

Unit 8: Custodial Care

Delivery guidance

In this unit, your learners will gain an insight into the inner workings of the custodial environment.

They will explore the law governing and strategies employed by the prison service to ensure they maintain their purpose of 'keeping those sentenced to prison in custody, help them lead law-abiding and useful lives, both while they are in prison and after they are released'.

This includes looking at the security measures employed in prison designed to 'keep those sentenced to prison in custody' as well as how control is maintained including searching techniques for both individuals and cells to ensure both staff and prisoners are safe. You will then look at the support available to offenders both in and out of custody to 'help them lead law-abiding and useful lives, both while they are in prison and after they are released'.

Your learners will examine the effectiveness and justification strategies and techniques that are both statutory and non-statutory and whilst doing so should learn about the pressures on the penal system and the value of the voluntary organisations that support the work of the statutory ones.

They should keep abreast of legal developments and new Statutory Instruments in the form of Prison Service Instructions (PSIs) (issued as Prison Service Orders (PSOs) prior to 2010) which update and amend the Prison Rules 1999, as well as current affairs and news stories regarding the prisons, the development of the estate and treatment of different types of offenders.

Approaching the unit

Your learners need to know how Her Majesty's Prison & Probation Service goes about fulfilling their purpose above and the rules, processes and protocols involved in doing so. They need to know how to find those rules and how they are practically applied as well as understanding their rationale and effectiveness.

While this means learners must work with current Prison Service Instructions and Orders, and therefore be able to find them on the appropriate gov.uk sites, there is also scope for viewing these in an historical context, which could be enjoyed by visiting museums such as the National Justice Museum, Dartmoor Prison Museum, The Clink Museum London, Ripon Police & Prison Museum. Furthermore, many police services have streamlined their own custody arrangements and as such there are many decommissioned police custody suites around the country. Very often these will be available to visit if contact is made by your centre.

There are numerous documentaries about life as a prison officer or life in prison and these will provide a valuable insight into the practicalities of life behind bars.

Learning aim A is concerned with practical security measures. Learners need to be able to describe a range of security measures, analyse their appropriateness, which you could do in given situations, as well as evaluate their effectiveness. This could be delivered effectively visually, by either visiting a prison/custody suite, inviting in a guest speaker from the profession or watching the many documentaries that are available.

Learning aim B is concerned with control measures and so again will require learners to have an up to date knowledge of the rules concerning search methods and control measures. They will need access to the Prison Rules 1999 and the most current Prison Service Instructions (PSIs) and Prison Service Orders (PSOs) and be able to describe the measures therein.

Learning aim C is concerned with the processes and practicalities of receiving and discharging individuals from a custodial environment. The website www.doingtime.co.uk gives a guide for offenders going to prison for the first time.

Learners will need to explore the purpose of searches and the process therein, as well as the different approaches used for different types of offender – they will need to consider Rule 41 of the Prison Rules 1999 and any amendments to it.

In addition, your learners will need to investigate the control measures used and how these are justified. Attention should be paid to The Prison Rules 1999 (as amended) from Rule 40-61. The regime of sanction v reward can be explored through the 2018 experiment at Feltham Young Offenders Institute (YOI) following its damning inspection in 2017.

To access this, go to the BBC website: <https://www.bbc.co.uk/news/uk-england-london-44044667>. ~~and search news/UK/England/London/Sanction v reward at Feltham: Violence at Feltham prison drops after sweet rewards – BBC News~~

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Learning aim D is concerned with the ways in which offenders are managed and supported both in custody and on their release. The formal process of offender management must be explored by your learners followed by an assessment of the effectiveness of some of the current Offender Behaviour Programmes.

In addition, this learning aim is concerned with how building positive relationships can make a difference to future offending behaviour, both whilst in custody and following release. These relationships can be seen in some of the many documentaries available, including those listed in the resources section at the end of this document. Furthermore, investigating schemes such as 'Story Book Dads' (go to the 'Story Book Dads' website: <https://www.storybookdads.org.uk/>) will allow learners to appreciate and evaluate the novel initiatives aimed at maintaining relationships and their incidental value in improving behaviour, literacy and reoffending rates.

In preparation for resettlement, your learners should have an overview of the work and responsibilities of Her Majesty's Prison Service (HMPS) in preparing offenders for release, the National Probation Service (NPS) and the community rehabilitation companies as well as the numerous charitable organisations that support this work.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine the security measures employed in the custodial environment	A1 Physical security A2 Dynamic/relational Security A3 Procedural security	Employee guide on the security measures and maintenance of control in a custodial environment in the form of a detailed leaflet
B Investigate how control is maintained in the custodial environment	B1 Factors that may influence a range of search methods B2 Control measures	
C Explore the receiving and discharging procedures for individuals and their property	C1 Receiving individuals C2 Discharging individuals	Presentation with supporting notes on the receiving and discharge of individuals and the management of offenders along with the measures in place to support their rehabilitation and resettlement on release
D Understand how offenders are managed and supported in custody and on release	D1 Relationships D2 Environment D3 Dealing with offender management D4 Preparation for resettlement	

Assessment guidance

This unit is internally assessed through the grouping of the learning aims into two assignments. Learners must produce individual evidence that is authenticated and not simply reproduce the information that can be found on the many websites that will provide excellent sources of information.

The types of evidence that are most suited to this unit include written reports, guides and presentations. However, these can be approached from different angles.

Learning aim A requires an examination of the security measures employed in custodial environments and this might be of greatest interest to a new employee so an employee guide would be highly appropriate.

Learning aim B requires an investigation into control measures including searches. While again this could be evidenced in a guide for staff, it might also be an area of particular concern for families of first time prisoners and so an alternative approach might be to provide a guide for anxious families about what might happen to their loved one.

Learning aim C explores the practicalities on arrival to and departure from prison. This would be of particular concern to the first-time prisoner so a guide of what to expect for a first-time prisoner would be an appropriate approach. For this learning aim (and learning aim D) a presentation can also be given and supporting notes provided on the receiving and discharge of individuals and measures in place to support their rehabilitation.

The understanding of how offenders are managed and supported for learning aim D could be approached from the perspective of a new volunteer for the Prison Reform Trust. This approach will give an insight into both the statutory and voluntary agencies and bodies who are key stakeholders in the management of offenders as well as providing an opportunity to explore both the systems and the initiative designed to manage offenders and prevent reoffending.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

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<p>Introduction</p> <p>Learners will study the security measures employed within a custodial environment, how control is maintained and how offenders are supported both in custody and on release.</p>
Learning aim A– Examine the security measures employed in the custodial environment
<p>For Learning aim A, the content concentrates on the three aspects of security; physical security, dynamic/relational security and procedural security. In terms of this content there may be a little overlap with Learning aim D, with the Prison National Offender Management Information System (p-NOMIS) and the Inmate Information System (IIS), as well as the importance of relationships being relevant for both aims (A2 & D3), albeit from different perspectives.</p> <p>The suggested delivery for all these types of security may be as follows:</p> <ul style="list-style-type: none"> • Identification of the different types of security – perhaps generated from a group discussion • Teaching groups could be split into 3 teams, each taking responsibility for one of the 3 types of security in A1, A2 and A3. They could research and discuss their findings in a presentation for the rest of the group. They could be directed to the Prison Control website (www.prisoncontrol.weebly.com) for more information to support their research • Input identifying that there are several rules, regulations and guidelines by which prisons are run. These are outlined in Prison Service Instructions (PSIs). • Learners could watch one the many documentaries that are available (see resources at the end of this document) and be equipped with a set questions that follow the specification content and signpost what they need to look out for - this will facilitate their identification, description, justification and evaluation of the measures they can see. • Procedural security is best explored in the context of different types of prisoner and the classification of custodial environments. A research task with questions around 'type of prisoner', 'type of offence', 'prisoner history' will enable learners to draw

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out the distinctions between the categories. This may best be done by reference to the 'In Brief' website. Go to <https://www.inbrief.co.uk/prison-law/> and use the menu to navigate to 'Categories of male prisoners' and 'Categories of female prisoners'.

- This activity could be continued in relation to young people. Youth Justice is overseen by the Youth Justice Board:
 - For Young Offender Institutions (YOIs), which are for offenders between 18 - 21, learners should be directed to the Prison Reform Trust website www.prisonreformtrust.org.uk.
 - Secure Training Centres are for offenders under the age of 18, and learners should be directed to the Youth Justice Legal centre (www.yjlc.uk) for information on secure training.
 - As your learners are likely to be under 18, the regime in a secure training centre might be of interest to them – the Secure Training Centre Rules 1988 can be found on the UK Legislation website: <https://www.legislation.gov.uk/ukxi/1998/472/contents/made>.

Learning aim B – Investigate how control is maintained in the custodial environment

For Learning aim B, the content is concerned with control measures and so will require learners to have an up to date knowledge of the rules concerning search methods and control measures.

The suggested delivery for maintaining control may be as follows:

- They will need access to the most current PSIs and PSOs and be able to describe the key control measures therein; a list of these can be found at www.gov.uk/prison-service-orders-psos
- The Incentive & Earned Privileges Scheme could be delivered by producing a short activity requiring learners to match the levels with the appropriate criteria and possibly using a timeline to illustrate how this might be used – the 'doing time' website www.doingtime.co.uk will give useful information for this.
- The Howard League have published a very useful (and short!) report called Punishment in Prison, which learners could be given as a reading exercise – this will help them contextualise and therefore justify and analyse the punishment rules.
- Control and restraint should be discussed with reference to PSO 1600 and the 'Ministry of Justice Use Of Force Training Manual which can be found on the 'Statewatch website: <https://www.statewatch.org/media/documents/news/2012/jan/uk-prisons-use-of-force-manual.pdf>. The legal framework (contained in the PSO) should be outlined - perhaps in a tutor presentation. Learners could then engage in a pairing exercise matching the need for control and restraint to the relevant technique.
- Watch this procedure using the 'Prison Control' videos. Go to the Prison Control website www.prisoncontrol.weebly.com.
- To analyse and justify these measures, it could be useful to provide your learners with a number of scenarios for them to apply their understanding of control measures to, for example:
 - A father of a vulnerable prisoner is suspected of providing her with cannabis
 - The cell of a young offender is believed to be at the centre of the drug dealing in the YOI

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- A 'first night' prisoner is assessed as being liable to self harm/suicide
- A prison officer is suspected of supplying prisoners with mobile phones
- A prisoner is smashing up his cell and threatening violence to officers
- A wing has been taken over and barricaded by a group of prisoners protesting about prison food
- A young offender has made substantial progress in her education programme

Learning aim C – Explore the receiving and discharging procedures for individuals and their property

For Learning aim C, the content is concerned with the practicalities of receiving and discharging individuals from a custodial environment.

- An interesting starting point could be a group discussion or role play identifying what concerns a first-time prisoner would have about the process s/he is about to face on arrival at the prison. Once these are identified, then a similar exercise regarding discharge could be undertaken.
- Once the key issues have been identified, then researching the Prison Rules 1999 and appropriate PSOs and PSIs will give some framework to the way these processes are carried out.
- Tutors should work through a flowchart of the process using the material in the content, with learners then matching the appropriate PSO/PSIs and protocols. Preparing this as a timeline for prisoner, both being received and discharged will contextualise this material.
- The website www.doingtime.co.uk has lots of straightforward advice on the processes and procedure and how best to handle them. This might prove to be a useful resource for your learners as they approach this learning aim and may enable them to give an alternative perspective if they chose to complete a presentation exploring these procedures.
 - Go to www.doingtime.co.uk website and search for 'how prisons work/the first few weeks in custody/arrival at prison'.

Learning aim D – Understand how offenders are managed and supported in custody and on release

For Learning aim D, the content is concerned with the ways in which offenders are managed and supported both in custody and on their release. This could be approached from the perspective of preparing volunteers to work in the Prison Reform Trust.

- This could start with an overview of the three key concerns around custody and release: relationships, environment, and offender management.
- For the topic of offender management, you could ask your learners to investigate the Prison National Offender Management Information System (p-NOMIS) and Inmate Information System (IIS).
- This could be followed by an assessment of the effectiveness of some of the current Offender Behaviour Programmes which can be found on [Focus Prisoner Education \(fpe.org.uk\)](http://Focus Prisoner Education (fpe.org.uk)) website. Search for offender behaviour programmes.
- As the topic of environment is particularly broad and support for prisoners is tailored to meet their needs, this may be best approached by a series of mini case

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studies, learners could then hold 'case conferences' for each and tailor a package relevant to their needs for example:

- Pregnant offender
 - First time offender for whom English is a second language
 - Young offender who cannot read
 - Transgender offender
 - Self-harming offender
- For the topic of relationships, positive relationships can be explored in some of the many documentaries available, including those listed in the resources section at the end of this document. Learners can watch these to analyse the impact of positive relationships with staff.
 - Investigating schemes such as 'Story Book Dads' will allow learners to appreciate and evaluate the novel initiatives aimed at maintaining relationships and their incidental value in improving behaviour, literacy and reoffending rates.
 - Your learners should investigate the work and responsibilities of HMPS in preparing offenders for release as well as the Probation Service and the 21 community rehabilitation companies.
 - In addition, they need to include the non-statutory organisations that provide support for people leaving prison, including:
 - Nacro (previously National Association for the Care and Resettlement of Offenders)
 - Prison Reform Trust
 - The Hardman Directory
 - Shelter
 - Unlock
 - Prince's Trust 'Leaving Prison Mentoring'

In terms of assignments, Learning aims A & B are assessed together, as are C&D. As it is likely A & B will take the form of a guide for employees, it might be useful to take an alternative perspective for C & D, and produce information designed to support volunteers who work in and with the Prison Service, offenders and their families. This unit would be most effectively assessed after the related units 3: Behaviour and Discipline in the Uniformed Protective Services and unit 15: Police Powers and the Law.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 14: Principles of Managing Security Threats
- Unit 15: Police Powers and the Law
- Unit 18: Criminal Investigations Procedures and Practice

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Uniformed Protective Services. Check the Pearson website <http://qualifications.pearson.com/endorsed-resources> for more information as titles achieve endorsement.

Books

[The Prisons Handbook 2021 ISBN 9781916082441](#)

The Prisons Handbook is a great point of reference for anyone who wants to learn about the prison system; Governors, staff, prisoners, families and civil servants alike have come to view it as a reliable source of information.” Rt.Hon David Gauke, MP. Lord Chancellor and Secretary of State for Justice.

Journals

‘Prison Service Journal’ (HMPS) – <https://www.crimeandjustice.org.uk/publications/psj>

This is a peer-reviewed journal published by HM Prison Service of England and Wales. Its purpose is to promote discussion on issues related to the work of the Prison Service, the wider criminal justice system and associated fields. It aims to present reliable information and a range of views about these issues

Videos

Go to YouTube and search for ‘Inside HM Prison In UK’ for a full documentary on life in a prison.

Go to YouTube and search for ‘Life in Wandsworth prison’ for a BBC documentary on life inside Wandsworth prison.

Websites

Go to [Welcome to GOV.UK \(www.gov.uk\)](http://www.gov.uk) and search for ‘Prison Life’ for Ministry of Justice material on prison life and brief guides for prisoners and their families on the process and procedures.

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Go to [Welcome to GOV.UK \(www.gov.uk\)](http://www.gov.uk) and search for 'offenders' for guidance for people working with offenders in prison and on probation.

Visit www.prisonreformtrust.co.uk UK website. This is an independent UK charity working to create a just, humane and effective penal system.

Visit Legislation.gov.uk for all prison rules (PSIs & PSOs). This website gives all the Statutory Instruments – legal rules relating to the management of prisons and prisoners of different categories

Visit the HM Prison Service website <https://www.gov.uk/government/organisations/hm-prison-service> and the HM Prison and Probation Service website <https://www.gov.uk/government/organisations/her-majestys-prison-and-probation-service> for news, developments and statistics relating to custodial care and probation.

Visit www.clinks.org.uk. CLINKS is an umbrella group for all voluntary organisations working with prisoners and ex-offenders

Visit www.doingtime.co.uk. This is a voluntary website aimed at supporting first time prisoners and their families. It contains a wealth of information about processes and procedures