLAIN that transport officers perform the same procedures as embarking, but in reverse.



Leaving Hospital/Courthouse for Prison

- Transport officers:
 - ✓ Restroom check
 - ✓ Check the offender out
 - ✓ Get release paperwork to bring to the prison hospital unit
 - ✓ Bring vehicle to secure door
 - ✓ Check the area
 - ✓ Put the offender in vehicle
 - ✓ Secure the offender
 - ✓ Radio prison and advise you are en route



60

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Leaving Hospital/Courthouse for Prison

Follow the same procedures in reverse for leaving the location and returning to prison.

Facilitator Notes

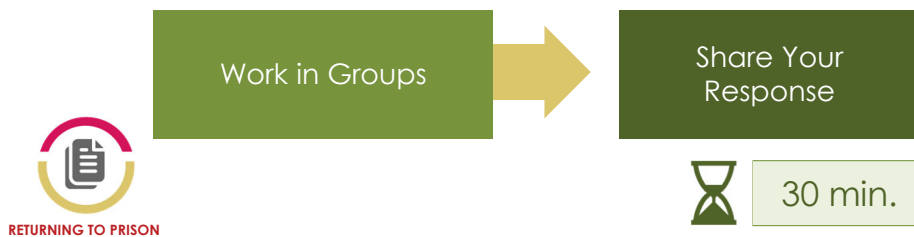
1. EXPLAIN the procedures for leaving the outside location and returning to the prison.
2. ADD any information you have from your experience.



Returning to the Prison

EXERCISE

- Work in your groups
- Refer to Worksheet 1: Discharge from the Hospital
- Read the short scenario
- Answer the questions that follow



61

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Returning to the Prison

Duration	30 minutes
Purpose	The purpose of this activity is to have participants apply knowledge gained to reflect upon actions they would take as a transport officer.
Materials	Worksheet: Returning to the Prison, pen, paper
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Read the scenario. 3. Write your responses to the questions that follow. 4. Be prepared to share your response.

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the activity.
3. PROVIDE each group a copy of the Worksheet: Returning to the Prison.
4. REGROUP on the following slide.





Returning to Prison

1. Read the short scenario.
2. Respond to the questions that follow.
3. Be prepared to share with the class.

Scenario:

The offender you brought to the hospital has had hip surgery and will need a wheelchair to get back to the prison. The doctor ordered medication and has given the offender a bag of medication, to include narcotics, which are needed for a positive recovery.

You overhear the doctor telling the offender he will see her next Tuesday. He will ask the prison authorities to bring her over after lunch.

The doctor then tells you not to restrain the offender's legs because of possible swelling.

Your trip authorization required full restraints.

Questions:

1. What escort issues are evident?
2. How would you resolve the escort security problems?
3. Explain the process used to take the offender from the hospital and return to the prison.
4. Explain how to search hospital equipment provided to offender (wheelchair, crutches, canes, braces, etc.).

Returning to the Prison

REGROUP

- Each spokesperson will explain her group's response to the questions that follow the case study.



62

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Returning to the Prison

Regroup and discuss your observations.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE each group explain its response.
3. COMPARE responses and engage participants in a discussion on any differences.
4. PROVIDE your feedback.
5. DISCUSS how to bring the vehicle to the release area and what security is needed for the vehicle when loading. (Hospital security should assist in perimeterizing van during loading and keeping the public away from the area.)



High-Risk Transport

- ✓ Operations order
- ✓ Advance trips
- ✓ Security assessments of main routes and alternative routes, destinations, and internal areas
- ✓ Interagency cooperation and coordination
- ✓ Tactical teams
- ✓ Advanced threat analysis site visit to proposed destination
- ✓ Intelligence component
- ✓ Additional tactical support equipment
- ✓ Training
- ✓ Armored escort vehicles



63

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



High-Risk Transport

High-risk transports require considerable advance preparation to ensure security. Some of this preparation is ongoing, such as training and certification in tactics, self-defense, weapons proficiency, and weapons retention. Other training may be assigned as required by the specific transport.

These transports require coordination between different agencies, each with its own area of expertise and chain of command. Escort staff should expect to visit partner agencies and escort destinations prior to the transport to coordinate activities and conduct security assessments of the routes, destinations, and various internal areas affected by the escort.

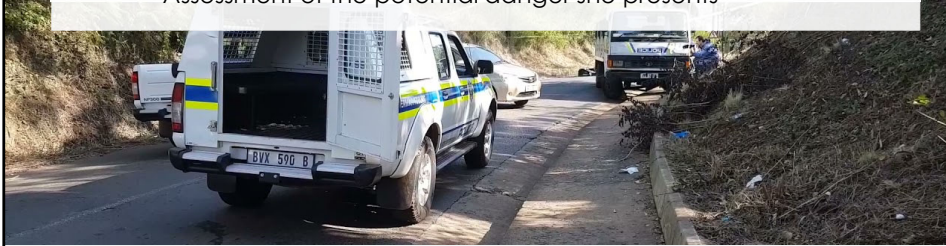
Facilitator Notes

1. **INTRODUCE** the steps that need to be followed when transporting or planning to transport a high-risk offender.
2. **EXPLAIN** that training (and certifications for tactical teams) needs to be conducted routinely. This training includes tactics, self-defense, weapons proficiency and retention.



Escape

- If an offender escapes while being transported, the transporting officer will immediately notify the prison by radio, call emergency number (equivalent of U.S. 911), and provide at least the following information:
 - ✓ Location of the escape and last known direction of travel
 - ✓ Physical description of the escapee including clothing
 - ✓ Reason the escaped person was in custody
 - ✓ Assessment of the potential danger she presents



64

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Escape

If an offender escapes while being transported, the transporting officer will immediately notify the prison, who will make notifications, by radio. Call equivalent of 911 (emergency), and contact police if radio or cell phone contact is possible. Provide at least the following information:

- Location of the escape and last known direction of travel
- Complete physical description of the escapee including clothing
- Reason the escaped person was in custody and an assessment of the potential danger she presents

The transport officer will summon necessary aid if escape was incidental to another event, e.g., accident. She will make every attempt to apprehend the offender (if practical). She will promptly notify her immediate supervisor and watch commander.

Facilitator Notes

1. **INTRODUCE** the steps that need to be followed when an offender escapes from a transport.
2. **ADD** any additional information you have based on your experience.



SUMMARY

Topics

- ✓ Risks of Transporting Offenders
- ✓ Categories of Transports
- ✓ Applying Restraints
- ✓ Preparing for the Transport
- ✓ Selecting the Equipment and Vehicle
- ✓ Moving Offender to the Vehicle
- ✓ Returning to the Prison

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



65

Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Worksheets



Priority Intelligence Items

Directions:

1. Read the items listed in the table.
2. Determine whether each item has intelligence value.
3. Place a checkmark in the correct column for each item.

Observed action or behavior	Has Intelligence Value	Has No Intelligence Value
Offender is seen limping		
Offender passes note to another offender		
Offender coughs 3 times while passing another offender		
Offender's uniform is sloppy		
Offender sits with a different group at mealtime		
Two offenders known to be friendly talking quietly in a corner		
Two offenders known to not get along talking quietly in a corner		
Offender shouts at another offender over a spilled drink		
Offender reports uniform item missing from cell		
Offender's cell is messy		
Offender receives letter from family		
A hand-drawn map of the prison found in offender's cell		
Screwdriver found in offender's cell		
Offender offers part of her meal to another offender		
Offender seen crying while walking away from another offender		
Offender shoves another offender		
Offender requests change in cell assignment		
Offender requests medical treatment for injury		
Offender known to be unfriendly starts conversation with staff		



Observed action or behavior	Has Intelligence Value	Has No Intelligence Value
Offender known to be friendly avoids conversation with staff		
Inventory shows items missing from kitchen		
Offender requests replacement bed linens		
Officer reports hearing noise in hallway during lights out		
Offender reports odd smell in cell block		
Lighting fixture in common area is broken		
Officer finds a shard of glass in shower block		
Incoming visitor found to be carrying a packet of drugs		



Communicating

Directions:

1. Role-play with a partner.
2. The first speaker is a direct communicator.
3. Read the sentences under Section 1A, one at a time.
4. Wait for a response.
5. The listener will respond however she thinks appropriate.
6. In the first 4 sentences, the partner (the listener) will role-play a co-worker.
7. In the second 4 sentences, she (the listener) will role-play a co-worker.

Switch roles.

8. The second speaker is an indirect communicator.
9. The second speaker reads the sentences under Section 1B, one at a time.
10. Wait for a response.
11. The listener will respond however she thinks appropriate.
12. In the first 4 sentences (of Section 1B), the partner (the new listener) will role-play a co-worker.
13. In the second 4 sentences (of Section 1B), the partner will role-play an offender.
14. Discuss between the two of you how you felt with that style of communicating.
15. Respond to the questions that follow each type of communicator.
16. Be prepared to share with the class.

SECTION 1A: Direct Communicator

The sentences below are your talking points. Read them one at a time and wait for the response:

Communicating with a co-worker

1. Why didn't you let me know you were going to be late taking over my shift?
2. Where were you? I was looking for you.
3. Why didn't you bring back my lunch? I asked you to.
4. You didn't fill out your paperwork last night.

Communicating with an offender

5. What else haven't you told me?
6. How can you be sure that is what you remember seeing?
7. How do I know you are telling me the truth?
8. I think you are hiding something.

Discussion:

- Write down any pros for this type of communicating



- Write down the cons.
 - Explain how this type of communicating made you feel as a listener.
 - What do you think about the communicator?
-

SECTION 1B: Indirect Communicator

The sentences below are your talking points. Read them one at a time and wait for the response:

Communicating with a co-worker

1. Maybe you didn't know you were going to be late, so you weren't able to let me know.
2. You probably forgot that we were going to meet. I was looking for you.
3. Oops, I probably didn't make it clear that I wanted you to bring my lunch back with you.
4. I looked for the paperwork last night, but maybe I just don't see it.

Communicating with an offender

5. Is there something else that you would like to tell me?
6. Is it possible that you may not be sure that is what you saw?
7. Is there anything else you need to add to what you are telling me?
8. Is there anything here that I need to see?

Discussion:

- Write down any pros for this type of communicating.
- Write down the cons.
- Explain how this type of communicating made you feel as a listener.
- What do you think about the communicator?



SECTION C: Guidelines for both styles of communicating

For direct communicators

- Soften your statements and ease into topics gradually (indirect communicators can hear "between the lines" and get your meaning).
- Learn to "listen between the lines" (indirect communicators often phrase important information in softer terms that may be missed by direct communicators).
- Avoid outright demands for answers such as "Why?" "Why not?" "When can you have this?"
- "Could you give us a little background on this," or "Can you explain your take on this," is more effective and far more diplomatic.
- Be patient if you don't get your answers right away. Express that you would like to hear more from them on that issue and let them get back to you.

For indirect communicators

- Realize that direct communicators are reassured when they hear sincere answers instead of a gentle letdown. Expressing your true position is a sign of trust and respect.
- Indirect communicators are not being aggressive when they have very specific questions or requests.
- Direct communicators sometimes struggle to understand the true meaning behind indirect communications. Keep your diplomacy, but make sure that your direct communicator fully understands what you are saying.
- If you cannot give immediate responses to the concerns of direct communicators, reassure them that you will respond as soon as possible. Provide a timeframe.



Mix and Match

Directions:

1. Read the terms in the left column.
2. Find the matching definition for each term in the right column.
3. Place the term in front of the correct definition.

Terms	Definitions
<ul style="list-style-type: none"> A. Patrol B. Census checks C. Count D. Pass systems E. Controlled movements F. Outcount G. Emergency counts H. Picture-card count 	<ol style="list-style-type: none"> 1. _____ A physical acknowledgement of the number of offenders in certain locations and comparing that number with the number of offenders assigned to that location 2. _____ A count of offenders who are officially listed on the facility census but who are not physically present on the premises 3. _____ Official counts taken at unscheduled times that can occur for any security-related reason 4. _____ Staff compare the picture from the offender's information card with the occupant of the cell or bed 5. _____ Unofficial counts conducted throughout the day to ensure offenders are in their assigned areas 6. _____ Staff provide signed individual movement passes to offenders 7. _____ Permitting offenders to move during the day only at certain specified intervals 8. _____ Moving around to detect suspicious activity within the premises and in its immediate surroundings



Facilitator Guidelines: Offender-Related Role-Play

Directions:

- Two facilitators role play.
- One facilitator will play the role of Offender A.
- One facilitator will play the role of Offender B.
- At the designated time, facilitators will change roles:
 - One facilitator will play the role of Corrections Officer
 - One facilitator will play the role of Offender A, then switch to Offender B during an interview
- Note: this activity carries through to the final exercise, which is a disciplinary "hearing."
- It is recommended to print two copies of this role play scenario, one for each facilitator.
- After the role-play, participants will work in small groups to write an incident report. Their incident reports will be used later in the module at a disciplinary "hearing."

Note: Make this scenario real by using your own professional experience.

Part 1:

Offenders A and B are housed in the same housing unit. Offender B is called out of her cell for a pre-arranged appointment. While Offender B is away, Offender A enters her cell and removes a magazine. Offender B returns in time to see Offender A hiding the magazine in her blouse.

Offender B: Hey, thief! That's mine, give it back!

Offender A: I wasn't doing anything, what do you mean?

Offender B: (getting agitated) You stole my magazine! Give it back.

Offender A: (defensive) You're crazy, I don't have anything of yours!

- Offender B grabs Offender A and attempts to retrieve the magazine.
- A scuffle ensues, and Offender B punches Offender A.

ROLE SWITCH--Facilitator to play role of Corrections Officer responding to incident

Part 2:

Corrections Officer is interviewing Offenders A and B about the incident.

Note: Be sure to separate Offender A from the area of the incident and away from Offender B's simulated location.

Witness statement questions for Offender A:

- What happened?
- Why did Offender B hit you? (**Note: Offender A lies and says Offender B gave her the magazine, then later changed her mind**)
- Who else was at the scene?
- Have you and Offender B had any problems?
- Are you sure Offender B gave you that magazine?

Note: At this point, return to Offender B's simulated location and switch roles. Facilitator who played Corrections Officer will now role play as Offender B, while facilitator who played Offender A will now role play as Corrections Officer.

Witness statement questions for Offender B:

- What happened?
- Why did you hit Offender A?
- Offender A says you gave her that magazine; is this true? (Note: Offender B answers truthfully, "No.")
- Who else was at the scene?
- Have you and Offender A had any problems before this?
- Are you sure you didn't give Offender A that magazine?



Selecting Accurate Words

Directions:

1. Read the sentences below.
2. Place a checkmark for the sentences that are accurately written.
3. Rewrite the other sentences to make them accurate.

Sentences:

1. ____ I think it was around 1:30 because I had just returned from lunch with a co-worker when this officer was dispatched to break up an argument between two offenders.
2. ____ At approximately 1:30, I was dispatched to break up an argument between two offenders.
3. ____ Offender 1 hit Offender 2 because she always seems jealous of her.
4. ____ I heard a rumor that Offender 1 was upset because Offender 2 has more visitors than she does, so I think that is why she hit her.
5. ____ Offender 1 was trying to hide a small, white purse.
6. ____ This officer noticed an individual who turned out to be Offender 1 in what looked like she was trying to keep from my sight a small item that looked like a light-colored purse. I think it was white.



Two Reports

Directions:

1. Below are two incident reports about the same incident.
2. Read both reports.
3. Select the one report that is clearly and accurately written.
4. Be prepared to explain why one report is clearly written and the other is not.

Incident Report

Who: Officer H. Layla, Officer M. Arif, Offender Q. Hussein, Offender L. Rafiq

What: Altercation between Q. Hussein and L. Rafiq

Where: Dining facility

When: During mid-day meal

How: Q. Hussein slapped L. Rafiq

Why: Argument over portion size

Report 1

Officer M. Arif and I were overseeing the mid-day meal in the dining facility when we saw offenders Q. Hussein (#number) and L. Rafiq (#number) arguing. As we made our way to the lunch line, Hussein slapped Rafiq in the face.

We separated the two offenders; I interviewed Hussein while Arif interviewed Rafiq. Hussein claimed that Rafiq didn't give her as much food as other offenders received, and that Rafiq insulted her when she asked for more. Rafiq said that Hussein was verbally aggressive and demanded more food, even though she received the same serving as other offenders.

Report 2

This officer was stationed at the east door leading from the KSA Facility 2 meal service area, along with Officer M. Arif. During the mid-day meal service, this officer observed one offender (Q. Hussein, named as Offender 1 in this report) in a verbal altercation with another offender (L. Rafiq, named Offender 2 in this report). This officer observed Offender 1 to physically assault Offender 2 in the region of the left side of Offender 2's head and shoulders area. Officer M. Arif and this officer responded to the scene and physically separated the involved parties in preparation for taking statements from each. Officer M. Arif escorted Offender 2 to an area out of earshot of Offender 1 (north side of KSA Facility 2 meal service area) at which point this officer was unable to ascertain their conversation. This officer escorted Offender 1 to a secure location out of earshot of Offender 2 (south side of KSA Facility 2 meal service area) in preparation for taking her statement.



Offender 1 stated that Offender 2 had given her less food than was provided to other offenders in the meal service line. Offender 1 further stated that Offender 2 became verbally abusive when questioned. Offender 1 claims that she did not intend to strike Offender 2 but did so in self-defense against Offender 2's verbal aggression. Note: This officer reviewed the meal plan for the meal in question and found that Dietician established a baseline portion size of 150g for the food item in question. Offender 2 (interviewed by Officer M. Arif) stated that Offender 1 demanded more food (above the 150g designated) and became verbally aggressive when refused. Offender 2 claims that Offender 1 struck her in the face without provocation.



Procedures for Searching Cells

	Search the cells the same way each time to promote efficiency and thoroughness
	Remove the offender from the cell; search and escort her to another secure area; when the search is complete, search the offender again before returning her to the cell
	Before entering the cell, secure the cell door in the open position to avoid being accidentally locked in the cell
	Before searching the cell, look at the items that are about to be searched; determine whether anything is out of the ordinary
	Start the search with the bed and use it as a workbench when finished searching it
	Remove the mattress and other bedding and examine above and below the bunk and in any crevices between the bunk frame and the wall
	Look under the bed and check for items suspended from springs or fastened to the bed frame
	With the mattress removed, examine the upper side of the bed frame and springs
	Examine the bedframe supports to ensure they have not been partially sawed through for easy removal
	Examine the mattress and pillows by rolling them lengthwise and widthwise
	Check the sides and ends of the mattress and pillows for cuts or tears in their covering <ul style="list-style-type: none"> • Any indication of re-sewed seams calls for a more careful examination, including opening the seams for extensive probing • A handheld metal detector is very effective in finding metallic contraband in these items
	Examine the remaining bedding, paying special attention to any seams or double thickness of the cloth
	Search the locker, one shelf at a time and return all items to their original positions
	Examine all surfaces of the locker (contraband may be taped to the underside of shelves or concealed in shelf ledges, supports, legs, or false sides or backs of the shelves)
	Examine any paper used to line the shelves
	Check all clothing (including dirty laundry) piece by piece; pay special attention to seams, double thickness of material, and pockets
	Open and check individually every item (letters, books, magazines, toilet articles, etc.)
	Examine coat hangers (certain types of plastic hangers are excellent places to conceal contraband)



	Check all footwear, including linings, soles, and heels; feel inside shoes all the way to the toe and remove the inner soles and any removable arch supports
	Remove a small portion of the contents of commonplace items to check for illegal substitutes <ul style="list-style-type: none"> • Shake talcum-powder containers and squeeze toothpaste tubes • Check to see that bars of soap have not been hollowed out
	Look in, under, and between the washbasin and in the drain, overflow, and gooseneck water seal (if accessible) (contraband may be suspended in the pipes or hollows on wires or threads, or stuck on with glue or tape)
	Examine the toilet carefully, inside and out (because offenders are aware of the officer's reluctance to examine these fixtures, they use these fixtures as favorite hiding places <ul style="list-style-type: none"> • Check under the base of the toilet, behind the toilet where it connects to the wall, and the toilet drain.
	Examine the toilet paper holder and all rolls of toilet paper to make certain that currency or other contraband is not rolled up within the roll
	If there are electrical outlets or other similar access panels in the room, remove them and inspect the cavities
	Examine any brooms or mops for items concealed in broom straws and mop heads
	If there is a radio, examine it carefully by removing the back, checking the battery well, and examining the electric cord
	Carefully remove any pictures from frames and examine the frame and the backing material
	Remove all wall coverings; remember even steel walls may be cut, with cuts concealed behind calendars and pictures
	Carefully scrutinize the walls, ceiling, and floor for indications of sawing, digging, cutting, defacing, or other possible signs of escape attempt
	Check heat or ventilation duct openings for indications of tampering or concealed contraband <ul style="list-style-type: none"> • Look for strings, thread, or wire holding something suspended in the duct
	Look around interior and exterior window frames and outside window ledge
	Examine window bars for evidence of tampering <ul style="list-style-type: none"> • Be alert for any wires, strings, or thread fastened to the bars and suspended outside the window
	Carefully examine the cell door or grille and the wall to which it is set <ul style="list-style-type: none"> • Check with the door in open and closed positions



Searching Nonhousing Areas

SEARCHING NONHOUSING AREAS	
	Visiting Areas: Thoroughly search trash, furniture, shakedown areas, and toilets before and after visits
	Perimeter: Search for items hidden next to or under fences
	Yard Areas: Use metal detectors to search for buried weapons and other contraband
	Institutional Buildings and Crawl Spaces: Check for evidence of tunnels; check desks, file cabinets, and shelving
	Visitor-Traffic Points: Search for items hidden or thrown by visitors
	Ductwork and air chambers: Search on a regular basis for signs of breaches in security and for contraband
	Tunnels: Search tunnels, utility corridors for unauthorized access
	Docks, Ramps, etc. Search regularly for contraband or escape equipment
	Shops, Vocational Training, and Industrial Areas: Search vents, block and brick walls, workbenches, machinery, bins, toolboxes, covered openings, elevator shafts, outbuildings, lockers, and staff-only areas
	Kitchen equipment: Search routinely for missing or loose parts that can be used or fashioned into a weapon; check food service equipment



Contraband Classification

Complete the sections below.

Contraband in the U.S.

Major	Minor
<ul style="list-style-type: none"> - Weapons - Flammable substances - Vessels containing urine, feces, or other bodily fluid - Any illegal drug or controlled substance unless prescribed by a physician - Smoking materials or tobacco products - Any unauthorized locking device, key, lock pick, or other device capable of destroying, altering, or damaging any security equipment - Cellular telephones and accessories. 	<ul style="list-style-type: none"> - Unauthorized clothing - Glass containers - Sexually explicit materials - Gambling paraphernalia

What is considered major and minor contraband in your country?

Major (your country)	Minor (your country)
1	1
2	2
3	3
4	4
5	5

What other items would you consider?

Major	Minor
1	1
2	2
3	3
4	4
5	5



Returning to Prison

1. Read the short scenario.
2. Respond to the questions that follow.
3. Be prepared to share with the class.

Scenario:

The offender you brought to the hospital has had hip surgery and will need a wheelchair to get back to the prison. The doctor ordered medication and has given the offender a bag of medication, to include narcotics, which are needed for a positive recovery.

You overhear the doctor telling the offender he will see her next Tuesday. He will ask the prison authorities to bring her over after lunch.

The doctor then tells you not to restrain the offender's legs because of possible swelling.

Your trip authorization required full restraints.

Questions:

1. What escort issues are evident?
2. How would you resolve the escort security problems?
3. Explain the process used to take the offender from the hospital and return to the prison.
4. Explain how to search hospital equipment provided to offender (wheelchair, crutches, canes, braces, etc.).

Course Evaluation

تقييم الدورة

COURSE EVALUATION

ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: Security Operations

Date: _____

1 Rate each aspect of the training: (circle rating)	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. I understood the training content and concepts.	1	2	3	4	5
b. The training was engaging and relevant to me.	1	2	3	4	5
c. I will be able to apply what I learned at my job.	1	2	3	4	5
d. The training program met my expectations.	1	2	3	4	5

2 What did you find particularly valuable?

3 What did you wish to receive but did not?

6 Rate the instructional methods used: (circle rating)	Poor	Not bad	Average	Good	Excellent
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

7 What would you change or improve?

8 What did you enjoy most?



COURSE EVALUATION

9 Rate your experience with the instructors: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

Please circle the rating that best describes your overall experience.

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

Additional Notes

Please provide any additional comments or suggestions.

Thank You and Congratulations!