

Safety Recovery – Developing a CSIP Plan

What makes a Good CSIP Plan?

1. Use existing information to inform the plan

When developing a Support & Intervention Plan it is important to use the **information you have about that individual** to help develop their plan.

Looking at the information that has been **gathered at previous stages of the CSIP process** (like during the referral and/or investigation stages) will help to set the context in terms of the types of behaviours the plan needs to address.

Take account of the individual's **IEP level and sentence plan** to ensure that their Support & Intervention Plan is consistent with and complements these and does not do anything to duplicate or jeopardise them.

Where the individual is also being supported through an ACCT, consider their Care Plan when developing their Support & Intervention Plan to avoid taking steps to manage one type of risk that may exacerbate the other risk.

3. Draw on risk factors and protective factors

To ensure a meaningful plan that is tailored to the individual, it is important to **consider the individual's risk factors and triggers** so that the plan can be developed in a way that helps to address and manage these in order to reduce future risk.

Protective factors are characteristics of the individual, or their environment or situation that reduces the risk/likelihood of something – in terms of violence, an individual would have protective factors (specific to them) that helps to reduce the likelihood of them being violent.

It is important to **identify and understand** what an individual's protective factors are, and use these to develop the individual's plan as this will help to achieve better outcomes and is more likely to engage the individual by connecting with something that has meaning to them.

2. Engage with the individual

Involving the individual in the **development of their plan** should help to engage them in the plan and feel like they have a say in what happens to them. This can help them to **take greater ownership** of their plan and create greater willingness to achieve their targets.

Where the individual does not engage, **a plan should still be developed** based on existing information and multi-disciplinary input.

Work with the individual to develop their plan – **tell them what is going on and why**, explain what CSIP is and how they might benefit from it. This shouldn't be a one-off conversation with the individual – talk to them before you develop the plan as well as during the development of it.

Find out what type of support they **think they need and consider this when developing the plan.**

4. Bring relevant staff and expertise together

All staff have a role to play in developing Support & Intervention Plans as each department will bring its own expertise to enhance the plan and will have something different to offer that individuals could benefit from. It is therefore important to **bring different staff together** and develop the plan collectively.

Brief them on the individual – their history/background, reason for referral and any findings from an investigation (if applicable), as well as their risk factors and triggers and protective factors. Then have an **open discussion** involving the representatives, about what the individual might benefit from and what each of them can provide to help achieve this.

Once you know what you can offer, don't forget to **discuss this with the individual** to get their views on it.

5.Set clear actions and targets: Be clear about what actions will be taken by who, especially when it comes to implementing the plan. Set clear expectations so that:

- The individual **knows what they are expected to do** and by when; and
- The different members of staff who will be supporting the individual as part of their plan **are aware of what they are expected to do and by when.**
- **Expectations and targets are met** – consider where the individual is currently at in their journey as this will inform the expectations and targets that are set. Expectations and targets will differ for each individual as everyone is different.

As well as focusing on the end result, **expectations should also reflect how the individual is going to get there** – this will be a journey over time with a series of steps towards behavioural change and the end goal. These may be small steps and should be reflected in the plan.

Consider any barriers that may exist which may prevent or make it harder for the individual to meet expectations and targets – consider how these might be overcome and how it might impact progress and timescales.

What can be included in Support & Intervention Plans

The contents of Support & Intervention Plans will vary depending on the individual and their specific needs, so there are no set things that must be included.

Plans may include:

- A range of activities and should not focus purely on intervention programmes as there is unlikely to be one 'magic wand' that addresses all of the individual's needs and changes their behaviour.
- **Lighter touch initiatives** and support can also form part of an individual's plan, for example, involvement in peer support schemes.
- Support can also be focused on helping individuals to cope better and manage the things that set them off (their triggers).
- For some individuals, it may also include teaching them about simple things like **what is acceptable behaviour.**
- **'Think small'** – lighter touch initiatives can also be effective. This could focus on things like **communication skills** / approaching others.
- Providing opportunity for **exercise** when feasible.
- Placing emphasis on an individual's commitment to **constructing or maintaining positive relationships with staff.**

Tips on Interventions:

- Provide the individual with **in-cell activities and distraction techniques** to keep them occupied. Utilise partners, for example, library/education/workshops. For distraction techniques, consider suggesting listening to music/reading/drawing.
- Try to link interventions to addressing **risk factors and also with known protective factors where feasible** - this could be ensuring contact with family / building on prisoner relationships.

Remember:

It is important to:

- ✓ **Engage** with the individual, **empower them** to make a choice. CSIP Shouldn't be done **'to'** them – it should be done **'with'** them.
- ✓ Ensure plans are tailored to the individual needs – **no one-sized-fits-all approach.** Target interventions to tackle specific risks factors and triggers.
- ✓ Ensure that **CSIP is supportive** - actions/interventions should not be punitive.
- ✓ Record plans on NOMIS.
- ✓ Record the progress of interventions on NOMIS
- ✓ **Update CSIP plans after reviews** have taken place to capture a true picture of the support being provided to that individual.