

INCREASING COMPLIANCE

- ❖ A comprehensive checklist used at the induction stage to assist the offender to comply, exploring possible obstacles to engagement and issues of diversity. (Cambridgeshire)
- ❖ Basic skills tutor obtained a diagnosis of dyslexia. Steps taken to provide remedial education and the case manager also adapted the way he managed the order using telephone reminders rather than letters.
- ❖ After much motivational work and support from the case manager and a partnership, Mr B passed a level 1 literacy exam. It was noted that his enthusiasm was renewed after the success of his level 1 pass and this helped to reinforce his efforts to complete the ART programme. Mr B also agreed to explore the possibility of attending a college course after the ART programme. (Norfolk)
- ❖ An offender with learning difficulties was attending the adapted sex offender programme. The requirements of the order and the rules of the group were explained by his case manager and reiterated by the tutors at the start of each individual or programme session. Asking him to comment on them helped to check his understanding. He was given his own folder with a copy of the rules to carry with him. (Northamptonshire)

IDENTIFYING INDIVIDUAL NEEDS

- ❖ Following the identification of a hereditary illness the Multi-Agency Public Protection Arrangements plan shifted focus to enable him to obtain appropriate medical, accommodation and social care. (Norfolk)
- ❖ Consideration of the methods, type and pace of the work likely to be most successful. (Nottinghamshire)
- ❖ Exploring how experiences as a young mixed race male had impacted on his attitude to offending. (Wiltshire)

ASSESSMENT

SUPERVISION PLANNING

- ❖ The community sentence included a condition of psychiatric treatment. The supervision plan took into account information from social services and the psychiatric services, pulling this together into a very comprehensive package of interventions which clearly identified what was being tackled by which agency. (Warwickshire)
- ❖ Completion of a very thorough assessment of needs and level of functioning. The detailed supervision plan that was produced contained objectives written in a very simple and straightforward style that was appropriate to the offender's level of understanding. (South Yorkshire)

CONSIDERING THE CONTEXT

- ❖ Community punishment staff were aware of the potential problems of placing minority ethnic offenders in predominantly white groups and would take appropriate action, such as discussing the placement with the offender and ensuring alternatives were available if necessary. (Cumbria)
- ❖ A case manager supplemented the Offender Assessment System by working with offenders to establish their learning style based on Honey, P and Mumford, A (1992) *The Manual of Learning Styles*. This work enabled the case manager to adapt their approach and the methods used to match the learning style of the offender. (Suffolk)

**HMI PROBATION
EFFECTIVE SUPERVISION INSPECTION**

Diversity Good Practice Examples in Relation to Assessment Criteria

Example	Probation Area	Page No
A 'Successful Completion Checklist' was a comprehensive checklist used at the induction stage to assist the offender to comply, exploring possible obstacles to engagement. It comprised a list of questions worked through with the offender, covering possible diversity issues, anticipated difficulties with travel to the probation office and tips for remembering appointments.	Cambridgeshire	21
Community punishment staff were aware of the potential problems of placing minority ethnic offenders in predominantly white groups and would take appropriate action, such as discussing the placement with the offender and ensuring alternatives were available if necessary.	Cumbria	23
Jane was a young woman who had not previously given much thought to the consequences of her offending. The case manager supervising her had carried out a very careful analysis of her needs and learning styles in an attempt to discover the best way to work with her.	Essex	21
Jared, in his early 20s, was placed on a community rehabilitation order for offences of criminal damage. He had had a difficult and disrupted education, and at the start of supervision his case manager used the basic skills tutor to obtain a diagnosis of dyslexia. As a result of this assessment steps were taken to provide remedial education and the case manager also adapted the way he managed the order and used telephone reminders rather than letters to inform Jared of his appointments and secure compliance.		24

<p>The probation officer undertook some research into the family circumstances of an offender and found that other family members suffered from a genetic degenerative illness and his behaviour suggested he might also be suffering from this condition. Medical tests were arranged and he was diagnosed with the illness. The Multi-Agency Public Protection Arrangements plan shifted focus to enable him to obtain appropriate medical, accommodation and social care.</p>	Norfolk	20
<p>Mr B had literacy problems and he was assessed by a partnership agency. Mr B participated in an anger management programme (ART). After much motivational work and support from the case manager and the partnership, Mr B passed a level 1 literacy exam. It was noted that Mr B's enthusiasm was renewed after the success of his level 1 pass and this helped to reinforce his efforts to complete the ART programme. Mr B also agreed to explore the possibility of attending a college course after the ART programme.</p>		22
<p>An offender with learning difficulties was attending the adapted sex offender programme. The requirements of the order and the rules of the group were explained by his case manager and reiterated by the tutors at the start of each individual or programme session. Asking him to comment on them helped to check his understanding. He was given his own folder with a copy of the rules to carry with him.</p>	Northamptonshire	27
<p>Julie was placed on a community rehabilitation order for shoplifting but her offending history was very much linked to her drug misuse, her association with other individuals with similar problems and her consequent poor employability. The case showed good consideration of the methods, type and pace of the work likely to be most successful, which included referral to basic skills services and specific focus in supervision on her drug problems and the risk they presented of her reoffending.</p>	Nottinghamshire	22
<p>A case manager supplemented the Offender Assessment System by working with offenders to establish their learning style based on Honey, P and Mumford, A (1992) <i>The Manual of Learning Styles</i>. This work enabled the case manager to adapt their approach and the methods used to match the learning style of the offender.</p>	Suffolk	24

<p>The community sentence included a condition of psychiatric treatment. The supervision plan took into account information from social services and the psychiatric services, pulling this together into a very comprehensive package of interventions which clearly identified what was being tackled by which agency.</p>	Warwickshire	24
<p>A case manager had recorded her plans to undertake individual work with an offender to explore how his experiences as a young mixed race male had impacted on him and his attitude to offending, particularly violent offending.</p>	Wiltshire	22
<p>Bernard was man with learning difficulties convicted of a series of indecent assaults against a seven year old girl. He had difficulty understanding the seriousness of his offences and the purpose of supervision. The case manager conducted a very full assessment of Bernard's needs and level of functioning. The detailed supervision plan that was produced contained objectives written in a very simple and straightforward style that was appropriate to Bernard's level of understanding.</p>	South Yorkshire	21