



## CONTENTS

- A: Project Leaders review
  - B: Project Animal Behaviourist & Dog Trainer overview
  - C: Mission Statement & student comments
  - D: Foreword
  - E: Chart Detailing Course Development
  - F: Integration into Prison Education Timetable
    - i. Initial Course format
    - ii. Revised formats
    - iii. Course content
    - iv. Content development
  - G: Independent Evaluation of Rescue-Rehab
  - H: Students 'graduating' & determination of their grades
  - I: Wellbeing Evaluation
  - J: GtoE Passport
  - K: Extending the course perspective beyond the gate
    - i. Family Days
    - ii. Norwich City Council – Housing Officers
    - iii. Non-custodial sentences
  - L: Our Grrrrrrrrrrraduates – the dogs
  - M: 2019 – 2020
  - N: Financial Statement
- Appendix 1: Case Studies
- Appendix 2: Certificate presented to students who trained a dog that has been rehomed
- Appendix 3: Certificate presented to students who complete the course
- Appendix 4: Deliverables and Outcomes described in the Grant Agreement
- Appendix 5: Gateway to Employment Passport Booklet
- Appendix 6: GtoE attributes described in Grant Agreement and GtoE Passport document
- Appendix 7: Acknowledgements

## **A: PROJECT MANAGERS OVERVIEW**

A chance meeting at County Hall in the summer of 2016 has led to the development of a small pilot study which has since become part of the formal education timetable at HMP Norwich. Bumping into the newly elected Police Commissioner for Norfolk, Lorne Green, discussions around a project taking rescue dogs into HMP Norwich were initiated and as someone who has always been committed to promoting rescue and improving animal welfare the idea was irresistible.

Literally starting from scratch our small team was formed and it is the team that has been the real key to the success of this project: professional, flexible, committed and most of all supportive of each other in every way. Special thanks must go to Dr Attila Szkukalek of Happy Pets and Meadowgreen Dog Rescue Centre. Knowing nothing of 'life inside' we went in on Friday afternoons to work with men referred by the prison chaplaincy. Taking a dog 'in need' to work with men 'in need' gelled immediately and it very soon became clear that there was potential to develop the interaction into something more formal and structured.

An over-riding belief in the power of the human-animal bond to facilitate change has proven a fascinating journey 'within the walls'. As external suppliers, working within the prison has been a huge learning curve but the warmth of the support given to us has been exceptional.

Everyone from the prison officers to the dog handlers, administrative staff to the chaplaincy all embrace the four-legged visitor who provides a welcome reason to stop and smile. We are grateful to PeoplePlus (who deliver education within the prison) for their advice, support and on-going contribution. The Governor and his team are always available for guidance (and the occasional visit!) and we all acknowledge the most important member of the team ...

*Those who teach the most about humanity aren't always human*

We have been lucky to be given the freedom to develop the project 'reactively and responsively' closely observing 'what' worked and 'how' and then looking at 'why' in order to replicate the most successful elements.

There have been real 'light-bulb' moments: the calm working with the dog where the whole room relaxes, the obvious parallels of non-confrontational dog training methods with personal control, the complete identification with the animal and the subsequent realization of the importance of training for all.

Moving from Friday afternoons (outside 'normal' prison regimes), we soon learnt that although our students were keen there were many other considerations to bear in mind: medical appointments, legal visits, adjudications, opportunities for work on the wing. Actual dropout rate has been only three men (all non-pet owners who were not comfortable around the dogs), all other non-completions have been due to internal regime protocols.

We have had some students repeat the course or ask to stay on as classroom assistant if not eligible to remain as mentor.

As well as the key deliverables with the men – some of whom have never engaged with any form of training – we truly believe that our mission to nurture compassion, promote responsibility and to provide the necessary tools to facilitate change are delivered within the course. These skills are totally transferable in life and, because of the positive bond built with the dog, the chances of this learning remaining with the men is greatly enhanced.

The men also speak of the changes they will make outside the classroom and the prison – more responsible pet owners and citizens. Another key fact is that the project also delivers intensively on many different levels. Unusually, there is always a benefit – to the dogs, to the men, to improved mental health and well-being and to education by demonstrating the powerful impact of training first-hand.

The diverse nature of the project also gives it a diverse reach – for the dogs and for the men (age and education level) - which again makes it an extremely effective means of impacting in many different ways.

*Tell me I forget  
Show me I remember  
Involve me I commit*

Personally I truly believe that compassion and responsibility are bedrocks for a kinder society. The relentless reality of animal welfare is a symptom of our societal failures, the animals examples of the harsh reality of life. The identification with these animals has an impact that little else could achieve and all of the team strongly believe that what we offer could help in some small way with the rehabilitation essential before release. In addition, being part of re-homing some of the wonderful dogs from Meadowgreen Dog Rescue Centre has been a privilege for us all and we thank them wholeheartedly for their significant contribution to the project.

In the words of Ghandi:

*In a gentle way you can shake the world*

But:

*The greatness of a nation and its moral progress can be judged  
by the way its animals are treated.*

There is a long way to go.

Michele Neave  
Project Leader  
Rescue-Rehab

## **B: PROJECT ANIMAL BEHAVIOURIST & DOG TRAINER OVERVIEW**

There are many advantages for the dogs coming onto the Rescue-Rehab project - exposure to different environments and people and training opportunities – all of which allow the team to build an in-depth profile of the dog which is essential for effective re-homing.

- i. During the exposure we can identify any behavioural issues; e.g. coping with travel, pulling on the lead, accepting handling, possessive behaviour with bed, toys, etc. that they might have and then address some of these through appropriate training. We can then share this information with the re-homing kennels and they can inform the owners what to expect and how to address these behaviours.
- ii. In addition we carry out some basic training that benefits all pet dogs: walking on loose lead, responding to their names, being calm around people, settling on their bed, recall, etc.

The benefits of environmental exposure and human socialisation are well documented in literature and scientific articles.

Socialised dogs:

- have less fear and anxiety making it easier to take them out
- have better welfare due to lowered stress hormones
- are easier to examine, groom, handle
- are less likely to be aggressive towards humans
- are easier to travel with, take to different places
- are, in general, easier to re-home as they engage with people, are much easier to live with and make better pet animals.

On the Rescue-Rehab project, one major difference is that the participants work with one dog, so they have to work together, support each other and not be disruptive, which is sometimes difficult for them. In addition the content is more comprehensive; they learn about law, welfare, the theory of training, which people do not learn when they train their own dog.

It is a great experience working with the project which I truly feel benefits all participants.

Dr Attila Szkukalek  
Senior Behaviourist & Trainer  
HAPPY PETS

## **C: RESCUE-REHAB OUR MISSION**

We focus upon promoting three aspirations. These are the key factors by which we determine our success, and we are confident that the course achieves:

- i. Nurturing Compassion
  - Through awareness
  - The reality of rescue and the potential of a second chance
  - Empathy with the dog.
- ii. Promoting Responsibility
  - Rescue is a perfect demonstration of the results of irresponsible behaviour – only too often with the dog paying the price, sometimes the ultimate price.
- iii. Facilitating Change
  - Giving the students a ‘tool kit’ for responsible behaviour that is completely transferable for life, with the dog showing that you can affect the course of events by modifying their response and making informed choices.

Illustrated by these comments from course students

“I have learnt to manage my anger”

“I have felt more calm and positive and would think about (doing) other courses”.

“The classes are like therapy”

“When the dog gets a home it satisfies you that you have helped”

“The highlight of my week... where for a few hours I feel anxiety free”

“A massive thank you... am very proud to be a part of this... caring for the dogs”

We are also very proud of these comments and as it will say on the website *“often we know little about the dogs, but they teach us for more than we ever teach them”*.

## **D: FOREWORD**

Rescue-Rehab is the only project in England using rescue dogs to engage prisoners in (1) the beneficial impact on the mental health and feeling of wellbeing for participants; raising their self-esteem, confidence, self-worth and giving a sense of purpose that at times can be lost whilst in custody by utilizing the human-animal bond (2) the responsibilities of owning a pet, animal welfare issues – challenging ingrained attitudes – together with animal law and compliance (3) the training and socialisation of rescue dogs with a focus on increasing their potential of being re-homed.

We began this year fully engaged with incorporating Rescue-Rehab into the prison education timetable. As there is no other project in England we needed to create every aspect of the course, starting from scratch.

The year ended with the potential to extend the course message outside the walls, via a multi-agency approach, to encompass vulnerable communities and people.

Not only is the course unique, the prison environment poses significant challenges. This report details how we addressed these challenges and the reasoning for revisions made. It describes a journey through a year where a new experience was encountered almost every week. All members of the Project Team (Norwich Best for Pets, Happy-Pets, Meadowgreen Dog Rescue Centre) are continually engaged with and contribute towards all developments relating to the selection of the dogs, the course content, the presentation format and training exercises.

Learning to 'be' the trainer is an excellent training tool for the participants. The 'trainer' as a role-model is professional, informed, calm and responsible. Whilst working with the dogs this persona is assumed by the participant giving them the opportunity to 'do different' and experience the results.

We completed all the 'key deliverables' – those that were to be actioned, together with those that we were charged with making progress towards achieving.

It was realised that the project would attract wide attention, and that conclusions concerning beneficial impacts would be scrutinised, therefore independent evaluation would be necessary to confirm positive outcomes. We depict how these outcomes are measured, then analysed.

**E: THE FOLLOWING CHART ILLUSTRATES OUR PATHWAY FROM 1 MAY 2018 TO 30 JUNE 2019.**

Up to September 2018

- The Kennel Club
- Norwich Best for Pets
- Meadowgreen Dog Rescue
- Happy Pets

**DEVELOPMENT PHASE**

After an initial pilot, the devising and preparation of lessons for integration of the course into the formal prison education timetable.

Introduction of a Course Mentor

From September 2018 – July 2019

- Peopleplus
- Spurgeons
- RSPCA
- Norwich City Council
- Pets at Home

**INTEGRATED PHASE**

On-going development of the course format to maximize the benefit for participants, 4-legged and 2

Developing the Course Mentor role and creating a Course Assistant

The 'bigger picture': 'outside' the walls and promoting responsible pet ownership and rescue

**FAMILY DAY**

Multi-agency promotion, extending responsible pet ownership & animal welfare to the wider community

**NORWICH CITY COUNCIL**

Engaging tenants with positive pet policies, encouraging responsible pet ownership.

Future Aspiration

**RESCUE-REHAB PROJECT IN OTHER PRISONS**

**RESCUE-REHAB PROJECT NON CUSTODIAL SENTENCES**

**RESCUE-REHAB PROJECT ASSISTING WITH RETURN TO WORK**



nurturing compassion  
promoting responsibility  
facilitating change

## F: INTEGRATION INTO PRISON EDUCATION TIMETABLE

Throughout the pilot phase of the Rescue-Rehab project (in addition to the beneficial impact upon prisoner wellbeing, mental health and behaviour, together with the success with rehoming the dogs) a further significant accomplishment was recognised. Many skills acquired in training the dogs are equally relevant to (1) the decisions they make and the responsibilities they have in all aspects of their lives (2) the qualities employers look for in potential employees.

It was a natural progression not only to incorporate Rescue-Rehab within the Prison Education Timetable, but to investigate options to credit the full range of skills prisoners gained on this course.

### i. Initial Course format

During the pilot study phase the course was a single session from 13:30 to 15:30 on a Friday afternoon for a period of six weeks. This time in the prison regime is a 'lock down' period when prisoners are confined to their wings, therefore course students were required to be escorted to and from the training room.

As illustrated in the following diagram, several revisions to the format and content of the course were introduced during the pilot phase. The experience gained in implementing these revisions was fundamental to necessary modifications to the course once it was incorporated within the prison education timetable.



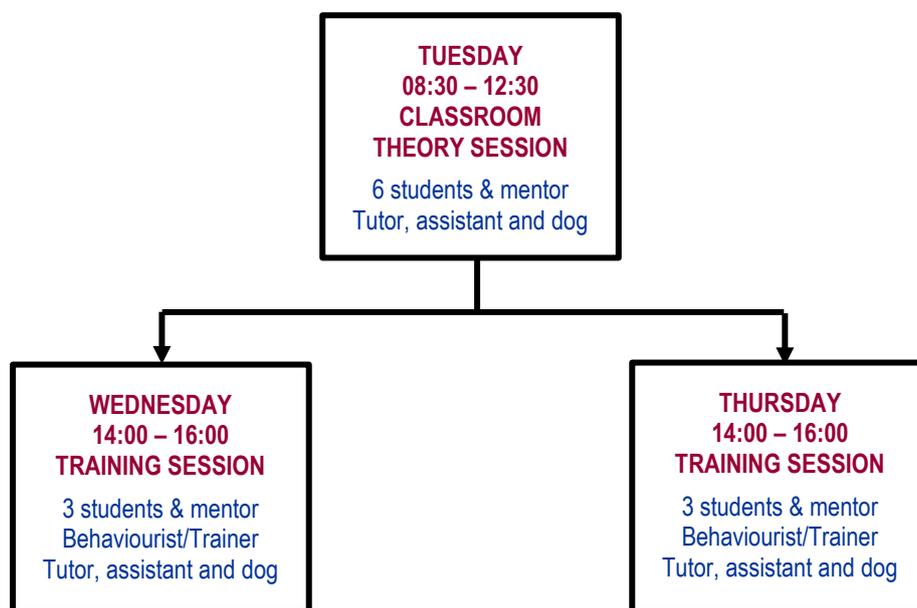
**EVOLUTION OF RESCUE-REHAB DURING PILOT PHASE**  
the last two revisions occurred in the period covered by this report

The area of the training room (approx. 5 by 4 metres) determined that with 3 students, a mentor and 3 Rescue-Rehab members, together with the increasing complexities of the training exercises, a single dog per session allowed best practice.

In meetings with HMP Norwich and PeoplePlus to determine incorporating Rescue-Rehab within the prison education timetable, it was acknowledged that the best education outcome for students would be coaching them in the criteria defined in the GtoE Passport ▲.

A major factor which influenced the considerations for devising the format of the project sessions is lesson times are set at 08:30 – 12:30 and 14:00 – 16:00 on Monday to Thursday.

The agreed course structure was six students on a six week cycle of three sessions each week; a morning classroom based theory session for all six students and two afternoon training sessions with three students per training session.



**STRUCTURE OF RESCUE-REHAB COURSE**  
When integrated into the prison education timetable

A dog was involved in the theory sessions for two reasons (1) to utilize the animal-human bond that is key to the beneficial impact upon wellbeing and mental health (2) interaction with a dog facilitates learning and 'best' behaviour.

▲ Gateway to Employment Passport is a partnership between the Police and Crime Commissioner for Norfolk and the Department of Works and Pensions that allows prisoners from HMP Norwich to demonstrate employability skills.

The focus of the Rescue-Rehab project upon training the dog, provides a positive environment to coach resilience, commitment, problem solving and team working; together with confidence to demonstrate and present. The confrontation management and conflict resolution elements of the project sessions allow students to realise the responsibilities and consequences of their actions and choices.

Positive comments in their Gateway to Employment (GtoE) Passport secures prisoners, once released, an interview with employers who participate in the GtoE scheme. The GtoE Passport Booklet is included as Appendix 5.

## ii. Revised formats

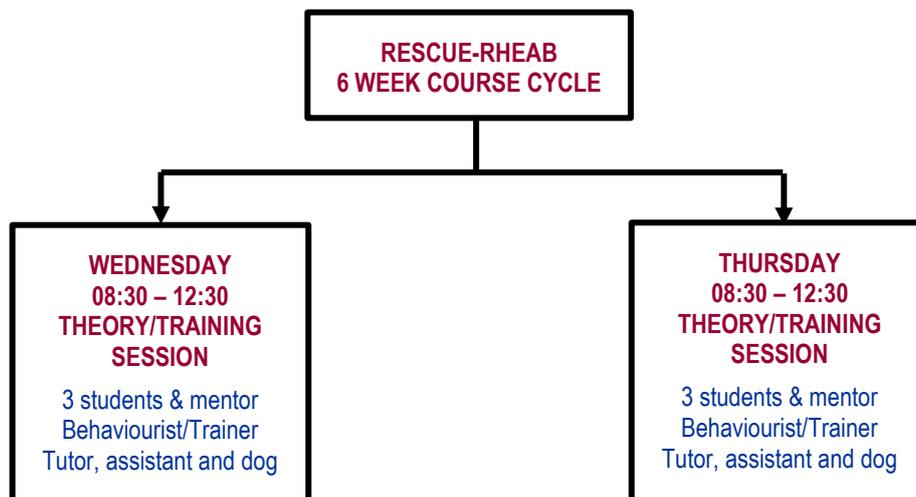
The course structure met all project aims

1. Understanding the responsibilities of good pet ownership
2. Learning the relevance of consistency, clear instructions, perseverance, team work and problem solving.
3. Increased confidence in handling/training dogs and in leading training exercises.
4. Realising that many skills acquired in training the dogs matched not only the criteria defined in the GtoE Passport, they were equally relevant to the decisions they make and the responsibilities they have in all aspects of their lives.
5. Each student was coached to achieving individual goals selected from the GtoE Passport criteria.
6. Dogs continued to be rehomed.

However, there was a crucial issue that needed to be addressed. Meadowgreen Dog Rescue Centre closes at 15:00. The process of leaving the prison after sessions, at a time of increased road traffic, resulted in the dogs sometimes being returned to Meadowgreen over 2½ hours after they closed. On one occasion a vehicle fire closed the A146 delaying the return of the dogs until after 18:00.

The project team thought that it was unfair to Meadowgreen staff to return the dogs so late to the rescue centre.

A review of working practices and in collaboration with PeoplePlus and HMP Norwich, it was agreed to revise the course format to two combined theory/training sessions each week, with half the students (3 out of the 6) attending each session; whilst retaining a six week course cycle.



### REVISED COURSE STRUCTURE

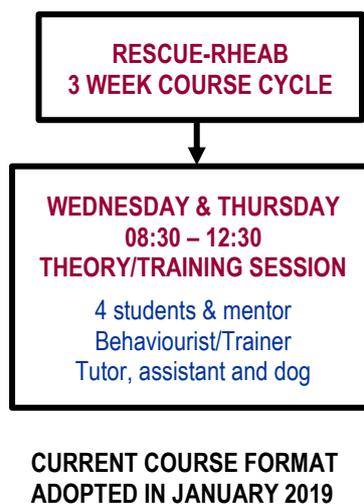
To allow dogs to be returned to the Rescue Centre during their opening hours

The students on the course reflect not only the transient population of the prison, but also a wide spectrum of ages and education attainment. To be “accepted” for the Rescue-Rehab project we do not assess an individual’s 3R’s, we ask that they commit to attending all their scheduled sessions and to completing the information gathering questionnaires we provide, to allow us to use/publish (anonymously) their responses and comments; and that they have not been convicted on ‘animal cruelty’.

Struggling to 'fit' a one-session per week for six weeks course format into the timetable proved challenging for the prison regime and working in the LDU (Local Discharge Unit) meant many men were close to release which caused further complications. To maximize the potential for attending and completing the course it was agreed to trial a two-session per week for three weeks format. This has proved to be the most successful so far.

Courses are supported by a mentor, or a "course assistant" – a position created for students, who are not a qualified prison mentor, providing them with an incentive to continue their participation in other education courses; demonstrating their ability to hold a position of responsibility and other aspects of positive personal development.

To date, all mentors and course assistants have progressed from being Rescue-Rehab students; we continue to liaise with Peopleplus on options/benefits introducing mentors who have completed the 'prison mentoring course' and have not been course students.



### iii. Course content

Theory sessions cover:

- Responsible dog ownership
- The law
- Issues that challenge many accepted and ingrained behaviours, notably with regard to neutering, training, breeding and dog fighting

The Kennel Club have kindly allowed us to use their literature as a basis for the theory lessons, for which we are very grateful. This means that information is always up-to-date and their website is a wonderful resource for the men to use in the future.

With team members experienced with regard to rescue and animal welfare, discussions are lively and well-received. Points such as the biggest reason for young dogs being in rescue is largely due to lack of training have real impact and are further emphasized when they meet the dogs. The identification with and empathy towards the dogs is heart-warming.

Training sessions cover:

- An introduction to positive reinforcement training
- Understanding the additional needs of rescue dogs
- Building profiles of the dogs to help with rehoming
- Working on personal goals from the GtoE

Working with a highly experienced behaviourist using positive reinforcement training has facilitated many excellent discussions around everything from the benefits of training for all to conflict management, with messages taken back to the wing and beyond. By working 'with' the dog and seeing first-hand the consequences of irresponsible dog ownership the messages resonate 100% and are hopefully more likely to be retained.

We often say "this is not dog training, it's people training".

We have noted that the two session a week format has helped build relationships (both staff/student and student/student) more quickly and noticeably improves retention of information because of more immediate reinforcement.

#### **iv. Content development**

We constantly review course content and presentation, revising content to reflect best practice and delivery.

We have begun discussing the option of the Education Officer from our local RSPCA branch (Mid Norfolk & North Suffolk) becoming a regular contributor to the theory sessions. Allowing an insight into local and national news, current campaigns and promoting the branch as a point-of-contact for advice and support for pet owners before crisis situations arise, facilitating pro-active rather than reactive behaviour.

## **G: INDEPENDENT EVALUATION OF RESCUE-REHAB**

Rescue-Rehab is the only project in England using rescue dogs to engage prison prisoners in (1) the beneficial impact on the mental health and feeling of wellbeing for participants; raising their self-esteem, confidence, self-worth and giving a sense of purpose that at times can be lost whilst in custody by utilizing the human-animal bond (2) the responsibilities of owning a pet, animal welfare issues – challenging ingrained attitudes – together with animal law and compliance (3) the training and socialisation of rescue dogs with a focus on increasing their potential of being re-homed.

It was realised that the project would attract wide attention, and that conclusions concerning beneficial impacts would be scrutinised, therefore independent evaluation would be necessary to confirm positive outcomes.

The independent evaluation of the Rescue-Rehab project is being undertaken by Get the Data (link to their website <http://getthedata.co.uk/>).

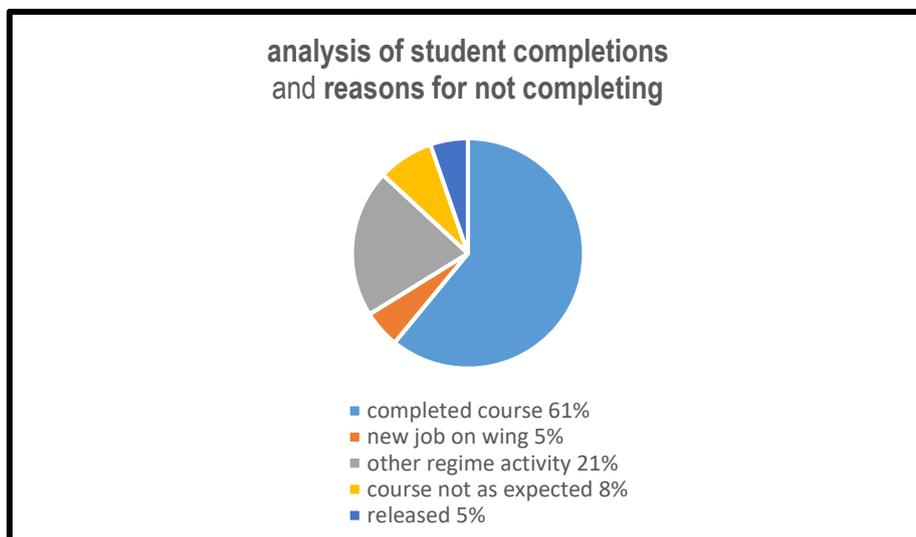
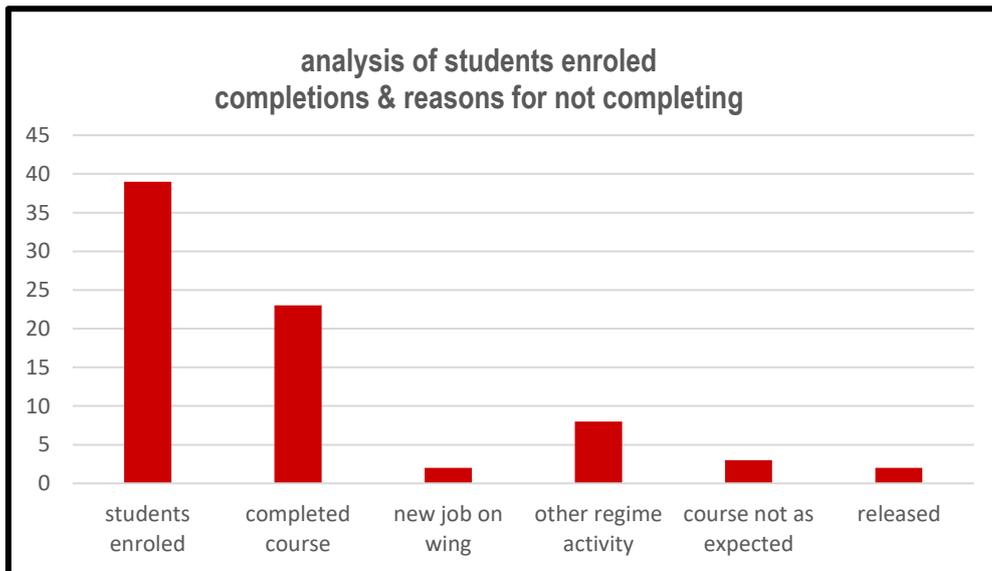
Get the Data “work with organisations that want to demonstrate their impact on society definitively. Their cutting-edge services are underpinned by robust methods, rigorous analyses, and cost-effective data collection. Their flexible project management approach allows them to tailor their approach to fit client requirements”.

We present some of the data collected to date, to illustrate information on project outcomes and how they contribute to considerations on content, presentation and future enhancement of Rescue- Rehab.

## H: STUDENTS 'GRADUATING' & DETERMINATION OF THEIR GRADES

We present in this report information for those students who have completed their course, primarily because these students will have (1) attended all their scheduled course sessions (2) participated in the full programme of training exercises (3) demonstrated their understanding of the course subjects through a test and demonstrating a sequence of dog training exercises.

Further information on grading is outlined in the section relating to a specific attribute.



### ANALYSIS OF STUDENTS COMPLETING THE RESCUE-REHAB COURSE

## I: WELLBEING EVALUATION

One element of the Get the Data evaluation is based upon the Warwick-Edinburgh Mental Wellbeing scales, which were developed to enable a measurement of mental wellbeing and the evaluation of projects which aim to improve mental wellbeing.

Their analysis will be drawn from the answers given by each student to the following questionnaire that they designed for the project, at the beginning of the course.

---

Norwich Best for Pets

Name: \_\_\_\_\_

Date completed: \_\_\_\_\_

For each statement below please say whether it is not at all true, hardly true, moderately true or exactly true.

Statements	Not at all true	Hardly true	Moderately true	Exactly true
I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
I am confident that I could deal efficiently with unexpected events.	1	2	3	4
Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
I can solve most problems if I invest the necessary effort.	1	2	3	4
I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
If I am in trouble, I can usually think of a solution.	1	2	3	4
I can usually handle whatever comes my way.	1	2	3	4

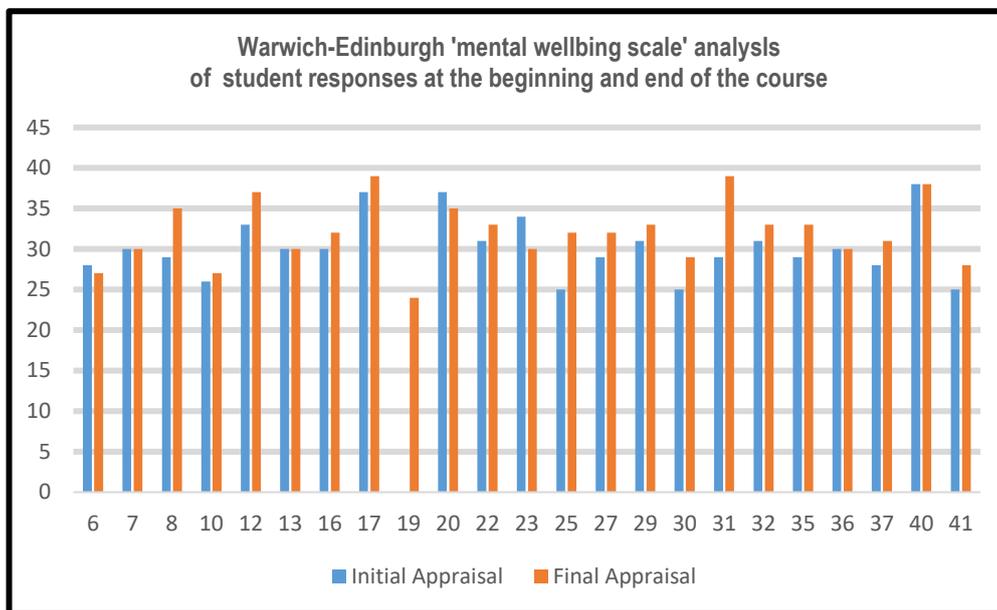
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The grading of answers to these questions provides students with their 'start' and 'completion' scores - these can range from 10 (answering all questions 'not true at all') to 40 (answering all questions 'exactly true').

On completing the course students answer the questionnaire again; together with the following two questions that allow them to freely express how the course has impacted upon their accessing further education courses and their wellbeing and behaviour.

- i. Having completed the course, do you think you are more or less likely to access other training opportunities in the prison? Please explain why.
- ii. And, has the course made it easier for you adapt to changing circumstances within the prison and new tasks you are given? Please explain your answer.

The following graph illustrates the “scale score totals” for the students who completed the Rescue-Rehab course. The numbers along the horizontal axis are the student reference numbers for the Get the Data analysis.



Warwich-Edinburgh 'mental wellbeing scale' analysis average of student responses at the beginning and end of the course		
Average start score	Average end score	“improvement”
30.2	32.0	+1.8

It can be seen from the illustration that there is generally an increase in the wellbeing scores for students who completed the course. Note that student Ref 19 has no initial appraisal score, this was because he feared inappropriate use of data held about him – which was confidently overcome by the end of the course.

## J: GtoE PASSPORT

A brief description of the GtoE Passport is given above (see “integration into prison education timetable”) and the GtoE Passport Booklet included as Appendix 5.

Our evaluation of a student with regard to the GtoE Passport is based solely upon the attitude and behaviour during course sessions. We are reassured that in staff room discussions, Peopleplus staff confirm our views concerning the attitudes of students.

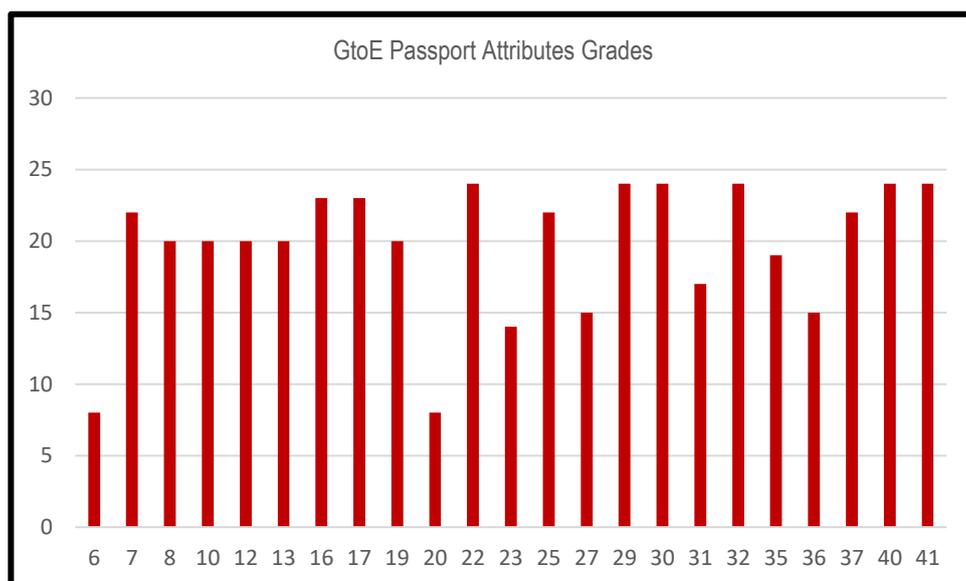
We begin with:

- No student has come to us with a GtoE Passport for us to contribute our appraisal of their progress
- One student explained that he had completed a GtoE Passport to support his application/funding for a distance learning course.
- All our students are briefed (during the Rescue-Rehab course) on the value of, and opportunity offered by, the GtoE Passport. It is explained that we are able to make comments if they decide to complete a Passport in the future.
- No student has asked us to complete a GtoE Passport for them to take to other education/vocational courses, or return for us to add a comment.
- We have been asked by students for letters of support to parole boards and probation officers

Essentially these grades do not reflect “start and end points, as we have had nothing to base our GtoE Passport attribute grading upon, we therefore make our judgement from “their journey along these pathways” during their time on the course.

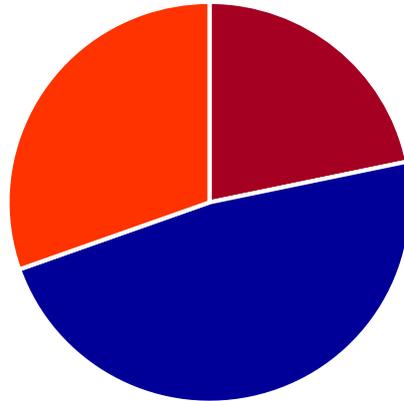
The GtoE Passport attributes assessed are those defined in the Grant Agreement (see Appendix 5)

Grades for students are determined by awarding each attitude a value (2 = much improved, 1 = improved, 0 = no change, -1 = worse, -2 much worse) to give the following total “scores”.



**GRAPH ILLUSTRATING THE “TOTAL GtoE PASSPORT SCORES”**  
numbers along the horizontal axis are student reference numbers for Get the Data analysis

GtoE Passport attribute grading average 'score' = 20



■ average 5 students ■ above average 11 students ■ below average 7 students

As explained the grades given reflect each student's attitude and behaviour during their time on the course.

## **K: EXTENDING THE COURSE PERSPECTIVE BEYOND THE GATE**

In acknowledging that a key aim of the Rescue-Rehab project was to address prisoner wellbeing, mental health and behaviour, the notion of extending the project message “outside the walls” needs to be clear.

We outline three “outside the wall” activities that the Project Team have been involved with (Family Days), are scheduled to be involved with (Norwich City Council – Housing Officers) or are investigating the wider benefits of (Non-Custodial Sentences).

### **i. Family Days**

Our participation in the Family Day activities facilitated an opportunity to (1) allow prisoners to share a positive experience and assist communication with all family members (2) extend the Rescue-rehab project message to prisoners’ families and wider community (3) highlight a multi-agency approach to promoting responsible pet ownership, reducing social isolation and antisocial behaviour, together with promoting social cohesion, integration and safer communities.

### **ii. Norwich City Council – Housing Officers**

Leader of Norwich City Council Alan Waters and Cllr Marion Maxwell (both Chrome Ward councillors) attended a multi-agency presentation at Family Day and appreciated the potential benefits of providing the “Rescue-Rehab message” to their Housing Officers to assist with addressing the pet ownership and animal welfare issues often encountered and to assist with reducing nuisance behaviour.

### **iii. Non-Custodial Sentences**

Key elements of Rescue-Rehab are self-discipline and responsibility for actions and decisions. These along with attributes covered in our mission statement:

- Nurturing Compassion
- Promoting Responsibility
- Facilitating Change

The Rescue-Rehab project may have a positive role and input in addressing the challenges arising from non-custodial sentences. We continue to consider the potential of this proposal.

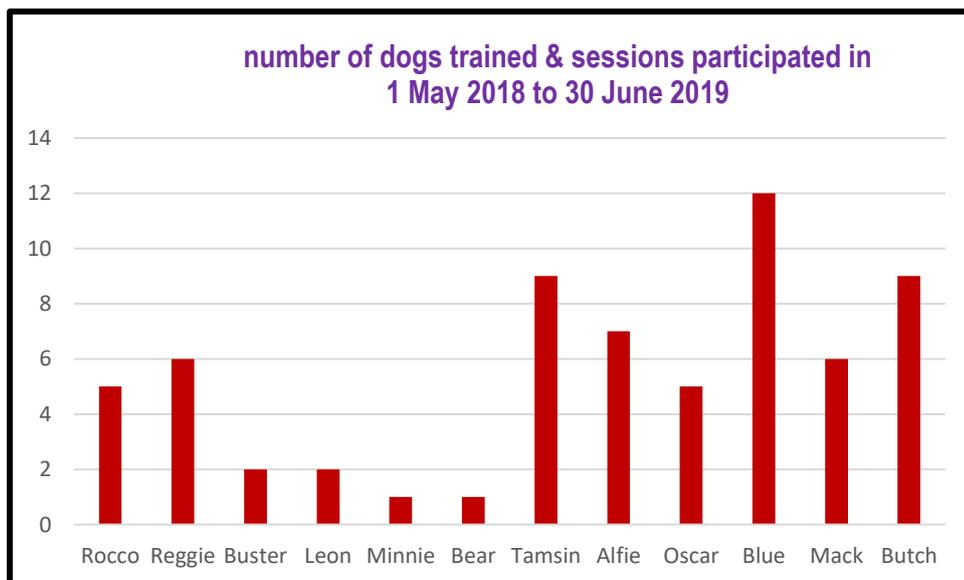
## L: OUR GRRRRRRRADUATES – THE DOGS

Rescue-Rehab takes dogs from Meadowgreen Dog Rescue Centre. Dogs who have taken a 'long term residency' and the 'more challenging' dogs; therefore our training sessions are directed by an experienced animal behaviourist/trainer. The project also re-introduces the dogs to male company, away from the mainly female environment (of the rescue kennels) allowing them to regain the trust of males – who sadly are often responsible for abuse/cruelty.

Meadowgreen are an integral member of the project team, not only providing all the rescue dogs – they ensure each of the dogs is temperament assessed; they also ensure each dog is fit, healthy and has all the necessary vaccinations.

Throughout the training sessions, the Project Team together with the students assess and compile a portfolio for each dog. The portfolio not only details each dogs progress with their training, it also covers how they travel, react to unfamiliar environments – even how they climb stairs (our training room is on the 1<sup>st</sup> floor); all information that further supports their chances of being successfully re-homed.

In addition to the training the dogs receive on the course, the project trainer/behaviourist provides additional advice and a training session (when necessary) with the adoptive parents using the information gained within the class.



If there is an unmistakable measure of the projects success, it is highlighted in this graph. All these dogs (except Butch our current dog 'under training') have been successfully rehomed.

Here are a couple of case studies relating to the dogs:



### **REGGIE**

A magnificent bull breed cross who came in as a stray in poor condition, Reggie was young, boisterous and found kennel life challenging. When meeting potential owners he bounced and barked with great enthusiasm before dragging them around the common. His exuberance was over-whelming.

Reggie required 26 intensive training sessions in all, but loved his training and this allowed his amazing personality to shine through. He so improved that when we were looking for a dog to participate in a funders demonstration, much to the rescue centre's surprise we chose Reggie.

Being able to demonstrate his ability to respond to basic commands and learning that 'calm' was good, a new family was soon found and Reggie is now happy in his forever home.

## BLUE

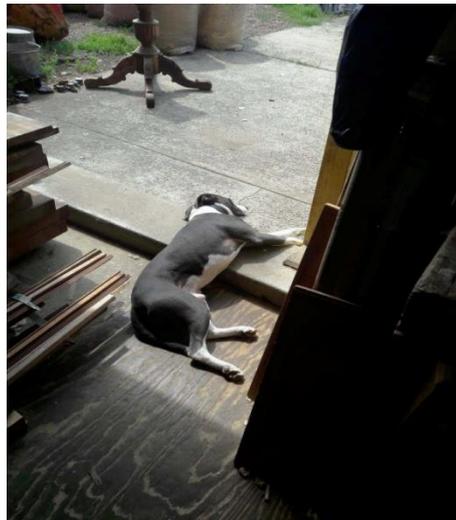
A very pretty, young, male staffie cross, was struggling in kennels. Only 15 months old, Blue was a hand-in whose owner was having to leave him for long periods alone. He was lively, desperate for attention with a penchant for mouthing none of which was helping him find the right home.

He joined the team. Blue loved coming along for his training sessions and being young and sociable was met with great warmth by staff and participants alike.

Although the training is highly supervised, working with adult men (many of whom are used to large bull breeds) means that they are excellent working with lively 'teenage' dogs. After an initial assessment with the trainer we start with 'calm' working – encouraging the dog to settle without too much attention which demands huge self-control from the students. The room noticeably 'relaxes'.

Slowly building a profile of the dog – not always easily achieved within kennels – identifies their problem behaviours and gets them started on basic training. Blue was in heaven! Within a few sessions his behaviour was much-improved to the extent where we were able to work on 'managed' play with him and he was able to 'drop' his toy and 'wait' until play was initiated again.

We are delighted to report that Blue now has a wonderful new home with experienced owners whom we met and shared training details. Forewarned re the mouthing and how to minimize Blue now goes to 'work' and is pleased to be making many new friends. The photos were sent through by his new family and no words are required.



## **M: 2019 - 2020**

A major factor in the project's success has been the multi-agency approach it generates; we will further develop this multi-agency engagement during 2019 – 2020.

We look forward to extending the 'project ethos and message'.

**WEBSITE:** The Rescue-Rehab website is scheduled for launch during September.

**WAYOUT TV PRESENTATION:** A promotion to be broadcast for Wayout TV prison television channel which will highlight all aspects of the Rescue-Rehab project is scheduled for recording during August.

**NOTICE BOARDS:** Information about the Rescue-Rehab project (course details and how to apply); together with details on the responsibilities of owning a pet and the multi-agency support available to people is displayed in all prison libraries and the Spurgeon's Family Centre. A project notice board is being prepared for display in the Education Unit corridor; extending the project ethos and message; guiding more people to understand the advice and support available to them.

**RESCUE-REHAB AT ANOTHER PRISON:** Other prisons have registered an interest in the project; Officers from Wayland Prison attended our training session on 22 June 2018. We anticipate further interest in the coming months as more people realise the beneficial impact of Rescue-Rehab.

**SUCCESSION PLANING:** Our multi-agency meetings have highlighted the indisputable value and positive benefits for prisoner wellbeing, mental health and improved behaviour; generating a commitment to ensure the project continues. We continue to investigate the future project structure and potential funding options.

**POTENTIAL OPTION FOR VOLUNTARY WORK UPON RELEASE:** Many students ask about the options to work with animal upon their release. There are very limited opportunities for this, but in discussion with the Mid Norfolk & North Suffolk RSPCA Branch we have identified a potential option for voluntary work that makes a positive contribution to animal welfare.

We are considering the criteria to enable this option that will require the demonstration of trust, commitment and reliability – together with communication skills and team working, to be realised.

We are liaising with HMP Norwich in regard to disclosure letters; a vital component in supporting access to voluntary work and employment.

**50<sup>TH</sup> STUDENT:** If we continue to have four students enrol for each course cycle, we will 'train' our fiftieth student (since the project was incorporated into the prison education timetable) on the course scheduled for 25 September – 10 October 2019.

## N: FINANCIAL STATEMENT

		Planned Expenditure	Actual Expenditure	
<b>Presentation (Staff &amp; Transport)</b>				
a, Behaviourist/Trainer	A	5620.00	4750.00	▲◀
b, Tutor	A	2475.00	3045.00	▼◀
c, Support Assistants (2)	A	6420.00	5805.00	◀
Transport (fuel)	A	1778.40	1567.90	◀
Total A		16293.40	15167.90	
<b>Administration, Evaluation, Media, Preparation &amp; Reports</b>				
Course Administration	B	3320.00	3260.00	◀
Evaluation (Database Admin & Input)	B	1800.00	1740.00	◀
Quarterly/Annual Reports	B	1000.00	1000.00	
Training & Meetings	B	700.00	880.00	▶
Media/PR	B	400.00	120.00	●
Get the Data (Independent Evaluators)	B		3060.00	
Website	B	149.50	149.50	
Total B		7369.50	10209.50	
Total A + B		23662.90	25377.40	

### Time Given

These 'costs' are highlighted for future succession planning of project which may not be sustainable as time 'given':

Transportation (driving/handover) 2.5hrs/session

All Meadowgreen input (assessment, veterinary care, vaccinations, preparation of animals) is currently 'given'. If the project expands/changes format this may need to be recompensed.

- ▲ pre-arranged business commitments
- ▼ trainer sessions
- ◀ no sessions new flooring laid in training room
- ▶ additional multi-agency meetings to coordinate Family Day participation
- agreed launch of website in August







## RESCUE-REHAB STUDENT CASE STUDY RECORD

Ref: PPS7

PPS7 applied to participate in the course but was declined because of being high-risk (having been excluded from other lessons because of poor behaviour, directed at the teachers). Included on the unlock list mistakenly, PPS7 continued to articulate his desire to join the course and we agreed that if he could demonstrate improved behaviour for the six weeks prior to the next course that he would be considered. PPS7 did manage his behaviour and so was accepted onto the following course.

Clear boundaries were agreed re behaviour – no shouting/anything to distress the dog – and in general, PPS7 has maintained good behaviour. He loves dogs and sometimes it is hard for him to restrain from attracting the dogs attention, he does listen and his self-control has noticeably improved. We understand that his behaviour in English has also continued to improve – this being a condition of him being with us.

We had an assistant (PPS6) with us on the course until his release date. PPS7 immediately asked if he could remain with us in a similar position and it was agreed that this was acceptable.

As PPS7 has not completed a mentoring course we did explain that we would do our best to utilize him suitably and he seems happy to remain on the course. To encourage him taking more responsibility he was given the opportunity of liaising with his English teacher re finding materials for the children to do at the forthcoming Family Day. This task was completed without further supervision and the English teacher noted his good attitude. PPS7 is now also studying advanced maths.

We are aware of the realities of 'reformation' but in his own words:

- 'I am a reformed character'.
- 'I walked away from trouble on the wing today, Miss. Honest'. This was confirmed by another student in the group.
- 'It helps with my hyper-activity. Helps me stay calm on the wing'. These were his freely offered comments on the prison radio interview.

In general:

- Improved self-awareness
- Improved self-control
- An improving work ethic
- An acknowledged and openly expressed desire to do different
- Improved acceptance of constructive criticism/feedback

PPS7 has requested to stay with us for a further 3 weeks.



## RESCUE-REHAB STUDENT CASE STUDY RECORD

Ref: PPS8

PPS8 joined the Rescue-Rehab course never having undertaken any other training or education course of any kind during his sentence.

He was an obvious animal lover and settled well within the class. He was courteous, sensible, and popular with fellow students and staff. He participated in everything requested and when a radio interview was scheduled to promote the course and the forthcoming Family Day he made an excellent contribution with regard to ideas and actual presentation on the day.

When asked to write a few words to his probation officer we were happy to oblige:

As Project Leader of Rescue-Rehab I have been asked to submit a testimonial regarding PPS8. He is currently a student on our Rescue-Rehab dog training course. The project involves bringing rescue dogs looking for homes into the prison for training to support prisoner mental health, work towards improving soft skills noted in the Gateway to Employment and promote responsible dog ownership.

He has been a valued member of the course – engaged, keen to learn and participate, even supporting us by contributing to a radio interview for the prison radio. He is polite, has a good sense of humour, is open regarding health issues and is a positive and sensible presence in the group. He has expressed an interest in returning to us as a classroom assistant in the near future and we will be happy to welcome him back and support him with regard to any further training that he may undertake.

Throughout the course:

- Improved confidence
- Much improved teamwork
- Very positive work ethic.
- Considerate of fellow students.

PPS8 has since popped-in to say 'hello' which was much appreciated.



CERTIFICATE PRESENTED TO STUDENT WHO TRAINED A DOG THAT HAS BEEN REHOMED

# RESCUE-REHAB

Nurturing compassion  
Promoting responsibility  
Facilitating change



We are delighted to announce that

## MACK



has found his forever home

Thank **YOU** for your part in helping give dogs in need  
a better chance of finding homes



CERTIFICATE PRESENTED TO STUDENTS WHO COMPLETE THEIR COURSE

# RESCUE-REHAB

Nurturing compassion  
Promoting responsibility  
Facilitating change



We are delighted to announce that

## Mr K Nine

Has completed a course working with rescue dogs

- ✓ An introduction to positive reinforcement dog training
- ✓ Understanding the human-animal bond
- ✓ Responsible dog ownership
- ✓ Dog law

### Demonstrating:

- ✓ Work ethic and reliability
- ✓ Problem solving and decision making
- ✓ Motivation and resilience
- ✓ Team working and adaptability
- ✓ Presentation skills
- ✓ Confidence building

Thank **YOU** for your part in helping give dogs in need a better chance of finding homes



**DELIVERABLES & OUTCOMES DEFINED IN GRANT AGREEMENT**

**KEY DELIVERABLES – TO BE ACTIONED:**

- i. Lessons plans detailing all sessions to be drawn up
- ii. Establish links within HMP Norwich to further enhance scheme , including chaplaincy, offender management unit, security, safer custody and mental health team
- iii. Ensure all participants attend briefing sessions, which incorporates scheme purpose and objectives and self-preservation/safety
- iv. Ensure Meadowgreen Dog Rescue Centre conducts assessments of appropriate dogs
- v. Ensure Trainer meets with, builds relationships and selects appropriate dogs to enter into the Rescue- Rehab project
- vi. Develop and administer prisoner mentoring programme
- vii. Raise the profile of the scheme by following a communications and marketing plan through a range of platforms; which could include leaflets, media appearances, published articles etc. all of which must incorporate the logos of the OPCCN as appropriate. All media releases by either party, publicity information, consultation materials etc. shall be agreed in advance with the other.
- viii. Work with all project stakeholders to nominate the Rescue-Rehab project for national and local award's
- ix. Open the Rescue-Rehab project to start receiving prisoners by 1st May 2018, supported by a prisoner mentor
- x. Operate the project until 30th April 2020
- xi. Practical sessions to be held once a week with one/two dogs, three participants and one mentor in attendance, from 1st May 2018 – 31st August 2018
- xii. Practical sessions to be held twice weekly with one/two dogs, three participants and one mentor in attendance each session from 1st September 2018
- xiii. Classroom sessions to be held once a week with six participants, one mentor and where applicable one dog from 1st September 2018
- xiv. By September 2018, the project will have become fully embedded within the prison regime and education provisions
- xv. Clearly and regularly communicate referral pathways and protocols to partner agencies
- xvi. Provide feedback from prisoners, dog support assistants, animal behaviourist and all project stakeholders, for example what works well or did not work well?

**KEY DELIVERABLES – PROGRESS TOWARDS ACHIEVING:**

- xvii. Part time co-ordinator/administrator to manage the inter-connecting parts of the project
- xviii. Two dog support assistants to transport the dogs into the prison, conduct all training, and transport dogs back to rehoming centres/permanent home.
- xix. One animal behaviourist/trainer during session times
- xx. Appropriate equipment for the transportation and handling of the dogs
- xxi. Crating facilities and exercise area to be provided
- xxii. All sessions to take place within the Local Discharge Unit, HMP Norwich

- xxiii. All sessions to take place in line with Prison regime
- xxiv. Minimum of 2 dogs per session, dependent upon suitability of dogs
- xxv. Minimum of 3 participants per session
- xxvi. Minimum of 1 mentor per session, dependent upon suitability of participant
- xxvii. Collect and record data to enable adequate reporting to meet the requirements of OPCCN and Get The data and to monitor and track participants progression against Gateway to Employment Passport and subsequent outcomes, including but not limited to:
  - Work Ethic
  - Problem Solving/Decision Making
  - Motivation
  - Presentation Skills
  - Team Working
  - Reliability
  - Honesty/Integrity
  - Adaptable and Flexible
  - Confidence
  - Wellbeing
  - Mental Health
  - Resilience
- xxviii. Collation of participants, animal behaviourist/trainer, dog support assistants, personal officer, offender manager, mental health support worker and chaplain for feedback for evaluation
- xxix. Collation of participants case studies
- xxx. Monitor and track dogs training/skills and progression
- xxxi. One/two dogs to be recruited onto Rescue- Rehab project at any one time, dependent upon suitability of dogs
- xxxii. A minimum of three participants to be recruited onto Rescue- Rehab at any one time
- xxxiii. Make quarterly operational reports to OPCCN
- xxxiv. Make annual reports to OPCCN
- xxxv. Make an end of scheme evaluation report to OPCCN in partnership with Get The Data
- xxxvi. Provide audited quarterly accounts to OPCCN
- xxxvii. Obtain agreement from participating prisoner to (anonymously) be included in case studies and have relevant comments recorded/published
- xxxviii. Obtain agreement from participating prisoners to complete questionnaires from “Get The Data” to allow collation of information for their analysis of the project

## **OUTCOMES – HOW ARE THEY MEASURED**

1. Improved work ethic amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
2. Improved problem solving/decision making skills amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
- 3 & 4. Improved motivation to seek out opportunities amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
5. Improved presentation skills amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport

6. Improved team working amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
7. Increased reliability amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
8. Men participating in the Rescue-Rehab project, to demonstrate honesty and integrity as evidenced by the GtoE Passport
9. Men participating in the Rescue-Rehab project, to demonstrate adaptability and flexibility as evidenced by the GtoE Passport
10. Increased confidence amongst men participating in the Rescue-Rehab project as evidenced through self-reporting
11. Increased wellbeing amongst men participating in the Rescue-Rehab project as evidenced through self-reporting
12. Improved mental health amongst men participating in the Rescue-Rehab project as evidenced through self-reporting
13. Increased resilience amongst men participating in the Rescue-Rehab project as evidenced through self-reporting

*APPENDIX 5*

**GATEWAY TO EMPLOYMENT PASSPORT BOOKLET**  
THIS IS A SEPARATE ATTACHMENT

**GtoE PASSPORT ATTRIBUTES DESCRIBED IN GRANT AGREEMENT  
AND IN THE GtoE PASSPORT DOCUMENT**

**A. Grant Agreement**

I. Work Ethic	(i)
II. Problem Solving/Decision Making	
III. Motivation	(iii)
IV. Presentation Skills	
V. Team Working	(ix)
VI. Reliability	(ii)
VII. Honesty/Integrity	(vii & x)
VIII. Adaptable and Flexible	(vi)
IX. Confidence	(viii)
X. Wellbeing	
XI. Mental Health	
XII. Resilience	(iii)

**B. GtoE Passport**

i. Strong Work Ethic	(I)
ii. Dependable and responsible	(VI)
iii. A positive CAN DO approach	(III & XII)
iv. Self-motivated	(I & VI)
v. Motivated to grow and learn	(III & VIII)
vi. Adaptable and flexible	(VIII)
vii. Honest	(VII)
viii. Self confident	(IX)
ix. Professional behaviour/considerate/team working	(II & VIII)
x. Loyal	(VII)

**ACKNOWLEDGMENTS**

The OPCC for Norfolk, notably Commissioner Lorne Green  
Norfolk Community Foundation  
The Rotary Club of Norwich Centenary  
Meadowgreen Dog Rescue Centre  
Happy Pets  
PeoplePlus  
The Kennel Club  
RSPCA Mid Norfolk & North Suffolk  
Spurgeons  
Pets at Home - Hall Road Norwich  
The Guild