



**Strengthening the management of the Palestinian
Penitentiary System and the Rehabilitation of Inmates in
Reform and Rehabilitation Centres administered by the
Palestine State**

THE SPECIALIZED MODULE 3

ON

**SECURITY & INCIDENT MANAGEMENT
MANUAL FOR TRAINERS**

Sept 2013



UNODC Country Office Palestine

Specialized Module 3

SECURITY & INCIDENT MANAGEMENT

CONTENTS

Acknowledgements

Chapter 1	How to use this Manual
Chapter 2	Basic Training Techniques
Chapter 3	Opening, Introductions and Objectives
Chapter 4	Preventing Emergencies and Incidents
Chapter 5	Preparing for Emergencies and Incidents
Chapter 6	Responding to Emergencies and Incidents
Chapter 7	Recovery from Emergencies and Incidents
Chapter 8	Wrap-up Session
Chapter 9	Handouts
Chapter 10	End of Course Evaluation Form
Chapter 11	Model Certificate for participants
Chapter 12	Glossary

ACKNOWLEDGEMENTS

This training manual was produced as part of the UNODC project PSEX-21 on strengthening the management of the Palestinian Penitentiary System and the Rehabilitation of Inmates in Reform and Rehabilitation Centres administered by the Palestinian National Authority (PNA), and specifically to “Enhance CRCD Staff’s Training Capacity through Providing a Specialized Training Module on Security and Incident Management”.

This manual has been prepared by Adjunct Associate Professor Glenn Ross of Edith Cowan University, Australia and heavily based on the preceding work and format of Dr Shane Bryans an international prison expert. Dr Bryans prepared the first three training manuals in the first phase of UNODC project PSET49. This manual, as with the preceding three, is based on various UN and other publications.

Extensive use has also been made of material available from the Emergency Management Institute and modified to meet the needs of the Palestine Prison Service and the circumstances of the Middle East.

Chapter 1

HOW TO USE THIS MANUAL

Introduction and approach

This trainers' manual has been designed to give you the core materials that you will need to deliver the three day training course on Emergency and Incident Management.

The training course is intended for all staff working in the Reform and Rehabilitation Centres in Palestine. It provides an introduction to the predictors of riots and disturbances, the Incident Command System, the writing of 5 paragraph operational orders (SMEAC) and the requirements for operational briefing.

The training is based on clearly articulated objectives. Your objectives, as the trainer, should facilitate satisfaction of the needs of the participants, which include:

- To receive information and knowledge on types of incidents that occur in prisons and what efforts can be made **to prevent** them from occurring through intelligence gathering and dissemination, and early warning systems.
- To acquire or reinforce actions required in order **to prepare** as much as possible for the event of an incident through training, equipment maintenance and policies and procedures.
- To enable participants to better understand the role that they might be required to carry out when called on **to respond** to an incident as a first responding officer.
- **To recover** as quickly as possible following the conclusion of an incident – to return to normality.

Thus, to be effective, your training should be aimed at improving knowledge, skills and attitudes in order to contribute to appropriate professional behaviour.

In order to achieve this, the approach adopted in the manual is based on a range of interactive pedagogical and andragogical techniques. The training methodology adopted in the manual is interactive, flexible, relevant and varied.

Interactive – This programme implies the use of a participatory, interactive training methodology. Adult trainees most readily absorb human rights course material when they are not 'spoon-fed' the information. Rather, for effective training, they should be fully involved in the process. As practitioners, the participants will bring to the course a rich pool of experience, which must be actively drawn on to make an interesting and effective course.

Flexible – Contrary to certain myths associated with adult training, it is not advisable to adopt a “military” approach, in an attempt to force participants to participate. The result of such techniques is, more often than not, resentment among participants and, consequently,

the closing of effective avenues of communication between trainer and participants. While a certain level of control must be maintained by the trainer, the first rule should be flexibility. Questions - even challenges – from the audience should be welcomed, and should be addressed by trainers in a positive and forthright manner.

Relevant – The unspoken question of the participants throughout the course will be: “What does this have to do with my daily work?” The extent to which the trainer continuously answers this question will be an important measure of his or her success. Every effort must therefore be made to ensure that all material presented is relevant to the work of the audience, and that such relevance is made clear where it is not self-evident. This task may be easier when operational themes are being addressed. It may require more careful preparation, however, with respect to more topical themes, such as the protection of especially vulnerable groups.

Varied – To secure and retain the active commitment of participants, it is best to vary the teaching techniques used throughout the course. Most adults are not accustomed to long classroom sessions, and a tedious and monotonous routine will leave them more conscious of the classroom than of the subject matter. A varied selection of techniques are used in the manual, alternating presentation/lectures, brainstorming, discussions, small group work.

The following approaches are adopted:

Presentation of theoretical material: a range of material is used which draw on a number of disciplines: security, risk assessment, threat assessment, incident management.

Application of participatory techniques: Enables participants to use their knowledge and experience to translate into practice the ideas and concepts referred to in the presentation; and also enables them to consider the practical implications of the material for their day-to-day work;

Focus and flexibility: Enables participants to focus on matters of real and current concern; and enables trainers to adapt to participants’ needs as the training programme progresses.

Chapter 2 Basic Training Techniques

Chapter 2 provides a summary of basic training techniques. These techniques will be familiar to you from the Training of Trainers workshops that you have participated in. The chapter is aimed at refreshing your memory on some of the key points covered in those workshops. The chapter covers: adult learning theory; delivering presentations; facilitation skills; and timekeeping.

You should read through chapter 2 before delivering a training programme so that the key points are fresh in your memory.

Chapter 2 also provides some checklists of things that you, as the trainer, need to do before, during and after the training sessions.

Chapter 3 Course Introduction and Welcome

Chapter 3 is where the actual training programme on incident management commences with the opening of the training course, welcoming of participants and establishing just how the training will be conducted, what objectives to be met, etc.

It is here that trainers are first exposed to the manner in which lessons are to be delivered. You will see that each of the following chapters follows a similar path and is presented in the same way.

For the trainers, it is here that they commence to deliver the training using the speaking notes and Power Point slides for each of the sessions in order to assist you to keep track and to deliver a consistent message to the participants.

At the start of each chapter there is a section that lists any **Materials Required**, for example:

- PowerPoint Visuals 1.1 – 1.4
- White board and markers
- Chart Paper and stand or adhesive tape
- Instructor Guide
- PowerPoint slide, computer and projector (if available)
- Handout 1.5 – Handouts are numbered the same as the slide that they refer to. A handout for slide 3.5 will therefore be labelled as Handout 3.5

A copy of the lesson plan format can be found at Handout 1.1.

What follows next is a suggested time plan for the delivery of the individual chapters, e.g.

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Introduction and Welcome	5 Minutes
Group Rules	20 Minutes
Expectations	5 Minutes
	5 Minutes
Course Schedule	35 Minutes
Total Time	

The individual lesson plans then follow:

Slides

The notes specify when a slide should be shown and the text that will be on the slide.

You may want to read out some of the shorter slides but ask participants to read other longer slides.

Title

Each session begins by identifying the session number and title of the session. The first slide for each session is the Title slide and gives the title of the session and should be put on screen before participants arrive.

Presentation notes

The presentation notes provide a basic structure, yet, they also allow you and participants to be guided by the normal flow of the group's learning process and to decide to place more emphasis, as required, on questions and issues as they emerge.

All the presentation notes have been structured in a similar way.

The text is intended to guide the trainer through the session and ensure that all relevant topics are covered. The text is intended as a guide and not as a book that should be read out.

You may want to read out some of the text during the session, until you are completely familiar with the material, or where the points to be made are complex. You should, however, avoid reading out all the text as this will become monotonous for participants.

Discussion points

A number of 'discussion points' are set out in text boxes at various points in the session. These discussion points will help to break up the session and will encourage participants to engage in a dialogue with the trainer. Informal discussions are useful to clarify points and facilitate the process of translating ideas into practice. Such discussions are conducted by the trainer, who should try to involve all participants.

You do not have to use all discussion points. You can also add discussion points or follow up questions of your own. Discussion points are a good way to manage the time (see Chapter 3).

Where there is a clear and unambiguous answer to the question in the discussion point, this is given in the text below the text box. Where there is no 'one right answer' no answer is needed.

You can structure the use of discussion points in different ways:

- Ask the question to the whole group and ask people to reply - capturing key points on a flipchart
- Ask the question to the whole group and ask each individual to write down on a piece of paper their thoughts. After 5 minutes ask specific individuals to read out their answer
- Split the participants into small groups and ask each group to consider the question. You will need to decide on:
 - how many groups to divide the participants into and who should be a member of which group.
 - how long to allow for the activity and for feedback. This will depend on how much time is available.

- You should move between groups during the small group activity to provide clarification of the task, answer questions and ensure that the groups are working effectively.

The groups are then reconvened and the results of the deliberations of each group are presented to the full class by a spokesperson for the group. You can ask all groups to present on all three questions or some variation thereof.

The course participants can then discuss the topics and the response of each group.

Use of other training aids

You may also want to make use of flipcharts during your session. These can be used to:

- capture key points during your presentation
- note issues raised during the discussion points
- focus participants on a subject or issue

Chapter 3 also includes the outline programme for the 3 day training course that trainers will be delivering themselves. The starting and finishing times for each day are identified in the programme, as are the times for breaks and lunch. You will need to carefully manage the timing of each session to ensure that you adhere as closely as possible to the programme.

If there are two or more trainers working together in delivering the training, you will need to agree who will be the lead trainer for each session and what activities will be undertaken by the support trainer.

All days (except the first) begin with a 30 minute Review of the previous day's learning. You can either summarise the key points covered the previous day yourself or ask a participant to do so. Use the remaining time to invite other participants to ask questions and raise any issues which were not clear.

Chapter 4 Prevent, Prepare, Respond and Recovery Cycle

Chapter 4 introduces the participants to the Prevent, Prepare, Respond and Recovery Cycle of emergency and incident management

Chapter 4 also includes the 'Prevention' component of the emergency and incident cycle. Consideration is given to what are the factors that have often been found to be the cause for prisoner unrest and the instigator of emergencies and incidents.

These are then placed within the framework of the UN Standard Minimum Rules for the Treatment of Prisoners.

Prisoner behaviour that is held to be an indicator of trouble being generated is explored and how this information can be used as an early warning system is discussed. The manner by which this data on prisoner behaviour can be gathered and collated is included in this chapter as is the Admiralty System used to code the reliability and confidence that can be placed in information gathered involves

Chapter 5 Preparing for Emergencies and Incidents

Chapter 5 deals with three important aspects of preparing for emergencies and incidents:

- Reducing common points of tension;
- Checking of the armoury and emergency equipment; and
- Emergency Response Training.

Chapter 6 Responding to Emergencies and Incidents

Chapter 6 consists of two major frameworks for responding to incidents and emergencies using graduated measures. The use that is made of the Incident Command System, now common across many law enforcement agencies is described and explained and the interrelatedness with other law enforcements agencies is also covered.

The second part of this chapter looks at a system of graduated response to emergencies and incidents using Correctional Emergency Response Teams (CERT) and how they can be specifically designated staff or how use can be made of the ordinary staff on duty at any time.

Chapter 7 Recovery from Emergencies and Incidents

In many examinations of emergency and incident management scarce if any attention is given to the aftermath of an emergency. Chapter 7 raises the issues of:

- Operational debriefs and Critical Incident debriefs
- Business continuity;
- The avoidance of retaliation by staff members; and
- The return to normal routine.

Chapter 8 Wrap-up Session

This chapter provides a summation of what has been covered in the course and uses the Prevent, Prepare, Respond, Recover model to explain the interrelationship between the four segments of the cycle and how the lessons learnt during the debriefing component of the recovery period recommence the examination of what can further be achieved to forestall any future incidents through a proper examination of prevention, preparedness and response.

This is also the time to the final session of the course and it is here that you provide a quick summary of what has been covered and reflect back on the course goals to see if they have been met.

This session also includes the trainees completing their course evaluation forms.

This is followed by the awarding of the certificates of participation. It is extremely important that all of the names are spelt correctly.

This session is also the time for the taking of course photos. Ensure that you have email addresses so that the photos can be sent out electronically. The final action is for the course to be declared closed.

Chapter 9 Handouts

A clean copy of each handout is to be found in Chapter 9. You need to make sure that you have sufficient handouts for each person in the course.

Chapter 10 Course Evaluations

Chapter 9 contains the end of course evaluation form that the trainers can distribute to course participants at the conclusion of their training sessions.

Chapter 11 Certificate of Participation

A certificate of appreciation is provided that can be adapted to meet the requirement to provide course participants that they attended and participated in the training.

Chapter 12 Glossary of Terms

Chapter 10 provides a glossary of many of the terms used throughout the training curriculum that have a technical or specific use and also those terms or words that may not be in common use.

Chapter 2

BASIC TRAINING TECHNIQUES

Adult Learning:

A key aspect of being an effective trainer involves understanding how adults learn best. Compared to children and teenagers, adults have special needs and requirements as learners. Adult learners have the following characteristics:

- Adults are autonomous and self-directed. They need to be free to direct themselves.

The application here is that trainers must actively involve participants in the learning process, and serve as facilitators for them. Specifically, they must enable participants to participate in discussion, group work and other activities.

They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show how the training will help them reach their personal development objectives.

- Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base.

To help them do so, trainers should draw out participants' experience and knowledge, both prison related and more widely, which is relevant to the topic.

They must relate theories and concepts to the participants and recognise the value of experience in learning.

- Adults are goal-oriented, usually knowing what goal they want to attain. They, therefore, appreciate a training program that is organised and has clearly defined elements.

Trainers must show participants how the training will help them attain their goals.

- Adults are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them.

Therefore, trainers must identify objectives for adult participants before the course begins.

This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants relate what they are learning to real life situations in their prisons.

- Adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake.

Trainers must work with participants to explicitly identify how the sessions will be useful to them on the job when they are back in their prisons

- As with all learners, adults need to be shown respect.

Trainers must acknowledge the wealth of experiences that participants bring to the training. The participants should be treated as equals in experience and knowledge and allowed to voice their opinions freely in training. Trainers should avoid hierarchy based on rank during the training.

It is also important to remember that adult learners are widely diverse. Adults differ from each other in experience, ability and background. Yet adults also differ from each other in their preferred style of learning. Individuals acquire information and learn from it in a variety of ways.

To make best use of this manual, the trainer needs to take into account these needs of adult learners to be both an effective presenter and facilitator.

Presentation:

The trainer will first and foremost need to present the information. It is easier for participants to learn when the presentation is good, and for it to be good it needs to be well prepared. Thus, preparation for the presentation is essential. The trainer needs to study the material and lecture notes in advance. The timing of the session should be noted, and the subject matter prioritised – be sure to pay attention to the key points. Practise the presentation, until it can be delivered confidently within the time limit.

Another way for the presentation to be good is through its delivery:

Speak clearly. Do not shout or whisper, and judge the acoustics of the room. Try not to speak in a monotone voice, and it is always better to be too loud than too quiet. Be natural – although not conversational. Deliberately pause in key places. This has the effect of emphasising the importance of a particular point you are making. It is also useful to change the style of delivery to arouse interest. For example, speed or pitch of voice could be altered.

Look at the audience as much as possible, but do not fix on an individual – it can be intimidating! Pitch the presentation to the back of the audience, especially in larger rooms.

Body language is as important as voice. The body communicates different impressions to the audience. Participants not only listen to the trainer, they watch too. Throughout a presentation the presenter should display:

- **Eye Contact:** This helps to regulate the flow of communication. It signals interest in others and increases the presenter's credibility. Those who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.
- **Facial Expressions:** Smiling is a powerful cue that transmits happiness, friendliness, warmth and liking. So, if a presenter smiles often they will be perceived in this way. Those participants more comfortable with the trainer will want to listen more.

- Gestures: A failure to gesture while speaking could be perceived as boring and stiff. A lively style captures attention, makes the material more interesting, and facilitates understanding.
- Posture: Standing tall and leaning forward communicates someone who is approachable, receptive and friendly. Speaking with a back turned, or looking at the floor or ceiling should be avoided as it communicates a disinterest. Also, a good posture assists speaking more clearly and effectively.

Following on from body language, appearance is crucial. A trainer must project a professional image. The dress standards of the trainer should not fall below those of participants and should respect their cultural and social rules.

The slides should be integrated, and help to vary the texture. They are there to make the presentation more intelligible, interesting, vivid and memorable. Research has shown that we take in information in the following proportions:

- 75% through our eyes
- 13% through our ears
- 12% through other senses

For that reason the visual aid of the slides are important – participants grasp the information faster, understand it better, and retain it longer.

Facilitation:

It is during the group discussion aspects that the trainers facilitation skills are most needed.

Facilitation is being able to draw maximum engagement and performance from individuals and groups. They are essential for anyone trying to guide a group of people through a process of learning that encourages all members of the group to participate.

Each person has a unique viewpoint and valuable knowledge to share. Without their contribution, the groups' ability to understand or respond to a situation is reduced. Facilitation is about empowering others. It involves letting go of control over the outcome of a process and giving that responsibility to the group.

Good facilitation can produce the following benefits:

- The group is more focused and productive, with better overall communication.
- Everyone involved has a chance to contribute, and feels they are an integral part of the team.
- The people in the group realise and respect that the responsibility for implementing decisions lies with everyone.
- People are encouraged to think and act for the overall benefit of the group.
- High quality decisions are made.

- Negative attitudes, low morale, low involvement, and withholding of information are all less likely because everyone is involved in a joint process.

First of all, it is important to create an environment in which everyone feels able to participate.

A good facilitator will monitor who is contributing and who is not, encouraging everyone to participate while remembering that individuals participate in different ways. Some people may feel more comfortable talking in small groups, rather than to the group as a whole.

At times it may be necessary to interrupt someone who is taking too long to make a point.

Facilitators need specific verbal skills:

1. Question asking

Facilitators use questions to help group members bring out relevant information, clarify points of view, summarise information, and draw conclusions. The types of questions that are particularly useful are:

- Open ended questions: Can you give some examples of...?
- Probing questions: Will you explain a little more about that?
- Questions that move on to other group members: Who has other ideas about this?
- Questions that encourage other views: Can anyone provide another view on this?
- Questions that lead to Summaries: Will someone summarise the points presented so far?

2. Paraphrasing

By paraphrasing, the facilitator demonstrates that they understand what participants have said and may clarify issues. The process of paraphrasing is much like catching a ball and throwing it back. It also requires very careful listening. A paraphrase starter is something like:

What I heard you say was ... Is that correct?

3. Summarising

The purpose of summarising is to pull important information together, establish a basis for further discussion or to make a transition. It is also used to review progress or to check for clarity or agreement.

Summarising requires careful listening as it requires organisation and reporting back of information expressed. Summarised information ensures that everyone is clear about what emerged in that portion of the discussion.

Whenever possible, encourage someone in the group to do the summarising. Some summarising phrases could be things like:

- I think we agree that...

- What we are saying is that we...
- We seem to have covered the following..
- If I understand, the shared view is that...

The participants should also use the written material provided. For example, they could be made to look up relevant international standards in the UN Standard Minimum Rules for the Treatment of Prisoners and read them to the group. Materials which are not opened during the course are likely never to be opened.

It is important to recap and summarise what has happened in the discussions, and help the group make connections between the sessions.

Bring the group back to the issues they should be focusing on if they get sidetracked onto other issues.

4. Feedback and responding to questions asked

The final considerations regarding group discussions are to encourage feedback and follow up on concerns.

If questions arise that a trainer is not able to answer, the trainer could ask the participants for their view, or consult the material (by having a participant look it up), or offer to provide the answer later – being sure to follow up as promised.

Role of the Trainer - Before the course:

1. You will need to arrive in the training room before the participants in order to have time to do some preparation including:

- Arranging seating in the room ('U' shape or small tables)
- Deciding on any seating plan (who will sit where)
- Loading the Power Point slides onto the computer
- Sorting handouts ready for distribution
- Checking equipment
- Ensuring sufficient materials are available (flip charts, pens, paper)
- Lighting and ventilation of the room
- Name tags for participants

2. The level of physical comfort of course participants will have a direct impact on the outcome of the learning exercise. For planning purposes, keep in mind the following basic factors:

- It should be possible to regulate the temperature and ventilation of the room;

- Classrooms should never be filled beyond a comfortable capacity;
- Restrooms should be easily accessible;
- Allow participants occasionally to stand and stretch between scheduled breaks. A two- or three-minute break is sufficient for this, at appropriate intervals.
- Where possible, provide for water, coffee or juice to be available in the classroom.

3. Agree the training roles and who will do what;

4. Study the training material, giving particular attention to the sessions to which you are formally assigned;

5. Prepare any additional brief lecture notes, keeping in mind the time limitations set out in the course programme;

6. Think about what practical examples that you might want to give to the participants, based on your professional experience, to assist them in implementing the relevant human rights standards in their daily work;

Role of the Trainer - During the course:

1. Participate in daily pre- and post-course briefings with the rest of the training team;

2. Attend and participate in all course sessions;

3. Meet with your session co-presenter the day before each scheduled presentation to plan roles and activity;

4. Deliver presentations and facilitate discussion, adhering to specified time limits, based on the training materials, for the topics assigned to you as a session presenter;

5. Timekeeping - Once participants have been given a programme with timings in it, the trainer must stick to the published times unless they agree with the participants to vary the timings. If sessions overrun, participants get restless and tend not to concentrate. Trainers must carefully monitor the time and move things on if discussions are going on for too long or if groups have not returned from small group activities. Trainers will need to be flexible in using the material - speeding up or slowing down depending on how the sessions is going. Some discussion points can be dropped and others added to regulate the time available.

6. Make practical recommendations, based on your professional experience, during discussion periods and in working groups, including during sessions for which you are not the session presenter;3

7. Ensure that any comments or recommendations made are consistent with the international standards set out in the training materials;

8. Encourage active group participation and discussion; provide advice and comments on the training materials; and attend all opening and closing ceremonies and ancillary events of the programme;

Role of the Trainer - After the Course:

1. Participate in a final debriefing session with the rest of the training team;
2. Review and revise your materials, on the basis of this experience.
3. Provide feedback to UNODC on the training programme and evaluation sheets.

Chapter 3

OPENING, INTRODUCTION AND OBJECTIVES

Materials Required

- PowerPoint Visuals 3.1 – 3.5
- White board and markers
- Chart Paper and stand or adhesive tape
- Instructor Guide
- PowerPoint slide, computer and projector (if available)
- Handout 3.5

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Total Time	

COURSE INTRODCUTION AND WELCOME

PPT 3.1 EMERGENCY AND INCIDENT MANAGEMENT

Introduction:

Name:

Job title:

Years of service:

Experience with emergency and incident management:

What you expect from the training program?:

Instructor Notes: Present the following key points.

Overview :

The Trainers will welcome the students to the course and introduce themselves, providing a brief statement of their backgrounds and experience in the subject of the training

Next, the students are requested to introduce themselves, providing their names, where they are from, or what section of the prison that they work in, and their experience with the subject that are receiving training in.

Advise participants that the training programme covers a number of areas concerning; adult learning, training needs analysis, design and development of training programmes, implementation, and evaluation and review.

The Trainers will explain their expectations of the students and provide the students with course administrative information. They will also present the criteria for successful course completion.

Introduction and Welcome:

Introduce yourself by providing:

- Your name and organization.
- A brief statement of your experience with whatever the subject is that you are delivering the training on.

Welcome the participants to the course and ask the participants to introduce themselves by providing:

- Their name.
- Their job title.
- A brief statement of their overall experience is in the matter the subject of the training.
- What their possible roles might be in relation to the subject of the training.

Instructor Note: Some participants may not know what their roles might be and that is OK.

Activity 3.1

If the participants are not known to you, or do not all know each other, consider having them make a 'name plate' to place in front of themselves.

Discussion Points: Nil

Handouts: Provide each student with a copy of the Trainer's Manual if available

OPENING, INTRODUCTION AND OBJECTIVES

PPT 3.2 SUGGESTED GROUP RULES

- Turn mobiles on to silent
- Start on time in morning
- Return promptly after breaks
- Value other people’s opinions
- Be constructive in comments
- Only one person to speak at a time

Instructor Notes: Present the following key points.

Overview

Spend 5 minutes discussing group rules – the rules that will govern how the participants will work with each other during the training course. By having the participants contribute to the making of ‘group rules’ increases the likelihood that there will be ‘buy-in’ by the group and increased compliance with the rules.

Suggested Group Rules

- Turn mobile phones to silent
- Start on time in morning
- Return promptly after breaks
- Value other people’s opinions
- Be constructive in comments
- Only one person to speak at a time
- All participants have an equal voice

Activity 3.2

Ask participants for their ideas on the suggested ‘Group Rules’. Include these ideas that are agreed upon onto a whiteboard or chart paper.

OPENING, INTRODUCTION AND OBJECTIVES

PPT 3.3 EXPECTATIONS

What do you expect to gain from the course?

What do I expect from you?

Instructor Notes: Present the following key points.

Overview

The instructors will explain their expectations of the students and provide the students with course administrative information. They will also present the criteria for successful course completion.

Activity 3.3 Expectations

Ask the participants: What do you expect to gain from this course?

Allow the group time to respond. Record their responses on chart paper.

If possible, hang the list of their responses in the training room. Revisit the list at the end of the course to see if the trainees expectations have been met.

Like the participants, you, as the instructor, also have expectations for the course. You expect that everyone will:

- Cooperate with the group.
- Be open minded to new ideas.
- Participate actively in all of the training activities and exercises.
- Return to class at the stated time.
- Notify me if you are going to be unable to attend a session.
- Use what they learn in the course to train fellow staff members.
- Handouts to be brought to each session.

OPENING, INTRODUCTION AND OBJECTIVES

PPT 3.4 COURSE GOALS

To have participants understand the four phases of incident management - to:

- Prevent incidents from occurring;
- Prepare for incidents should they occur;

- Respond to incidents as they occur; and
- Recover from incidents once control is re-established

Instructor Notes: Present the following key points

The goals for this course are for you to:

1. Develop an awareness of the predictors of major prison incidents and of the benefit of preparation, including early warning systems and intelligence gathering.
2. Develop an awareness of the predictors of major prison incidents and of the benefit of preparation, including early warning systems and intelligence gathering.
3. Demonstrate a basic knowledge of the Incident Command System (ICS) in the response to prison incidents.
4. Recognize that the real work with prison incidents happens after the ‘incident’ is over – the fire trucks have left, the police have departed, and the restoration of good order and management begins.

This course is not designed to provide you with the tactical skills that you may need in responding to a prison incident. Rather, this course is concerned with the development of a strategic approach to emergencies and incident management. This should become clear as we go through the next few days. For this training course to have met its objectives, participants must have gained an understanding of the four phases of incident management:

- Preventing incidents from occurring
- Preparing for incidents that might occur.
- Responding to incidents as they occur.
- Recovering from incidents once back in control

In the Wrap-up session at the end of the course, you should re-visit these course goals and see if the participants feel that they have met the goals. This will also be covered in the course evaluation sheet that each participant must complete.

OPENING, INTRODCUTIONS AND OBJECTIVES

PPT 3.5 TRAINING PLAN AGENDA

Training Plan Agenda

Instructor Notes: Present the following key points.

Overview:

Provide a copy of Handout 3.5 to each participant and explain what is to be covered over the three day course and ensure that all participants understand the requirements to attend every session of every day.

Handout: 3.5

Chapter 4

PREVENTING EMERGENCIES AND INCIDENTS

Materials Required

- PowerPoint Visuals 4.1 –4.11
- Computer and projector (if available)
- Instructor Guide
- Chart Paper and stand or adhesive tape
- White board and markers
- Handouts 4.1, 4.2 and 4.3
- Bundle of 5" x 3" ruled cards

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Preventing Incidents	
Total Time	

PREVENTING EMERGENCIES AND INCIDENTS

PPT 4.1 TRADITIONAL RESPONSE

- Management by personality rather than by procedure and policy
- Separate plans for various types of emergencies with no requirement that the plans be integrated or coordinated
- A belief that riots and hostage situations are the only prison emergencies that really matter
- Anequally deep-rooted belief that planning isn't important because every emergency situation will be different

Instructor Notes: Present the following key points.

Overview :

Following a large number of very serious prison riots and other incidents across the world in the 1980s and 1990s, some prison systems went to a great deal of bother in writing procedures to be followed when an incident occurs. Often these procedures were lengthy and extremely difficult to follow – especially during an incident when staff are under a great deal of pressure. Prison staff came to dislike these procedures because the only real use made of them was to use them after the incident to find someone to blame for having done something wrong.

Our thinking on prison emergencies and incidents changed following the devastation caused by Hurricane Katrina in 2005 which virtually whipped out the city of New Orleans in the US. This included the prison. Where the prison had a number of plans for all sorts of things, they had no plans that could cope with the large number of simultaneous ‘incidents’. At the one time:

- They lost power, water and the sewerage system;
- Cells were flooded;
- The kitchens were destroyed and all the food contaminated;
- Many staff who were rostered on didn’t show up for work, or couldn’t get there because the roads were flooded;
- A number of staff who were on duty deserted their posts so that they could go home and rescue their families;
- No assistance could be obtained from head office or any other prison.
- Further to this, many prison superintendents were of strong character and they wanted to respond to incidents in their own way, and didn’t want to follow procedures written by head office people anyway.

Many prison staff believed that they only things that they had to take care of were riots, and hostage situations, and even then, only if they resulted in deaths or escapes. Little real thought had gone into planning and preparation.

It became very clear after Hurricane Katrina that the previous policy of having specific policies for specific incident types was no longer satisfactory.

There has led to a significant change in the way that we now look at prison incidents.

PREVENTING EMERGENCIES AND INCIDENTS

PPT 4.2 INCIDENT CYCLE

- **Preventing incidents;**
- Preparing for incidents;
- Responding to incidents;
- Recovering from incidents.

Instructor Notes: Present the following key points.

Overview:

Most often, incidents don't just happen. When we talk about incidents we generally do so by only considering our ability to respond to the emergency. Good emergency management requires a holistic approach, not merely a 'good effort' at the point the emergency unfolds. In recognition of this, nationally and locally accepted frameworks for emergency management comprise four elements: prevention, preparedness, response and recovery (PPRR).

In most, or many, cases there are indicators that something is going wrong that provides a window of opportunity before the incident "kicks off" to either eliminate the potential for it to occur ,or to reduce or minimise the extent of the incident.

Explain the 'Incident Cycle' as a way that we can think about incidents that provides a better chance that people are less likely to be injured (staff and prisoners) and that property damage is going to be reduced.

Of perhaps the greatest significance to the way that we now think about prison incidents is the recognition that simply responding to incidents as they occur is no longer a sufficient approach.

This has led to the development of what is known as the Incident Cycle:

PREVENTING EMERGENCIES AND INCIDENTS

PPT 4.3 ASPECTS OF PREVENTION

- Institutional policy, procedures and practices (fair treatment)
- Predicting major incidents (early warning system)
- Intelligence gathering and dissemination

Instructor Notes: Present the following key points.

Overview :

While there are many aspects of prevention that we could look at, three have been chosen as perhaps being of the most relevance. They deal with:

- Institutional Policy, Procedures and Practices
- Predicting Major Incidents (early warning system)
- Intelligence Gathering and Dissemination

PREVENTING INCIDENTS

PPT 4.4 CAUSES OF PRISON UNREST

- Crowding
- Insufficient funding
- Gang activity
- Racial and cultural conflict
- Changes in policy
- Poor management practices
- Insufficient staff training
- Inadequate facility security
- Poor living conditions
- External events
- Lack of medical care
- Poor food service
- Harsh disciplinary programs
- Insufficient work opportunities
- Poor sanitation
- Inadequate or officer biased grievance procedures

Instructor Notes: Present the following key points.

Read out each of the causes of unrest and have the learners provide an explanation for each and hopefully describe an example from their own experiences.

PREVENTING INCIDENTS

PPT 4.5 INSTITUTIONAL POLICY, PROCEDURES AND PRACTICES

- Adherence to policies and procedures
- Non-toleration of poor practices
- Fair treatment for all

Instructor Notes: Present the following key points.

Policies and Procedures:

Policies and procedures, which include the Prison Act and Regulations, are carefully designed to provide users, such as us (prison practitioners) with a solid framework for decision making. These policies and procedures direct us in how we should carry out our responsibilities. Adherence to these policies and procedures is generally in every one’s interest. It ensures that we use what is referred to as “the rule of law” rather than the “rule of man”.

By following the rules we are more likely to arrive at decisions that are reasonable, equitable, fair and justified than if we let every prison officer make up their own rules for how things should be done.

There are two accepted situations that can be used to explain a great many of the incidents that occur in prisons right across the world:

- **Not treating prisoners fairly** – The riot at HM Prison Strangeways is an example of a major incident resulting from prisoners not being treated fairly.
- **Abuse of prisoners** – physically and verbally – occurs as a result of poor supervision. An example of this can be found on the report into Abu Ghraib Prison in Iraq. An example from my own country – Australia – is where a Royal Commission of Inquiry into the riots in Bathurst and Goulburn Prisons was found to be due to the systematic maltreatment of prisoners.

No prison anywhere in the world is exempt from these problems – it can happen anywhere.

Non-toleration of poor practices

I am sure that everyone in this room who has worked in a prison for any length of time has witnessed officers who mistreat prisoners. You might have done so yourself. Most of the time these officers carry out their actions with impunity – nothing ever seems to happen to them. But sometimes, it is other officers who wear the consequences of these actions. It is some other officer who is held hostage or gets assaulted.

Sometimes we think that it is only bad people or bad officers who do bad things, but this is not true. Under certain conditions, good people can and will do bad things. I provide you with a well-researched example which is called the Stanford Experiment.

PREVENTING INCIDENTS

PPT 4.6 STANFORD PRISON EXPERIMENT

Essential requirements to:

- Have good policies and procedures for staff to follow – they made up the rules as they went along;
- To train officers in those rules and their interaction with prisoners; and, to have in place
- A system of supervision to ensure that the policies are carried out and that no human rights abuses take place.

Instructor Notes: Present the following key points.

Stanford Prison Experiment

The **Stanford prison experiment** was a study of the psychological effects of becoming a prisoner or prison officer. The experiment was conducted at Stanford University from August 14 to August 20, 1971, by a team of university researchers. It was funded by the US Navy as an investigation into the causes of conflict between military guards and prisoners.

Twenty-four male students out of seventy-five were selected to take on randomly assigned roles of prisoners and guards in a mock prison constructed in the basement of the Stanford psychology building. The participants adapted to their roles well beyond anyone's expectations, as the guards quickly enforced authoritarian measures and ultimately subjected some of the prisoners to psychological torture. Many of the prisoners passively accepted psychological abuse and, at the request of the guards, readily harassed other prisoners who attempted to prevent it. Some of the prisoners staged a process and attacked the prison officers.

This experiment has been replicated in other studies across the world many times with the same results – the prison officers brutalized prisoners and the prisoners harass fellow prisoners and come to hate the officers. This experiment has been banned and no ethics committee would allow it to be repeated.

The students in the study were average university students with no criminal or violent past; yet, these good people did bad things. What was revealed through the study is the essential requirement to:

- Have good policies and procedures for staff to follow – they made up the rules as they went along;
- To train officers in those rules and their interaction with prisoners; and, to have in place
- A system of supervision to ensure that the policies are carried out and that no human rights abuses take place.

PREVENTING INCIDENTS

PPT 4.7 PREVENTION ACTIONS

- reasonable accommodation and services;
- meaningful activities – employment, education, recreation;
- dealing with prisoners fairly;
- tell prisoners when changes will occur;
- train staff to recognize the warning signals;
- allow minor incidents to be dealt with appropriately

Instructor Notes: Present the following key points.

Policies and Procedures:

A number of preventive measures can be identified, based on a consideration of the way that major incidents are generated. They include:

1. maintaining a reasonable standard of prisoner accommodation and services;
2. providing meaningful activities such as employment, education or recreation;
3. dealing with prisoners in a fair and just fashion;
4. advising prisoners prior to necessary program and procedural changes;
5. training staff to recognize the warning signals of an impending incident, and training managers to accept and act on realistic staff warnings;
6. developing graduated response procedures that allow minor incidents to be dealt with appropriately.

Activity 4.7

Break into groups.

Distribute copies of the UN Standard Minimum Rules for the Treatment of Prisoner (Handout 4.7)

Break into groups and ask the groups to identify which Standard Minimum Rule (SMR) is applicable to each of the six dot points above.

PREVENTING INCIDENTS

PPT 4.8 PREDICTING MAJOR INCIDENTS

1. Restlessness among inmates
2. Quiet or subdued actions of inmate groups
3. Avoidance of visual or verbal contact with staff
4. Increase in commissary purchases
5. Increase in number of requests for changes in work or housing assignments
6. Unusual inmate gatherings
7. Increase in the number of incident reports
8. Appearance of inflammatory written material
9. Absence of inmates at popular functions
10. Increase in the number of complaints
11. Disturbances at other institutions
12. Assault on individual of another race or group.

Instructor Notes: Present the following key points.

Predicting Major Incidents:

Studies of major prison incidents across the world have identified a number of indicators that a major incident may be brewing.

Go through the indicators and ensure that the class understand why each of these dot points is an indicator of potential problems.

It stands to reason that if you are aware of the tell-tale behaviours to look out for, this provides you with an 'early warning system' of the potential for trouble and provides the opportunity to either prepare for the trouble, or, preferably, do something that ensures that the troubles do not eventuate.

Activity:4.8

Break into groups and see how many additional indicators participants can identify. Once completed, discuss any additional indicators the groups have identified. Then provide the groups with a copy of the Handout 4.8 and discuss the additional factors.

Discussion Points 4.8

How good do you think your policies and procedures are for the treatment of prisoners?
How well are staff trained in them?
How well are staff supervised to ensure that they comply with them?
Should prisoners be told that change is about to occur?
What documents do we have to guide us on how prisoners should be treated?

Activity 4.8A

Break into groups. Try to ensure that the teams are mixed up as much as is possible. Provide each team with multiple copies of the Camp Hill Handout (4.8A) and the Indonesian Prison Riot handout (4.8B)

- what factors may have contributed to the incidents?
- what action could have been taken to prevent the incident occurring?

Ask Team Leaders to present the findings of their team to the entire group.

- Handouts:**
- 4.7 UN Standard Minimum Rules
 - 4.8
 - 4.8A Camp Hill Riots
 - 4.8B Mass escape after Indonesian prison riot

DISCUSSION POINTS

- Are riots an inevitable consequence of the prison environment? What are the most effective strategies to reduce prison unrest and the violent disturbances that may result from such unrest?
- How should a prison superintendent develop an awareness of prisoner tension?
- Why is prevention of institutional unrest considered a key component of good correctional leadership?

PREVENTING INCIDENTS

PPT 4.9 INTELLIGENCE GATHERING AND DISSEMINATION

There are two broad types of security intelligence that each prison gathers:

- "Operational intelligence" indicates a specific threat to security or control, e.g. a planned escape, probable disturbance, information about contraband, smuggling, etc.
- Then there is "Strategic Intelligence", which aims to provide a picture of the prisoner and his world. For example, slang terms, nicknames, pecking order, allegiances, mail and phone habits, meeting places, common routines, outside influences, political sympathies, skills and interests.

Instructor Notes: Present the following key points.

There are two broad types of security intelligence that each prison gathers:

- "Operational intelligence" indicates a specific threat to security or control, e.g. a planned escape, probable disturbance, information about contraband, smuggling, etc.
- Then there is "Strategic Intelligence", which aims to provide a picture of the prisoner and his world. For example, slang terms, nicknames, pecking order, allegiances, mail and phone habits, meeting places, common routines, outside influences, political sympathies, skills and interests.

This is a lot of information, and it has to be collected and processed. Much of the data that is available comes from those officers who work closest with the prisoners as they are in the best place to observe behaviours – a prisoner who doesn't smoke but has started buying lots of tobacco – is he in debt? Is gambling occurring? Is he being stood-over? Or a prisoner who buys Polo mints – is he trying to mask the smell of his breath from drugs or alcohol? A prisoner not spending time on the phone like he used to – has he gained access to a mobile phone? This info includes: unusual associations on exercise; conversations with, or overheard, between prisoners; unusual occurrences on escorts; hoarding of canteen goods or clothing; any individual actions out of character

This information must be passed on to Security where it can be analysed and combined with other information to form a bigger picture.

Staff who practice "Dynamic Security" (physical containment being static security) and get out and about, talk to prisoners, play pool, banter with cleaners, poke around during cell checks are ideally situated to come across information that might be of value. The point of this is to pick up snippets of information, all to be fed into the bigger picture. Once collected, Intel must be analyzed. This is done using the 5x5 Code and the Consequence Code. The 5x5 Code assesses the quality of the source and the information:

Instructor Notes: Present the following key points.

PREVENTING EMERGENCIES AND INCIDENTS

PPT 4.10 THE ADMIRALTY SYSTEM

The **Admiralty System** is a method for evaluating collected items of intelligence.

The system comprises a two-character notation assessing the **reliability** of the source and the assessed level of **confidence** on the information.

Instructor Notes: Present the following key points.

Admiralty System or Code:

The **Admiralty System** or **NATO System** is a method for evaluating collected items of intelligence. The system comprises a two-character notation assessing the reliability of the source and the assessed level of confidence on the information.

The Admiralty system is used by NATO member nations and members of the AUSCANZUKUS (5 eyes) community.

When data is received (intelligence which hasn't been assessed) it must first undergo an evaluation. Evaluation occurs in the processing stage of the intelligence cycle recognising that collected information cannot be accepted at face value. Each item of information used in the creation of an assessment is given an indication of source reliability and assessed accuracy, based on corroboration or other assessment. Each descriptor is considered in isolation to ensure that the reliability of the source does not influence the assessed accuracy of the report.

PREVENTION OF EMERGENCIES AND INCIDENTS

PPT 4.11 RELIABILITY

- A - Completely reliable – always reliable
- B - Usually reliable – mostly reliable
- C - Fairly reliable – sometimes reliable
- D - Not usually reliable – unreliable
- E - Reliability cannot be judged – untested source

Instructor Notes: Present the following key points.

Reliability:

A source is assessed for reliability based on a technical assessment of its capability, or in the case of Human Intelligence Sources their history. Notation uses Alpha coding, A-F:

What is the Reliability of the Source:

- A - Completely reliable
- B - Usually reliable
- C - Fairly reliable
- D - Not usually reliable -
- E - Unreliable -Reliability cannot be judged

PREVENTION OF EMERGENCIES AND INCIDENTS

PPT 4.12 CREDIBILITY

- 1 - Confirmed by other sources
- 2 - Probably True
- 3 - Possibly True
- 4 - Doubtful
- 5 – Improbable - Truth cannot be judged

Instructor Notes: Present the following key points.

Credibility:

An item is assessed for credibility based on likelihood and levels of corroboration by other sources.

Notation uses a numeric code, 1-6.

What is the accuracy of the data:

- 1 - Confirmed by other sources - true with no reservations
- 2 - Probably True - known to be true to source
- 3 - Possibly True - not known to be true to source, but corroborated
- 4 - Doubtful - cannot be judged
- 5 - Improbable - suspected to be false/malicious/misleading

Reporting

An assessment of the twin factors of Reliability and Credibility will provide a preferred course of action based on the coding of the items of collected information that have been used to compile the assessment. The hypothesis will not be coded but the wording will caveat conclusions based on the levels of confidence indicated by the code.

Activity 4.12

If the prison doesn't practice an intelligence system, have the groups develop an Intel report form using 5" x 3" cards and incorporating the Admiralty code

Instructor Notes: Present the following key points.

Early Warning System:

The purpose of an early warning system is to do just that – give you early warning that something may occur. A useful analogy is with the temperature warning gauge in a car: the gauge can tell the driver that the engine is over-heating but cannot influence the engine temperature - it is up to the driver to take corrective action by slowing down. To extend the analogy further, in at least some riot situations the prison administrators are genuinely unable to take short-term corrective action by reducing over-crowding, improving staff skills or providing better accommodation.

Knowledge of the likely causes of unrest and knowledge of the behaviours of prisoners prior to incidents allows prison management the opportunity to put in place protective measures.

A significant failure with intelligence systems in prisons, and elsewhere too, is that those in control of the intelligence system are pleased to receive information from officers, but they are never particularly good at :

- (a) sharing that information (dissemination) to those officers who need to be made aware of what is occurring. It becomes a bottomless pit where officers keep feeding information, but nothing comes back to assist them in their job and so over time they stop forwarding information on.
- (b) Recognising and praising officers who have contributed information that has had a beneficial result for the prison. Again, if officers don't see value in doing something they will quickly learn not to do it and the intelligence system dries up.

arrangements to either. Another reason why formal systems for the detection of impending disturbances have not been implemented is that prison managers may have informal systems which they believe to be quite adequate. The after-event reports of many major disturbances note that a clear warning of the riot was conveyed to staff by prisoners, often hours or even days before the actual event.

Remember, the intelligence system is a Warning rather than a Prevention, you need to do something with the intelligence received to make it useful.

The systems reviewed here are primarily warning systems that offer little help in defusing or controlling a disturbance.

See Handout 4.12 for an example of where nothing was done with the intelligence obtained leading to a major catastrophe.

Handout:

4.12 Taliban frees 250 from Pakistani Jail

Chapter 5

PREPARING FOR INCIDENTS AND EMERGENCIES

Materials Required

- PowerPoint Visuals 3.1 – 3.4
- White board and markers
- Chart Paper and stand or adhesive tape
- Instructor Guide
- PowerPoint slide, computer and projector (if available)
- Handout 1.5

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Total Time	

PREPARING FOR EMERGENCIES AND INCIDENTS

PPT 5.1

- Preventing incidents;
- Preparing** for emergencies & incidents;
- Responding to incidents;
- Recovering from incidents.

Instructor Notes: Present the following key points.

The second step in the Incident cycle deals with ‘preparing for incidents’.

PREPARING FOR INCIDENTS

PPT 5.2 PREPARING FOR INCIDENTS

Preparedness is a variety of measures designed to ensure that, should an incident occur, prison resources and services are ready to respond.

- Look to reduce common points of tension – food, etc.
- Open dialogue with appropriate prisoners – identify issues of concern.
- Identify and separate ring leaders
- Check armoury and emergency equipment.
- Reduce staff absences where possible.
- Maintain staff morale – MBWA
- Notify external agencies.
- Clean up prison – reduce fire loads and flammables
- Emergency Response Training.
- Equipment Check.
- Institutional search and contraband control
- Security Checks – i.e. cell and bar checks

Instructor Notes: Present the following key points.

Overview :

Preparedness is a variety of measures designed to ensure that, should an emergency occur, prison resources and services are capable of coping with the effects. These measures include different resources, services, and actions.

Aspects of preparedness:

Some aspects of preparedness are

- Look to reduce common points of tension – food, etc. See PPT 4.4
- Identify and separate ring leaders – within prison or to separate prisons – “Van Therapy”
- Check armoury and emergency equipment – small attractive items tend to be ‘misplaced’.
- Reduce staff absences where possible without interfering with leave roster.
- Maintain staff morale – MBWA – Management By Walking Around
- Notify external agencies – let them get prepared to.
- Clean up prison – reduce fire loads and flammable materials.
- Emergency Response Training – give staff confidence that they are prepared
- Equipment Check – make sure everything works – duress alarms, emergency alarms, locks and gates
- Security Checks – i.e. cell and bar checks
- Institutional search and contraband control – identify and remove contraband items.

Discussion Point:

What else would it be reasonable to do?

Who is responsible for safety and security?

Chapter 6

RESPONDING TO EMERGENCIES AND INCIDENTS

Materials Required

- PowerPoint Visuals 3.1 – 3.4
 - White board and markers
 - Chart Paper and stand or adhesive tape
 - Instructor Guide
 - PowerPoint slide, computer and projector (if available)
 - Handout 1.5
-

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Total Time	

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.1 INCIDENT CYCLE

- Preventing incidents;
- Preparing for incidents;
- Responding** to incidents;
- Recovering from incidents.

Instructor Notes: Present the following key points.

The second step in the Incident cycle deals with ‘preparing for incidents’.

RESPONSE

PPT 6.2 PRINCIPLES OF RESPONSE

All hazards – all agencies response environment

- Requires: Integrated facilities, equipment, procedures, personnel
- Enables coordinated response
- Establishes a common process for planning and managing resources.

Instructor Notes: Present the following key points.

Principles of Response:

Those working in the field of emergency response and management have for a long time realised that there are invariably two things that occur that greatly reduce the capacity to save lives and limit property damage. Those two things are:

- A lack of communication or miscommunication; and
- A lack of purpose and direction by those who respond to the incident.

At all times throughout the training attention must be given to these 'twin evils' of miscommunication and lack of coordination.

This experience is the same all over the world – no country has got it right. Resulting from this, has been the development of the Incident Command System (ICS).

The ICS is a standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

ICS is flexible and can be used for incidents of any type, scope and complexity. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents.

ICS can be used by all levels of government—federal, state, tribal and local—as well as by many nongovernmental organizations and the private sector. ICS is also applicable across disciplines. It is typically structured to facilitate activities in five major functional areas: Command, Operations, Planning, Logistics and Finance/Administration. All of the functional areas may or may not be used based on the incident needs. Intelligence/Investigations is an optional sixth functional area that is activated on a case-by-case basis.

As a system, ICS is extremely useful; not only does it provide an organizational structure for incident management but it also guides the process for planning, building and adapting that structure. Using ICS for every incident or planned event helps hone and maintain skills needed for the large-scale incidents.

RESPONSE

PPT 6.3 ICS – 5 KEY CONCEPTS OF ICS

- Unity of Command
- Common Terminology
- Management by Objectives
- Flexible and Modular Organisation
- Span of Control

Instructor Notes: Present the following key points.

RESPONSE

PPT 6.4 UNITY OF COMMAND

- Each individual involved in the incident reports to only one supervisor
- Only one person can be in charge

Instructor Notes: Present the following key points.

Each individual participating in the operation reports to only one supervisor. This eliminates the potential for individuals to receive conflicting orders from a variety of supervisors, thus increasing accountability, preventing freelancing, improving the flow of information, helping with the coordination of operational efforts, and enhancing operational safety. This concept is fundamental to the ICS chain of command structure.

There can only ever be one person who is in overall charge of everything that occurs. It would be unsatisfactory for the prison to have its own structure and do its own thing while the police do the same, as do the fire brigade, as do the ambulance service, as do the army if called in to assist.

This does not mean that the person who is immediately in charge of the prison and the incident must always be the same person from the same response agency. Typically, when an incident of any kind commences, the person who is the officer-in-charge of the prison at that time becomes the

Incident Commander. If the incident occurs at night, this could be a quite junior person. A more senior officer coming on duty would **formally** take over control as the Incident Commander. Depending on the nature of the incident it may be appropriate for Incident Control to be taken over by police or the army, etc.

It is important that however this is going to work, the protocol for doing so is established in advance. It is no good on the night of an incident to have the heads of the different response agencies squabbling over who is in charge.

RESPONSE

PPT 6.5 COMMON TERMINOLOGY

COMMON TERMINOLOGY

- Phonetic Code
- Incident Controller, Incident Manager, Incident Commander – Who is in Charge?

Instructor Notes: Present the following key points.

Common terminology:

Individual response agencies such as police, prisons and fire services, generally develop their protocols separately, and subsequently developed their terminology separately. This can lead to confusion as a word may have a different meaning for each organization.

At a prison at one time there was a call made for the newly formed “MSU”, the Management Support Unit to respond to an incident. However, the nurses in the prison hospital started laughing as they thought that the request was for a “Mid-Stream Urine test” as that is what MSU meant to them. Nobody had taken the time to ensure that all areas of the prison had a common understanding of terminology used.

When different organizations are required to work together, the use of common terminology is an essential element in team cohesion and communications, both internally and with other organizations responding to the incident.

An incident command system promotes the use of a common terminology and has an associated glossary of terms that help bring consistency to position titles, the description of resources and how they can be organized, the type and names of incident facilities, and a host of other subjects. The use of common terminology is most evident in the titles of command roles, such as *Incident Commander, Operations Commander, and Administration Commander*. This will be explained in more fully later on.

Alpha and Numeric Codes:

An excellent example of the use of common terminology can be seen in the Phonetic Alphabet that is used in a great many of the English speaking countries around the world. In some countries exception can be taken to some of the words, for example ‘whisky’ and ‘yankee’ and substitute words will be used.

Handout: 6.5 Alpha – numeric Code

RESPONSE TO EMERGENCIES AND INCIDENTS

PPT 6.6 MANAGEMENT BY OBJECTIVES

- Every person must be ‘singing from the same song sheet’.
- What is our objective?
- Is it to save lives?
- Is it to prevent escape?

Instructor Notes: Present the following key points.

Management by objectives:

Incidents are managed by aiming towards specific objectives. Objectives are ranked by priority; should be as specific as possible; must be attainable; and if possible given a working time-frame. Objectives are accomplished by first outlining strategies (general plans of action), then determining appropriate tactics (how the strategy will be executed) for the chosen strategy.

Everyone must be ‘singing from the same song sheet’.

Activity 6.5
Consider a situation where you are working in a super-max prison housing terrorists. A major fire is in full blaze. All of the cells have been unlocked so that the prisoners can be moved away from the fires.

What should your objective be? Is it to save lives or to prevent escape?

If your objective is to save lives you will leave the main gate open so that fire trucks, police, ambulances etc. can have speedy access to the prison and prisoners. If prisoners take this opportunity to escape then it is incidental to the objective of saving lives.

If your objective is to prevent escapes of these ultra-high risk prisoners, you would not allow the main gates to be opened until all of the prisoners have been re-secured in an area of the prison that is not subject of the fire – industry building, oval, etc.

Should you abandon your post in a watch tower to lend assistance to fighting the fire and saving lives or remain at your post because this could be a major diversionary tactic to enable a mass escape to occur?

What the objective is needs to be clearly and unambiguously communicated to every officer.

Break in to groups and discuss. 5-10 minutes should be enough.

Reassemble the participants – ask the group leaders to answer the question - what is your objective?

If the answers received are different – i.e. some believe it is to save lives, some believe that it is to prevent escapes, then this demonstrates the need for the Incident Commander to clearly communicate what the objective is.

If all groups are unanimous and say that preventing escape is the objective, repeat the question but instead of a maximum security prison housing terrorists, it is now a women’s prison which includes mothers and babies.

Discuss and explore their new responses.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.7 INCIDENT COMMAND STRUCTURE

Flexible and modular

Instructor Notes: Present the following key points.

Flexible and modular organization:

Incident Command structure needs to be organized in such a way as to expand and contract as needed by the incident scope, resources and hazards. Command is established in a top-down fashion, with the most important and authoritative positions established first. For example, Incident Command is established by the first arriving unit.

Only positions that are required at the time should be established. In most cases, very few positions within the command structure will need to be activated. For example, a single fire truck at a dumpster fire will have the officer filling the role of IC, with no other roles required. As more trucks get added to a larger incident, more roles will be delegated to other officers and the Incident Commander (IC) role will probably be handed to a more-senior officer.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.7 MANAGEMENT STRUCTURE

OPAL

Operations

Planning

Administration

Logistics

Instructor Notes: Present the following key points.

Management Structure:

Under the Incident Command System (ICS) you may generally have five designated people that make up the command centre. If you remember the acronym OPAL you'll remember that this stands for **O**perations, **P**lanning, **A**dministration and **L**ogistics.

Incident Manager	In overall control of the incident and emergency response. Analyses the magnitude of the emergency incident Assigns staff responsibilities Implements the response plan Requests additional assistance
Operations Manager	Co-ordinates all hands-on activities
Planning Manager	Maintains the status of all human and equipment resources Logs incident developments Responsible for the rest of the prison not involved in the incident
Logistics Manager	Coordinates requirements for facilities, tools, equipment and supplies Controls perimeter security

Admin Manager Captures, maintains and records all incident costs

All of the functional areas may or may not be used based on the incident needs. Intelligence / Investigations is an optional sixth functional area that is activated on a case-by-case basis.

Only in the largest and most complex incidents would the full ICS organization be staffed. Conversely, as an incident scales down, roles will be merged back up the tree until there is just the IC role remaining.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.8 SPAN OF CONTROL

- Span of 3 – 7 people
- 5 is perhaps ideal

Instructor Notes: Present the following key points.

Span of control:

To limit the number of responsibilities and resources being managed by any individual, the ICS requires that any single person's span of control should be between three and seven individuals, with five being ideal. In other words, one manager should have no more than seven people working under them at any given time. If more than 7 resources are being managed by an individual, then they are being overloaded and the command structure needs to be expanded by delegating responsibilities (e.g. by defining new sections, divisions, or task forces). If fewer than three, then the position's authority can probably be absorbed by the next highest rung in the chain of command.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.7 FIVE TACTICAL PRIORITIES

- Stabilize, Isolate and Contain - **SIC**.
- Safety of the public the staff and the welfare of the inmates. **SAW**.
- Remove endangered persons and obtain medical treatment for the injured. **Medical**.
- Conserve expenses and limit damage. **Property**.
- Resolve the incident and return the unit to normal operations. **RINO** which stands for **Resolve Incident Normal Operations**. This will be dealt with in greater detail a little later on.

Instructor Notes: Present the following key points.

Five Tactical Priorities:

There are five tactical priorities that remain the same and must be utilized in order to properly resolve the system.

1. You must Stabilize, Isolate and Contain the situation. This can be remembered with the acronym SIC.
2. After you stabilize the situation you need to provide for the safety of the public the staff and finally the inmates. This can be remembered with the acronym SAW.
3. Next you have to remove endangered persons and obtain medical treatment for the injured. This can simply be remembered as Medical.
4. We must also conserve expenses and limit damage to institutional property as much as possible. This can simply be remembered as Property.
5. Finally we wish to resolve the incident and return the unit to normal operations. This can be remembered with the acronym RINO which stands for Resolve Incident Normal Operations. This will be dealt with in greater detail a little later on.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.9 CORRECTIONAL EMERGENCY RESPONSE TEAMS

- Can be specially trained and always available
- Can be those who are on duty and are nominated to form a CERT

Instructor Notes: Present the following key points.

Correctional Emergency Response Team

A Correctional Emergency Response Team CERT is a team of officers who are the first line of response to assist in an incident where a prison officer's need assistance.

It is not uncommon in large maximum security prisons to have a CERT team of usually six people available on stand-by at any time that prisoners are out of the cells. However smaller prisons or prisons that don't have a history of major incidents or where staffing numbers do not permit a permanent CERT Team, other arrangements need to be established.

Cert teams may also be referred to as a Special Operation Response Team SORT or a Special Emergency Response Team SERT. These types of teams are corrections officers who are highly trained to respond effectively to cell extractions, riots, mass searches, incidents and disturbances in prisons. These disturbances may involve violent or uncooperative inmates. Members of CERT are required, and expected, to be available and contactable to respond no matter what time of day the incident occurs. The CERT consists of a group of experienced and highly motivated corrections officers.

Transporting high-risk inmates is perhaps one of the regular duties that exist no matter which country you are working in. Other duties that are a general part of the job description include removing prisoners from their cells when uncooperative and dealing with high-profile security, searches, riots, barricaded persons, mass arrest, hostage situations and high-profile and high-risk transport.

The standard organization of a Correctional Emergency Response Team is similar to the way many police departments are organized. There is the position of the team leader, who is responsible for handling anger de-escalation and spoken communication skills. The person who captures the entire response on video is called the Equipment/Video Member EQV. The first member of the CERT is responsible for being the first person or lead member to deal with the inmate. The second member is the second person in; the third and fourth team members have the least amount of protective correctional officer gear on, so they have a maximum amount of speed.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.10 CERT RESPONSE HIERARCHY

- CERT 1 First responders
- CERT 2 All prisoner movement ceases
- CERT 3 All prisoners back to housing blocks
- CERT 4 All prisoners locked in cells
- CERT 5 Call in off-duty staff

Instructor Notes: Present the following key points.

Correctional Emergency Response Team:

Any officer who needs assistance may request a CERT 1 Response. This is a response from officers who can be freed up quickly in order to respond. These may be designated positions such as Shift

Manager, Stores Officer, Canteen Officer, Drivers (when in the prison), Reception Officers or any other positions that aren't actively involved in prisoner supervision.

During a CERT 1 Response the rest of the prison goes about its normal business.

Should the problem escalate or be significant, this may call for a CERT 2 Response where all prisoner movement ceases and as many officers as can be freed up attend to lend support.

A further escalation would be to a CERT 3 Response where all prisoners are escorted back to their cell blocks. Freed up officers then attend the incident site. This prevents prisoners who were not involved from going on to become involved.

A CERT 4 Response requires a full lock down of the prison so that the majority of officers on duty are able to attend and assist.

A CERT 5 involves the seeking of assistance from external agencies and the calling back to duty of staff who are off-duty. It is necessary that an up-to-date telephone register be kept for this purpose. Those officers living closest are called in first.

Of these graduated responses, the most important and the one most called upon is the CERT 1 Response. In the vast majority of instances a prompt response will act to reduce the number of inmates who might otherwise get involved. For example, in any prison population there may be 5% to 15% of prisoners who will take any opportunity to get involved. There will also be 15%-20% who will never get involved. It is those in the middle – the 75%-80% of the prisoners who might get involved if the circumstances suited them who must be persuaded not to become involved. A rapid response of officers is the best way for that to be achieved.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.11 5 PARAGRAPH ORDER - SMEAC

Situation

Mission

Execution

Administration

Communication

Instructor Notes: Present the following key points.

The SMEAC system is a term that has been borrowed from the military but is now widely used in law enforcement, corrections and emergency response agencies and is short for:

S Situation

M Mission

E Execution

A Administration and Logistics

C Command and communications

The Military use the SMEAC system to document their orders and instructions for field operations, so that they can pass this information on to their troops. It has been adapted to meet situations where you are required to provide others with instructions or directions for a task or project

Situation: This is the background to your problem, or a description of what has happened. What were the events leading up to where you are now?

Again, consider the 5WH of the situation. What has happened? Why is it a problem? Who else is involved? When did it happen/ sequence of events? Where did it happen? How did it happen?

The point of this part of the process is to provide a snapshot or background to the following set of instructions.

Mission: So now we know what has happened, the mission is what we need to do about it. The mission should be a short, clear and concise statement of what you want to achieve – “Our mission is to organise the celebrations for Eid”.

At this stage, there’s no need to include any detail – because that’s what the EA&C is for.

Execution: Execution is the “how” part of the plan – how you are going to achieve your mission.

Detail the steps required, and again 5WH applies.

What are you going to do? Why? When? Where? Who is involved? How?

The execution part of the process is usually the longest and should provide sufficient information to allow you [or your team] to go and do the job.

Administration: The military term is actually “Administration and Logistics” and is about what resources you need to do the job, and how these resources are to be coordinated.

Command and Communications: This is the who’s who of the job – who’s in charge, who do you report to, and how you communicate with each other.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.12 NON-VIOLENT PROTESTS

Violent Protest (active protest)

Riot

Hostage taking

Arson and destruction

Assault

Non-violent Protest (passive protest)

Instructor Notes: Present the following key points.

When considering incidents in prison we frequently only concern ourselves with violent protests. This includes riots, hostage taking, arson and destruction, and major assaults – prisoner-on-prisoner, or prisoner-on-staff.

However, there are incidents in prison that may not involve and violent actions but nonetheless they are of great concern to prison management – these are termed as non-violent or political protests.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.12 NON-VIOLENT PROTESTS

Violent Protest (active protest)

Riot

Hostage taking

Arson and destruction

Assault

Non-violent Protest (passive protest)

Instructor Notes: Present the following key points.

When considering incidents in prison we frequently only concern ourselves with violent protests. This includes riots, hostage taking, arson and destruction, and major assaults – prisoner-on-prisoner, or prisoner-on-staff.

However, there are incidents in prison that may not involve and violent actions but nonetheless they are of great concern to prison management – these are termed as non-violent or political protests.

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.13 NON-VIOLENT PROTESTS

Refusal to accept food - (hunger strikes)

Self-harm (more individual than mass action)

Dirty protest – (refusal to wash, smearing of faeces’)

Refusal to wear clothes

Refusal to leave cell

Inciting external protestors

Instructor Notes: Present the following key points.

Non-violent protests includes the following:

Refusal to accept food - Recently in California there were 30,000 prisoners involved in a hunger strike in support of three prisoners who had been held in solitary confinement for periods up to 45 years.

Considerations

- Try to use a term other than ‘hunger strike.
- Is it a political, medical or prison issue?
- Must miss 9 meals to be considered to be refusing food.
- No force feeding – that is a medical issue.
- Continue to offer meals.
- Supplements?
- Continue to permit normal interaction while health allows.
- Provide information on the consequences of refusing food.
- Do not assist the prisoner – no pain relief.
- Ensure that the prisoner is compos mentis.
- When the prisoner’s health deteriorates, move to infirmary.
- Once medically indicated, transfer to hospital.

- Medical ethics then take over – will take no action.
- Gather information behind refusal.
- Do not negotiate while refusal continues.
- Concessions may be made after refusal has ceased.

Self-harm (more individual than mass action) Generally a solitary action. Often involves cutting or swallowing foreign objects. Need to ensure that it is a protest and not due to mental illness – i.e. borderline personality disorder, anxiety or depression. Try to alleviate the stressors. Provide medical care as required.

Dirty protest – (also called the no wash protest) was part of a five-year protest during the Troubles by Provisional Irish Republican Army (IRA) and Irish National Liberation Army (INLA) prisoners during the 1970s held in the Maze Prison (also known as "Long Kesh") and a protest at Armagh Women's Prison in Northern Ireland.

'Bronzing-up' – involves the smearing of faeces by prisoners over their cells and themselves. This form of protest was popularised by Jimmy Boyle, a prisoner in Barlinnie Prison Glasgow during the late 1960s and 1970s.

Refusal to wear clothes

Refusal to leave cell (requiring officers to carry prisoners if they are required to be moved)

Inciting external protestors

Handout: 6.13 - California prison officials say 30,000 inmates refuse meals

RESPONDING TO EMERGENCIES AND INCIDENTS

PPT 6.12 ACCEPTABLE NON-VIOLENT PROTESTS

External

Letter writing –

- Ombudsman,
- Amnesty International,
- Human Rights Commission,
- Minister for Internal Affairs.

Internal

- Internal complaints process
- Direct approach with Prison Management
- Prisoner Representative Committee

Instructor Notes: Present the following key points.

While dealing with prisoner complaints and letters may be considered tiresome and a waste of time, it is in the interests of the prison to encourage prisoners to use acceptable non-violent actions as opposed to unacceptable non-violent actions or, worse still, violent actions.

Prisoners should be encouraged to raise concerns over issues that are outside the capacity of the prison to deal with to appropriate external agencies, and non-government organisations. Encouragement can include:

- Providing pre-addressed envelopes.
- Permitting prisoner to sign over the seal.
- Exempting these letters from being opened or scrutinised.

Where the matters are internal to the prison, prisoners should be encouraged to use grievance or complaint systems within the prison. The UN Standard Minimum Rule on the Treatment of Prisoners provides at Rule 36 (1) that:

(1) Every prisoner shall have the opportunity each week day of making requests or complaints to the director of the institution or the officer authorized to represent him.

(2) It shall be possible to make requests or complaints to the inspector of prisons during his inspection. The prisoner shall have the opportunity to talk to the inspector or to any other inspecting officer without the director or other members of the staff being present.

(3) Every prisoner shall be allowed to make a request or complaint, without censorship as to substance but in proper form, to the central prison administration, the judicial authority or other proper authorities through approved channels.

(4) Unless it is evidently frivolous or groundless, every request or complaint shall be promptly dealt with and replied to without undue delay.

Prisoners frequently complain that their:

- Complaints are ignored
- Complaints are destroyed
- Records are not kept.

Systems must be developed to ensure that these legitimate concerns are addressed by having a prisoner complaints system that is able to give prisoners confidence that their complaints are being treated in a timely and fair manner.

Chapter 7

RECOVERY FROM EMERGENCIES AND INCIDENTS

Materials Required

- PowerPoint Visuals 3.1 – 3.4
- White board and markers
- Chart Paper and stand or adhesive tape
- Instructor Guide
- PowerPoint slide, computer and projector (if available)
- Handout 1.5

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Total Time	

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.1 INCIDENT CYCLE

Preventing incidents;
Preparing for incidents;
Responding to incidents;
Recovery from incidents.

Instructor Notes: Present the following key points.

The fourth and last step in the Incident cycle deals with recovery from emergencies and incidents.

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.2 DEBRIEFS

- Operational Debriefs - Hot and Cold
- Critical Incident – Defusing and Debriefs

Instructor Notes: Present the following key points.

Debriefs:

The Incident Command System (ICS) previously discussed a wonderful system but unless we sit down and review what transpired it is hard for us to learn from the incident that occurred. It is at this point it is necessary to debrief the staff as well as the different agencies that responded and to get their input on what worked well as well as what areas needs improvement so that the prevention, preparation and response can be improved.

We are going to look at two types of operational debriefs and two forms of critical incident stress debriefing.

Hot and Cold Debriefs:

Debriefs are a vital way of learning operational lessons following an emergency incident or training exercise.

In the emergency services community, carrying out a debrief following either a real-life incident or a training exercise is an essential process. It enables the organisations involved to evaluate their internal arrangements and working relationships with partner agencies, to learn from the experience gained and to identify development needs or improvements for future planning. It also ensures that safe systems of work are reviewed, and that organisations are complying with their requirements under health and safety law to protect employees and people affected by their activities. Two phases

A debrief process is normally divided into 'hot' and 'cold' phases. The hot debrief is carried out immediately after the conclusion of an incident or exercise, either at the scene or on return to the normal workplace, but before personnel go off-duty. The cold debrief may be completed up to four weeks after the event, and normally follows a structured process. Where an organisation has

required the assistance of other external agencies, then both an internal and multi-agency debrief may be required for both phases. The size of the representation from each organisation may be determined by the number of personnel deployed and the geographical area covered. A procedure should be in place that explains the process and provides the relevant tools and techniques to collate information and facilitate the debrief. This procedure should also confirm the arrangements for records, the outcomes and the method of tracking associated actions.

Hot debrief

As soon as practicable after the conclusion of an incident or exercise, everyone involved should have a hot debrief to gather feedback on any pressing matters that cannot wait until the cold debrief. An exercise debrief should include those taking part, as well as organisers and observers who are occupationally competent. Due to the timing of a hot debrief, it is likely that emotions may still be running high and participants still contemplating their actions. Participants or observers may have a view about a particular aspect of the incident or exercise that is based on their own perception – but sharing a critical opinion at this stage may prove counter-productive. In many cases, emergency service personnel will remain on duty after the event, and it could compromise any subsequent response if an individual is the subject of negative feedback. A standard agenda should be followed, to ensure the hot debrief does not deviate or develop into an in-depth review of performance.

During the de-brief the style of delivery and choice of language is an important consideration, especially where a recipient may be hearing a negative comment for the first time. An individual may need time to reflect on the situation to confirm the reason for their actions. Decision-making during emergency situations can be intuitive, and the reason for certain actions is not always immediately available. The person making an observation must remember that it is their perception, and should seek clarification rather than make a judgement. If someone identifies a matter of serious concern, the information should be relayed to the debrief chairman before the process begins.

Arrangements should then be made to determine an agreed and constructive method of introducing the matter in the de-brief. Where exercises are arranged to test a major plan, a number of external regulators from different agencies may be observing the emergency arrangements of an organisation. The debrief chairman should liaise with the different agencies prior to the debrief, to agree who will lead on what areas. In addition, where hot debriefs are undertaken after a training or drill session, and involve personnel that form part of an emergency response team, it may be

necessary to ensure certain tasks are completed to prepare the crew for deployment, before the debrief begins.

Cold debrief

A cold debrief should be arranged within about two to four weeks of the incident or exercise. It is a more formal yet flexible process that is designed to identify strengths and weaknesses, and focuses on organisational issues to inform future learning and make improvements. A cold debrief is essential to the organisation's learning, so sufficient resources and time should be committed to the process.

Workplace assessment is undertaken by sector-competent qualified assessors and should not form part of the debrief process. Without a structured approach to the debrief, attendees may begin to express their thoughts without any consideration of the order in which information is shared or the impact of their comments on other people. The process requires skilled and experienced facilitation to ensure it remains constructive, positive and meaningful. Where large numbers of people have taken part in an exercise or responded to an incident, it may be impractical to allow everyone to have their say, and this is why a structured process is necessary. The cold debrief chairman will be identified for the skill and experience in the. Preparation for the process will involve collating as much information as possible, to help inform the process and set the scene. Sources of information will include video footage, written records and recorded communications, along with internal feedback forms and observers' assessment templates.

The structured cold debrief will follow a standard agenda (see Table 2). The chairman will begin by setting the scene with a short summary of the incident or exercise, referring to aims and objectives. It may be appropriate to view some video footage, listen to voice recordings, or display written records, to help build context and focus attention. Caution is recommended where any material identifies an individual's weakness. If it is necessary to use any such material, the relevant person should agree to the intended presentation prior to the de-brief. Although the chairman will have the topics prepared, they should involve the attendees in agreeing the list for the agenda.

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.3 DEBRIEF TOPICS

- equipment
- information
- communications
- facilities
- resources
- safety and welfare
- procedures
- incident management learning points

Instructor Notes: Present the following key points.

Debrief Key Points:

The topics to be explored during the debrief usually include:

- equipment
- information
- communications
- facilities
- resources
- safety and welfare
- procedures
- incident management Learning points

Attendees will be invited to consider the material presented and the agreed topics.

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.2 STANDARD QUESTIONS

- list three areas that went well
- list three areas that could have gone better
- list three improvements

Instructor Notes: Present the following key points.

Standard questions:

Three standard questions will be set, in order to begin the process and draw out positive comments and learning points:

- list three areas that went well
- list three areas that could have gone better

- list three improvements

A standard template may be circulated for the attendees to record their answers. A reasonable period of time should be set to complete the first question.

The aim of limiting the group to three points is to highlight the significant achievements and subsequent issues only – the second and third questions allow attendees to highlight six separate issues.

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.2 CRITICAL INCIDENT STRESS DEFUSING

- Operational Debriefs - Hot and Cold
- Critical Incident – Defusing and Debriefs

Instructor Notes: Present the following key points.

Critical Incident Stress Defusing:

Critical incident de-briefing can take two forms:

On the day/night of the incident and before staff are sent home they should be required to attend a group stress defusing where the point is to make sure that all employees involved in the emergency or incident are aware:

- Of the general circumstances of what took place – it is very testing to go home from an incident and have no real knowledge of what occurred, especially when family and friends ask questions of you.
- Of the physiological and psychological symptoms often experienced by persons who have participated in stressful events. Officers are advised that they may be unable to get sleep, or may require additional sleep, may become constipated, or may suffer diarrhoea, etc. etc.
- Of the additional help that is available to them by counsellors or psychologists if their symptoms persist or start to interfere with daily living.

These defusing sessions are quite different to critical incident stress debriefing

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.3 CRITICAL INCIDENTS

- hostage/siege situation;
- witnessing a homicide;
- riots;
- assaults to a corrections officer;
- fighting a serious fire;
- discharging a firearm;
- serious threat made to a corrections officer;
- discovering a deceased person;
- discovering a grievously injured person;
- witnessing or discovering a person involved in serious self-harm;
- needle-stick injuries;
- exposure to blood and/or body fluids; and/or
- administering first aid.

Instructor Notes: Present the following key points.

Critical Incidents:

Examples of stressful incidents that arise in prisons and which could be classified as a critical incident include:

- hostage/siege situation;
- witnessing a homicide;
- riots;
- assaults to a corrections officer;
- fighting a serious fire;
- discharging a firearm;
- serious threat made to a corrections officer;
- discovering a deceased person;
- discovering a grievously injured person;
- witnessing or discovering a person involved in serious self-harm;
- needle-stick injuries;
- exposure to blood and/or body fluids; and/or
- administering first aid.

If a person experiences critical incident stress disorder (CISD), it can lead to post-traumatic stress disorder (PTSD), if not identified and treated.

PTSD is a reaction to an abnormal event of grand scale, which may be experienced by anyone, regardless of his or her profession. The resultant psychological effects are more severe than CISD – for example, the person may experience flashbacks in which the individual re-lives an experience while awake. Critical incident stress management (CISM) is the term used to describe the arrangements for a debriefing service provided by a competent professional or voluntary team. The

service provides support to people who have experienced a traumatic event. A number of organisations have made arrangements for internal support from trained staff or an external service provider.

Prisoner Support:

It must be remembered that prisoners may also be traumatised by their experiences in emergencies and incidents and that any prisoner who wishes to seek support should be put in contact with medical or faith based practitioners.

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.3 ONCE CONTROL REGAINED

- Need to control the desire for retaliation
- Continue to satisfy prisoner basic needs – food, water, bedding and clothing.
- Recommence visits as family and friends are often greatly concerned for the prisoner’s welfare.
- Restore normal routine when appropriate

Instructor Notes: Present the following key points.

Following the restoration of order there can be a strong desire by some officers to exact revenge against the prisoners. This is particularly so if officers have been injured or killed. It is essential that this be not allowed to occur.

Discussion Point:
Why would retaliation occur? What form might the retaliation take?

Discussion Point:
What other things might be done to ensure that retaliation or victimisation doesn’t occur?

It is a good practice to swap officers working in the area of the incident to another location and have them replaced with fresh officers who were not involved in the original incident.

Temporary lockdowns are a good idea as they give everyone a breather and are great stress reducers and allows time for any damage to be repaired the security restored. The return to order

re-instills confidence for staff and allows for a graduated return to normal routine as soon as is reasonable. It is important that you do not continue in lock down when it is no longer serving any purpose.

Where possible, if some areas of the prison have not been involved they should have the first opportunity for progressive easing of the lock-down regime.

RECOVERY FROM EMERGENCIES AND INCIDENTS

PPT 7.4 BUSINESS CONTINUITY

- Continue sending prisoners to make court appearances.
- Ensure that prisoner records are undamaged and release dates acted upon.

Instructor Notes: Present the following key points.

Business Continuity:

Business Continuity is the activity performed by an organization to ensure that critical business functions will be available immediately following any temporary closure for whatever reason. Business continuity is not something that is implemented at the time of a disaster. It must have been considered beforehand and arrangements made to ensure that the common functions of the prison can continue.

For prisons, that includes:

- getting prisoners to court on time for their appearances;
- releasing prisoners who have reached the end of their sentence.
- paying staff any overtime payments they are due

Discussion Points:

How well would your prison cope if the Records Office was destroyed by fire?

How would prisoners required at court the day after the prison's Records Office has been destroyed be identified?

How would prisoners due for release be identified?

How would you know what property belonged to what prisoner?

Chapter 8

WRAP-UP SESSION

The final session of the training programme is the wrap-up session. This involves a number of activities:

- A quick run through of all the main points and areas that have been covered during the training programme;
- A look back at the expectations of the trainees and to see whether these expectations have been met or not;
- Exchange of contact details for follow-up purposes should that be required;
- Awarding of any certificates of participation or attainment; and
- The taking of a class photo.

Chapter 9

HANDOUTS

Handout 1.1	Sample Lesson Plan Format
Handout 3.5	Training Plan Agenda
Handout 4.8	Predictors of Prison Riots and Disturbances
Handout 4.8A	Camp Hill Prison Riots
Handout 4.8B	Mass Escape after Indonesian Prison Riot
Handout 4.12	Taliban frees 250 from Pakistani Jail
Handout	Phonetic Alphabet

HANDOUT 1.1

SESSION HEADING

PPT Number X.Y Title of Slide

SLIDE CONTENT



Trainer Notes: Present the following key points.

It is not necessary that all of the following sections be included on every occasion. They are provided for you to select from according to the requirements of the session being conducted. Some sessions may have 'activity' requirements, while others don't. The same is also the case with 'discussion point' and 'other requirements', etc.

Slides

The notes specify when and which slide should be shown and the text that will be on the slide.

Trainers Notes

The speaking notes provide a basic structure, yet, they also allow you and participants to be guided by the normal flow of the group's learning process and to decide to place more emphasis, as required, on questions and issues as they emerge.

The text is intended to guide the trainer through the session and ensure that all relevant topics are covered. The text is intended as a guide and not as a book that should be read out.

You may want to read out some of the text during the session, until you are completely familiar with the material, or where the points to be made are complex. You should, however, avoid reading out all the text as this will become monotonous for participants.

Title

Each session begins by identifying the session number and title of the session. The first slide for each session is the Title slide and gives the title of the session and should be put on screen before participants arrive.

Duration

The duration of the session is then set out. The duration of the training session reflects the time available in the programme. Some sessions are scheduled to last 30 minutes, 1 hour, others 2 hours.

The difference in duration reflects the amount of material that must be covered. The purpose of including the duration in your documentation is to assist the trainer in remaining on schedule and not spending too much time on one area at the sake of another.

Activity

The activity section describes what activities are to be undertaken to reinforce learning.

Discussion points

A number of 'discussion points' are set out in text boxes at various points in the session. These discussion points will help to break up the session and will encourage participants to engage in a dialogue with the trainer. Informal discussions are useful to clarify points and facilitate the process of translating ideas into practice. Such discussions are conducted by the trainer, who should try to

Handouts

Handouts may be important to provide the participant's with information that is too long or too complex to be used comfortably as a power point presentation.

Other Training Aids

This section is used to detail any additional or special equipment, etc. that might be required during the lesson.

HANDOUT 3.5

Training Plan Agenda for Module 3 (3 day)

DAY 1			
Session	Time	Subject	Trainer
One	10:00 to 10:30	Opening ceremony, objectives and introductions	
Break	10:30 to 11:00		
Two	11:00 to 12:30	Preventing Emergencies and Incidents Incident Cycle	
Lunch	12:30 to 13:30		
Three	13:30 to 14:30	Causes of prison unrest Predicting major incidents	
Break	14:30 to 15:00		
Four	15:00 to 16:00	Intelligence gathering Admiralty Code	
DAY 2			
Session	Time	Subject	Trainer
Five	09:30 to 10:30	Review of previous day. Prepare for emergencies and incidents	
Break	10:30 to 11:00		
Six	11:00 to 12:30	Assessment of Risk, Gang Control Control of contraband	
Lunch	12:30 to 13:30		
Seven	13:30 to 14:30	Respond to Emergencies and Incidents	
Break	14:30 to 15:00		
Eight	15:00 to 16:00	Incident Command System	
DAY 3			
Session	Time	Subject	Trainer
Nine	09:30 to 10:30	Review of previous day. Corrections Emergency Response Teams	
Break	10:30 to 11:00		
Ten	11:00 to 12:30	Recovery from Emergency and Incidents Operational de-briefs	
Lunch	12:30 to 13:30		
Eleven	13:30 to 14:30	Controlling Retaliation Return to normal Routine	
Break	14:30 to 15:00		
Twelve	15:00 to 16:00	Evaluation, Closing ceremony & certificates	

HANDOUT 3.5A

Training Plan Agenda for Module 3 (4 day)

DAY 1			
Session	Time	Subject	Trainer
One	10:00 to 10:30	Opening, objectives and introductions	Glenn Ross
Break	10:30 to 11:00		
Two	11:00 to 12:30	Activity Exercise 'Reef Knot". Adult Learning	
Lunch	12:30 to 13:30		
Three	13:30 to 14:30	ToT Refresher	
Break	14:30 to 15:00		
Four	15:00 to 16:00	Activity Exercise 'Mini Presentation'	
DAY 2			
Session	Time	Subject	Trainer
Five	09:30 to 10:30	Review of previous day. Brief Presentation 'Stanford Experiment' Brief Presentation 'Abu Ghraib' Activity Exercise 'Bowline'	
Break	10:30 to 11:00		
Six	11:00 to 12:30	Incident Cycle Preventing Emergencies and Incidents	
Lunch	12:30 to 13:30		
Seven	13:30 to 14:30	Causes of prison unrest Predicting major incidents	
Break	14:30 to 15:00		
Eight	15:00 to 16:00	Prepare for emergencies and incidents	

DAY 3			
Session	Time	Subject	Trainer
Nine	09:30 to 10:30	Review of previous day. Brief Presentation 'Strangeways' Brief Presentation 'Milgram's Experiment' Brief Presentation 'Maconochie'	
Break	10:30 to 11:00		
Ten	11:00 to 12:30	Respond to Emergencies and Incidents SMEAC	
Lunch	12:30 to 13:30		
Eleven	13:30 to 14:30	Activity Exercise 'SMEAC'	
Break	14:30 to 15:00		
Twelve	15:00 to 16:00	Incident Command System OPAL Combining SMEAC and OPAL	
DAY 4			
Session	Time	Subject	Trainer
Thirteen	09:30 to 10:30	Review of previous day. Brief Presentation 'Barlinnie' Corrections Emergency Response Teams	
Break	10:30 to 11:00		
Fourteen	11:00 to 12:30	Recovery from Emergency and Incidents Operational de-briefs	
Lunch	12:30 to 13:30		
Fifteen	13:30 to 14:30	Controlling Retaliation RINO - Return to Normal Routine	
Break	14:30 to 15:00		
Sixteen	15:00 to 16:00	Evaluation, Closing & Certificates	

HANDOUT 4.7

Standard Minimum Rules for the Treatment of Prisoners

Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977

PRELIMINARY OBSERVATIONS

1. The following rules are not intended to describe in detail a model system of penal institutions. They seek only, on the basis of the general consensus of contemporary thought and the essential elements of the most adequate systems of today, to set out what is generally accepted as being good principle and practice in the treatment of prisoners and the management of institutions.

2. In view of the great variety of legal, social, economic and geographical conditions of the world, it is evident that not all of the rules are capable of application in all places and at all times. They should, however, serve to stimulate a constant endeavour to overcome practical difficulties in the way of their application, in the knowledge that they represent, as a whole, the minimum conditions which are accepted as suitable by the United Nations.

3. On the other hand, the rules cover a field in which thought is constantly developing. They are not intended to preclude experiment and practices, provided these are in harmony with the principles and seek to further the purposes which derive from the text of the rules as a whole. It will always be justifiable for the central prison administration to authorize departures from the rules in this spirit.

4. (1) Part I of the rules covers the general management of institutions, and is applicable to all categories of prisoners, criminal or civil, untried or convicted, including prisoners subject to "security measures" or corrective measures ordered by the judge.

(2) Part II contains rules applicable only to the special categories dealt with in each section. Nevertheless, the rules under section A, applicable to prisoners under sentence, shall be equally applicable to categories of prisoners dealt with in sections B, C and D, provided they do not conflict with the rules governing those categories and are for their benefit.

5. (1) The rules do not seek to regulate the management of institutions set aside for young persons such as Borstal institutions or correctional schools, but in general part I would be equally applicable in such institutions.

(2) The category of young prisoners should include at least all young persons who come within the jurisdiction of juvenile courts. As a rule, such young persons should not be sentenced to imprisonment.

PART I

RULES OF GENERAL APPLICATION

Basic principle

6. (1) The following rules shall be applied impartially. There shall be no discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

(2) On the other hand, it is necessary to respect the religious beliefs and moral precepts of the group to which a prisoner belongs.

Register

7. (1) In every place where persons are imprisoned there shall be kept a bound registration book with numbered pages in which shall be entered in respect of each prisoner received:

- (a) Information concerning his identity;
- (b) The reasons for his commitment and the authority therefor;
- (c) The day and hour of his admission and release.

(2) No person shall be received in an institution without a valid commitment order of which the details shall have been previously entered in the register.

Separation of categories

8. The different categories of prisoners shall be kept in separate institutions or parts of institutions taking account of their sex, age, criminal record, the legal reason for their detention and the necessities of their treatment. Thus,

(a) Men and women shall so far as possible be detained in separate institutions; in an institution which receives both men and women the whole of the premises allocated to women shall be entirely separate;

(b) Untried prisoners shall be kept separate from convicted prisoners;

(c) Persons imprisoned for debt and other civil prisoners shall be kept separate from persons imprisoned by reason of a criminal offence;

(d) Young prisoners shall be kept separate from adults.

Accommodation

9. (1) Where sleeping accommodation is in individual cells or rooms, each prisoner shall occupy by night a cell or room by himself. If for special reasons, such as temporary overcrowding, it becomes necessary for the central prison administration to make an exception to this rule, it is not desirable to have two prisoners in a cell or room.

(2) Where dormitories are used, they shall be occupied by prisoners carefully selected as being suitable to associate with one another in those conditions. There shall be regular supervision by night, in keeping with the nature of the institution.

10. All accommodation provided for the use of prisoners and in particular all sleeping accommodation shall meet all requirements of health, due regard being paid to climatic conditions and particularly to cubic content of air, minimum floor space, lighting, heating and ventilation.

11. In all places where prisoners are required to live or work,

(a) The windows shall be large enough to enable the prisoners to read or work by natural light, and shall be so constructed that they can allow the entrance of fresh air whether or not there is artificial ventilation;

(b) Artificial light shall be provided sufficient for the prisoners to read or work without injury to eyesight.

12. The sanitary installations shall be adequate to enable every prisoner to comply with the needs of nature when necessary and in a clean and decent manner.

13. Adequate bathing and shower installations shall be provided so that every prisoner may be enabled and required to have a bath or shower, at a temperature suitable to the climate, as frequently as necessary for general hygiene according to season and geographical region, but at least once a week in a temperate climate.

14. All parts of an institution regularly used by prisoners shall be properly maintained and kept scrupulously clean at all times.

Personal hygiene

15. Prisoners shall be required to keep their persons clean, and to this end they shall be provided with water and with such toilet articles as are necessary for health and cleanliness.

16. In order that prisoners may maintain a good appearance compatible with their self-respect, facilities shall be provided for the proper care of the hair and beard, and men shall be enabled to shave regularly.

Clothing and bedding

17. (1) Every prisoner who is not allowed to wear his own clothing shall be provided with an outfit of clothing suitable for the climate and adequate to keep him in good health. Such clothing shall in no manner be degrading or humiliating.

(2) All clothing shall be clean and kept in proper condition. Underclothing shall be changed and washed as often as necessary for the maintenance of hygiene.

(3) In exceptional circumstances, whenever a prisoner is removed outside the institution for an authorized purpose, he shall be allowed to wear his own clothing or other inconspicuous clothing.

18. If prisoners are allowed to wear their own clothing, arrangements shall be made on their admission to the institution to ensure that it shall be clean and fit for use.

19. Every prisoner shall, in accordance with local or national standards, be provided with a separate bed, and with separate and sufficient bedding which shall be clean when issued, kept in good order and changed often enough to ensure its cleanliness.

Food

20. (1) Every prisoner shall be provided by the administration at the usual hours with food of nutritional value adequate for health and strength, of wholesome quality and well prepared and served.

(2) Drinking water shall be available to every prisoner whenever he needs it.

Exercise and sport

21. (1) Every prisoner who is not employed in outdoor work shall have at least one hour of suitable exercise in the open air daily if the weather permits.

(2) Young prisoners, and others of suitable age and physique, shall receive physical and recreational training during the period of exercise. To this end space, installations and equipment should be provided.

Medical services

22. (1) At every institution there shall be available the services of at least one qualified medical officer who should have some knowledge of psychiatry. The medical services should be organized in close relationship to the general health administration of the community or nation. They shall include a psychiatric service for the diagnosis and, in proper cases, the treatment of states of mental abnormality.

(2) Sick prisoners who require specialist treatment shall be transferred to specialized institutions or to civil hospitals. Where hospital facilities are provided in an institution, their equipment, furnishings and pharmaceutical supplies shall be proper for the medical care and treatment of sick prisoners, and there shall be a staff of suitable trained officers.

(3) The services of a qualified dental officer shall be available to every prisoner.

23. (1) In women's institutions there shall be special accommodation for all necessary pre-natal and post-natal care and treatment. Arrangements shall be made wherever practicable for children to be born in a hospital outside the institution. If a child is born in prison, this fact shall not be mentioned in the birth certificate.

(2) Where nursing infants are allowed to remain in the institution with their mothers, provision shall be made for a nursery staffed by qualified persons, where the infants shall be placed when they are not in the care of their mothers.

24. The medical officer shall see and examine every prisoner as soon as possible after his admission and thereafter as necessary, with a view particularly to the discovery of physical or mental illness and the taking of all necessary measures; the segregation of prisoners suspected of infectious or contagious conditions; the noting of physical or mental defects which might hamper rehabilitation, and the determination of the physical capacity of every prisoner for work.

25. (1) The medical officer shall have the care of the physical and mental health of the prisoners and should daily see all sick prisoners, all who complain of illness, and any prisoner to whom his attention is specially directed.

(2) The medical officer shall report to the director whenever he considers that a prisoner's physical or mental health has been or will be injuriously affected by continued imprisonment or by any condition of imprisonment.

26. (1) The medical officer shall regularly inspect and advise the director upon:

- (a) The quantity, quality, preparation and service of food;
- (b) The hygiene and cleanliness of the institution and the prisoners;
- (c) The sanitation, heating, lighting and ventilation of the institution;
- (d) The suitability and cleanliness of the prisoners' clothing and bedding;

(e) The observance of the rules concerning physical education and sports, in cases where there is no technical personnel in charge of these activities.

(2) The director shall take into consideration the reports and advice that the medical officer submits according to rules 25 (2) and 26 and, in case he concurs with the recommendations made, shall take immediate steps to give effect to those recommendations; if they are not within his competence or if he does not concur with them, he shall immediately submit his own report and the advice of the medical officer to higher authority.

Discipline and punishment

27. Discipline and order shall be maintained with firmness, but with no more restriction than is necessary for safe custody and well-ordered community life.

28. (1) No prisoner shall be employed, in the service of the institution, in any disciplinary capacity.

(2) This rule shall not, however, impede the proper functioning of systems based on self-government, under which specified social, educational or sports activities or responsibilities are entrusted, under supervision, to prisoners who are formed into groups for the purposes of treatment.

29. The following shall always be determined by the law or by the regulation of the competent administrative authority:

- (a) Conduct constituting a disciplinary offence;
- (b) The types and duration of punishment which may be inflicted;
- (c) The authority competent to impose such punishment.

30. (1) No prisoner shall be punished except in accordance with the terms of such law or regulation, and never twice for the same offence.

(2) No prisoner shall be punished unless he has been informed of the offence alleged against him and given a proper opportunity of presenting his defence. The competent authority shall conduct a thorough examination of the case.

(3) Where necessary and practicable the prisoner shall be allowed to make his defence through an interpreter.

31. Corporal punishment, punishment by placing in a dark cell, and all cruel, inhuman or degrading punishments shall be completely prohibited as punishments for disciplinary offences.

32. (1) Punishment by close confinement or reduction of diet shall never be inflicted unless the medical officer has examined the prisoner and certified in writing that he is fit to sustain it.

(2) The same shall apply to any other punishment that may be prejudicial to the physical or mental health of a prisoner. In no case may such punishment be contrary to or depart from the principle stated in rule 31.

(3) The medical officer shall visit daily prisoners undergoing such punishments and shall advise the director if he considers the termination or alteration of the punishment necessary on grounds of physical or mental health.

Instruments of restraint

33. Instruments of restraint, such as handcuffs, chains, irons and strait-jackets, shall never be applied as a punishment. Furthermore, chains or irons shall not be used as restraints. Other instruments of restraint shall not be used except in the following circumstances:

(a) As a precaution against escape during a transfer, provided that they shall be removed when the prisoner appears before a judicial or administrative authority;

(b) On medical grounds by direction of the medical officer;

(c) By order of the director, if other methods of control fail, in order to prevent a prisoner from injuring himself or others or from damaging property; in such instances the director shall at once consult the medical officer and report to the higher administrative authority.

34. The patterns and manner of use of instruments of restraint shall be decided by the central prison administration. Such instruments must not be applied for any longer time than is strictly necessary.

Information to and complaints by prisoners

35. (1) Every prisoner on admission shall be provided with written information about the regulations governing the treatment of prisoners of his category, the disciplinary requirements of the institution, the authorized methods of seeking information and making complaints, and all such other matters as are necessary to enable him to understand both his rights and his obligations and to adapt himself to the life of the institution.

(2) If a prisoner is illiterate, the aforesaid information shall be conveyed to him orally.

36. (1) Every prisoner shall have the opportunity each week day of making requests or complaints to the director of the institution or the officer authorized to represent him.

(2) It shall be possible to make requests or complaints to the inspector of prisons during his inspection. The prisoner shall have the opportunity to talk to the inspector or to any other inspecting officer without the director or other members of the staff being present.

(3) Every prisoner shall be allowed to make a request or complaint, without censorship as to substance but in proper form, to the central prison administration, the judicial authority or other proper authorities through approved channels.

(4) Unless it is evidently frivolous or groundless, every request or complaint shall be promptly dealt with and replied to without undue delay.

Contact with the outside world

37. Prisoners shall be allowed under necessary supervision to communicate with their family and reputable friends at regular intervals, both by correspondence and by receiving visits.

38. (1) Prisoners who are foreign nationals shall be allowed reasonable facilities to communicate with the diplomatic and consular representatives of the State to which they belong.

(2) Prisoners who are nationals of States without diplomatic or consular representation in the country and refugees or stateless persons shall be allowed similar facilities to communicate with the diplomatic representative of the State which takes charge of their interests or any national or international authority whose task it is to protect such persons.

39. Prisoners shall be kept informed regularly of the more important items of news by the reading of newspapers, periodicals or special institutional publications, by hearing wireless transmissions, by lectures or by any similar means as authorized or controlled by the administration.

Books

40. Every institution shall have a library for the use of all categories of prisoners, adequately stocked with both recreational and instructional books, and prisoners shall be encouraged to make full use of it.

Religion

41. (1) If the institution contains a sufficient number of prisoners of the same religion, a qualified representative of that religion shall be appointed or approved. If the number of prisoners justifies it and conditions permit, the arrangement should be on a full-time basis.

(2) A qualified representative appointed or approved under paragraph (1) shall be allowed to hold regular services and to pay pastoral visits in private to prisoners of his religion at proper times.

(3) Access to a qualified representative of any religion shall not be refused to any prisoner. On the other hand, if any prisoner should object to a visit of any religious representative, his attitude shall be fully respected.

42. So far as practicable, every prisoner shall be allowed to satisfy the needs of his religious life by attending the services provided in the institution and having in his possession the books of religious observance and instruction of his denomination.

Retention of prisoners' property

43. (1) All money, valuables, clothing and other effects belonging to a prisoner which under the regulations of the institution he is not allowed to retain shall on his admission to the institution be placed in safe custody. An inventory thereof shall be signed by the prisoner. Steps shall be taken to keep them in good condition.

(2) On the release of the prisoner all such articles and money shall be returned to him except in so far as he has been authorized to spend money or send any such property out of the institution, or it has been found necessary on hygienic grounds to destroy any article of clothing. The prisoner shall sign a receipt for the articles and money returned to him.

(3) Any money or effects received for a prisoner from outside shall be treated in the same way.

(4) If a prisoner brings in any drugs or medicine, the medical officer shall decide what use shall be made of them.

Notification of death, illness, transfer, etc.

44. (1) Upon the death or serious illness of, or serious injury to a prisoner, or his removal to an institution for the treatment of mental affections, the director shall at once inform the spouse, if the prisoner is married, or the nearest relative and shall in any event inform any other person previously designated by the prisoner.

(2) A prisoner shall be informed at once of the death or serious illness of any near relative. In case of the critical illness of a near relative, the prisoner should be authorized, whenever circumstances allow, to go to his bedside either under escort or alone.

(3) Every prisoner shall have the right to inform at once his family of his imprisonment or his transfer to another institution.

Removal of prisoners

45. (1) When the 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 administration and equal conditions shall obtain for all of them.

Institutional personnel

46. (1) The prison administration shall provide for the careful selection of every grade of the personnel, since it is on their integrity, humanity, professional capacity and personal suitability for the work that the proper administration of the institutions depends.

(2) The prison administration shall constantly seek to awaken and maintain in the minds both of the personnel and of the public the conviction that this work is a social service of great importance, and to this end all appropriate means of informing the public should be used.

(3) To secure the foregoing ends, personnel shall be appointed on a full-time basis as professional prison officers and have civil service status with security of tenure subject only to good conduct, efficiency and physical fitness. Salaries shall be adequate to attract and retain suitable men and women; employment benefits and conditions of service shall be favourable in view of the exacting nature of the work.

47. (1) The personnel shall possess an adequate standard of education and intelligence.

(2) Before entering on duty, the personnel shall be given a course of training in their general and specific duties and be required to pass theoretical and practical tests.

(3) After entering on duty and during their career, the personnel shall maintain and improve their knowledge and professional capacity by attending courses of in-service training to be organized at suitable intervals.

48. All members of the personnel shall at all times so conduct themselves and perform their duties as to influence the prisoners for good by their example and to command their respect.

49. (1) So far as possible, the personnel shall include a sufficient number of specialists such as psychiatrists, psychologists, social workers, teachers and trade instructors.

(2) The services of social workers, teachers and trade instructors shall be secured on a permanent basis, without thereby excluding part-time or voluntary workers.

50. (1) The director of an institution should be adequately qualified for his task by character, administrative ability, suitable training and experience.

(2) He shall devote his entire time to his official duties and shall not be appointed on a part-time basis.

(3) He shall reside on the premises of the institution or in its immediate vicinity.

(4) When two or more institutions are under the authority of one director, he shall visit each of them at frequent intervals. A responsible resident official shall be in charge of each of these institutions.

51. (1) The director, his deputy, and the majority of the other personnel of the institution shall be able to speak the language of the greatest number of prisoners, or a language understood by the greatest number of them.

(2) Whenever necessary, the services of an interpreter shall be used.

52. (1) In institutions which are large enough to require the services of one or more full-time medical officers, at least one of them shall reside on the premises of the institution or in its immediate vicinity.

(2) In other institutions the medical officer shall visit daily and shall reside near enough to be able to attend without delay in cases of urgency.

53. (1) In an institution for both men and women, the part of the institution set aside for women shall be under the authority of a responsible woman officer who shall have the custody of the keys of all that part of the institution.

(2) No male member of the staff shall enter the part of the institution set aside for women unless accompanied by a woman officer.

(3) Women prisoners shall be attended and supervised only by women officers. This does not, however, preclude male members of the staff, particularly doctors and teachers, from carrying out their professional duties in institutions or parts of institutions set aside for women.

54. (1) Officers of the institutions shall not, in their relations with the prisoners, use force except in self-defence or in cases of attempted escape, or active or passive physical resistance to an order based on law or regulations. Officers who have recourse to force must use no more than is strictly necessary and must report the incident immediately to the director of the institution.

(2) Prison officers shall be given special physical training to enable them to restrain aggressive prisoners.

(3) Except in special circumstances, staff performing duties which bring them into direct contact with prisoners should not be armed. Furthermore, staff should in no circumstances be provided with arms unless they have been trained in their use.

Inspection

55. There shall be a regular inspection of penal institutions and services by qualified and experienced inspectors appointed by a competent authority. Their task shall be in particular to ensure that these institutions are administered in accordance with existing laws and regulations and with a view to bringing about the objectives of penal and correctional services.

PART II

RULES APPLICABLE TO SPECIAL CATEGORIES

A. Prisoners under sentence

Guiding principles

56. The guiding principles hereafter are intended to show the spirit in which penal institutions should be administered and the purposes at which they should aim, in accordance with the declaration made under Preliminary Observation 1 of the present text.

57. Imprisonment and other measures which result in cutting off an offender from the outside world are afflictive by the very fact of taking from the person the right of self-determination by depriving him of his liberty. Therefore the prison system shall not, except as incidental to justifiable segregation or the maintenance of discipline, aggravate the suffering inherent in such a situation.

58. The purpose and justification of a sentence of imprisonment or a similar measure deprivative of liberty is ultimately to protect society against crime. This end can only be achieved if the period of imprisonment is used to ensure, so far as possible, that upon his return to society the offender is not only willing but able to lead a law-abiding and self-supporting life.

59. To this end, the institution should utilize all the remedial, educational, moral, spiritual and other forces and forms of assistance which are appropriate and available, and should seek to apply them according to the individual treatment needs of the prisoners.

60. (1) The regime of the institution should seek to minimize any differences between prison life and life at liberty which tend to lessen the responsibility of the prisoners or the respect due to their dignity as human beings.

(2) Before the completion of the sentence, it is desirable that the necessary steps be taken to ensure for the prisoner a gradual return to life in society. This aim may be achieved, depending on the case, by a pre-release regime organized in the same institution or in another appropriate institution, or by release on trial under some kind of supervision which must not be entrusted to the police but should be combined with effective social aid.

61. The treatment of prisoners should emphasize not their exclusion from the community, but their continuing part in it. Community agencies should, therefore, be enlisted wherever possible to assist the staff of the institution in the task of social rehabilitation of the prisoners. There should be in connection with every institution social workers charged with the duty of maintaining and improving all desirable relations of a prisoner with his family and with valuable social agencies. Steps should be taken to safeguard, to the maximum extent compatible with the law and the sentence, the rights relating to civil interests, social security rights and other social benefits of prisoners.

62. The medical services of the institution shall seek to detect and shall treat any physical or mental illnesses or defects which may hamper a prisoner's rehabilitation. All necessary medical, surgical and psychiatric services shall be provided to that end.

63. (1) The fulfilment of these principles requires individualization of treatment and for this purpose a flexible system of classifying prisoners in groups; it is therefore desirable that such groups should be distributed in separate institutions suitable for the treatment of each group.

(2) These institutions need not provide the same degree of security for every group. It is desirable to provide varying degrees of security according to the needs of different groups. Open institutions, by the very fact that they provide no physical security against escape but rely on the self-discipline of the inmates, provide the conditions most favourable to rehabilitation for carefully selected prisoners.

(3) It is desirable that the number of prisoners in closed institutions should not be so large that the individualization of treatment is hindered. In some countries it is considered that the population of such institutions should not exceed five hundred. In open institutions the population should be as small as possible.

(4) On the other hand, it is undesirable to maintain prisons which are so small that proper facilities cannot be provided.

64. The duty of society does not end with a prisoner's release. There should, therefore, be governmental or private agencies capable of lending the released prisoner efficient after-care directed towards the lessening of prejudice against him and towards his social rehabilitation.

Treatment

65. The treatment of persons sentenced to imprisonment or a similar measure shall have as its purpose, so far as the length of the sentence permits, to establish in them the will to lead law-abiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.

66. (1) To these ends, all appropriate means shall be used, including religious care in the countries where this is possible, education, vocational guidance and training, social casework, employment counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.

(2) For every prisoner with a sentence of suitable length, the director shall receive, as soon as possible after his admission, full reports on all the matters referred to in the foregoing paragraph. Such reports shall always include a report by a medical officer, wherever possible qualified in psychiatry, on the physical and mental condition of the prisoner.

(3) The reports and other relevant documents shall be placed in an individual file. This file shall be kept up to date and classified in such a way that it can be consulted by the responsible personnel whenever the need arises.

Classification and individualization

67. The purposes of classification shall be:

(a) To separate from others those prisoners who, by reason of their criminal records or bad characters, are likely to exercise a bad influence;

(b) To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation.

68. So far as possible separate institutions or separate sections of an institution shall be used for the treatment of the different classes of prisoners.

69. As soon as possible after admission and after a study of the personality of each prisoner with a sentence of suitable length, a programme of treatment shall be prepared for him in the light of the knowledge obtained about his individual needs, his capacities and dispositions.

Privileges

70. Systems of privileges appropriate for the different classes of prisoners and the different methods of treatment shall be established at every institution, in order to encourage good conduct, develop a sense of responsibility and secure the interest and co-operation of the prisoners in their treatment.

Work

71. (1) Prison labour must not be of an afflictive nature.

(2) All prisoners under sentence shall be required to work, subject to their physical and mental fitness as determined by the medical officer.

(3) Sufficient work of a useful nature shall be provided to keep prisoners actively employed for a normal working day.

(4) So far as possible the work provided shall be such as will maintain or increase the prisoners, ability to earn an honest living after release.

(5) Vocational training in useful trades shall be provided for prisoners able to profit thereby and especially for young prisoners.

(6) Within the limits compatible with proper vocational selection and with the requirements of institutional administration and discipline, the prisoners shall be able to choose the type of work they wish to perform.

72. (1) The organization and methods of work in the institutions shall resemble as closely as possible those of similar work outside institutions, so as to prepare prisoners for the conditions of normal occupational life.

(2) The interests of the prisoners and of their vocational training, however, must not be subordinated to the purpose of making a financial profit from an industry in the institution.

73. (1) Preferably institutional industries and farms should be operated directly by the administration and not by private contractors.

(2) Where prisoners are employed in work not controlled by the administration, they shall always be under the supervision of the institution's personnel. Unless the work is for other departments of the government the full normal wages for such work shall be paid to the administration by the persons to whom the labour is supplied, account being taken of the output of the prisoners.

74. (1) The precautions laid down to protect the safety and health of free workmen shall be equally observed in institutions.

(2) Provision shall be made to indemnify prisoners against industrial injury, including occupational disease, on terms not less favourable than those extended by law to free workmen.

75. (1) The maximum daily and weekly working hours of the prisoners shall be fixed by law or by administrative regulation, taking into account local rules or custom in regard to the employment of free workmen.

(2) The hours so fixed shall leave one rest day a week and sufficient time for education and other activities required as part of the treatment and rehabilitation of the prisoners.

76. (1) There shall be a system of equitable remuneration of the work of prisoners.

(2) Under the system prisoners shall be allowed to spend at least a part of their earnings on approved articles for their own use and to send a part of their earnings to their family.

(3) The system should also provide that a part of the earnings should be set aside by the administration so as to constitute a savings fund to be handed over to the prisoner on his release.

Education and recreation

77. (1) Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by the administration.

(2) So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty.

78. Recreational and cultural activities shall be provided in all institutions for the benefit of the mental and physical health of prisoners.

Social relations and after-care

79. Special attention shall be paid to the maintenance and improvement of such relations between a prisoner and his family as are desirable in the best interests of both.

80. From the beginning of a prisoner's sentence consideration shall be given to his future after release and he shall be encouraged and assisted to maintain or establish such relations with persons or agencies outside the institution as may promote the best interests of his family and his own social rehabilitation.

81. (1) Services and agencies, governmental or otherwise, which assist released prisoners to re-establish themselves in society shall ensure, so far as is possible and necessary, that released prisoners be provided with appropriate documents and identification papers, have suitable homes and work to go to, are suitably and adequately clothed having regard to the climate and season, and have sufficient means to reach their destination and maintain themselves in the period immediately following their release.

(2) The approved representatives of such agencies shall have all necessary access to the institution and to prisoners and shall be taken into consultation as to the future of a prisoner from the beginning of his sentence.

(3) It is desirable that the activities of such agencies shall be centralized or co-ordinated as far as possible in order to secure the best use of their efforts.

B. Insane and mentally abnormal prisoners

82. (1) Persons who are found to be insane shall not be detained in prisons and arrangements shall be made to remove them to mental institutions as soon as possible.

(2) Prisoners who suffer from other mental diseases or abnormalities shall be observed and treated in specialized institutions under medical management.

(3) During their stay in a prison, such prisoners shall be placed under the special supervision of a medical officer.

(4) The medical or psychiatric service of the penal institutions shall provide for the psychiatric treatment of all other prisoners who are in need of such treatment.

83. It is desirable that steps should be taken, by arrangement with the appropriate agencies, to ensure if necessary the continuation of psychiatric treatment after release and the provision of social-psychiatric after-care.

C. Prisoners under arrest or awaiting trial

84. (1) Persons arrested or imprisoned by reason of a criminal charge against them, who are detained either in police custody or in prison custody (jail) but have not yet been tried and sentenced, will be referred to as "untried prisoners" hereinafter in these rules.

(2) Unconvicted prisoners are presumed to be innocent and shall be treated as such.

(3) Without prejudice to legal rules for the protection of individual liberty or prescribing the procedure to be observed in respect of untried prisoners, these prisoners shall benefit by a special regime which is described in the following rules in its essential requirements only.

85. (1) Untried prisoners shall be kept separate from convicted prisoners.

(2) Young untried prisoners shall be kept separate from adults and shall in principle be detained in separate institutions.

86. Untried prisoners shall sleep singly in separate rooms, with the reservation of different local custom in respect of the climate.

87. Within the limits compatible with the good order of the institution, untried prisoners may, if they so desire, have their food procured at their own expense from the outside, either through the administration or through their family or friends. Otherwise, the administration shall provide their food.

88. (1) An untried prisoner shall be allowed to wear his own clothing if it is clean and suitable.

(2) If he wears prison dress, it shall be different from that supplied to convicted prisoners.

89. An untried prisoner shall always be offered opportunity to work, but shall not be required to work. If he chooses to work, he shall be paid for it.

90. An untried prisoner shall be allowed to procure at his own expense or at the expense of a third party such books, newspapers, writing materials and other means of occupation as are compatible with the interests of the administration of justice and the security and good order of the institution.

91. An untried prisoner shall be allowed to be visited and treated by his own doctor or dentist if there is reasonable ground for his application and he is able to pay any expenses incurred.

92. An untried prisoner shall be allowed to inform immediately his family of his detention and shall be given all reasonable facilities for communicating with his family and friends, and for receiving visits from them, subject only to restrictions and supervision as are necessary in the interests of the administration of justice and of the security and good order of the institution.

93. For the purposes of his defence, an untried prisoner shall be allowed to apply for free legal aid where such aid is available, and to receive visits from his legal adviser with a view to his defence and to prepare and hand to him confidential instructions. For these purposes, he shall if he so desires be supplied with writing material. Interviews between the prisoner and his legal adviser may be within sight but not within the hearing of a police or institution official.

D. Civil prisoners

94. In countries where the law permits imprisonment for debt, or by order of a court under any other non-criminal process, persons so imprisoned shall not be subjected to any greater restriction or severity than is necessary to ensure safe custody and good order. Their treatment shall be not less favourable than that of untried prisoners, with the reservation, however, that they may possibly be required to work.

E. Persons arrested or detained without charge

95. Without prejudice to the provisions of article 9 of the International Covenant on Civil and Political Rights, persons arrested or imprisoned without charge shall be accorded the same protection as that accorded under part I and part II, section C. Relevant provisions of part II, section A, shall likewise be applicable where their application may be conducive to the benefit of this special group of persons in custody, provided that no measures shall be taken implying that re-education or rehabilitation is in any way appropriate to persons not convicted of any criminal offence.

HANDOUT 4.8

PREDICTORS OF PRISON RIOTS AND DISTURBANCES

- Separation of prisoners by racial or ethnic group
- Increase in purchases of food items at prisoner canteen
- Transfer requests
- Staff requests sick leave
- Prisoners gathering with point people facing away from the group
- Increase in disciplinary cases
- Increase in voluntary lockups
- Prisoner – officer confrontations
- Direct and indirect prisoner intimidation of officers
- Increase in number of weapons found in searches
- Harsh stares from prisoners
- Drop in attendance at movies or other popular functions
- Unusual and / or subdued actions by prisoner groups
- Appearance of inflammatory and religious materials
- Warnings to ‘friendly’ officers to take sick leave or holidays
- Employee demands for safety
- Staff resignations
- Letters and / or phone calls from concerned prisoner families demanding protection for prisoners
- Unusual number of telephone inquiries about facility conditions.
- Outside agitation by lawyers or activists
- Increase in complaints and grievances
- Prisoners wearing extra layers of clothing unsuited to the weather
- Hoarding of newspapers.

Looking back at the 1989 Camp Hill prison riots

ASSAULT OF A CORRECTIONS OFFICER STARTED OCTOBER RIOTS 20 YEARS AGO TODAY.



Looking back at the 1989 Camp Hill prison riots

The state prison officials and local authorities called out to Lower Allen Township 20 years ago for a prison emergency know you can never say never.

But you can make it better.

You can increase cell block security.

You can compartmentalize prison grounds with fencing and electronic gates to delay inmate access to other areas.

You can add to perimeter security with upgrades like motion sensors.

And you learn.

Now, prison officials say it's hard to fathom another large-scale inmate incident like the historic riots that started Oct. 25, 1989, at the State Correctional Institution at Camp Hill, an incident that ended with 16 of the 32 facility buildings completely destroyed or damaged severely by fire.

"The inmates know things have changed," said Superintendent John Palakovich.

Before the clock struck 3 p.m. that day, Palakovich, then the assistant to the superintendent, described it as the perfect October afternoon.

It was sunny, in the 70s and things were pretty quiet around the prison, he said.

Within the hour, though, the perfect day was marred by inmate rioting. The quiet was replaced by a wave of police sirens — from Cumberland County and across the region — as an estimated 1,200 prisoners took over the state prison after an inmate assaulted a corrections officer.

Palakovich was in the basement of a cell block at the time with the state deputy attorney general working on a civil case over asbestos removal.

“They were coming back from the exercise stockade. It was a spontaneous assault,” he said about the start of the riot, which occurred on the northwest side of the institution along Gym Road near what was then the E Gate (now called T9).

Officials cited a new rule barring inmates’ families from bringing homemade food to inmates as one of the contributing factors to the outbreak.

Overcrowding in the state prison system was another, Palakovich said, as new legislation at the time imposed more mandatory minimum sentencing for drug offenders.

There was a spike in inmate population across the system and SCI Camp Hill was no exception, with about 2,600 inmates in a prison built for 1,400, including many long-term offenders, according to the superintendent.

Police response

Palakovich was on the eastern side of the institution when the riot broke out, which went into lockdown as the inmates took control of the other half. The Department of Corrections immediately notified state police of the incident. Other authorities were also called to respond for perimeter security around the Lisburn Road prison.

Palakovich said he was stuck inside for about two hours during the confusion as inmates obtained cell block keys and started setting fires in the prison.

Back then, one key opened all the mechanical locks on the cell blocks. Now everything is electronically controlled in each cell block.

Along with the cells, the inmates had keys to the maintenance building and kitchen, among other facilities.

“Staff was trapped in training areas and cell blocks and hostages were taken,” Palakovich said.

Outside the gate, more than 350 state police troopers secured the perimeter, along with countless police departments and sheriff’s deputies from Cumberland County.

“We heard it (on the scanner) and the next thing was they were calling anyone that could get there,” said Sheriff Tom Kline, who was then running for county sheriff for the first time.

Several county deputies went out on the call, including Mick Barrick and Ronny Anderson.

“The main thing was to get them back in their cells and lock them down,” Anderson said. “The goal was to get them back in the blocks.”

Barrick, who went in the prison that night with his riot gear to help disperse the inmates, said he was “definitely scared” of what might happen. “If they ever ran us, I knew there was no way I was going home,” he said.

He was one of about 200 police and prison Correctional Emergency Response Team members who went in.

He had a shotgun with about 50 shells and his .357 revolver with 15 rounds, he said, but he never had to use either.

The surge of armed emergency responders dispersed the inmates, Barrick noted.

“We went through each section and cleared it,” he said.

According to prison officials, the inmates released staff hostages and agreed to go back to their cells by the late-night hours. The institution was secured and the Department of Corrections was back in control between about 10 or 11 p.m., according to reports and those that responded.

With the severity of the situation and several injuries, rumors about people being killed quickly spread.

There was a definite concern the inmates were going to break through the exterior prison fences and try to escape, Kline said. He was outside the entire time with local police from Dauphin and York counties, among other departments across the region who arrived throughout the afternoon and evening.

No one was killed and the inmates never breached the fences. A total of 44 people, nine inmates and 35 corrections officers, were reported injured that night. Eleven were hospitalized.

Second night

On Thursday, Oct. 26, the superintendent met with the inmate leaders to discuss the riot and what they wanted.

“The superintendent did not give them anything,” Palakovich said about inmate demands.

Cutting out inmate family days was one thing he credited for starting the riot. Looking back, he also believes there were just not enough programs or jobs available to keep inmates busy.

That has changed since the riots. There is full employment today and a host of special programs now, he explained, as well as special needs units for those with mental health and disciplinary problems.

The second night of the riots kicked off after a 6 p.m. televised news conference. Corrections officers at the time attributed the start of the riot that night to a failure by prison officials to repair cell locks broken during the first riot.

Palakovich said that definitely made it easier for the inmates the second night.

“Their intent was to burn the place down,” he said, which they nearly succeeded in doing.

Officers also told reporters that prison officials ignored inmates’ warnings that other inmates were planning more riots after the first one.

Many called back that second night remember the scene.

“As I was going up Slate Hill Road, I looked over to the left and the whole place was on fire,” said retired Maj. Jim Hazen of the Pennsylvania State Police, area commander at the time.

Kline remembers the smoke and said he told Mike Piper, a deputy at the time, that “I think we’re going to be here awhile.”

Piper, who was 23 at the time and now works in adult probation and parole for Cumberland County, said it was an “eerie setting.” He also remembers all the smoke from the fires and the mass confusion as 61 police agencies responded for the second riot.

No casualties

On his way to the prison, Hazen used his car as a mobile command post. He was talking to dispatchers, trying to mobilize state police helicopters and activate his command.

That night, agencies responded from the East and West shores, Franklin County, Philadelphia, Reading, Lancaster, Bethlehem and even Maryland, he said.

“At that time, there were 17 state police troops. Fifteen responded at one point or another,” Hazen said.

He was the field commander on-site. He recalls seeing cell blocks burning, fires in the gymnasium, the auditorium completely burned out.

“Some flames were 40 or 50 feet in the air,” he said, with the prison furniture factory set ablaze.

Inmates also broke into the commissary and were looting. A small group was assaulting officers and taking staff hostages, he said.

Anderson, who was along the perimeter the second night, said a guard in a tower on the west side of the prison fired warning shots.

“He said they were trying to breach,” Anderson recalled, also noting how inmates were throwing saw blades like Frisbees at emergency equipment. “It was so unbelievable to see the chaos.”

An assault to take back the prison didn’t happen until the early morning hours of Friday, Oct. 27.

“We waited to build up personnel,” Hazen said. “We knew at some point were going to have to do an assault to take it back.”

Just before 7 a.m., a pair of assault teams — one a diversionary team, made up of between 200 and 300 state police and Department of Corrections officers — went in and took back the prison.

During the assault, which lasted about 30 to 40 minutes, three inmates were wounded by shotguns, Hazen said.

“We had fired on them as a warning and drove them back,” he said.

Corrections officers were on the assault to identify inmates and hostages, he noted.

Again, despite rumors, no one was killed.

Aftermath

Once authorities took control of the prison, inmates were shackled and handcuffed. About 1,200 were transferred to other institutions because the damage at SCI Camp Hill was too great to house them.

Prison officials say the damage totalled about \$17 million.

According to Palakovich, 64 inmates were criminally prosecuted and another 500 received misconducts.

“I was surprised there were no deaths,” he said, adding that the situation “was handled as well as it could have been.”

With the rebuilding efforts at the prison, which totalled a decade, several security measures were added.

Back in 1989, the grounds were mostly wide open. Now every area has a series of fences — in many places double sets of fencing — with barb wire. Each unit has its own exercise yard, so at most, an incident would be contained to about 250 inmates in a confined area with electronic fences.

Cells were reinforced and perimeter security, even though it wasn't breached, was bolstered with higher fences.

Palakovich said there is also more emphasis today on training drills, which are held twice a month.

Piper added: “You hope you never experience something like that again.”

“Certainly anything could happen. You would hope it wouldn't with a more secure institution,” he said.

With everything that's in place today on the security side, any outbreaks would be contained to certain areas, Barrick said. The situation also wouldn't be able to escalate as quickly with the electronic access and sensor equipment, he said.

Another change since 1989 has been permanent inmates. At the time of the riots, about two-thirds were at SCI Camp Hill to serve their time. Now roughly two-thirds are there for one to three months for classification before they are sent to other institutions, said Bob Volciak, the prison's public information officer.

Mass escape after Indonesian prison riot

Date July 12, 2013 - 12:06PM



Police officers stand guard outside Tanjung Gusta prison, which was set ablaze by inmates after a riot broke out, in Medan in North Sumatra. *Photo: Reuters*

Jakarta: Five people were killed and more than 70 prisoners were on the run after a prison riot in Indonesia's North Sumatra province.

Inmates broke out of their cells and set fire to an administrative room in the Tanjung Gusta prison in the provincial capital Medan late on Thursday following a power blackout that knocked out the water supply, Deputy Justice Minister Denny Indrayana said on Friday.

"The riot was triggered by the lack of electricity and water," he said.

Thirty-eight of more than 100 inmates who escaped had been recaptured, Medan police chief Nico Afinta told TVOne news channel. Five people, including two prison guards, were found dead with severe burns, Afinta said.

More than a dozen of the escapees were terrorism convicts, local media said.

Indrayana said the prison was designed to house 1054 inmates but 2600 people were interned there at the time of the riot.

HANDOUT 4.12

Taliban frees 250 from Pakistani jail including ‘terrorists’

July 30, 2013 · 4:56 pm · [Post a comment](#)

Filed Under [Al Qaeda](#), [Pakistan](#), [Taliban](#), [Terrorism](#)



DERA ISMAIL KHAN, PAKISTAN – Prison guards said Tuesday that they were totally overwhelmed when around 150 heavily armed Taliban fighters staged a late-night attack on their jail in northwest Pakistan, freeing over 250 prisoners including over three dozen suspected militants.

It was the second such attack by the Taliban on a prison in the northwest within the last 18 months. But even so, the security forces were totally unprepared for the raid, despite senior prison officials having received intelligence indicating an attack was likely. Over a dozen people were killed in the assault.

The incident in the town of Dera Ismail Khan raises serious questions about state institutions' capacity to battle a domestic Taliban insurgency that has raged for years and killed tens of thousands of security personnel and civilians.

Hidayat Ullah, a policeman who was guarding the prison when the attack started at around 11:30 p.m. on Monday night, said he and several colleagues jumped into an armored vehicle inside the prison grounds and drove to the main gate to defend the compound. They directed fire at the gate after the militants blew it up, but a mortar or rocket-propelled grenade hit their vehicle, killing two policemen and wounding Ullah and two others.

“After that, I don’t know what happened,” said Ullah at a hospital where he was being treated.

Another prison official, Zeeshan Khan, said he was in the jail’s main building when the attack started with two loud explosions. He rushed to the top of the building and saw a large group of militants on motorcycles, cars and a minibus rushing into the prison compound through the knocked-down walls. The militants also used dozens of smaller bombs to destroy other parts of the prison.



“The jail guards on the top posts started firing to prevent them from getting closer, but to no avail, and the guards were the first victims of their massive firing,” said Khan. “The jail security officials called for immediate reinforcement as they were helpless before the massive attack.”

The militants, who were shouting “God is great” and “Long live the Taliban,” killed six policemen, six Shiite Muslim prisoners — one of whom was beheaded — and two civilians, said Dera Ismail Khan’s commissioner, Mushtaq Jadoon. Many hard-line Pakistani militants consider the country’s Shiite minority to be heretics. The militants were armed with guns, bombs and grenades, and some were disguised in police uniforms.

The militants used megaphones to call out the names of specific prisoners for whom they were looking. They broke open the cells and freed 253 prisoners, including 25 “dangerous terrorists,” said Jadoon.

Malik Mohammad Qasim, a civilian prison adviser for surrounding Khyber Pakhtunkhwa province, said at least 38 of the prisoners who escaped had either been convicted or were on trial for terrorism charges.

The attack ended at about 4 a.m. when the militants and prisoners fled the compound, said intelligence officials. Authorities declared a curfew in the area and started searching for both the militants and the prisoners. Dera Ismail Khan is located near Pakistan’s tribal region, the main sanctuary for Taliban and al Qaeda militants in the country, and many may have fled there.

The militants left behind four suicide vests, two rocket-propelled grenades and 50 hand grenades, said Inayatullah Khan, head of the police bomb disposal squad in Dera Ismail Khan.

Pakistani Taliban spokesman Shahidullah Shahid claimed responsibility for the attack, saying 150 militants took part — a number backed up by Pakistani officials — and around 300 prisoners were freed. Eight of the attackers wore suicide vests, and two detonated their explosives, Shahid told The Associated Press by telephone from an undisclosed location.

Khalid Abbas, a policeman who heads the prison department in Khyber Pakhtunkhwa, said officials recently received intelligence indicating a possible attack, but they didn’t expect it so soon.

Pervaiz Khattak, the chief minister of Khyber Pakhtunkhwa, said nobody informed him about a possible attack and he didn't understand how so many heavily armed militants could pass through so many security checkpoints.

"It is an intelligence failure. Just a day before, I was given a report of all is good about prison security," said Qasim. "Heads will roll. No one will be spared."

In April 2012, Taliban militants armed with automatic weapons and rocket-propelled grenades battled their way into a prison in the city of Bannu in northwest Pakistan, freeing close to 400 prisoners, including at least 20 described by police as "very dangerous" insurgents.

One of the militants freed in that attack, Adnan Rasheed, was the mastermind of the latest prison break and spent months planning it, said a Taliban commander, speaking on condition of anonymity for fear of being targeted by the government.

Rasheed recently gained attention by writing a letter to teenage education activist Malala Yousafzai, who was shot in the head by the Taliban last year in an attempt to kill her. Rasheed said he wished the attack hadn't happened, but told Malala that she was targeted for speaking ill of the Taliban.

HANDOUT 6.5

Phonetic Alphabet

Letter	Word	Pronunciation
A	Alfa	AL Fah
B	Bravo	BRAH_Voh
C	Charlie	CHAR Lee
D	Delta	DELL ta
E	Echo	ECK oh
F	Foxtrot	FOKS trot
G	Golf	GOLF
H	Hotel	hoh TELL
I	India	IN dee ah
J	Juliet	JEW lee ett
K	Kilo	KEY loh
L	Lima	LEE mah
M	Mike	MIKE
N	November	no VEM ber
O	Oscar	OSS cah
P	Papa	pah Pah
Q	Quebec	KEH Bec
R	Romeo	ROW me oh
S	Sierra	see AIR rah
T	Tango	TANG oh
U	Uniform	YOU nee form
V	Victor	Vic tah
W	Whiskey	WISS key
X	X-Ray	ECKS ray
Y	Yankee	YANG key
Z	Zulu	ZOO loo

Handout 7

SAMPLE 5 PARAGRAPH OPERATION ORDER - SMEAC

1. Situation (one or two sentences)
 - a) Prisoner Actions
 - b) Major concerns

2. Mission (one sentence)
 - a) Who,
 - b) What,
 - c) When,
 - d) Why and

- e) Where (coordinates)
3. Execution
 - a) Concept of Operation
 - b) Scheme of maneuver
 - c) Route
 - d) Coordinating Instructions.
 4. Admin Services and Support.
 - a) Feeding
 - b) Kit and Equipment
 - c) Arms and Ammunition
 - d) Transportation.
 - e) Medical
 - f) Personnel.
 5. Command and Communication or Control.
 - a) Radio Frequencies and Call Signs.
 - b) Telephone contact numbers
 - c) Code Words or 'Go Words'
 - d) Command Leader Location.
 - e) Chain of Command (primary, secondary, tertiary)

THE INCIDENT COMMAND SYSTEM ICS – OPAL

- Incident Commander
- Operations Manager
- Planning Manager
- Administration Manager
- Logistics Manager

Incident Commander

The Incident Commander has overall responsibility for managing the incident by assigning roles, establishing objectives, planning strategies, and implementing tactics. The Incident Commander is the only position that is always staffed in ICS applications. On small incidents and events, one person, the Incident Commander, may accomplish all management functions.

The Incident Commander is responsible for all ICS management functions until he or she delegates those function. The Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information to internal and external stakeholders.
- Establishing and maintaining liaison with other agencies participating in the incident.

Operations Manager

The Operations Manager is responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that the Operations Manager organizes, assigns, and supervises all the tactical or response resources assigned to the incident.

Planning Manager

The Planning Manager oversees the collection, evaluation, and dissemination of operational information related to the incident. It is the Planning Section's responsibility to track the status of all

incident resources. The Planning Manager ensure the Operations Manager has accurate information and provides resources such as maps and floor plans.

Administration and Finance

The Administration and Finance Manager is responsible for all of the financial and cost aspects of an incident. These include recording personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident.

Logistics Manager

The Logistics Manager is responsible for providing facilities, services, and material support for the incident. Logistics is critical on more complex incidents. The Logistics Manager assists the Incident Commander and Operations Manager by providing the resources and services required to support incident activities. During an incident, Logistics is responsible for ensuring the well- being of responders by providing sufficient food, water, and medical services. Logistics is also responsible for arranging communication equipment, computers, transportation, and anything else needed to support the incident.

HANDOUT

California Prison Hunger Strike Ends After Nearly Two Months

By DON THOMPSON and PAUL ELIAS 09/05/13 06:08 PM ET EDT 

[redditstumble](#)



SACRAMENTO, Calif. — California inmates on Thursday ended a 60-day hunger strike after lawmakers said they would review solitary confinement policies that kept dozens of gang leaders and members locked up for more than a decade in tiny, individual cells with little chance of returning to the general population. A lawyer representing strike leaders at Pelican Bay Prison said they met in the law library Wednesday with other prisoners and voted to end the protest several days after two Democratic lawmakers promised to hold hearings on their complaints.

"They finally felt like somebody was listening to them," lawyer Anne Weills said. "They felt like somebody had their back."

Three of the four strike leaders have been kept in isolation for more than 20 years and the fourth for more than a decade. All four are serving life sentences for murder, have committed a string of assaults while incarcerated, and lead rival prison gangs, officials have said.

The meeting at the prison near the Oregon border came two days after high-ranking prison officials renewed contact with participating prisoners in a 90-minute conference call after steadfastly refusing to negotiate for weeks, Weills said.

More than 30,000 inmates throughout the state prison system had refused meals when the strike began in early July over the isolation units and the indeterminate time periods that some inmates can serve in the harsh conditions.

By this week, the number had dwindled to 100, including 40 who had been on strike continuously since July 8.

The strikers were also protesting the "debriefing" process that inmates in solitary confinement must undergo to return to the general population. Inmates say the procedure is viewed as "snitching" and puts their lives in danger if they agree to discuss what they know about gangs.

It did not appear that any striking inmates suffered serious health problems such as kidney or eye damage that can result from starvation, said Joyce Hayhoe, a spokeswoman for the federal court-appointed official who oversees prison medical care.

The focus now will be on easing inmates back to solid food, she said.

Family members and prison advocates said at a news conference on Thursday that they were still concerned about possible long-term health effects.

A federal judge had given authorities permission to force-feed inmates if necessary to save their lives, but officials did not have to resort to that measure. Even hard-core strikers had been accepting vitamins and electrolyte drinks during their fast.

Assemblyman Tom Ammiano, D-San Francisco, and state Sen. Loni Hancock, D-Berkeley, announced on Aug. 30 that they would schedule joint public hearings exploring the prisoners' complaints about the so-called security housing units.

Each lawmaker chairs the Public Safety Committee in their respective chamber, which oversees the California Department of Corrections and Rehabilitation.

"I'm relieved to see an honorable end to the hunger strike without getting to the point where people were dying," Ammiano said in a prepared statement.

He said he hopes lawmakers "can bring an end to the disgraceful conditions that triggered the hunger strike."

Hancock said in a statement the "issues raised by the hunger strike are real – concerns about the use and conditions of solitary confinement in California's prisons – and can no longer be ignored."

Corrections Secretary Jeffrey Beard said officials were pleased the strike had been called off before any inmates became seriously ill.

He said his department will continue to carry out changes it began two years ago that involve sending inmates to isolation units designed to discipline inmates who commit crimes in prison, and to keep gang leaders from easily communicating with followers.

The changes include more limits on which inmates are sent to the units at Pelican Bay, where the strike began, and at other prisons. The policies also make it easier for inmates to work their way out of the units.

About 3,600 inmates are housed in the statewide isolation units because of crimes they committed in prison or their designation as leaders of prison gangs.

The units measure 80-square feet, and prisoners are allowed out of the cells for fewer than two hours a day. They are deprived of contact visits, phone calls and many other amenities afforded other prisoners.

Ten of the striking inmates have filed a federal lawsuit alleging the policies and periods in isolation are unconstitutional and amount to cruel and unusual punishment.

The lawsuit seeks class action status on behalf of all the prisoners in isolation at Pelican Bay.

"I'm gratified that the hunger strike is over without any loss of life or any serious injury," said Jules Lobel, president of the Center for Constitutional Rights and the lead attorney in the lawsuit.

After consulting with his clients, Lobel credited the two lawmakers for promising the hearings.

"The conditions that caused the hunger strike still exist, still remain to be remedied, hopefully both through the legislative process and through the lawsuit," he said

Update on 13 Palestinian prisoners on hunger strike



Palestinian prisoners are continuing their hunger strikes in Israeli occupation prisons, with 13 prisoners currently engaged in open hunger strikes, demanding freedom and justice.

Abdullah Barghouthi, one of the five [Palestinian prisoners with Jordanian citizenship](#) on strike, is continuing to suffer from severe medical effects of his strike. His heartbeat is irregular, his vision is impaired, and he is continuing to suffer kidney and liver problems. His four fellow strikers with Jordanian citizenship, Mohammad Rimawi, Muneer Mar'i, Alaa Hammad and Hamza Othman Al-Dabbas, are now in what has been labelled the psychiatric ward at Ramle prison clinic, where they are even more isolated than before. All have been on hunger strike for 75 days and are shackled hand and foot to their hospital beds. They are also shackled hand and foot for legal visits despite their poor health. They are under 24-hour camera surveillance, yet requests for water can take up to an hour to fulfill.

The family of Ayman and Mohammad Al-Tabeeh, who have been on strike for 54 and 36 days, respectively, called for greater Palestinian, Arab and international advocacy for the prisoners whose lives are on the line in Israeli occupation prisons. Ayman is an administrative detainee demanding his

freedom, and Mohammad is a former administrative detainee now serving an 18-month sentence. Mohammad launched his own strike in solidarity with his brother.

Chapter 10

COURSE EVALUATION

Chapter 11

CERTIFICATE OF PARTICIPATION

Finally, provide each participant with a certificate of completion signed by the instructor or the most senior representative of the prison service as is conveniently available.

Chapter 12

GLOSSARY

5WH: An acronym that is used as a short-hand method of requiring any form of instruction or guidance note to include “What are you going to do? Why? When? Where? Who is involved? How?”

Administration: Under the SMEAC system, the term is about what resources you need to do the job, and how these resources are to be coordinated.

Administration/ Finance Section: The Incident Command System Section responsible for all administrative and financial considerations surrounding an incident.

All-Hazards: Describing an incident, natural or manmade, that warrants action to protect life, property, environment, public health or safety, and minimize disruptions of government, social, or economic activities.

Assessment: The process of acquiring, collecting, processing, examining, analyzing, evaluating, monitoring, and interpreting the data, information, evidence, objects, measurements, images, sound, etc., whether tangible or intangible, to provide a basis for decision-making.

Chain of Command: The orderly line of authority within the ranks of the incident management organization.

Command: The act of directing, ordering, or controlling by virtue of explicit statutory, regulatory, or delegated authority.

Common Terminology: Normally used words and phrases—avoiding the use of different words/phrases for same concepts—to ensure consistency and to allow diverse incident management and support organizations to work together across a wide variety of incident management functions and hazard scenarios.

Command and Communications: Under the SMEAC system, this is the who’s who of the job – who’s in charge, who do you report to, and how you communicate with each other.

Communications: The process of transmission of information through verbal, written, or symbolic means.

Complex: Two or more individual incidents located in the same general area and assigned to a single Incident Commander or to Unified Command.

Delegation of Authority: A statement provided to the Incident Commander by the agency executive delegating authority and assigning responsibility. The delegation of authority can include objectives, priorities, expectations, constraints, and other considerations or guidelines, as needed. Many

agencies require written delegation of authority to be given to the Incident Commander prior to assuming command on larger incidents. Also known as Letter of Expectation.

Deputy: A fully qualified individual who, in the absence of a superior, could be delegated the authority to manage a functional operation or perform a specific task. In some cases, a Deputy could act as relief for a superior and therefore must be fully qualified in the position. Deputies can be assigned to the Incident Commander, General Staff, and Branch Directors.

Emergency: Any incident, whether natural or manmade, that requires responsive action to protect life or property. An emergency means any occasion or instance for which, in the determination of the one in authority, indicates assistance is needed to supplement local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the country.

Emergency Management/Response Personnel: Includes Federal, State, territorial, tribal, substate regional, and local governments, private-sector organizations, critical infrastructure owners and operators, nongovernmental organizations, and all other organizations and individuals who assume an emergency management role. Also known as emergency responders.

Evacuation: The organized, phased, and supervised withdrawal, dispersal, or removal of civilians or prisoners from dangerous or potentially dangerous areas, and their reception and care in safe areas.

Execution: Under the SMEAC system, execution is the “how” part of the plan – how you are going to achieve your mission. This requires details of the steps required, (5WH applies)- What are you going to do? Why? When? Where? Who is involved? How? The execution part of the process is usually the longest and should provide sufficient information to allow you [or your team] to go and do the job.

Function: One of the five major activities in the Incident Command System: Command, Operations, Planning, Logistics, and Finance/Administration. A sixth function, Intelligence/Investigations, may be established, if required, to meet incident management needs. The term function is also used when describing the activity involved (e.g., the planning function).

Incident: An occurrence or event, natural or man-made that requires a response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, civil unrest, wilderness and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, tsunamis, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

Incident Command System (OPAL): The Incident Command System organizational element responsible for overall management of the incident and consisting of the Incident Commander (either single or unified command structure) and any assigned supporting staff.

Incident Commander (IC): The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site. It is the IC who delegates personnel to

the responsibilities of Operations Commander, Planning Commander, Administration and Finance Commander and Logistics Commander

Incident Command Post (ICP): The field location where the primary functions are performed. The ICP may be co-located with the Incident Base or other incident facilities.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries.

ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Incident Management Team (IMT): An Incident Commander and the appropriate Command and General Staff personnel assigned to an incident. The level of training and experience of the IMT members, coupled with the identified formal response requirements and responsibilities of the IMT, are factors in determining “type,” or level, of IMT.

Mission: Under the SMEAC system, a statement of guidance and direction needed to select appropriate strategy(s) and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident mission must be achievable and measurable, yet flexible enough to allow strategic and tactical alternatives.

Initial Action: An action taken by those responders first to arrive at an incident site. Initial Response: Resources initially committed to an incident.

Intelligence/Investigations: An organizational subset within ICS. Intelligence gathered within the Intelligence/Investigations function is information that either leads to the detection, prevention, apprehension, and prosecution of criminal activities—or the individual(s) involved—including terrorist incidents or information that leads to determination of the cause of a given incident (regardless of the source) such as prison riots or fires with unknown origins. This is different from the normal operational and situational intelligence gathered and reported by the Planning Section.

Interoperability: Ability of systems, personnel, and equipment to provide and receive functionality, data, information and/or services to and from other systems, personnel, and equipment, between both public and private agencies, departments, and other organizations, in a manner enabling them to operate effectively together. Allows emergency management/response personnel and their

affiliated organizations to communicate within and across agencies and jurisdictions via voice, data, or video-on-demand, in real time, when needed, and when authorized.

Job Aid: Checklist or other visual aid intended to ensure that specific steps of completing a task or assignment are accomplished.

Jurisdiction: A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, tribal, State, or Federal boundary lines) or functional (e.g., law enforcement, public health).

Liaison: A form of communication for establishing and maintaining mutual understanding and cooperation.

Liaison Officer (LNO): A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies or organizations.

Logistics: The process and procedure for providing resources and other services to support incident management. **Logistics Section:** The Incident Command System Section responsible for providing facilities, services, and materials for the incident.

Management by Objectives: A management approach that involves a five-step process for achieving the incident goal. The Management by Objectives approach includes the following: establishing overarching incident objectives; developing strategies based on overarching incident objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable tactics or tasks for various incident management functional activities and directing efforts to attain them, in support of defined strategies; and documenting results to measure performance and facilitate corrective action.

Multijurisdictional Incident: An incident requiring action from multiple agencies that each have jurisdiction to manage certain aspects of an incident. In the Incident Command System, these incidents will be managed under a Unified Command.

Nongovernmental Organization (NGO): An entity with an association that is based on interests of its members, individuals, or institutions. It is not created by a government, but it may work cooperatively with government. Such organizations serve a public purpose, not a private benefit. Examples of NGOs include faith-based charity organizations and the Red Crescent and Red Cross. NGOs, including voluntary and faith-based groups, provide relief services to sustain life, reduce physical and emotional distress, and promote the recovery of disaster victims. Often these groups provide specialized services that help individuals with disabilities. NGOs and voluntary organizations play a major role in assisting emergency managers before, during, and after an emergency.

Officer: The Incident Command System title for the person responsible for one of the Command Staff positions of Safety, Liaison, and Public Information.

Operations Section: The Incident Command System Section responsible for all tactical incident operations and implementation of the Incident Action Plan. In ICS, the Operations Section normally includes subordinate Branches, Divisions, and/or Groups.

All officers should be encouraged to suggest additional terminology for inclusion in the Glossary.