Sheffield Hallam University
Knowledge Applied

HM Prison & Probation Service

CFO

Peer mentor & peer involvement roles in prison study series

CFO Hamlets Peer mentor initiative at HMP Drake Hall

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Section 1: HMP Drake Hall's CFO Hamlet house block model.

This section begins by mapping HMP Drake Hall's CFO pilot model. Section two presents' study findings specific to the Hamlet. Details of the study design, methods and data collection activities undertaken at HMP Drake Hall and final sample profile are presented in the Technical Appendices CFO Hamlet HMP Drake Hall document. Please note: All respondent quotes in this report are pseudonymised[1].

1.1 HMP Drake Hall

HMP Drake Hall is a closed Adult Female and YOI training, and resettlement prison, with an open regime operating within the perimeter, and includes a Category D open houseblock model within the prison's grounds. HMP Drake Hall is in Staffordshire, West Midlands hosting over 330 prisoners. This pilot CFO wing model project was designed to operate across two Houseblocks, next to each other – not a traditional prison wing akin to other CFO wing pilots, which combined contain 39 individual bedrooms in total.

Table 1.1: Drake Hall profile

Category	CFO wing resident profile	CFO wing name
Adult Female & YOI training, and resettlement prison, with open regime within the perimeter[2].	Mixed: Short & intermediate sentences and Lifers.	The Hamlet.

The residents on the two CFO House blocks are encouraged to engage and interact with the CFO meaningful activity programme. These community-capacity building activities facilitate, alongside providing a conducive environment[3], making the Hamlet somewhere residents want to be.

1.2 The CFO Wing model at the Hamlet

The CFO model offers a meaningful activity programme to prison residents. The residents are encouraged to interact with positive role models, generated with both the mixed CFO, HMPPS, Prime Provider, and Sub-contracted partner staff team. In addition, a number of prison residents are encouraged to act in specific peer roles to support engagement in the CFO programme and promote a more community-feel. The CFO group activity programme delivered at the Hamlet is focussed on self-reflection, thinking skills, developing key employability skills, and planning for resettlement. The key aims of the programme are to:

[1] Pseudonymisation is a data management and de-identification procedure by which personally identifiable information fields within a data record are replaced by artificial identifiers, or pseudonyms, meaning different names are used.
[2] At HMP Drake Hall, residents have keys to their own rooms, and have free access around the site during the day. At night residents are only locked in their House block leaving them able to move around the unit.
[3] CFO provide funding for wing redecoration, furniture, pictures, plants, kitchen equipment, e.g., toasters, kettles, air-fryers, and microwaves and t-shirts for staff and residents in Peer involvement roles.

1. Facilitate a community wing environment where participants are given the tools to help with meaningful tasks to contribute to society and lead increasingly law-abiding lives.
2. Foster supportive relations between residents with positive role models to enhance transitional relational opportunities.
3. Enable opportunities for residents to give back to their wing community by creating peer involvement role pathways to enhance engagement with the initiative, forging relational connections across the wing and providing support to wider non-engaging wing residents.
4. Create a safe, comfortable, and supportive living environment, enhancing a sense of belonging, hope, and positively impacting on the social climate of the wing.

1.2.1 Dedicated staff team

The initial CFO model pilot funding provided 18 months' salary costs at HMP Drake Hall for:

- a CFO HMPS wing Custody Manager to co-ordinate operational delivery
- two full time CFO HMPPS dedicated Prison Officers; and
- a subcontracted third sector Prime provider, providing three Case Managers.

In addition, HMPPS provided a Governor-level CFO Wing pilot sponsor to support this innovation. Elements of core delivery are complimented by the prison's Physical Education Department staff and involve resident profile appropriate external charity sub providers delivering specific sessions (for example, Thinking Skills). Prime provider staff are supported by their own agencies line management and strategic oversight staff. The CFO pilot site team are supported by their regional CFO Performance Management and Evaluation team. The Prime provider at HMP Drake Hall is Shaw Trust/ Ixion[4]. The mixed sector operational delivery staff team are co-located in a small, dilapidated porta-cabin on the Hamlet site.

1.2.2 Meaningful group activity programme

The CFO model's aim of providing meaningful community-creating activities requirement is for at least, but not limited to two discreet phases of activities. At the Hamlet the model is delivered over 2 phases:

Phase 1: An 8-week meaningful activities CFO course involving cohorts of between 8 to 10 prisoners.

Phase 2: An 8-week wing community development activity programme, enabling residents to 'give back' to their own wing community and communities outside the prison.

To 'give back' is loosely defined as unpaid volunteer roles designed to enhance the social climate of the wing community and encouraging a sense of belonging and pride in the living environment. Each phase 1 cohort progress through the 8-week CFO course together as a small group. This phase focuses on reflection, and critical thinking skills, resettlement planning, and employment-related skills and delivered by Prime provider staff. A number of external delivery sub-contractor sessions involving external charity sub providers. This

[4] https://www.ixionholdings.com/about-us/

includes Lived Experience staff coming into the prison to deliver discreet sessions on the core programme:

"The Skills to Life tutor who comes in, she was in prison years ago, so she understands where they are what they're trying to do, and how they feel. A lot of them find that very empowering. They see someone like them succeeding in life after being in prison. It's proof to them that they're also able to achieve things" (Milly, Shaw Trust/Ixion Custody Case Manager, HMP Drake Hall, interview).

The weekly scheduled delivery is complimented by team building gym-based activity-time facilitated by Drake Hall's Physical Education Department. The phase 1 activity programme and phase 2 Community project activities programmes are delivered off the Hamlet site, as detailed below.

Table 1.2.2b: Phased delivery locations

Phase 1 delivery location	Phase 2 delivery location
A CFO dedicated classroom in the Education Building.	The Arts and Craft workshop.

1.3 Peer involvement role selection, training, progression, and supervision

At the Hamlet, the unpaid peer mentor pathway was selected from the range of peer involvement and peer support roles available in prison. The CFO Hamlet site delivery model opted to recruit residents serving a life sentence to act in peer mentor roles to support the delivery of their CFO programme.

Table 1.3: Peer involvement role delivery model – The Hamlet

Peer involvement role selected	Peer involvement training provider	Training	Supervision/ oversight	Progression routes
Peer mentor	Prison's Learning and skills provider, People Plus.	NCFE Accredited Level 2 Award in Mentoring,	Weekly CFO Community meeting.	Currently being considered.

1.3.1 Recruitment

HMPPS CFO staff interview Lifer sentenced residents at Drake Hall and assess appropriateness for moving over to the Hamlet from the main prison, should they express an interest in securing the role:

"They've got to be at a stage or at a level where their own problems aren't bigger than other peoples, because it's difficult to support somebody when you're not in the right headspace or the right place" (Vincent, CFO Custody Manager, interview).

"They have to want that responsibility of, like guiding another person. They've got to have the skills, like emotional, practical and life skills basically to be able to take up that role. But I think ultimately, they've got to want to do it" (Adele, CFO Prison Officer, interview).

The vast majority of Hamlet residents interviewed reflected positively on the staff selection criteria for those recruited into the peer mentor roles:

"I think the staff select the girls well. They don't get it right all the time, but you know most of the time they do" (Marina, Hamlet resident, interview).

Whereas other residents reflected that as community members, they should get more of an input into the peer mentor recruitment and selection process:

"I think for staff to pick someone, that would be easy, but they don't live there with us, so I think the best thing that they could do is ask the girls to pick" (Georgina, Wider House block resident, not participating in the programme, interview).

1.3.2 Training

Peer mentors at the Hamlet engaged with a level 1 externally accredited Mentor training delivered by external Ixion staff before formally commencing their role at the Hamlet:

"We've given them a level 1 Mentoring qualification then we've worked really closely with Education so that we can sort of springboard those that were applicable, on to a Level 2 IAG qualification" (Mia, Head of CFO3 Innovation at Shaw Trust Ixion, interview).

However, the peer mentor interviews identified that all those selected for the Peer Mentoring roles at the Hamlet had approached the L1 Mentor training provided as a "*nice refresher*" (Anjali, Peer mentor, interview), as they had all already attained an externally accredited L2 Mentoring qualification in previous establishments during their lengthy custodial sentence:

"That was years ago when we did our Level 2, it was over about six weeks, yes. We did it when we were at Styal. I hated the role play, but the assessors watched us in our roles and how we interacted with people" (Aveline, Peer mentor interview).

1.3.3 Progression routes

Peer mentors along with other CFO activity-engaging Hamlet residents reflected feeling that once the CFO phase 1 was over, they were back in the same place before, in that they felt progression wise there were few further options available:

"Not enough jobs to go round. Courses perceived as all the same; Activities all exhausted by Peer Mentor Lifers, and they feel they have stagnated" (Ethnographic observation 8, Researcher notes).

The peer mentors particularly felt further progression routes for them were important, as their experience thus far when attempting to initiate beneficial changes for all the women across the prison:

"Falls on deaf ears unfortunately. Peer mentors having a link to the Prisoner Council would be helpful. That would be a way to feel you were getting back your own autonomy because we don't have that. You know they take most of that away when you come to prison" (Aveline, Peer Mentor interview).

The CFO operational staff were however aware of this situation and discussing options and alternative models for progression during our fieldwork visits. Peer mentor's views and development ideas on the CFO phase 1 activity course specifically are facilitated via a Hamlet Improvement (HiG) Group:

"Where everyone gets together every month and talks about the evaluation forms, the suggestion boxes, any comments. We keep a real close rein on making sure that everything is working as it should be and that everybody comes together, whatever it is like the peer mentors or whether it's the classroom delivery" (Mia, Head of CFO3 Innovation at Shaw Trust/Ixion, interview).

Staff perspectives however emphasised they would like to see peer mentors performing more non-confrontational challenge roles in response to the unacceptable behaviours they come across that disrupt the community feel of the Hamlet, as:

"People need to be realistic about things and non-confrontational challenge – that's a really important part of being a peer mentor" (Mia, Head of CFO3 Innovation at Shaw Trust/Ixion, interview).

"I do think they need a bigger remit..." (Vincent, CFO Custody Manager, interview).

"Our peer mentors are very good at the support-side, but less effective on the policing-side, but they need more "constructive challenge" with those ladies who are thoughtless. Bird poo example used as the ladies getting the budgies out on a Friday night, don't clear up...leaving Saturday mornings TV room users cross at the mess" (CFO Staff Appreciative Inquiry workshop, Researcher notes).

1.4 Peer involvement across the programme

Many of the women volunteering to join the Hamlet community are originally targeted by HMPPS CFO dedicated Officers as having had behavioural issues which include lack of active engagement in prison support services: "*we actively seek out the difficult to engage*" (Ida, *CFO HMPPS dedicated Officer, interview).* This is an important distinction of the CFO wing model's application to the female estate population. Indeed, there is a discreet piece of largely unacknowledged *pre-engagement preparation work* that occurs at the Hamlet site, largely unobserved in the other CFO pilot sites visited:

"Some of our women wouldn't even leave their room at first. We had to do everything to get them confident enough to get off the houseblock. So, we've done all that and we've got them to engage to the point where we can schedule them to go on the course.... So, we'll build them up to the point where they can actually manage to go to Education for eight weeks and then in the main, they then go all the time" (Ida, CFO HMPPS dedicated Officer, interview).

The residents on the Hamlet appreciated this refreshing, inclusive and individual approach to supporting them into engagement with the activities on offer:

"So, like I had a full-on panic attack, and [The CFO Custody Manager] was there, he took me outside and he was like, 'breathe', and he got me through it, and I completed it. I wanted to quit first session...well, I managed the whole thing in the end, like the staff here are so brilliant like they've just got the time. They just sort of like give you a gentle nudge in the right direction. I didn't feel pushed and forced, but supported to do it" (Cecily, Hamlet resident interview).

Our observations during our site fieldwork visits illustrate the CFO staff team at the Hamlet excelled at this discreet *pre-engagement preparation work.* This piece of work needs to be better understood to ensure further CFO wing model roll out can incorporate this key level of pre-programme delivery support provision as a potential requirement for success with certain prison resident profiles.

1.4.1 Phase 1: CFO Course

Peer mentors were identified as supporting other Hamlet residents' motivation and engagement in the 8-week CFO Course, and have been very helpful, "*with getting the ladies on the programme, they have done the programme so they can come back and advocate for it*" *(Vincent, CFO Custody Manager, interview):*

"The programme, [it's] just thinking why you act like that, [and getting to] knowing that there is a better life for you. You can change the way you think. Yes, and I think somebody to listen to you. I think everybody should have that. Yes, it's just like a bit of hope that things can be better" (Helena, Hamlet resident, interview).

1.4.2 Phase 2: Community activities programme

The phase 2 community activities programme had just been launched at the Hamlet during our first fieldwork site visit:

"We are finding 30 hours a week activities to do on a phase two project we're doing Mondays and Tuesdays, which we've only just started and that's about giving back to the community" (Vincent, CFO Custody Manager, interview).

However, there was a sense of anxiety around this element in terms of potentially negatively affecting motivation, as *"we're getting them to engage and then we say, 'Well, let's just pause for eight weeks while we do something else with you, but we're not really sure what that is as you have to come up with ideas yourself' A difficult sell!... We've had to stop them doing things to engage them in phase two"* (Vincent, CFO Custody Manager, interview). Staff felt that more guidance and direction around phase 2 good practice delivery would help them drive the development of these activities:

"An understanding of what phase two needs to look like and a clarity around what our expectations are from staff and participants, including the Peer Mentors... a really specific criteria or model laid out for everyone to adopt would be useful" (Mia, Head of CFO3 Innovation at Shaw Trust Ixion, interview).

The majority of residents engaging in phase 2 however enjoyed phase 2, describing it as a positive, empowering, and normalising experience in the prison environment. The peer mentor's supportive role continuing through the phase 2 activities:

"Phase 2 - it's literally just coming together, and we're not told 'you're doing this', it's just working together, getting ideas...but it's really good, you can go and sit and just have a natter, and you know, it's not classroom based it's just, you've got the radio on, the staff are there, and you just...feels normal. It's about doing things with other people" (Cecily, Hamlet resident, interview).

1.4.3 Peer mentor's day-to-day contribution

In addition to the phase-linked activities of the peer mentors identified above, our data analysis identified a typology of six ways in which the peer mentors at the Hamlet operated on a day-to-day basis, by providing:

- **A warm welcome to newcomers** to the Hamlet.
- **Bridging into actively engaging** with the CFO activities programme "leading" or recruiting new participants into participation with the wing group activity programme (Croux et al., 2023, p 52).
- **Support during participation in group activities,** both "during" participation in activity sessions (Croux et al., 2023) and spilling into wider House block relationships.
- **Contributing to a positive, hopeful wing climate,** generated by the peer mentors: *"I'm not too aware of so much of the course but there is something very powerful about it that you can come up there and you can be yourself and I went to a Graduation Ceremony to hear the ladies talking about the confidence thing and that they never had any confidence before*" (Brianna, Hamlet resident not participating in the programme, interview).
- **Positive role modelling of more collaborative attitudes and behaviours,** generating inspiration, and actively raising the aspirations of those around them on the wing (Buck, 2020; Nixon, 2018).

1.5 Impact of peer involvement role

1.5.1 Peer mentors

The peer mentors at the Hamlet interviewed (n=6) cited a range of beneficial impacts of operating in these roles. Our analysis identified 3 key areas where this was cited:

1. **Being treated as respected and valued assets** in the Hamlet Community.
2. **A sense of responsibility, purpose, and hope**: "*I got a second chance*" (Megan, Peer mentor interview).
3. A sense of pride in being in a position to help others in their community: "*girls have said how, we're their inspiration, you know and things like that and they look up to us*" (Anjali, Peer mentor, interview).

It was reported however, that often their peer mentor role involves being available to others with few limitations: "*I was in the shower the other day, someone wanted to talk to me because they were a bit upset, so I'm like trying to get washed, and trying to talk, console someone, over the shower*' (Megan, Peer mentor, interview).

1.5.2 Those supported by peer mentors

Those supported by having the peer mentors on the Hamlet all agreed that they were a beneficial addition to their House block community:

"Some of them have been in jail for a long time, they are always approachable. I do find them helpful, and it makes it a nicer place when you know that you've got some help there" (Helena, Hamlet resident, interview).

"When I came back to jail on recall my mental health was really bad. I wasn't well, I was fighting with officers, fighting with people, drugs, just being a horrible person basically... with the peer mentors here and that, I have noticed them picking up things about people and going and speaking to them and being there" (Georgina, Wider resident not participating in the programme, interview).

"We've helped each other supported each other through the course. Without them [peer mentors], well, like I used to, like suppress...push all my stuff down and be the class clown, cos I'm scared of my feelings and stuff coming out. Not anymore" (Marina, Mentor-trained, interview).

1.5.3 Residents most benefitting

Our analysis of interview data from the Hamlet identified 4 core groups of residents that are considered to benefit the most from the peer mentoring element of CFO delivery, listed in order of prioritisation:

1. The whole Houseblock Community.
2. Those new to prison and socially isolated.
3. Those directly engaging in the CFO activities.
4. Peer mentor role holders.

1.5.4 Social climate on the wing

The term 'social climate' refers to the general character of the social milieu where people live (Bennett and Shuker, 2017). Life on a prison wing is commonly portrayed as one of barely contained tension and calibrated confrontation in an "intrinsically infantilizing environment" (Crewe, 2012, p 411-429). This 'traditional' portrayal is also observed in the female estate (Crewe et al., 2023). In contrast, opportunities for offenders to gain a sense of social inclusion, acceptance, belonging and participation embody key social climate-related concepts of citizenship, social justice, integration, and solidarity. All these factors have been identified as key to transformational change in the criminal justice system (Maruna 2012; McNeill 2012; Fox, 2015: 2016). Our analysis identified a clear sense from all those engaging in the study that the CFO model had been successful in creating a positive sense of community on the Hamlet, weather directly involved in the CFO programme or not:

"It is like a little community, it's like almost not that we're separate from the jail, but it's different, it's a whole different vibe" (Georgina, Wider Hamlet resident not participating in the programme, interview).

"The biggest thing we've got is it's a community now, and they look after each other now" (Emmeline, Shaw Trust/Ixion Senior Custody Case Manager, interview).

"You can't be vulnerable in the big jail, in the open, in the other bit of the jail. You've always got to have your guard up but here it's a place where you can be vulnerable and to have a good look at yourself and do the work on yourself" (Marina, Mentor-trained, interview).

1.5.4.1 Community and relational mapping results

Our "Community and relational mapping and prioritisation" focus group data analysis indicate this potential disruption of 'traditional' prison wing relationship dynamics (as described above). These findings highlight the need for further similar research activities to be

conducted in a range of different prison wing contexts. At the Hamlet, phase 1 participants identified 8 relational elements and the second phase 2 cohort identified 6 relational elements as key to the success of the initiative. These were mapped against 5 relational constructs, most to least: Knowledgeable; Trusted; Supportive; Honest; and Power to change. In summary it was found:

- The CFO Custody Manager and CFO dedicated Officers were generally rated more highly in every construct than the generic prison wing officers, other than in terms of power.
- Other than power, the phase 1 cohort rated the wing community as scoring higher in priority than the peer mentors in every construct.
- In contrast, the phase 2 cohort rated peer mentors higher in every construct other than knowledge at which they came second to the wing community.

These findings show peer mentors were valued more highly by the people on phase 2 than on phase 1 of the CFO programme. In short, this suggests the traditional relational map of a prison wing has been disrupted by the CFO intervention. Conducting mapping of the wing community and relational context would have functioned better as part of a before and after evaluation of the CFO wing initiative activity. This would provide us with a wing community and social climate baseline, which could have then been repeated post CFO wing initiative start up for more validated impact findings. This was an unavoidable limitation of the evaluation study design, due to designated commissioning timelines.

1.5.5 Wider prison culture and social climate

There is also a real sense that the CFO model's success at HMP Drake Hall is being noticed and celebrated as a good practice approach to improving the social climate in prison:

"Impact-wise, the CFO staff have had the time and the space and the additional training to deal with things differently...self-harm is significantly lower, fights and violence is significantly lower, and the [residents'] level of respect is rising. I've seen women who have had a history of issues with authority, originating in previous trauma, who didn't like to speak to a male... I've seen the results of the work the CFO team have done. Their boundaries and their perceptions [are] changing to 'not all men are bad', and I've seen it. You also see the women grow. So, the women who did not interact or speak to staff or couldn't hold a conversation in the past are now standing in [the] front of the Chapel on a celebration evening. That's the progress that the CFO team have done...building these [different] relationships, that's been really pivotal... It's really interesting in terms of our Enabling Environment ethos, huge in-fact" (Declan, HMPPS Senior Management Team, HMP Drake Hall, interview).

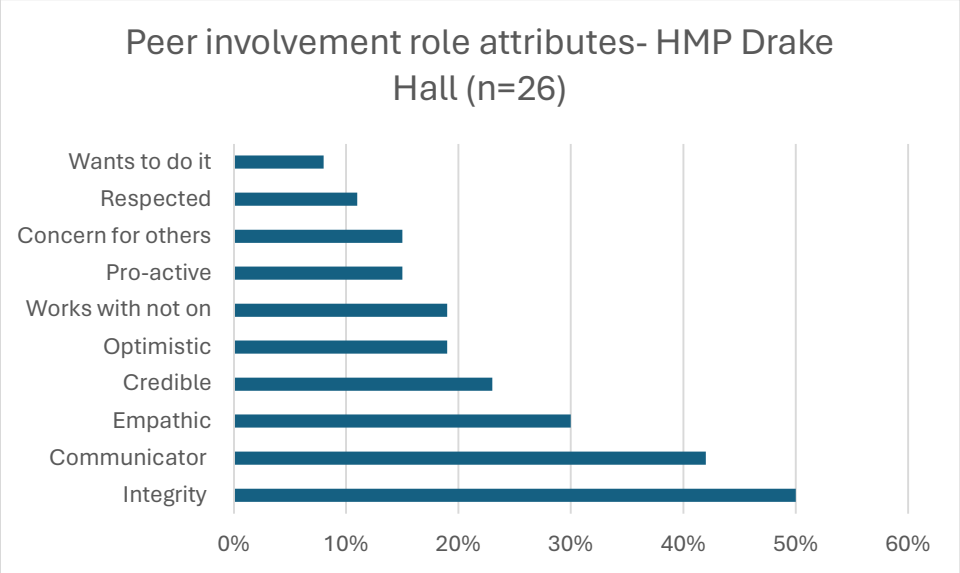
1.6 Peer involvement role attributes

Three core conditions of peer mentoring in the criminal justice system have been identified as: Caring, Listening, and Encouraging small steps (Buck, 2018). The interview respondents from HMP Drake Hall (n=26) had much more complex expectations regarding the most desirable attributes of an effective peer involvement role holder in the custodial environment.

1.6.1 Attributes

These attributes were assigned to an inductive typology of ten key prison-context based peer involvement role attributes and presented visually in order of prioritisation from the interviews conducted at HMP Drake Hall (n=26) in the graph below.

Graph 1.6.1: Peer involvement attributes – the Hamlet



1.6.2 Gendered expectations: Female Lifers as Peer Mentors in prison

Women serving life sentences are argued to suffer in special ways (Walker and Worrall, 2000). Recognising their emotional commitments and biographies is essential (Crewe et al., 2017). Studies concerning female prisoners supporting each other is largely anecdotal. Peer mentorship for women on release from prison are however being increasingly studied (Brown and Ross, 2010; Buck et al., 2015; Nixon, 2020; Kjellstrand et al., 2023; Henderson and Meek, 2024). Studies considering peer mentorship possibilities for currently serving female prisoners remains sparce (see for an exception, Messina and Zwart, 2021). The evidence-base for peer mentor life sentenced female prisoners is currently non-existent. Studies examining the peer mentor role in prison by gender is similarly a significant gap in the literature. Given this current study's evaluation of CFO's peer mentor initiative in 3 male and 1 female prison establishments, we will provide a platform from which these debates can begin (Albertson et al., forthcoming).

1.7 Profiling residents more fulfilling life needs

The analysis of the two Participatory Evaluation focus groups conducted with CFO programme engagers identified the 'Living a more fulfilling life in prison' aspirations of the Hamlet residents.

1.7.1 Enablers

Enablers to residents living a more fulfilling life in prison are identified below in order of priority:

1. **Ways to keep in constant contact** with family members.
2. **Opportunities to foster relationships** with peers, looking out for each other and having a social life on the wing.
3. **Meaningful activities to engage with**, providing a sense of purpose, progression, and a sense of responsibility.
4. **Retaining hope** that a positive future is possible.

1.7.2 Barriers

Barriers to the Hamlet residents being able to live a more fulfilling life in prison were cited as:

- **Distance and bureaucracy** obstructing family contact.
- **Lack of availability of jobs**, and fewer meaningful ones.
- **When courses and activities are repetitive** and stagnant.
- **When you can't see opportunities to a better future**, you lose hope and are in danger of the old behaviours and routines returning.

1.7.3 Aspirations

Hamlet residents' aspirations were for all those in custody to be able to live a more fulfilling life in prison, with the provision of:

1. **All prisoners having a community** like the Hamlet to belong to.
2. **Increased willingness and funding coming into the prison estate** to make essential improvements to buildings, facilities, education, and activities provision.
3. **Prisoners being asked to contribute to prison-wide decision-making process**.

1.7.4 Peer mentor's potentially enabling role

Hamlet workshop attendees reflected on how, if at all, they felt the CFO's peer involvement role holders could potentially help them achieve these more fulfilling life in prison aspirations. Some workshop attendees reflected that while they saw peer mentors helping individuals towards realising their own aspirations in prison on a daily basis, their three aspirations cited above could only be realised by significant systematic changes in prison service practice and resourcing: "*Need the whole prison service to lead on helping them realise these aspirations- just too big for peer mentors to do! Conceded that peer mentors could help here at Drake if given access to the Governor*" (Participative Evaluation focus group 1, Researcher notes). However, the more general consensus reflected was that prison residents had little power to initiate, let alone make changes in the system.

1.8 Mapping social capital building potential

Building social capital in populations subject to criminal justice sanctions has been identified as enhancing positive health and justice outcomes (Mills and Codd, 2008; Farrall, 2013; Lafferty et al., 2016; Albertson, 2021). Currently there is no consensus regarding the measurement of social capital for residents in the custodial setting (Lafferty et al., 2018). A qualitative tool was applied in this study to indicate the extent to which horizontal and vertical social capital building resources have been opened up by the delivery of the CFO model (Nugent and Schinkel, 2016; Albertson and Albertson, 2022; Albertson et al., 2022).

In this study we aligned an integrated analytical social capital building framework to an established service user participation structure and applied it to this custodial context (cf. Brosens, 2019). We understand this more strategic approach as key to integrating an informed peer involvement role strategy into CFO's commissioning preferences. We present our site-specific social capital building findings visually here, utilising the 3-traffic light colour scheme. Green indicates successes identified, Orange indicates realistic future success potential, and Red indicates little, or no realistic opportunities identified during our site visits.

Figure 1.8: Social capital building potential capture site-specific results (cf. Albertson and Albertson, 2020).

Three sources of social capital	**Six stage social capital building process model** Opportunities to:	**Evidence from HMP Drake Hall's Hamlet and peer involvement role delivery model:**
A: Micro-level: Relational/ bonding social capital (individual, relational + close friendship networks)	**Stage 1:** regularly associate in strength-based, enabling meaningful activity groups where friendships can develop across the wing community?	**The phased CFO programme was identified as a key source of regular strength-based meaningful activities for House block residents, as a space for the formation of trusting individual and group relationships across the wing, supported by peer mentor role holders.**
	Stage 2: engage in reflective, capacity building & problem-solving focussed activities & tasks in a trusted group setting?	**Wing residents on the CFO programme identified as engaging in reflection in a trusted group setting supported by peer mentor attendance.**
B: Meso-level: Cognitive/ bridging social capital (Wing community setting)	**Stage 3:** contribute to core delivery of activities programme as trusted wing community assets?	**Informal delivery contribution opportunities utilised by peer mentors. The potential for further formalised contribution to the delivery of core programme delivery roles was evident.**
	Stage 4: Represent, propose, and advocate wing community generated ideas, preferences, & service delivery solutions in wing practice decision making forums?	**Informal contribution as part of day-to-day interaction with CFO staff team and via HiG. Further developmental opportunities for formalised peer mentor representation of wing community aspirations evident.**
C: Macro-level: Structural/linking social capital (Wider decision-influencing & change settings)	**Stage 5:** represent wing community aspirations and contribute to wider prison decision making forums?	**CFO Hamlet resident representation identified at HMP Drake Hall's Prisoner Council, not associated with CFO peer mentor role.**
	Stage 6: represent the currently serving prisoner resident community's living experience	**No evidence documented. Potential for future opportunity developments identified.**

	and contribute to strategic prison service policy making settings?	

For a CFO wing staff team focussed practical, social capital building-informed example for peer involvement role strategy development, see Appendix 1.

Section 2: Good practice, key lessons and recommendations

Based on the key findings presented above, the following recommendations are made to optimise the implementation of the peer mentor element of delivery at the Hamlet.

2.1 Identification of good practice examples

At the Hamlet, good practice in the delivery of the peer involvement element of the programme were identified as:

- Utilising inspirational lived experience input as a core part of the CFO programme delivery is an excellent example of good practice with regards to inspiring wing residents alongside CFO peer involvement role holders that they too can hope to achieve a brighter crime free future.
- An enthusiastic and dedicated staff team approach to the delivery of the peer involvement role initiative, underpinned by ringfenced funding and prison staff buy-in.
- The CFO HMPPS staff team and peer mentors at the Hamlet provide intensive, individualised pre-engagement support which has resulted in vulnerable female offenders with a history of hostility to engagement being enabled to engage in the activity programme. A feat worthy of much praise, and an approach that should be supported, encouraged, and shared across the sector.

2.2 Identification of key challenges

At the Hamlet, key challenges to the delivery of the peer involvement element of delivery were identified as:

- Lack of a meaningfully designed and maintained space for peer mentor supervision.
- Peer mentors often having little 'down time' due to the open nature of the female House block model, therefore making more formalised oversight and supervision even more essential.
- Consistency in staffing levels have proved challenging.

2.3 Key lessons learnt

The following key lessons learnt by the CFO staff team at the Hamlet, reflecting on their CFO peer involvement role pilot delivery experience are identified as:

- Maintaining the balance between discipline and support consistently in the distinctive female custodial environment is key, an aspiration which is aided by consistency in

staffing and the consistency provided by opting for lifer sentenced CFO peer mentor role holders.

- Beginning with a standard, pre-agreed peer mentor recruitment process would ensure effective peer involvement role succession planning is embedded in the programme.
- Acknowledgement that working with historically difficult to engage cohorts can mean providing additional pre-engagement intensive support provided by the CFO staff team in liaison with peer mentors. This is key to successful engagement with the CFO programme at the Hamlet.
- Linked to the previous point, the key distinction of delivering the CFO peer involvement role on a female House block regime (permanently internally open units) means peer mentor role holders have little 'down time', meaning formalised supervisory oversight is essential.

2.4 Recommendations

The following recommendations are made to inform the further development and embedding of the peer involvement element of CFO delivery at the Hamlet:

2.4.1 Optimise peer involvement role continuum

- Increase both the visibility and activity of peer involvement options aligned to the delivery of the core CFO programme cycle.
- Utilise an embedded and wider range of peer involvement roles in a progression pathway culminating in externally accredited peer training options.
- Facilitate increased peer mentor involvement in CFO course delivery sessions and facilitate their input into prison system practice decision-making forums.

2.4.2 Clarify peer involvement role profile & progression

- Review the potential to provide a more formalised strategic oversight and supervision infrastructure for the peer mentor role holders at the Hamlet.
- Develop a progression route for peer involvement role opportunities mapped across the CFO programme engagement cycle. This could potentially incorporate some wider prison paid peer support roles, alongside existing unpaid peer mentor at the Hamlet.
- This may potentially include Ambassador-style unpaid peer involvement roles to assist wider recruitment into the CFO programme from across HMP Drake Hall's residents.
- As a delivery staff team, discuss and agree an appropriately transparent shared peer involvement recruitment and selection process. This would ideally be co-produced with existing peer mentors and other Hamlet residents.

2.4.3 Optimise external accreditation options

- Align the existing CFO peer mentor initiative with the current peer involvement in prison infrastructure at HMP Drake Hall.
- Linking this initiative into wider existing prison peer involvement forums such as the Prisoner Council will generate communal representation and advocacy opportunities for CFO peer mentors into wider Drake Hall decision-making forums.

- This would increase vertical social capital building opportunities for the Hamlet's peer mentors, potentially benefitting wider prison community stakeholders.

Appendices:

Appendix 1: Utilising a Service User Ladder to embed a peer involvement strategy

This table represents a practical example of how CFO delivery staff teams can think through their potential future strategy towards increasingly embedding peer involvement roles into their every-day practice of delivering the peer involvement role element of the CFO initiative. This table maps not 'what is done', but 'how it could be done' by aligning practical delivery specific actions mapped onto the service user involvement ladder.

Appendix 1 table: Mapping CFO's peer involvement strategy onto service user participation ladder

	Service User involvement ladder	Peer involvement in CFO wing	Key characteristics….	CFO peer involvement role (CPIR) holder…
0	**Non-engagement**	CFO wing residents 'take it or leave it'	Wing residents are offered a unidirectional CFO programme of activities.	N/A
1	**Information**	CFO staff tell wing residents what is on offer.	CFO staff inform wing residents of some aspects of the service, changes, activities, etc.,	CFO staff delegate this information to CPIR for wider dissemination across the wing.
2	**Consultation**	CFO staff give wing residents a choice and they decide between options. 'either this or this?'	Wing residents are consulted about some aspects of the service, they may provide feedback. CFO staff may use that feedback to make decisions and shape the delivery of the initiative.	CPIR hand out & collect in wing resident preferences and hand over feedback sheets to CFO staff team.
3	**Participation**	CFO staff and wing residents decide together 'who does what, when, how, why'.	Wing residents take part in decision-making, but ideas, responsibilities, making arrangements & delivery (all active roles) are conducted by CFO staff.	CPIR & CFO staff team decide to do something together, CPIR motivates others to contribute, collect & analyse feedback & present key findings to CFO staff team.
4	**Co-production**	CFO staff and wing residents develop, decide, and deliver the initiative together.	Wing residents have an equal part in the process, they take decisions jointly, all have active roles and responsibilities.	CPIR responsible for designing, disseminating, collecting & analysing feedback sheets & deciding amongst key preferences to go with in partnership with the CFO staff team.
5	**Wing resident-user-led**	CFO staff and wing residents become colleagues and co-produce	Wing residents take lead in activities from beginning to end and start new complimentary initiatives	CPIR representing wing resident aspirations approaches CFO staff

		in an equal as possible ‘therapeutic alliance’	independent of the core CFO initiative delivery.	team with the idea & with CFO staff support realises new peer-led initiative benefitting the wing community

Appendix 2: Mapping peer involvement roles at HMP Drake Hall

The analysis of the Prisoner Council and Community & relational wing mapping workshop generated data at HMP Drake Hall revealed residents (and many prison staff) were aware of clear distinctions in peer involvement roles in prison. These distinctions contribute to our wider understanding of the peer mentor in prison role and are synthesised here in a format to assist the CFO delivery staff team at HMP Drake Hall to action the recommendations made in this study[5].

Appendix 2 table: Peer involvement roles available at HMP Drake Hall (n=16)

Peer involvement role title	Paid/ Un-paid	Induction	Single issue/ skill/task	Bridging role	Collective/ civic representation
	As per PSO 4460[6] payment guidance	*EG. Formal induction, orientation, navigation, signposting or crisis*	*EG. Specific health condition, skill or crisis orientated role profile*	*EG. Formal recruitment, sustaining & motivating participation role*	*EG. Formal wing decision-making forum (WDF) and/or Prisoner Council (PC) roles*
Induction orderly	Paid	Yes	Yes	Yes	No
House Rep	Paid	Yes	Yes	No	Yes- WDF
Listener	Unpaid	Yes	Yes	No	No
Cleaners, Food servers, Laundry, etc.	Paid	No	Yes	No	No
Purple Band[7]	Unpaid	No	No	Yes	No
Shannon Trust Mentor	Unpaid	No	Yes	Yes	No
Neurodiversity mentor	Paid	Yes	No	Yes	No
Chaplaincy mentor	Unpaid	Yes	No	Yes	No
Education Mentors & Peer Support Classroom Assistants	Paid	No	Yes	No	No
Healthcare Orderly	Paid	No	Yes	No	No
Safer Custody Champion & Equalities Reps	Paid	Yes	Yes	No	No

[5] While the research team made every effort to independently triangulate this data, the currently minimal strategic infrastructure overseeing peer involvement roles in custody means we acknowledge the data in the table below is chiefly presented from the prison resident perspective.

[6] HM Prison Service (2020) Prison Service Order 4460: Prisoners pay: https://www.gov.uk/government/publications/paying-prisoners-for-work-and-other-activities-pso-4460

[7] In the female estate, a Purple Band describes a resident who has earned special trusted status, who is permitted to work unsupervised and move around selected parts of the prison unescorted.

Domestic Abuse Rep	Paid	Yes	Yes	Yes	No
SMT Communications Officer	Unpaid (part of Purple band role)	No	Yes	Yes	No
Employment Rep	Paid	Yes	Yes	Yes	No
Peer mentors	Unpaid	Yes	No	Yes	Most WDFs, some PC[8].
Offender Management Unit orderly	Paid (part of Purple band role)	No	Yes	No	No

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[8] While many of the Purple Bands did also sit on the Prisoner Council- this was not automatic.

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