

ACCREDITED PROGRAMMES

- ❖ External funding for a worker to assist offenders with dyslexia issues on the Think First Programme. (Bedfordshire)
- ❖ The Drink Impaired Drivers programme offered one-to-one work with women instead of the main group work programme.
- ❖ Arrangements for offenders to access a particular accredited programme where this was not readily available in their locality. (Dyfed/Powys)
- ❖ Case manager and tutor on the Priestley 1:1 programme ensured that interventions took account of an offender's dyslexia, for example reading questions to him, checking out understanding and reinforcing learning. (Leicestershire & Rutland)
- ❖ Buddying system for minority ethnic offenders who did not wish to be the sole non-white member of a group. (Teesside)

DELIVERING OFFENDER MANAGEMENT

- ❖ Home visits completed to offenders who were unable to travel to the office. (Dorset)
- ❖ Allocation to a Welsh speaking offender manager. (Dyfed/Powys)
- ❖ The case manager researched bi-polar affective disorder and organised training for colleagues. Three-way meetings between the offender, case manager and community psychiatric nurse were part of supervision. (Hampshire)
- ❖ The case manager obtained a copy of the victim impact statement and arranged for it to be translated into Portuguese so that the offender could be challenged about the impact on the victim. (London)
- ❖ Intensive supervision sessions between programme sessions to reinforce learning for an individual who had limited spoken English. (Greater Manchester)
- ❖ Providing a filofax to offenders to record appointments and useful information.
- ❖ Assessment of learning styles to engage the offender's interest and plan to work with the individual in the most effective way. (Suffolk)

INTERVENTIONS

UNPAID WORK

- ❖ A Czech national sentenced to a community punishment order had his needs assessed and was placed with other foreign nationals some of who had the same language. (Cambridgeshire)
- ❖ A minority ethnic offender with work and childcare needs, placed on an individual project allowing the completion of a long order in 12 weeks. (Cumbria)
- ❖ A mid week women's community punishment group, with a female supervisor. The group was scheduled to enable those with childcare responsibilities to work flexible hours. (Cumbria)
- ❖ Sending motivational letters to offenders at key points in a lengthy period of community punishment, writing when the offender had 100 hours left to go, and contacting them again upon successful completion.
- ❖ Using motivated offenders on community punishment to support other less motivated. (Northumbria)
- ❖ Guided skills learning involving offenders attending a pre-placement work session followed by observed practice on site with the completion of a portfolio. (Northumbria)
- ❖ A bus equipped with facilities to provide basic skills assessments and training.

COMMUNITY REINTEGRATION

- ❖ Attendance at study sessions and, as a result, the offender gained qualifications. (Devon/Cornwall)
- ❖ A 'learning café' where offenders could learn and apply vocational and basic skills. (Dorset)
- ❖ Meeting with several members of her family, friends and neighbours whom the offender had identified as potential support. A plan was agreed about how they could best provide support. (Suffolk)
- ❖ Floating support for an isolated offender including being visited weekly at home and issues such as literacy, social isolation and employment addressed. (West Midlands)

**HMI PROBATION
EFFECTIVE SUPERVISION INSPECTION**

Diversity Good Practice Examples in Relation to Intervention Criteria

Example	Probation Area	Page No
Funding of a women's support worker to work with IDAP, and allocating four beds for women in one of its approved premises. External funding had also been secured for a worker to assist offenders with dyslexia issues on the Think First programme.	Bedfordshire	16
The Drink Impaired Drivers programme offered one-to-one work with women instead of the main group work programme where this was deemed a more appropriate way of meeting their criminogenic needs.		18
An Italian speaker with very poor English had not been convicted before. The case manager picked up on his anxiety at suddenly being a part of the criminal justice system aged 50 and decided to deliver the Drink Impaired Drivers programme in supervision sessions (she had been a tutor previously) with an interpreter present. She ensured that the same interpreter was used each week.		25
A Czech national sentenced to a community punishment order had had his needs assessed and was placed with other foreign nationals. Care was taken to ensure he had a language in common (Russian) with some of the other offenders.	Cambridgeshire	21
Originally the area had delivered the one-to-one programme to women with a general offending behaviour programme condition. However, it had then run a women-only Think First group in 2004/2005 on a trial basis. An evaluation report had been written in March 2005 recommending that a similar group be run once or twice a year to meet the needs of female offenders.		28
A female traveller who was a single parent with two children had experienced domestic violence and harassment from her ex husband. At the start of the order she was living in cramped conditions with her father. The case manager obtained information about travellers. When working with her the case manager took her cultural background into account, yet enabled her to question and challenge the role of men in her culture, which sometimes involved violence against women.	Cheshire	24

<p>A minority ethnic offender with complex needs, including work and childcare, was thoughtfully placed in an individual placement allowing the completion of a long order in 12 weeks without any unacceptable absences.</p>	Cumbria	23
<p>A mid week women's community punishment group, with a female supervisor, was established to cater for women who preferred to work in an all-female environment. The group was scheduled to enable those with childcare responsibilities to work flexible hours.</p>		24
<p>Examples of being sensitive to diversity with regard to interventions were:</p> <ul style="list-style-type: none"> - mixed race sessions for accredited programmes - more frequent home visits to offenders without access to public transport - offenders with childcare responsibilities had the community punishment order working hours adjusted to and childminder fees were paid - community punishment placements and programmes being arranged for those with disabilities - rural issues were considered and transport provided where necessary - referrals to programmes run by adjoining urban areas. 	Derbyshire	25
<p>Guidance on individual community punishment placements had been issued, including minority ethnic offenders being given the choice throughout the order of individual supervision rather than attendance at an otherwise all-white group. Similarly, in respect of accredited programmes, minority ethnic (and female) offenders would either have the programme delivered one to one or be given the chance to start at a later date.</p>		25
<p>Literacy issues needed addressing with the offender. The offender manager had encouraged attendance at study sessions and, as a result, the offender had gained qualifications.</p>	Devon and Cornwall	29
<p>The area had a long-standing partnership arrangement with the NSPCC, with whom the Thames Valley sex offender programme was jointly delivered. Referrals to the programme were assessed by a panel that included the NSPCC team manager. Men with learning difficulties could be offered additional support to help them complete the programme. The team was able to assess and work with women perpetrators on a one-to-one basis.</p>	Dorset	21

<p>The area had made a commitment to employment, training and education and in partnership with other agencies had attracted a range of funding streams. This had led to a creative multifaceted approach to provision, both in-house and within the community. One office incorporated a classroom and a 'learning café' where offenders could learn and apply vocational and basic skills.</p>		21
<p>Home visits were completed to offenders who were unable to travel to the office, appropriate allowances were made for an offender who was caring for a terminally ill relative and content of supervision was tailored to meet the needs of an offender with learning difficulties. Offender managers had access to interpreters where required, and a coordinator helped to organise the most appropriate transport for offenders.</p>		30
<p>Addressing Substance-Related Offending courses were run both in the daytime and in the evening. As the courses were located in one office only, travel was arranged for offenders, plus childcare where necessary.</p>		39
<p>In a complex domestic violence case, the case manager had planned and delivered a one-to-one intervention to help challenge the offender's behaviour and reduce the risk of reoffending. The use of a psychologist to help deliver the work demonstrated being sensitive to responsivity issues.</p>	Durham	25
<p>The area had arrangements with its neighbours for offenders to access a particular accredited programme where this was not readily available in their locality. For example, the arrangement with West Mercia in respect of the community-based sex offender programme.</p>	Dyfed/Powys	26
<p>This offender requested supervision through the Welsh language. Considerable efforts were made to ensure that his case was allocated to a case manager in a different team and office so that supervision could be conducted in Welsh.</p>		
<p>Martin had a history of severe mental health problems and a crisis resulted in an admission to hospital. Whilst Martin was hospitalised his case manager attended ward rounds and assisted his community reintegration by working with the Housing Department to ensure that he would be able to return to his accommodation on discharge.</p>	Essex	20
<p>With their agreement a small number of Asian offenders had been placed together on the NSPCC domestic violence programme with input from interpreters.</p>	Gwent	25

An offender had had difficulty maintaining regular appointments due to being the sole carer of two young daughters. When the daughters were unable to attend school through illness the case manager made home visits.		26
Ian had been diagnosed with a bi-polar affective disorder. The case manager actively researched the disorder and, having concluded that there was a knowledge gap in the service, organised training for colleagues. Whilst Ian was waiting to attend an accredited programme, the case manager liaised closely with the programmes team and carefully considered the most appropriate sequence of intervention for a person with complex needs. Three-way meetings between the offender, case manager and community psychiatric nurse were a feature of supervision.	Hampshire	25
Community punishment staff had visited other areas, such as Bradford, to develop their learning in working with minority ethnic offenders.		26
A community service officer had developed the practice of sending brief motivational letters to offenders at key points in a lengthy period of community punishment. He would write when the offender had 100 hours left to go, and contact them again upon successful completion with a letter of congratulations.	Hertfordshire	25
A male offender had successfully completed an accredited programme condition in spite of a physical disability. Additional interventions had been provided through partnership agencies and the case manager maintained excellent liaison arrangements throughout.	Lancashire	25
Darren was dyslexic and both the case manager and his tutor on the Priestley 1:1 programme ensured that interventions took this into account. Care was taken to read questions to him, constantly check he fully understood things and use every opportunity to reinforce learning. There was particular focus on basic skills, plus help and advice on accommodation issues.	Leicestershire & Rutland	25
Amanda had been the victim of bullying at school due to her physical appearance and had experienced a violent domestic relationship. It was agreed that she would undertake her community punishment at an individual placement. Because of her location, a volunteer driver was recruited to take her.	Lincolnshire	29
David was on licence following a prison sentence for assaulting a man whom he believed to be a drug dealer. He commented to his supervising officer that the victim was not from the local town. She realised that his attitude was based on regional stereotypes and prejudices, and was able to challenge these effectively by adapting material from the <i>Murmur to Murder</i> manual.		31

<p>A Portuguese speaking offender was sentenced for a street robbery. The victim of the offence was heavily traumatised. The case manager felt that he had not been confronted about the impact of his crime during his prison sentence. The case manager obtained a copy of the victim impact statement and arranged for it to be translated into Portuguese. The statement was then used to ensure that he was aware of the serious impact of his crime on the victim.</p>	<p>London</p>	<p>26</p>
<p>There were a number of good examples of interventions designed to meet the diverse needs of the area. These included a women's centre, the provision of the Drink Impaired Drivers programme for non-English speakers and good use of interpreters by case managers.</p>		<p>26</p>
<p>An offender with learning difficulties had experienced a disrupted education. During his prison sentence he completed a basic skills course. On release from prison arrangements were made to ensure that he was able to undertake further courses on basic skills in his local area in order to build on the work that had taken place in prison.</p>		<p>30</p>
<p>Zahid was ordered to attend the Drink Impaired Drivers programme. His case manager recognised that his English was limited, which meant that he struggled with the sessions, and so arranged intensive supervision sessions between programmes to reinforce their content.</p>	<p>Greater Manchester</p>	<p>25</p>
<p>This offender was sentenced to a community punishment order, against the proposal in the pre-sentence report. She had had chronic health problems and responsibilities as a carer. The case manager created an appropriate placement working at an animal rescue centre. As a result, Merseyside Probation Area had made contact with a new beneficiary and this placement would be available to other community punishment offenders whose capacity to work was limited by health reasons.</p>	<p>Merseyside</p>	<p>34</p>
<p>The area had taken the initiative to develop the impressive 'Against Human Dignity' one-to-one supervision programme, designed to challenge and modify racist attitudes and behaviour.</p>		<p>37</p>
<p>This offender was assessed as suitable for the Thames Valley sex offender programme. Whilst one offender was waiting to start the programme the case manager not only took the time to track down information about his background, thus providing a clearer understanding of the risks he presented, but also identified several aspects of behaviour that gave cause for concern. They arranged for the offender to have a psychology assessment that showed his verbal skills to be such that he would have difficulty coping with a group work programme. The case manager actively pursued an adapted one-to-one programme and to address further some of the risk issues.</p>	<p>Norfolk</p>	<p>26</p>

<p>Peter's case manager was concerned that because of his limited attention during the Enhanced Thinking Skills programme he was not getting the full benefit from the sessions. In order to reinforce the learning, he identified appropriate exercises relating to alcohol, anger and discriminatory attitudes, and undertook these on a one-to-one basis.</p>	<p>Northamptonshire</p>	<p>30</p>
<p>Bev was convicted of driving with excess alcohol and had attended the Drink Impaired Drivers group. She had also received basic skills tuition and was delighted when she obtained awards. Her self-esteem rose and at her request she was referred to a computer skills course. She felt more confident about the college environment and had also started to explore possible craft courses. Because she had lost her licence she was offered help with transport to attend the group and her case manager arranged her individual appointments at a time which allowed her to pick-up her children.</p>		<p>31</p>
<p>A manager used motivated offenders on community punishment to support other less motivated offenders to complete their community punishment orders. This 'buddies' system involved the 'buddy' supporting other offenders by helping with initial queries they had about induction, calling on the offender on their way to the place of work and offering general advice and support.</p>	<p>Northumbria</p>	<p>25</p>
<p>An excellent example of guided skills learning involved offenders attending a pre-placement work session followed by observed practice on site with the completion of a portfolio. This was to achieve a nationally recognised basic skills entry level 2 certificate in 'Skills for Working Life'. The portfolio was internally and externally verified and included a reference for the candidate and contact details for potential employers, a development plan, project planner, details of tasks completed, observations, and feedback reports and certificates. A compulsory core unit of health and safety was supplemented by additional units and elements. An example of two such elements were handling and storing equipment, tools and materials correctly, and completing jobs to specification.</p>		<p>28</p>
<p>In a number of units the area had provided a filofax to offenders for them to record appointments and useful information about probation supervision. The high quality of the materials provided was an important way of demonstrating to offenders that they were valued.</p>	<p>Nottinghamshire</p>	<p>24</p>
<p>It was area policy that there should be no singleton placements of women or minority ethnic offenders in an otherwise male or white group, unless agreed to by the participant.</p>	<p>South Wales</p>	<p>25</p>

<p>The case manager referred the female offender for alcohol counselling and a specialist alcohol programme delivered by a partner agency. In addition the case manager organised a meeting with several members of her family, friends and neighbours whom she had identified as potential support. At the meeting a plan was agreed about how they could best support her in her resolve to stop drinking.</p>	Suffolk	28
<p>Ben was assessed as having learning difficulties and experiencing stress. It was felt he would not cope in a group situation. He was referred to the one-to-one programme in the knowledge that sessions would be twice as long as planned. Other issues were his ability to keep appointments as he could not tell the time when particularly stressed. The case manager and one-to-one tutor invested significant amounts of time in Ben, constantly supporting, motivating and reinforcing the learning from the programme.</p>		28
<p>Demographic factors meant that a relatively high number of offenders were in full-time employment. The area provided a number of evening programmes and other offenders were able to report in at the same time.</p>	Surrey	25
<p>During his supervision, Ian expressed racist attitudes. The offender manager researched a diversity awareness programme She used material from this to plan supervision sessions with Ian, exploring his views, challenging them and discussing techniques to avoid confrontation. He had not yet changed his attitudes but he was engaged with the work and there was evidence to suggest that he had started to re-evaluate and reflect on his beliefs.</p>		26
<p>One offender manager used a questionnaire with offenders to assess their learning styles. This not only helped to engage the offender's interest, but also enabled the offender manager to plan to work with the individual in the most effective way.</p>		28
<p>The National Association for the Care and Resettlement of Offenders, in partnership with Sussex Probation Area, provided a bus – the 'Net Navigator' – equipped with facilities to provide basic skills assessments and training as well as IT training and a range of other services for offenders as part of unpaid work. The bus was available at different sites throughout the week and could accommodate six students at a time.</p>	Sussex	25

<p>One offender had a history of depression and had self-harmed from a young age. His IQ was lower than average and he was considered vulnerable. The case manager had a clear understanding of his needs and vulnerability issues and set explicit and appropriately time-bound targets. James engaged with the Lucy Faithful Foundation to address his offending behaviour and was supported throughout the intervention by more frequent appointments with his case manager at times when it was anticipated that he would be more vulnerable. In addition to this, regular three-way meetings were held with the worker from the Lucy Faithful Foundation in order to provide further support.</p>		26
<p>Provision of transport for offenders from rural locations, community punishment Sunday work placements for offenders not available on other days and more frequent home visits to a single parent. Provision for all female group work was made and a buddying system was in place for minority ethnic offenders who did not wish to be the sole non-white member of the group.</p>	Teesside	27
<p>John had a long criminal record and had been given a community rehabilitation order for shoplifting. He also had a history of alcohol abuse and the case manager had altered the reporting time to the mornings, when he was most likely to attend regularly and be able to engage with the supervision plan objectives.</p>		27
<p>V was an offender in full-time employment who had been sentenced to a community punishment order. His case manager took care in considering which placement would suit his needs and was most likely to provide suitable motivation for him to attend. He was found an individual placement in a charity furniture shop which was demanding, stretching and convenient in that it enabled him to undertake his childcare responsibilities. His case manager also agreed to delay the start of the order to allow V to attend a family religious ceremony, paying attention to the demands of his faith.</p>	Thames Valley	29
<p>M was subject to a community punishment and rehabilitation order. In order to meet his particular needs, he undertook the community punishment element on an individual basis in a charity shop, supervised by the shop manager. His case manager and community punishment officer kept in close contact with one another and with the shop manager to ensure the placement was successful.</p>	Warwickshire	26
<p>A woman offender was ordered to attend the Drink Impaired Drivers programme. Through liaison her case manager ensured that she was not the only woman on that particular programme and that her childcare and employment responsibilities were taken into consideration in its timing.</p>		27

Excellent liaison with the drugs worker and programme tutors ensured support was provided for one offender which was sensitive to his needs. Arrangements were also made for him to continue attendance at Think First when he started a drug rehabilitation programme.		28
A case manager was concerned about the isolation of one offender so set up a floating support package with the National Association for the Care and Resettlement of Offenders. This resulted in him being visited weekly at home and issues such as literacy, social isolation and employment were addressed in this way.	West Midlands	27
In Wolverhampton and Walsall a women's community punishment work group was staffed by a female supervisor. This had proved a popular resource, offering increased access to community punishment for women who preferred to work their hours in a single-sex setting.		27
Provision was made for a new mother who needed essential skill coaching to be taught at home as she was concerned about being separated from her baby. This gave the mother confidence both in her own ability and also about someone else looking after the child. The offender is now registering for the local college and will put her child in the crèche whilst she studies.	Wiltshire	26
The area had an imaginative example of a partnership adding value in that it addressed the needs of Asian men imprisoned as a result of the Bradford riots; these included giving support and confidence to probation staff who felt ill-equipped to deal with a group whose offending was clearly linked to political beliefs and dissatisfaction. The contract also contained more measurable targets aimed at establishing contact with prisoners, their families and communities and getting them into employment, away from the poverty that appeared to be linked to the cause of the riots. It had been positively evaluated by the area research team who drew lessons about good practice that could be applied to all case management.	West Yorkshire	18
M was a Muslim subject to a community rehabilitation order with a group work condition. In order to complete the condition during the life of the order, it was necessary for it to overlap with Ramadan. M's case manager discussed this with him and communicated to the programme tutors that he would need to take a break from the group to break his fast. This was handled sensitively and M was happy with the arrangement. The group was completed successfully and M had kept all appointments.		25
B was subject to a community rehabilitation order with condition that he attend the Drink Impaired Drivers programme. Clearly as a disqualified driver B had to rely on public transport. He was a pensioner and had financial problems which could have made attendance difficult. His case manager, wherever possible, made appointments which enabled him to use his bus pass.		26

There was an excellent level of communication between the case manager and the programmes tutor in a domestic violence case. The case manager had undertaken frequent home visits to check out with the offender's partner how he had been applying what he had learned and to make a continuous risk assessment. Contact levels outside of the programme were increased for a period following information from tutors that the level of risk might have increased.		26
Good quality promotional material had been developed to encourage offender compliance. The material emphasised the positive aspects of supervision. For example, appointment cards and posters included the message 'Supervision, use it or lose it'.	South Yorkshire	23
In a domestic violence case the offender manager made contact with the local police domestic violence unit and discovered that the victim was still at considerable risk from continued violence. The case manager made a considerable effort to establish a relationship with her in difficult circumstances and eventually helped her to organise a move away from the family home to a safer environment		25
Community punishment staff sometimes spent up to two hours collecting offenders for work groups. Offenders might be 'en route' to their community punishment placement as early as 07:30.	North Yorkshire	24
The small black and minority ethnic population within the area meant that on occasion there might be a single black offender within a group programme. The same might also be true for women offenders. It was clear that expected practice was to check the offender's view and, if necessary, offer a place in a group in a neighbouring probation area. If the offender did attend a group within their home area there would be very active support given to them by one of the tutors.		24
The sex offender programme was only available at one site and offenders either had to travel there or attend in a neighbouring area if this was more practical. There was one example of an offender who had chosen to leave home at 07:30 to attend the programme at the opposite end of the area and did not arrive home at night until approximately 20:30. He preferred not to attend in another area because of issues to do with his cultural identity. The case manager had worked hard with the offender to motivate him, sustain his regular attendance and ensure he completed the programme successfully.		24
Interventions staff routinely discuss issues such as adult learning style and type and pace of activity in the context of the different interventions they might be considering.		25