

TRAINERS MANUAL

FOR TRAINERS

ICVA
The Independent Custody
Visiting Association

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RUNNING A TRAINING SESSION: GENERAL

1. Things to remember – Preparing your session.
2. Training tips for the day.
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RUNNING

A TRAINING SESSION: GENERAL

1. THINGS TO REMEMBER – PREPARING YOUR SESSION

- Thoroughly read through both manuals; it's really important that you are familiar with them and know what comes next.
- The student training material has extra information in it that won't be repeated here, you won't go through all of this word for word in the sessions so useful for you to know!
- Decide whether you will want supporting presentation slides – they are identified in this manual but you may or may not wish to use depending on style and IT at the venue.
- Send the pre-read out at least 1 week prior to the training session – up to each scheme whether you send emailable PDF or hard copies.
- Let attendees know if they need to bring their copy with them, will there be hard copies available?
- You may wish to send a reminder email just before regarding the pre-read to make sure they don't forget – remember to keep this nice and light in terms of content and tone, you want them to read it but not frighten them that the quiz is a test!
- It is essential that you complete the exercises within the programme prior to training the students to allow you to research and confirm the issues raised within each exercise.
- Check the training facilities you will be using - do they have all the equipment you will need? Does it work? Do you have the right leads if using IT?
- Organise any handouts a few days before the training, make sure you have enough printed copies etc.
- Make sure there are appropriate refreshments and comfort breaks planned in, people learn best when they are well fed, watered and comfortable!

THINGS YOU MIGHT/WILL NEED

- Copy of Powerpoint if you use one.
- Pre-prepared flipchart if required.
- Copy of local visit forms to hand out.
- Blank copy of a local custody record to hand out.
- Copy of your local rights and entitlements leaflet given to detainees.
- Feedback forms/email addresses to hand out at the end of the session.

2. TRAINING TIPS FOR THE DAY

EFFECTIVE

The role of the trainer is to facilitate learning, not to do the learning for the students.

You should try and use open questions to stimulate discussions where possible, an easy way to remember this is 5 W's and an H, starting sentences with one of these words will ensure that you are prompting for a response:

? Who.

? What.

? Where.

? When.

? Why.

? How.

OBJECTIVE

Focus on legal requirements, human rights and OPCAT, roles and situations, not individual personalities. Independent custody visiting is not personality-based.

ENTHUSIASTIC

The best facilitators are passionate and inspiring - think back to your school days when your favourite subjects were always linked to a good teacher.

Prior to a session it can be useful to think about what you think is important about custody visiting, or an example of a report you have seen where ICVs have really made a difference to make sure your attendees can see your enthusiasm, it's contagious when facilitating!

FLEXIBLE THINKING

Encourage students to be open-minded - independent custody visiting is full of quirks and paradoxes and 'boxing' situations as Either/Or is restrictive. Things can, and often are, Both/And (e.g. a custody suite can be both well managed and lacking in facilities).

SUPPORTIVE

Offer praise, support and encouragement at any given opportunity. Ensure that you don't 'pick on' quiet group members but support them to engage, they may be more comfortable and forthcoming in smaller group exercises rather than full group discussion.

POSITIVE

Learning can be encouraged by removing the fear of failure (the fear of getting things wrong can prevent some people from participating fully).

Set up your sessions with the understanding 'there is no failure, only feedback' so that students can relax and be open to learning. Training days are not examinations, they are there to raise awareness and support development.

THOROUGHNESS AND TRANSPARENCY

It's ok to say you don't know something, no one knows everything on a topic and people appreciate honesty! If you do say that to your group and say that you will find the answer, make sure that you do and feed back to them at a later date. It's really important to follow up if you have said you will. It might be useful to jot these queries down as you go, and check in with the group at the end that you have captured them all.

ASSERTIVE

You have a timetable to meet and should keep your group on track, there will always be some group members who are more vocal than others and some topics that will generate more lively discussion. Remember it's ok to move a group on, maybe suggest that they continue the discussion at breaks or that it could be put as AOB for further discussion at a panel meeting?

Challenge any comments which may offend others, it's unlikely that this will be the case but best to feel confident to do so just in case.

ACKNOWLEDGEMENT

It's always a nice thing to acknowledge that ICVs are giving their time for free to take the training and the visits work and that this is appreciated on a national scale.

3. HOUSEKEEPING AND HEALTH AND SAFETY

PRIOR TO THE START OF THE SESSION

- Ensure that you find out from the venue on your arrival about fire exits/alarms/toilets etc.
- Sign in sheet – it's best to send this round prior to the start of the training or ask people to sign in on arrival or at breaks so as not to disrupt the start of the training.
- Name badges – this is up to you, sticky labels often suffice and can help you interact with the group as well as help them interact with each other; you can put them on tables.
- Ensure refreshments are available on arrival; some attendees may have had a longer or difficult journey.

SESSION START

Greet everyone, give relevant local housekeeping information (including Health & Safety, toilets etc).

- Introduce other contributors if you have them, you may not.
- Facilitate a short student ice-breaker - ask students to introduce themselves along with an interesting fact about themselves - this will encourage participation as well as help to learn names – keep this nice and light and pacy.
- Ask students to put any mobile phones on silent and away in bags where possible.

COURSE INTRODUCTION

Introduce course aims and objectives, explain the purpose of students' training manual, (to follow the session/record answers/make notes and briefly describe the structure of the day).

- Establish learning environment: no failure, awareness raising, asking questions, any 'unknowns' will be followed up.
- Encourage students to make any appropriate notes in the sections provided in their training manual throughout the day.

COURSE AIMS AND OBJECTIVES FOR LEARNERS

By the end of this training course, (pre-read and this session) ICVs will be able to:

1. Understand the history of custody visiting.
2. Know who they might see in a custody suite.
3. Understand the Human Rights Articles and why they are important to your work.
4. Understand PACE and why it is important to your work.
5. Understand the role of the ICV.
6. Talk confidently about professional behaviour for a custody visitor.
7. Understand equalities and bias and how to be aware of this in practice.
8. Understand on a practical level how a visit works and what the processes are.
9. Have a good overview of how to raise an issue with both the police and your Scheme Manager.



2

RUNNING A TRAINING SESSION: INDUCTION SPECIFIC

COURSE AIMS AND OBJECTIVES FOR LEARNERS

This part runs through the student manual part by part with suggestions of how to deliver, answers for question sheets and indications of where you could put information on slides if you wanted to.

RUNNING

A TRAINING SESSION: INDUCTION SPECIFIC

Once the welcomes and housekeeping are taken care of you are ready to get going! Each of the sections from the student manual are dealt with below, with quiz answers, delivery tips and suggestions for slides if you are preparing a presentation.

3. Quiz from pre-read.
4. The role of an ICV.
5. Process at a Police Station.
6. Visit process.
7. ICVs – professional boundaries and communication skills.
8. Equality and Bias.
9. Your Visit – Area specific.
10. Health and Safety.
11. Course Conclusion – Quick Fire Quiz.

3. QUIZ FROM PRE-READ

Delivery Tip - for this exercise it's best to get attendees to complete the questionnaire on their own insofar as possible. There are 9 questions so no more than 10 minutes required for this part.

Feedback Tip - lead a whole group feedback, hands up/shout out answers – good to keep this section pacy and lively.

1. What was the name that Lord Scarman originally used to describe independent custody visitors?

Lay visitors. The name was changed to independent custody visiting in 2001.

2. True or false, Police and Crime Commissioners in England, Wales, Channel Islands, the Scottish Police Authority and the Northern Ireland Policing Board and have a statutory obligation to create, manage, train and report on its independent custody visiting scheme?

True - independent custody visiting became statutory in Scotland in 2013.

3. PACE stands for what?

Police and Criminal Evidence Act.

4. Which of the following has NOT had an impact on the development of independent custody visiting?

- The Scarman Report.
- The Police Reform Act 2002.
- OPCAT.
- The Department for Communities and Local Government.
- The PACE Strategy Group.

The Department for Communities and Local Government.

5. Who are ICVA?

Independent Custody Visiting Association. National membership organisation that supports, leads and represents local custody visiting schemes.

6. True or false, the Police and Crime Commissioner and police service are one and the same body?

False. The Police and Crime Commissioner is independent of the Police Service and is an elected person whose remit includes delivering an effective, efficient and accountable police service within his or her force area members – their role is to employ the Chief Constable and ensure that the service is effective, efficient and representative of the local community.

7. True or false, detained children may be visited by independent custody visitors?

True. Children in custody may be spoken to if they wish, with or without the presence of an appropriate adult, by ICVs.

8. What is the role of the Home Office in relation to independent custody visiting?

It oversees the national policy development of independent custody visiting and other volunteers working in the criminal justice system.

9. Why is there no mention of Article 1 or Article 13 in the list of Articles of the Human Rights Act?

This is because the Human Rights Act in itself fulfils these rights.

4. THE ROLE OF THE ICV

Delivery Tip – you might want to get attendees to tell you what they think the role of the ICV is – you could record this list on a flipchart if you wanted to, or have it as a discussion.

There is a brief list of the rights of a detainee (copied below for ease), which if you decide you would like slides you could copy and paste into your presentation.

THE BRIEF RIGHTS OF A DETAINEE WHEN IN POLICE CUSTODY ARE:

- Get free legal advice.
- Tell someone where they are.
- Have medical help if they are feeling ill.
- They can see the rules the police must follow.
- See a written notice telling them about their rights, eg regular breaks for food and to use the toilet (they can ask for a notice in their language or an interpreter to explain the notice).
- An appropriate adult if they are a child aged 17 or under or a vulnerable adult.

The custody officer at the police station must explain the detainee's rights. They will be searched and their possessions may be kept by the police custody officer while they are in a cell/being interviewed.

5. PROCEDURES AT A POLICE STATION

Delivery Tip – This part of the student manual contains a reasonable amount of text, we do not advise that you deliver this word for word.

You may wish to use Powerpoint for this section, or pre-prepared flipcharts but neither are essential.

If you did want to pre-prepare prompt material, you could do so with copies of the flow charts for Custodial Procedure, and the Custody Officer, as well as the list of Reasonable Force Use, this would provide plenty of information and can be copied from the student manual.

Talk through when the police can make an arrest and the arrest procedure. You may want to pose these as questions to the group and then run through the lists in the student manual. Some of the group will know elements of the process.

6. VISIT PROCESS

This section of the manual deals with generic visits process. The student manual contains information on PACE, and has a flowchart of the stages of a visit.

Delivery Tip – The student manual also has a great deal of detail in terms of PACE, rights and entitlements, and the acceptable conditions of custody. Any of these lists could be copied into PowerPoint and/or flipcharts as is your preferred delivery style. Attendees can also follow them in the manual if this is preferred.

We have suggested that you give out rights and entitlements leaflets that detainees receive to attendees. Again, you can discuss these or even make into a group exercise whereby each group considers one point, feeding back where it would go on the visits form if there was a concern, who they would alert etc.

7. ICVs – PROFESSIONAL BOUNDARIES AND COMMUNICATION SKILLS

This section contains information on body language, barriers to effective verbal communications, verbal communication skills and the dos and don'ts of professional boundaries.

Delivery Tip – You may wish to use video clips here as demonstrations of good and bad body language – there are a huge amount to choose from on Youtube – **just be sure that you watch all the way through to check content before using in a training session!!**

Delivery Tip – The student manual is full in terms of text and again, you may wish to have a PowerPoint, or flipchart with some of the qualities on it as a prompt.

Delivery Tip – You could also add in another exercise to this part of the session in addition to the Q and A if you wanted to:

Prepare cards of the Dos and Don'ts without what they are on them and get the groups to discuss and split into a Do and Don't pile – feel free to add more, put some in that could have some ambiguity to them to stimulate discussion!

INTERPERSONAL SKILLS Q AND A

Delivery Tip - You could ask your ICVs to complete individually, or in pairs for this one – then do full group feedback as before, keep the feedback pacy and remember to praise, gently correct an answer if necessary and move on to the next question.

WHAT COULD YOU DO IF...

(please give specific examples including what you might say)

1. A detainee offers to shake your hand when you enter the cell?

Health & Safety issues - safe distance. Contact with detainee may lead to accusation of passing something between ICV & detainee. A key skill for ICVs is remaining friendly and open to conversation whilst being aware of safety. You may, for example, wish to let the detainee know that there is no need to get up and advise them to sit down. You may have local systems in place for detention officers to advise detainees to sit before you enter the cell.

2. An angry detainee stands up during your conversation with them and starts shouting?

If unable to complete the visit leave the cell and thank detainee for their time. A Detention Officer should be within sight and will assist you in a detainee becomes aggravated. You will also be warned of any concerns before visiting detainees and can consider how to manage the visits.

3. A custody officer begins to tell you the reason why a detainee was arrested?

Stop them from disclosing, and ask if custody officer is familiar with scheme guidelines. Explain why it's not necessary or appropriate for ICVs to have this information.

4. A detainee claims to be innocent and asks if you believe them?

Not relevant to visit, DO NOT get drawn into discussing circumstances of arrest/detention.

5. A child detainee begins to cry during your conversation with them?

Do not comfort the child with physical contact – even though it can be hard to see a child in distress this is unacceptable behaviour in this environment. Let the staff know that the child is distressed. Ascertain where the appropriate adult is to offer some support.

6. A detainee swears and uses racist language during your discussion with them?

You might want to ask the detainee to refrain from using racist language, you may see that the detainee is experiencing a high level of emotion in their current situation and appears angry. If the language is aimed at you and you are concerned for your safety or are offended/upset, consider ending the visit.

7. An adult detainee who appears upset tells you that they are likely to harm themselves?

Be calm and reassuring whilst listening to the detainee, ask them if they would like to see someone from a healthcare background. Ensure that a member of custody staff is informed of the detainee's comments as soon as you are able to do so.

8. EQUALITY AND BIAS

This exercise is to raise awareness of bias, what it is and a couple of tips on how to challenge our biases.

Delivery Tip - It's important that group members feel comfortable during this section and it should be a quick one, biases are often quite personal so be sensitive to this when you deliver. In terms of the section where answers are able to be recorded, it might be an idea for this to be a take-away exercise rather than one completed in the group. You could do a Q and A on what biases COULD people have, to develop understanding.

LIST OF POSSIBLE BIASES

(certainly not exhaustive but some if people falter)

- Economic Status.
- Class.
- Race.
- Age.
- Gender.
- Religious Beliefs.
- Weight.
- Employment Status.

Delivery Tip - If you were preparing a powerpoint or flipchart there is a list of how to challenge our biases in the student manual which would make a good slide to talk through.

EQUALITIES SCENARIOS

Delivery Tip - It is probably best to talk through the introduction below of Equality. This is taken directly from the student manual.

A common misconception is that equality is about treating everyone the same. Public services must provide equality of opportunity to all members of society. This can mean leveling the playing field so that everyone has an equal opportunity to use services and make the most of their lives and talents.

Equality recognises that historically, certain groups of people with particular characteristics e.g. race, disability, gender and sexual orientation, have experienced discrimination. There are a number of ways that this is relevant in police custody. Custody suites should be physically accessible to all detainees and additional safeguards are in place for children and vulnerable adults.

The Equality Act 2010 prohibits all employers, service providers and providers of education, from discriminating against, harassing or victimising individuals with protected characteristics. Unlawful discrimination could include not providing facilities that are accessible for people with disabilities, or treating people unfavourably because of their race.

Any individual who believes that they have been discriminated against, harassed or victimised as defined by the Equality Act 2010 can take a claim to a tribunal or court. Legal action would normally be started within six months of the unlawful act.

Delivery Tip - Get your ICVs in groups to talk about the following scenarios and note down what you think the issues are here, and what, from your understanding should you as an ICV do about it? Feedback in the normal way, one point each, pacy and enthusiastic for the responses.

EQUALITY EXERCISE

SCENARIO 1

ISSUE: Female detainee should be comfortable and should have sanitary products.

ACTION: Ask for the items on her behalf, ask for a female officer to deliver the items, ensure she has enough without having to ask further, ensure fed back to the Scheme so that it can be highlighted to custody staff as an area for improvement.

SCENARIO 2

ISSUE: Racist and unacceptable language.

ACTION: Report the racist language as part of the visit form. Let the detainee know of the complaints procedure. Let the Scheme Co-ordinator know of the incident so that the appropriate investigations can take place.

SCENARIO 3

ISSUE: The detainee doesn't understand what is happening.

ACTION: Inform the custody staff that you have concerns about vulnerability and that the detainee has disclosed a learning difficulty. Ensure that an Appropriate Adult is called prior to any further action by custody staff. See if an easy read leaflet is available of rights and entitlements and ask that one of the custody staff goes through this with the detainee.

9. YOUR VISIT – AREA SPECIFIC

Delivery Tip - The delivery of this section is very much up to you!

You may wish to spend your time going through your visits forms, having a discussion about sections, what kind of things ought ICVs record etc. There is some text in the student manual to support this section.

The exercise below is to stimulate discussion with the aim of encouraging ICVs to be able to take the appropriate action when given information by a detainee.

This exercise would work best in pairs or small groups. Feedback in the normal way.

CONCERN/COMPLAINT EXERCISE

1. Concern – Needs to be raised with custody staff/ scheme as part of visit feedback.
2. Would need more info to establish this – could be either depending on circumstances and the previous wishes of the detainee.
3. Complaint – advise the detainee of how to make a complaint but be careful not to offer an opinion.
4. Concern – Needs to be raised with custody staff/ scheme as part of visit feedback.
5. Would need more information – has the detainee asked to see a translator or asked for legal assistance? Could be a concern if an interpreter hasn't been called to explain the situation.
6. Concern – Needs to be raised with custody staff/ scheme as part of visit feedback.

10. HEALTH AND SAFETY

This is a small section in the student manual but this section really is for local Health and Safety information – is there anything specific to any particular custody suite?

THE CODE OF PRACTICE STATES:

- ICVs should all be aged 18 or over.
- All ICVs should visit in pairs.
- Police must advise ICVs of any specific Health and Safety Risks at the start of a visit.

A member of custody staff must accompany the ICVs on their visit.

11. COURSE CONCLUSION – QUICK FIRE QUIZ!

1. Which of the following areas relate to the role of independent custody visitors?

- Health and wellbeing of detainee.
- Conditions of facilities in which people are held.
- Legal rights of the person being detained.
- Protecting innocent detainees.
- Organising visits to people in detention.

Health and wellbeing of detainee. Conditions of facilities in which people are held. Legal rights of the person being detained.

2. True or false, independent custody visitors are allowed full and unfettered access to any custody record?

False, parts are not available for ICVs (e.g. medical records) and, permission is required from the detainee.

3. Under PACE, which of the following are legal rights for detained people?

- Free legal advice.
- Have someone informed of their arrest.
- Consult a copy of the Codes of Practice under which they are being detained.
- Receive a visit from friend or family.
- Access to shower facilities.

Free legal advice. Have someone informed of their arrest. Consult a copy of the Codes of Practice under which they are being detained. Please also note that the police are able to delay informing someone of the detainee's arrest.

4. When can independent custody visitors undertake 'solo' visits?

Never.

5. For what reason might independent custody visitors be delayed from having immediate access to the custody suite?

If there are health and safety concerns.

6. What should independent custody visitors do if an individual is incapable of discussing their treatment with independent custody visitors (e.g. intoxicated, non-English speaking detainee)?

You can request an interpreting service for the detainee to ensure they understand what is happening to them. If a detainee is intoxicated, ICVs should also question whether they should be in custody (rather than healthcare) and note this on their report form.

7. True or false, an admission of guilt by a detainee is confidential?

False, independent custody visitors have a civic duty to inform the custody officer immediately and are not protected by privilege.

8. Ideally, where should an escorting officer be located during a conversation between independent custody visitors and a detainee?

Out of earshot but within sight.

9. What should happen if an independent custody visitor realises they know or are known by a detainee?

They must declare this and consider whether to withdraw from the visit.

10. What would you do if a detainee asked you to pass on a message to their partner?

Independent custody visitors must not pass messages to or from detainees or offer to perform other tasks on their behalf. They must also inform the custody staff if they are asked to do so by detainees.

11. Give 3 examples of individuals who may not be able to give permission for a visit?

Intoxicated. Suffering from mental health problems. Non-English speaking detainees. If intoxicated or unwell, they should question whether the detainee should be in custody and if they are getting appropriate support. Non-English speaking detainees should be able to access interpreting services.

12. Name 2 of the parties who must receive a copy of the visit report form?

Scheme administrator. Custody officer.



**WHAT COMES NEXT
FOR ICVs?**





WHAT COMES NEXT FOR ICVs?

BITESIZE

ICVA is providing Bitesize training modules, each designed to be delivered at panel meetings, or put together for a longer session. These will be updated and new topics added at regular intervals throughout the year.

The bitesize modules will be released bi-monthly with topics decided by the members of the National Expert Forum (NEF) and will be published via the member's website.

TACT

If you have a TACT suite in your area, and ICVs with 18 months of visiting complete wish to become TACT visitors, we have a separate, TACT specific training manual.

LOCAL TRAINING

It's always a good idea to use local resources where you can as well, guest speakers, annual conferences and written updates are all good ways of continuing to upskill your ICVs and keep them engaged in the national picture for custody visiting.



USEFUL INFORMATION AND WEBSITES LINKS

CODE OF PRACTICE FOR CUSTODY VISITING:

<http://icva.org.uk/news/article/update-to-code-of-practice>

PACE CODE SUMMARY/EASY READ AND YOUNG PERSONS DOCUMENTS:

<https://www.gov.uk/government/publications/notice-of-rights-and-entitlements-english-revised-by-pace-code-c-2014>

COLLEGE OF POLICING WEBSITE BOOKING PROCEDURE:

<https://www.app.college.police.uk/app-content/detention-and-custody-2/response-arrest-and-detention/#booking-into-custody>

HARVARD BIAS TESTS:

<https://implicit.harvard.edu/implicit/takeatest.html>

MANAGING VOLUNTEERS:

http://www.volunteernow.co.uk/fs/doc/Wendy%27s_top_30_tips.pdf

TRAINING TIPS:

<https://www.businesstrainingworks.com/training-resources/train-the-trainer-basics>

YOU TUBE:

<https://www.youtube.com>

The logo for the Independent Custody Visiting Association (ICVA). It features the acronym 'ICVA' in a large, white, serif font. The letter 'A' is stylized with a thin white line extending from its top right corner. Below the acronym, the full name 'The Independent Custody Visiting Association' is written in a smaller, white, sans-serif font, arranged in two lines.

ICVA
The Independent Custody
Visiting Association

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