# Encouraging co-operation and compliance

### People need a clear understanding of the issue and the actions required

- Provide **clear explanations** (particularly 'why' as well as 'what' changes/decisions have been made), in multiple languages, and suitable for those with learning disabilities or difficulties also. Information is the best way to fight fear and combat fake news.
- Use **simple language** and **visual** imagery/infographics.
- Deliver **instructions verbally and in writing** (such as by staff, prison radio, mentors).
- Balance tone and content of communications to **convey seriousness but try not to trigger too much anxiety** as this may distract and impede understanding.
- Review and **check understanding and behaviour** periodically to identify issues and adapt strategies accordingly.
- Explain that **instructions apply to everyone**, in all contexts.
- Explain range of **measures in place** (e.g. how they can access medication, arrangements for food and visitors, plans for unpaid work).
- There will also need to be **good support and communications with staff**, so they can respond to queries without feeling overwhelmed and overly anxious themselves.

### People need to understand how this change/decision relates to them specifically

- Make communications **meaningful and tailored** to residents or staff, by covering the issues that are important to them.
- Explain existing **channels for questions** about issues that may not be covered in wider communications
- Use staff knowledge of residents' needs to **tailor further conversations** in person if needed (e.g. those who are especially anxious, or have difficulty understanding written notices).

### People need to remember the information/action needed

- Use **frequent reminders**, such as prompts and posters.
- Use **images and words that are associated with the desired behaviour**.

### People need to understand the value of the behaviour/change, and trust that this is important, and that they have agency

- Focus on **here and now benefits** to the recipient that come from cooperation/specific desired behaviours.
- Explain the **rationale/evidence underpinning decisions**/changes.
- Explain how changes are intended to bring about **positive outcomes** for all.
- Use **language that signifies what this behaviour/cooperation says** about the person (e.g. someone who cares about the wellbeing of others, who is committed to protecting everyone around them as well as themselves and so on).
- Use **trusted messenger**(s) (e.g. prisoner councils, head of healthcare, reference to advice coming from Chief Medical Officer, staff member or team who might have particular credibility).
- Demonstrate **understanding and empathy about the impact** this is having on the person.
- Explain what is being done to **make things easier** /mitigate the negative impact,
- Enhance **feelings of agency** – i.e. explain the power/significance of their actions and contributions in helping manage this/respond effectively (and protect the more vulnerable), and helping people make balanced decisions about risk.

### People need to feel treated respectfully

- Use **courteous** language/terms.
- Say **'please' and 'thank you'** often.
- Show **empathy** for impact of changes/decisions, and treating people's fears seriously (even if they seem illogical or trivial).
- Communicate in a **timely** way.
- Use **collaborative** rather than controlling language.

### People need to feel included in the decision ('done with, not to')

- Provide opportunities for **consultation**.
- If possible, use **councils, peer group or staff forums to inform changes** and say this has been done.
- Provide avenues (and named people) to direct **questions** to and seek clarification from.
- Encourage **discussion** about doubts/concerns.
- Investigate non-compliance of individuals through discussion to **identify barriers and collaboratively try to overcome**.

### People are more likely to repeat behaviour that is reinforced (punitive approaches are not particularly effective at changing behaviour, whereas reinforcement works better)

- Provide **incentives**.
- **Reward** cooperation (verbal reinforcement can be very powerful, especially when it is personalised, comes from someone trusted/respected, and is immediate and frequent),
- Comment on and **reinforce success** being made (e.g. lack of infection spreading)
- Make a point to **check if responses to staff or the people in our care are slipping** into being punitive (and course correct if this happens).
- **Reinforce, remind and appreciate frequently** (this will be especially important as time goes on, and is as important for the 'little things' as the 'big things', and includes just saying 'thank you' often).

### People need to be able to do the required behaviour and for this to be as easy as possible

- Describe the **facilities provided and plans to maintain** these.
- Make the task/required **actions as simple** as possible (e.g. 'catch it, kill it, bin it'; sanitizer access).
- **Pre-empt barriers and solutions** to these (if possible, use councils or staff forums to help inform this).
- Plan for **in-cell/in-room activities** to keep people active and reduce boredom (e.g. exercise guides, access to TVs and radios, educations workbooks, books, CDs and DVDs, prison radio, distraction box activities and so on).

### People who actively intend to behave in a certain way are more motivated/committed

- Prompt people to **actively plan** their time in advance, and identify how to overcome obstacles (e.g. what to do if soap runs out, activities to manage boredom).
- Use **sign up/commitment sheets/compacts**.
- Use forums to **share and promote intentions** and goals.

### People are strongly influenced by the behaviour of others

- Use the influence of **social norms** - point out that most others are doing the behaviour (that this is the norm, in prison and in the community – as an example for hand washing and isolation).
- Use **peer influence to champion** messages about cooperation.
- If possible, use **councils or mentors** to draft messages.
- If possible, seek **help from the families and friends of the people in our care** to support the actions being taken/advice being given (make sure they are communicated with too).