

"Someone should have just asked me what was wrong."



Guidance and Resources for Schools in Supporting Children Impacted by Imprisonment

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Checklist of Considerations in Supporting Children Impacted by Imprisonment

This checklist may be a helpful starting point for considering how to support children impacted by imprisonment. More detail is given throughout this guide.

Raising staff awareness – understanding the issues

- Recognise children of prisoners as a group with unique needs
- Attend Families Outside training and share learning
- Develop a school policy for supporting children impacted by imprisonment



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Reaching out to children and families

- Discuss child's needs with parents / carers
- Display Families Outside posters in school
- Incorporate issues around imprisonment into health and wellbeing curriculum
- Write an article for your school newsletter / website about imprisonment

Supporting children and young people

- Maintain a non-judgmental attitude
- Focus on the child's needs and changes in their life, not the offence
- Provide a safe place to listen
- Let the child know they are not alone and that it is not their fault
- Allow space and time to deal with emotions
- Encourage child to keep a scrapbook to share with imprisoned parent
- Consider including children in peer support groups
- Check in regularly, as child's needs may change at different stages
- Use resources in chapter 5 to support children

Maintaining contact - in discussion with child / family

- Recognise in most cases it is beneficial for children to maintain contact
- Authorise absences from school to visit prison (if required)
- Send school reports to imprisoned parent
- Encourage child to write / send examples of work to imprisoned parent
- Consider contacting imprisoned parent to discuss child's education (if appropriate)

Respecting Confidentiality

- Consider who information needs to be shared with

Introduction



“Someone should just have asked me what was wrong [at school].”

At some point in every school, there will be a child or young person affected by the imprisonment of a close family member. Imprisonment affects an estimated 20,000 children in Scotland annually and, in many cases, the school may not be aware who these children are. It may also be a subject school staff feel unsure how to approach. This resource is designed to help school communities raise awareness of imprisonment as an issue, in order to help children and young people affected speak out and access the support they need. It also contains useful resources for supporting children in Chapter 5, both through 1 to 1 work, and as part of class lessons / assemblies.



More children in Scotland each year experience a parent’s imprisonment than a parent’s divorce.

Chapter 1: Raising Staff Awareness – Understanding the Issues



“It would be good if teachers got a lesson about how children like me are kind of feeling.”

Imprisonment can be a traumatic and devastating experience for families, affecting almost every area of life, from housing and finances (particularly if the person in prison was the main earner) to mental health (many families become socially isolated due to the stigma and shame of imprisonment). For children, the impact of the imprisonment of a close relative is often significant and enduring and can include:

WORRY that they will be taken away too

SADNESS that the family has changed

SHAME about why their relative is in prison

RELIEF that the family member has gone and that there are less arguments at home

ANGER at the relative for leaving them, or with the authorities for taking their relative away

GRIEF because they are missing their family member

EMBARRASSMENT at what their friends will think

GUILT through feeling they may have been to blame somehow

FEAR OR CONFUSION about what will happen next

BURDENED if they have to keep the imprisonment a secret

ANXIETY as they fear that they can’t ask questions or talk about their relative

LOW SELF ESTEEM often follows on from these other feelings

TRAUMA especially if they witnessed the arrest

CHANGE OF CARE GIVER especially when it is a mother who is imprisoned

SOCIAL ISOLATION particularly if the crime is high profile or reported in an unhelpful way

TAKING ON A CARING ROLE as the child may have to take on extra responsibilities













Children will react in a variety of ways. It is important to recognise that each child is an individual and different types of support may be needed.

If children affected by imprisonment are not sensitively recognised and appropriately supported, they are at risk of:

- ✚ Poor concentration / acting out at school
- ✚ Regressive behaviour
- ✚ Being bullied (or sometimes, to avoid being bullied, becoming the bully)
- ✚ Engaging in harmful behaviour
- ✚ Being negatively labelled; and
- ✚ Thinking that prison is somewhere they might end up.

What is an Adverse Childhood Experience (ACE)

The Adverse Childhood Experience (ACEs) table

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
 Physical	 Physical	 Mental Illness	 Incarcerated Relative
 Emotional	 Emotional	 Mother treated violently	 Substance Abuse
 Sexual		 Divorce	



“Trauma in childhood can lead to reduced educational attainment, mental and physical health problems and difficulties in adult relationships, which in turn are highlighted as key factors in producing negative financial outcomes. Children who have experienced abuse and trauma will perform more poorly at school than their peers. A child living with fear and helplessness from experiences outside school cannot focus or learn to the same standard as other children. Issues at home which may affect a child’s learning in school include alcohol or substance misuse, poverty, mental or physical ill-health, and children’s caring responsibilities. These additional challenges can make arriving at school well rested, fed, dressed and able to concentrate particularly difficult.”

Scottish Alliance for Children’s Rights State of Children’s Rights in Scotland
November 2016

Children who end up doing well despite adversity have usually had at least one stable committed relationship with a supportive parent, caregiver or other adult. This buffers them from development disruption and builds skills such as the ability to plan, monitor and regulate behaviour and adapt to changing circumstances. We now know that significant adults in a child’s life can provide important attachments for children and this is not confined to parents or carers. Teachers are key figures in a child’s life and can provide very important relationships for children and young people. Positive relationships, such as those between teacher–pupil, can help repair some of the impaired ways of working (such as the expectations and beliefs that a person develops about themselves, others and the relationships that they have⁶). Toxic stress from adverse childhood experiences affects our physiology which can undermine the ability to form relationships, regulate emotions, and can also impair cognitive functions. This potentially has significant implications for a child’s ability to engage in school and will most likely result in difficulties with processing information, ability to organise self and work, transitions, and working with others.

The imprisonment of a family member and criminality within the household are clearly recognised as one of the ACEs that affect children and impact on their ability learn and their life chances.

extracts from “Tackling the attainment gap by preventing and responding to Adverse Childhood Experiences (ACEs) NHS 2017”

Families Outside offers opportunities and expertise to professionals, families and children to start the conversation about how best to mitigate the effects of imprisonment on families and to buffer where possible the toxic stress that happens as a result of it.



Children of prisoners are up to three times as likely to experience mental health difficulties.

Where to get help – information, resources and training



Support & Information Helpline

Freephone 0800 254 0088

<http://www.familiesoutside.org.uk/>

support@familiesoutside.org.uk

Texting Service 60777 or text FAMOUT then your message

families
outside

Families Outside is a national Scottish charity which supports families affected by imprisonment. We have a [Support & Information Helpline](#) which can be used by school staff as well as by family members themselves, including young people. We also have Family Support Coordinators around the country, linking in with every prison, who can directly support family members.



For more information about training courses in your area, contact Families Outside on 0131 557 9800 or admin@familiesoutside.org.uk.

In addition, we offer a range of training courses, including an in-prison CPD session for education staff, which provides an introduction to the issues and ideas for supporting children affected by imprisonment.



“Eye opening and a must for all current and future educators and teachers.”

Chapter 2: Reaching Out to Children and Families of Prisoners

How do we know if a child has a family member in prison?



7% of children experience the imprisonment of a parent during their schooling. Many more will have other relatives sent to prison.

At present there is no formal structure in place to identify children affected by imprisonment. Social work do not automatically become involved, and often families are receiving no support.

Schools are also not informed, however this will change when the Criminal Justice (Scotland) Act 2016 comes into force (probably during 2018). Under the act the 'named person' will be informed when a child's parent is imprisoned.

Practical ideas for reaching out to children and families



When reaching out to parents, reassure them that the school's focus is on the needs of the child, not the reason for imprisonment. It may also be helpful to make them aware of Families Outside.

There are huge sensitivities involved for families, and often due to stigma and shame, people may be reluctant to speak out. This means that schools need to find creative ways of reaching families. Here are some ideas which have been helpful in reaching parents and pupils:

Discuss children's needs with parents / carers

Often it's known someone is in prison because of local press / gossip but nothing has been said officially. Teachers have commented that once they had a better understanding of the issues, and they knew what support they could offer families, they felt more confident in approaching parents. Parents can feel reassured when they realise the school's focus is their child's needs and that they wouldn't need to discuss the nature of the offence.

Display Families Outside posters in school

Our posters raise awareness of families affected by imprisonment. Displaying these can encourage people to speak out. Download from our website or call our Helpline on 0800 254 0088 for free copies.



Raise imprisonment in health and wellbeing / circle time / assemblies

Raising the issue generically can help children directly affected have the confidence to speak to someone. It can also help other pupils understand that when a family member goes to prison, children affected by imprisonment serve a kind of sentence, even though they haven't committed a crime. See the **resources in Chapter 5** for help.

Write an article for the school newsletter / website

Following a Families Outside in-prison CPD session, one teacher wrote an article, outlining her learning and encouraging any parents / carers affected to contact the school. Two parents phoned in.

Give pupils an opportunity to speak out

Having delivered a series of assemblies and PSE lessons, one school issued questionnaires to pupils, giving them an opportunity to make themselves known if affected by imprisonment. From 10 classes, 19 pupils responded to say that they had a close family member in prison.

Respecting confidentiality – who needs to know?



Imprisonment is a very sensitive issue, and it is important that people's right to confidentiality is respected. The most important thing is to keep the needs of families central by listening and involving them in any decision making.

It is unlikely that every staff member in the school would need to know that a child has been affected by imprisonment – some staff might only need to know that a child is experiencing a difficult situation, while others might need more detail. It is a good idea to ask why a certain member of staff might need to know the information and then to discuss this with the parent and child first.

As a guide, it can be helpful, for example, in primary schools for the head teacher, class teacher, and any support staff providing direct support to be aware of the situation. In secondary schools, it might be the head of year and the Guidance Teacher, although there might also be occasions when certain class teachers / support staff need to know (if certain topics are being covered).

In the same way, the nature (or details) of the crime committed is not something that people need to know; this is highly sensitive information and should only be disclosed by the family members themselves. If a crime is high profile and is being discussed in the community, it can be helpful to address sensitivities with staff, without going into detail.

Chapter 3: Supporting Children and Young People



“My colleague and I felt confident enough to speak to one of our parents and ask her about the issues that she faces relating to her partner being in prison. It really opened up a useful and valuable dialogue with the mum, and we found out more about the family circumstances and specifically about how we could help her son's understanding of what was happening.”

Speaking to children about imprisonment



If children are not told the truth, they can become very confused and unsure of who or what to trust. Supporting parents to talk to their children in an age-appropriate way can have benefits for the child and family.

What to tell the children can be one of the hardest decisions a family faces. Many families don't tell children that someone is in prison because they are so confused themselves or scared of what others might say. However not telling children the truth, in an age- and stage-appropriate way, often stores up problems for the future.



*Where schools become aware, it is good practice to **approach parents / carers first** to find out what the children know / the parents want them to know. Sometimes parents find it helpful to tell the children with another adult there (a teacher, for example).*

Schools can be a great place of support for families, and it can help just to know that there is someone who understands.



“My dad was in prison for most of my childhood and if I could change anything it would be to ask both my parents to be honest about how things were. We all had to live a big secret – too much to ask any kid I think. I'd say honesty helps loads, keeps things in the open.”



*For more information on talking to children see our information sheet:
<http://www.familiesoutside.org.uk/research-publications/information-sheets/>*

Here are some guidelines we offer parents and carers about how to tell a child about a family member being in prison, which it may be useful for schools to be aware of:

- **Prepare for the conversation.** Think about the time and the place it should occur and how you want them to feel afterwards. If a child has witnessed the arrest, it is probably better to speak about it sooner rather than later to alleviate concerns.
- **Think about who should tell the children;** it might be appropriate for the imprisoned parent him or herself to tell them, for example.
- **Children of different ages and stages will need to know different things.** A two-year old might only need to know that daddy is having time out and will be away for a lot of sleeps (telling them that daddy will be back ‘soon’ isn’t helpful). An eight-year old will need more detail (‘Daddy got angry, hurt someone, and because of that he is spending nine months in prison.’), and a teenager might have specific questions about the crime.
- **Answer questions as honestly and as clearly as possible** in an age-appropriate way.
- **Share your own feelings with the child,** where appropriate. Make sure children know that it’s not their responsibility to make it better.
- **Remember that your child might want / need to speak to another adult** (e.g. someone at school) – telling them not to talk to anyone else might not be helpful.
- **Recognise that it won’t just be one conversation** – follow-on chats will be necessary and important as children gradually process what has happened.
- **Help children to anticipate the questions others might ask,** or the comments they might make, and help them think about what their response might be. This is particularly important in high profile crimes.
- **Reassure children that their feelings are ok** and that it is normal to have a mixture of emotions. If the offence has been against the child, or is of a very sensitive nature (such as a sexual crime), specialist support might be helpful.



Starting a conversation with a child who you know has a parent in prison can be difficult. Taking the prison and offence out of it and opening with something like ‘I hear you’ve been going through a few changes recently’ or ‘I know things aren’t easy for you at the moment’ can be a softer way in.



Supporting children in the school setting



“I knew there was a boy in my class whose brother was in prison, but I didn’t know how to approach him. I thought if I talked to him it would make it worse, so I monitored his behaviour from a distance. Now I realise what he really needed was just to know I was there for him if he needed me. His brother was still his brother, and I needed to focus on that and all the emotions that came with him no longer being in his immediate life, not the reason for him ending up in prison.”

Often the most important thing for a child is to know that there is someone who will listen and understand how they are feeling. You may have your own views on the crime committed, but it is important to address the situation non-judgmentally from the child’s perspective. The child has done nothing wrong, yet their life has changed dramatically.

Small steps in recognising the child’s needs can make a big difference:

A family member going to prison might change a child’s relationship but it doesn’t stop their ...

Dad being Dad

Mum being Mum

Brothers and sisters being brothers and sisters.



See the relationship change not the offence



“I’ve never spoken to anyone at school about it ... I’m scared to.”



See the Relationship, not the Offence

Remember for that child, the person in prison is first and foremost their dad, mum, brother, sister etc., NOT an offender. People tend not to talk about prisoners positively, or feel mentioning them is the ‘elephant in the room’. Don’t be afraid to talk to the child about the imprisoned relative. Talking about them, just asking ‘How are they?’ lets them know you see the person as a relative, not someone they should be afraid, or ashamed, to mention.

Identify someone the child can speak to

Children often find having an identified person they can speak to a great help. Knowing that this person understands and can provide a safe space to listen means a lot. Children will react in different ways. Some may be quite open, whilst others may take time to open up and will need space to deal with their emotions, but knowing there is someone they can go to when they are ready, is a big relief.

Allow space and time to deal with emotions

It's important you let children know it's not their fault and that it's ok to feel as they do.

Use the resources in Chapter 5 to support the child

These are useful for working with individuals and groups of children.

Check in regularly

The child's needs may change throughout the sentence. Families can often struggle to readjust to a new way of life after someone is released, so it's good to recognise that even after imprisonment, the impact can be significant.

Create a scrapbook of positive memories

Encouraging the child to create a scrapbook can help focus on positives. They can use it to put all the things they want to share with their relative when they get out.

Consider including in peer support groups

The emotions of imprisonment are akin to a form of bereavement. A number of schools have found including children in loss and change groups such as Seasons for Growth / Give us a Break has really helped .

Maintain high aspirations

Children can feel judged or stigmatised. Our video 'Reversible Thinking' helps challenge perceptions about children's life chances when they have a relative in prison -

<http://www.familiesoutside.org.uk/families-stories/watch/>

KIN – Creative Art Collective for 16-25 year olds

KIN is an arts collective of 16-25 year olds, facilitated by Vox Liminis in partnership with Families Outside. KIN members have experienced the imprisonment of a parent or sibling. They are committed to making art inspired by their lives, and opening up the conversation about family imprisonment in Scotland. If you know of pupils who might be interested in this project, please don't hesitate to contact the KIN Project Worker Rosie Reid – rosie@voxlminis.co.uk / 07903415037. See www.voxliminis.co.uk/kin/.

Leaflet for using with pupils regarding communicating with schools

The leaflet at **appendix 3** might be a helpful way of discussing with a child ideas for supporting them in school.

Chapter 4: Maintaining Contact with Imprisoned Family Member



Under Article 9 of the UN Child Rights Convention, children have the right to maintain contact with both parents unless it is contrary to their best interests. When a parent goes to prison, they do not lose their parental rights. Unless there is a court order in place for the child's protection, children have the right to maintain contact with the imprisoned parent.

Phone calls, emails, letters

Prisoners are not allowed mobiles or access to the internet but can make outgoing phone calls using prison phones. Family members cannot call the prisoner directly and must wait for a call from them.

Most prisons use the 'Email a Prisoner' programme - <http://www.emailaprisoner.com/>. Emails are printed off and handed to prisoners. There is a cost to this, but it is a good means of communication for children who may prefer to use a computer to send an email rather than write a letter.

Prisoners can receive letters and can request family members to send in personal items / clothing using a prison-approved process. Family members can't send in personal items (other than mail) without prisoners first having requested it through the prison procedure.



Creative ways can be found to keep in touch. Some children have sent in pictures and then dad has written a story around them. Other times children / dad have started a picture, then sent it to the other to finish.

Sending reports / work to imprisoned parent

Including the imprisoned parent in the child's education recognises their parental rights and can be positive for the child. School reports can be sent to the imprisoned parent (Families Outside can advise how to do this). Children can also be encouraged to write or choose examples of their work to send to their parent. Children might have lots of questions they want to ask and sending these in a letter can be helpful.

Visiting prison

Visiting a parent or relative in prison is one way a child can stay in contact. Although there is an inevitable need for security, prisons work hard to make the visit process as easy as possible for children.

Schools may find they can help carers prepare children to visit. Families Outside can always provide more detailed information and support if necessary. Prisoners are not always imprisoned close to home, and schools should recognise that travelling to visit may require absences to be authorised.



Each prison is different, and facilities differ. However the images on the SPS website at <http://www.sps.gov.uk/Families/KeepinginContact/Visits.aspx> may help give children a general sense of what they will experience and see. More information on visiting can also be found on our factsheet: <http://www.familiesoutside.org.uk/research-publications/information-sheets/>

Some children may not want to visit, and they should not be forced, but talking to them about why they feel that way can help to reassure them. Explaining what will happen when they arrive may help ease some of their worries:

- They may have to wait for a while.
- There will be security procedures, and visitors may be searched (for those who have been to an airport, it's similar to this).
- There will be a lot of people in uniform.
- There may be a sniffer dog helping.
- Doors will be locked, but they'll always be able to get out.
- There will be a lot of other people visiting and the visit room might be noisy.
- The parent/relative will have to stay behind when they leave.



If you know a child has visited prison, it's helpful to check in with them the next day. A simple 'How's your mum/dad' etc. can help a child feel that they aren't being judged and that there is someone there for them.

What if contact is allowed but a parent / carer won't take the children to the prison?

This is a very complicated situation, and there is no easy answer. There are many reasons why a parent / carer might not want to take their children to a prison, and it is important to listen without judging. Above all, it is paramount to consider what is best for the children and to explore the alternative options for visiting without raising expectations – for example is there another relative who could take them.

It may be that a member of school staff could take the children to visit; this must obviously be discussed with the parent, child, and imprisoned parent and consent given. Alternatively there might be another professional who is able to provide this support.

Some prisons now use video conferencing facilities, which can be used to offer a 'virtual visit' in some circumstances. Families Outside can help explore possibilities.

What if no contact is allowed?

The most important thing is that children feel listened to. Children need to feel that their views are taken into account. Some children find it helpful to write a letter to their family member, even if that letter is never sent. Others will need specialist support to come to terms with what has happened.

Chapter 5: Resources for Use with Individual Students and in Classroom Teaching

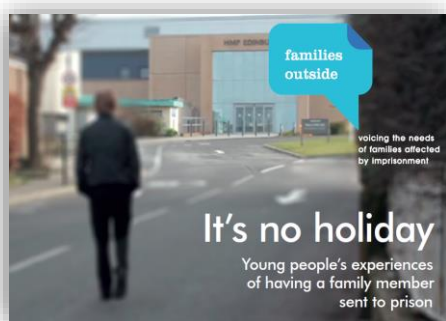


“Just knowing that it wasn’t just me and that other people were going through similar things made a huge difference to me.”

It can often be hard to know how to talk to children and young people about something as complicated as imprisonment. The following resources should help open up the discussion.

Short film clips – primary and secondary

Families Outside has created a range of short films which work well as stand-alone resources (e.g. for assemblies) or as part of a wider lesson. Many are also useful in one to one support for young people, helping them so they don’t feel alone in their experience.



It's No Holiday

Publication date: 2013

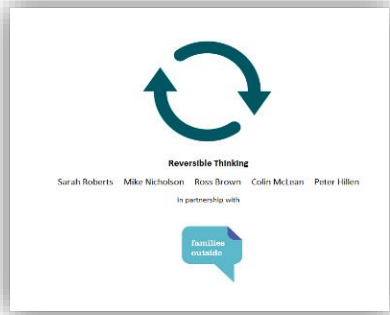
Publisher: Families Outside

Running time: 14 minutes

It's No Holiday was created to help and support teenagers who may be affected by imprisonment of a family member. Made using young people’s own voices, the film covers the emotions and experiences young people might face at each stage of the criminal justice process. Available at : <https://vimeo.com/70540749>

Ideas for using It's No Holiday:

- Before watching the video, ask pupils to name the different stages of the criminal justice system (e.g. arrest, trial, imprisonment, release, post-release) and imagine how family members might feel at each stage.
- After watching the video, ask pupils if anything surprised them / confused them.
- Questions to ask:
 - ✚ What were the emotions coming through from the young people?
 - ✚ What challenges did they face?
 - ✚ Who was there to support them?
 - ✚ How would you support a friend in that situation?



Reversible Thinking

Publication date: 2012

Publisher: Families Outside

Running time: 2 minutes

This short video is highly effective in challenging the perception that young people affected by imprisonment somehow 'inherit' criminal behaviour. Available at:

<https://vimeo.com/71246866>

Ideas for using Reversible Thinking:

- The video works well as a stand-alone ending to a lesson or assembly and can speak for itself. Depending on the class, you might want to open up a discussion around the following questions:
 - Why do we label people?
 - Have you ever felt negatively labelled?
 - In which ways would you like to reverse people's thinking about young people?
- As an extension activity, ask pupils to write their own 'Reversible Thinking' poem (NB – this is not easy! Phrases such as 'You're wrong if you think...'; 'It's not true..'; 'Don't think that...'; 'Don't ever believe...'; and 'Don't assume that...' are very useful!)



"Your video [Reversible Thinking] is the best I have ever seen. Brilliantly, beautifully structured. Impactful."



800,000 Voices

Publication date: 2016

Publisher: Families Outside

Running time: 2 minutes

800,000 Voices was made by young people for young people. Reflecting the wide variety of experiences of having a family member in prison, the video aims to highlight the fact that each young person is unique. Available at :

<https://vimeo.com/128154625>

Ideas for using 800,000 Voices:

- Facilitate a discussion about the responses the young people give – e.g. why some of them enjoy visiting and others don't (prisons are often far better equipped for young children. Teenagers don't want to play with toys and find it hard just sitting opposite someone during a visit); and why some of the emotions are positive (for some children,

life has been so chaotic prior to the imprisonment that the removal of that family member might bring some relief).

- Role play a prison visit with pupils sitting opposite each other as in a prison visits room. Some pupils could be prison staff watching on. Make sure pupils know that they are not allowed to have anything in their hands (e.g. no phone!), and the prisoner is not allowed to leave his / her chair (NB – visitors are allowed to go to the vending machine and return to their seat, but there are strict rules about this (e.g. the prisoner and visitor must not share and food or drink). Questions to ask:
 - How does it feel to have a conversation sitting directly opposite someone?
 - How does it feel to have a private conversation with people (other family groups and prison staff) nearby?



First Words

Publication date: 2016

Publisher: KIN - Vox Liminus / Families Outside

Running time: 4 minutes

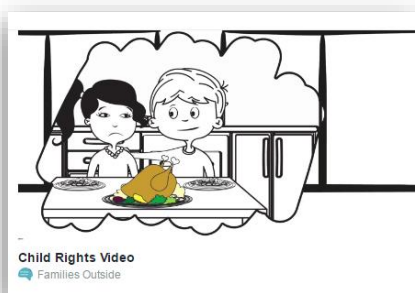
KIN is an arts collective of 16-25 year olds with experience of the imprisonment of either a parent or sibling. First Words is designed to open up discussion on the topic and get people talking about the impact of imprisonment.

<https://vimeo.com/167891263>

Ideas for using First Words:

- After watching in small groups, discuss and write down ideas around the following headings: 'I saw ...'; 'I felt'; 'I thought'; 'I heard'.
- Use finishing slide as a stimulus for discussion – 'Let's open up discussion about how that feels and what it means.'

Children's Rights



Publication date: 2016

Publisher: COPE – Children of Prisoner's Europe

Running time: 2 minutes

Designed for raising awareness around the rights children have to maintain contact with both parents no matter where they are, this film is useful for 1 to 1 work with a child around discussing ideas for maintaining contact.

<https://vimeo.com/149654708>

Ideas for using Children's Rights:

- After watching discuss some of the ideas for maintaining contact with an imprisoned parent. What are their thoughts? Do they have any ideas for what they'd like to do?

Fixers



www.fixers.org.uk

Fixers is a movement of young people tackling issues they feel strongly about to make a difference to others. One 19-year old Fixer has created interviews with prisoners and their families discussing the impact of imprisonment. [Click the CD to listen →](#)



This Fixers film depicts the life of a teenager whose parent is in and out of prison. Emotions, feelings and experiences are highlighted throughout the film. [Click the DVD to watch →](#)



Working through case studies can be a good way of children realising they are not alone in their experience and others have been through similar things too.

Invisible Walls



Publication date: 2016

Publisher: Invisible Walls Wales

Running time: 7 minutes

This short film produced by Invisible Walls shows the separation of a dad from his daughter and partner due to imprisonment. It touches on how this affects the daughter's education and the family finances and emotional well-being. The film also reflects on the benefits of maintaining contact by letter, phone and face to face.

<https://www.youtube.com/watch?v=FPbfX4DtP7o>

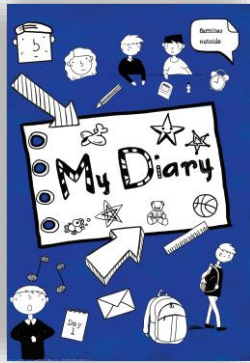
Ideas for using Invisible Walls

- Good video to use with staff / pupils to raise awareness. Looks at issue from child's perspective and how this impacts on school and home life.
- Discuss questions: how was the girl impacted? How was mum coping? What made a difference for the girl?



"... we were all upset ... and we were just like, what's going on? And we never knew what was going to happen ..."

Books – primary



My Diary

Publication date: 2016

Publisher: Families Outside

Written in the style of 'Diary of a Wimpy Kid', *My Diary* follows the journey of a boy whose dad is in prison. An excellent resource for primary aged children, both for one to one work and use with a whole class as part of a health and wellbeing focus, looking at change, the burden of carrying secrets and feeling lost or excluded. Available free from the Families Outside Helpline on 0800 254 0088 or as a short film at <https://vimeo.com/184659022>.

Ideas for Using My Diary

- Before reading – look at the cover, predict what you think it will be about (note there is nothing to indicate it is about imprisonment, and it's good not to reveal this). Discuss questions:
 - ✚ Have you ever had to keep a secret?
 - ✚ How did it feel?
- Read story – discuss boy's experience. Discuss questions:
 - ✚ What had changed in the boy's life?
 - ✚ How did he feel at different parts? What made it easier / harder?
 - ✚ How does the boy's experience relate to your experience of keeping secrets?
 - ✚ Have you ever felt burdened by something that has happened to you? (make sure children know they don't have to share if they do not feel comfortable doing so).
 - ✚ Have you ever experienced a change in your life? What did you find hard? What made it easier?
- Keeping a diary / scrapbook might help some children record their own experience. Could try to replicate author's style.



“The Diary really struck one boy in my class whose father is currently in prison. I’m looking to create an emotions talk group / space to discuss some of the things that came out of using My Diary with my class!”



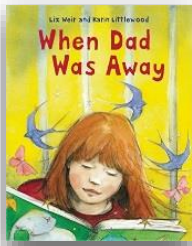
Honest?

Publication date: 2011

Publisher: Families Outside

This resource is designed to help parents talk about imprisonment to children aged 4 - 11. It is no longer available as a hard copy but can be downloaded at:

<http://www.familiesoutside.org.uk/kids/children-5-11/talking-to-children/>



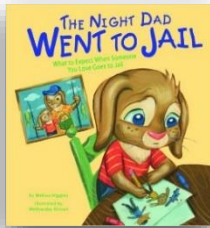
When Dad was Away

Publication date: 2012

Author: Liz Weir

ISBN-10: 1845079132

Aimed at children 5-8. When Mum tells Milly that Dad has been sent to prison, Milly feels angry and confused. She can't believe her dad won't be at home to read her stories and make her laugh. Available on Amazon.



The Night Dad Went to Jail

Publication date: 2013

Author: Melissa Higgens

ISBN-10: 1479521426

When someone you love goes to jail, you might feel lost, scared and even mad. What do you do? Written for 5-8 year olds to help them through this tough time. Available on Amazon.

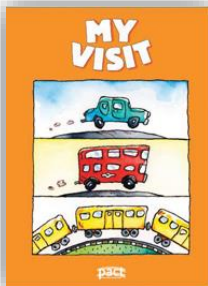
My Visit

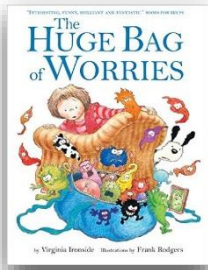
Author: Sharon Flynn

Publication date: 2008

Publisher: PACT

My Visit, explains the visiting experience to children using brightly coloured pictures and easy-to-understand words, thanks to the help of author and illustrator Andy Ellis. There are spaces for children to draw pictures with their mum or dad. This publication is available from the PACT website at www.prisonadvice.org.uk





The Huge Bag of Worries

Author: Virginia Ironside

Publication date: 2011

ISBN-10: 0340903171

If you have a worry, don't keep it to yourself. It will get bigger and bigger. Share it with someone else. Suitable for children aged around 7. Available from Amazon.

Locked Out

Author: Joanne Mulcahy

Designed by: Tim Powell

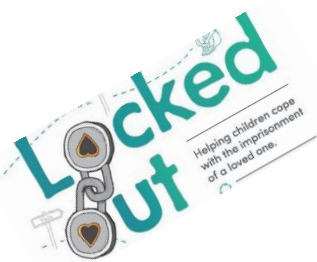
Publication date: 2017

Publisher: PACT

Helping children cope with the imprisonment of a loved one.

Downloadable copies

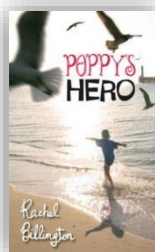
<https://www.prisonadvice.org.uk/locked-out>



Sesame Street has produced a series called *Sesame Street: Little Children, Big Challenges: Incarceration*, which covers some of the issues. It is very American, but some children may find it useful.

For more info, and to watch the videos, go to:

<http://www.sesameworkshop.org/press-room/incarceration/>



Poppy's Hero

Author: Rachel Billington

Publication date: 2012

Publisher: Frances Lincoln Children's Books

When Poppy discovers that her father Frank is in prison, she is angry and bewildered. Suitable for ages 9 – 12.



Poppy's Angel

Author: Rachel Billington

Publication date: 2013

Publisher: Frances Lincoln Children's Books

A follow up to *Poppy's Hero*. Both books available from Amazon.

Books and websites - secondary



What's the story?

Publication date: 2011

Publisher: Families Outside

What happens when a relative is sent to prison – this booklet is for children & young people 12-16 years of age. Available from the Families Outside website www.familiesoutside.org.uk/kids



The Thing

Publisher: KIN

KIN are a creative arts collective of 16-25 year olds with experience of family imprisonment. *The Thing* is a compilation of art work, short stories, poems, photos and drawings depicting their experiences. It can be used as a tool for discussing with young people how the art relates to their own feelings. Available by contacting Families Outside Helpline: 0800 254 0088.

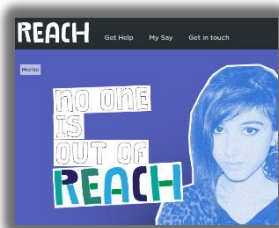


Are you a young person with a family member in prison?

Publisher: Action for Prisoners' and Offenders' Families

This booklet is for young people aged 10 years plus with a family member in prison. It explores some of the issues young people may face throughout the offender journey, such as keeping in touch, telling friends, and what to do at school. It includes quotes from young people who have a parent in prison and a list of useful helplines and organisations. Available from the Action for Prisoners' and Offenders' Families website:

<http://www.familylives.org.uk/about/our-services/action-for-prisoners-and-offenders-families/leaflets-for-families-affected-by-imprisonment/>



Enquire's website *Reach* is designed with the core message that no one is out of reach. There is lots of excellent advice on a wide range of issues, given by young people themselves, aimed at anyone who may be struggling at school. Visit the site at: <https://reach.scot>

Further lesson ideas

Song – emotions of having a family member imprisoned - upper primary / secondary

‘Things Crack, Then Shatter’ by Kim Edgar is a song about a 10-year old boy and can be used in primary or secondary settings (even though the boy is primary school age, a lot of the issues are the same, and older pupils will be able to discuss more complex themes). The song was developed by the charity Vox Liminis, who work closely with Families Outside, as part of their ‘Distant Voices’ project. [Click the CD to listen →](#)



Ideas for using the song:

Before listening, tell pupils that they are going to listen to a song about a 10-year old boy called ‘Things Crack, Then Shatter’. Ask them to choose a name for him and discuss what they think song will be about. Listen to the song straight through without pausing. Lyrics:

Things Crack, Then Shatter

It’s all my own stupid fault
I cracked my gran’s special mug
Dad was ragin’, so mum took him out
He left without a goodbye, without a hug

And everyone knows what happened next
The headline wasn’t small
“Brutal and savage” - he’s still our dad,
So what’s that make us all?

CHORUS

**The cracks are how the light gets in
They teach that in school, but I know it’s not true
Things crack, then shatter, things fall apart
They’re never the same held together with glue**

I just can’t face being in class
I’m frightened by questions they ask -
Will I end up in the jail like my dad?
Am I as violent and bad? Maybe I am

So staying away is how I survive
Though the bullies miss me at school
Safer to keep my own company
‘Cause I’m feeling so angry and cruel...**CHORUS**

BRIDGE

My wee brothers and sisters fight worse than before
And I know that mum's feeling the strain
I'm the man of the house now, can't hide any more
She says I'm not to be skivin' again

VERSE 3:

I still miss my dad every day
I miss silly games that we'd play
Our wrestling moves and his tickling hands
It's hard to understand why he won't see me

Maybe he's still angry about the mug?
I sent a sorry card
Or maybe he's too long without a hug?
I'm finding that quite hard...**CHORUS**...things fall apart.

After listening – ask pupils what they think has happened in this story:

- His dad lost his temper when the boy broke a mug
- His dad then went out and got into a fight and was arrested
- The story was printed all over the papers with his dad being described as 'brutal' and 'savage'
- The boy starts questioning why this has happened and what that means for him
- He is bullied at school and stops going
- Things at home are difficult: his brothers and sisters start fighting more, and his mum can't cope
- He has become the man of the house
- He really misses his dad and the things they did together
- He's asking lots of questions

Play the song again and ask pupils to note down the emotions that the boy feels:

- E.g. sad / guilty / worried / scared / lonely / missing his dad / angry / upset / confused / ashamed

Explain that these emotions are very common among children affected by imprisonment. Some children also feel relieved when someone goes to prison – ask for reasons for that (maybe life was very difficult before prison, for example).

Ask pupils to think about what kind of support would have made a difference to the boy.

Pupils in groups can 'rewrite' the boy's story, thinking about how things could have been different at each stage.

Questions for wider group discussion (for older pupils):

- Is prison the right kind of punishment for this boy's dad?
- What alternatives are there to a custodial sentence?
- Should papers be allowed to print the names and addresses of people who have committed crimes (they do!)? What about the effect on other family members?
- How can the school be supportive of this boy (and all children / young people affected by imprisonment)?

Inclusion lesson – feeling left outside a group – primary / secondary

Adaptable to wide age range. Children of prisoners often feel stigmatised and isolated. This lesson looks at how it feels to be excluded from a group and is applicable to any group of children who may feel excluded.

Learning intention:

- to be able to explain how it feels to be excluded from a group

A small group of children (4-6) are sent outside the room. The remaining children form groups based on a defined criteria (e.g. eye colour) and spread themselves around the room in their groups. The other children return and must work out which group they feel they belong to. They are only allowed to ask the question 'Do I belong in this group?' Group members can only respond 'yes', 'no', or 'don't know'. Continue until children think they have found the group they belong to and then discuss if children are in correct groups.

Repeat with new criteria until all children have had a chance to be outside. Other ideas for criteria include: shoe size, month of birthday, number of brothers and sisters, colour of shoes, hair colour etc.

Once all children have had an opportunity to be outside, break into small groups. On large sheets of paper, children list the feelings they felt under the headings: 'Feelings when part of group', 'Feelings when not in group', 'Feelings when told you didn't belong'. Having listed the feelings, groups then try to identify if there is a theme for each list. Feedback and discuss what this tells us about being part of a group / excluded. Children can then discuss situations when they have felt they belong / have been excluded.

'Actions have consequences' lesson – Daniel's story – upper primary / secondary

This lesson is aimed middle secondary but easily adapted up and down. This is the story of a boy called Daniel. The accompanying story follows the lesson outline.

Learning intentions:

- to be able to recognise some of our actions have consequences for others
- to think about positive choices and how these will affect relationships

Activity	Resources
<p>Introduction - Choose someone to be Daniel, whose story will be told. Tell pupils that this is based on a true story.</p>	
<p>Telling the story – Daniel’s story is told with different people ‘taking’ a character. At the end of the story, ask all the characters to stand up and elicit from pupils what this means, e.g. we are all connected; we all have a network around us; lots of people are affected by the actions we take; lots of people care about us, etc. Can draw this on board with Daniel in centre and inner circle for close family / friends and outer circle for others e.g. Brenda / Pete / Mr Wilson.</p>	<p>Story (see below) Name cards for each character</p>
<p>The emotions behind the story – pupils think about how each character (including Daniel) might be feeling right now. Write comments on post its and stick on diagram on board. Feedback from what pupils have written – emotions and feelings might need drawn out – shame, embarrassment, shock, anger, loss, fear (Daniel himself), guilt (Bradley and maybe also Daniel’s dad who lives far away).</p>	<p>Post-it notes</p>
<p>Consequences – form small groups for each character. Groups discuss what they think the consequences are for their character and create an oral story of what happens next to them. Feedback to rest of class.</p>	
<p>What does the story mean – what actually happened Tell what actually happened to some of the characters: <u>Daniel’s mum</u> was a child minder, and one by one her families phoned to say they didn’t want her looking after their children. <u>Daniel’s younger sister</u> was bullied at school and couldn’t go to the high school she was meant to – she had to change schools. <u>Daniel’s gran</u> was so worried she couldn’t sleep, and she developed mental health problems – point out that none of these people had committed a crime! <u>Bradley</u> felt really guilty about what happened and visited Daniel in prison. He also stopped hanging about on the street.</p>	
<p>It’s your story – ask pupils to imagine that this really has happened to them - that they have been sentenced to prison. Ask them to choose 3 people in their lives who are important to them (e.g. brother / sister / grandparent / family friend / aunt / uncle / friend etc.). Pupils then imagine how each one would react to the news that they are going to prison.</p>	
<p>It’s their story – hearing from young people what it is like having a family member in prison – <i>800,000 Voices</i> and <i>It’s No Holiday</i> Video clips – available through the Families Outside website: http://www.familiesoutside.org.uk/families-stories/watch/</p>	<p>Video clip</p>
<p>It’s never the end of the story – update on Daniel’s story and what happened to him. Daniel got 8 months in prison (first-time offence and his age meant that he received shorter sentence). In prison, Daniel had a chance to think about how his story could’ve been different. Ask pupils to give examples and guide them in this:</p> <ul style="list-style-type: none"> • Not hanging around with those ‘friends’ • Speaking to Bradley about his new group • Not taking the knife • Going home with gran or Brenda that night 	

<ul style="list-style-type: none"> • Giving Pete a chance • Talking about his feelings about his mum and dad splitting up. <p>As an extension, you could add that Daniel and his friends had been drinking that night. A high proportion of crimes committed are related to drug and alcohol use. This could lead into a discussion about the risks of drinking, particularly in large groups.</p>	
<p>Turning the story around - lead from this into the <i>Reversible Thinking</i> video by saying that sometimes we can get stuck on the negative outcomes; we can think negative thoughts which then become negative actions which can then get us into trouble e.g. Daniel was actually so angry about his mum and dad splitting up that he didn't give Pete a chance</p> <p>Video clip - available through the Families Outside website: http://www.familiesoutside.org.uk/families-stories/watch/</p>	Video clip
<p>Summary - ask pupils to say one thing they have learned from today's session. Finish by encouraging them to remember that our actions affect others too and that if we set positive goals, and work towards those, we are more likely to do well in life.</p>	

Daniel's story (for use with lesson idea above)

Daniel is 16 and is in S5 at high school. He's really into sport and plays guitar in a band with some of his friends. Daniel enjoys school in the main, especially technical design, and his **teacher Mr Wilson** is encouraging Daniel to think about going on to college or looking for a joinery apprenticeship. He lives with his **mum**, who works as a child-minder for three local families. Daniel's mum is quite strict about some things, like coming home on time, but on other things she's pretty cool, and they get on ok.

Daniel has a younger **sister, Michelle**, who's in P7. Michelle and Daniel get on most of the time, apart from when she won't let him get on the X-box which really annoys him.

Daniel and Michelle's **dad** moved out a couple of years ago. It was really hard for them, but they see him every second weekend and for longer in the school holidays. Next summer he's taking them to Spain for 2 weeks, and they're really excited about that.

Recently, Daniel and Michelle's mum has started seeing another man, **Pete**. Michelle really likes **mum's boyfriend**, but Daniel hasn't got any time for him. He doesn't like it when Pete comes round to the house so has started going out with his friends more to avoid him.

Daniel's **best friend** is Bradley. They play football together and love going to the cinema at the weekend. Recently, Bradley has got friendly with a group of guys in the year above. Daniel doesn't really like them, but he doesn't want to fall out with Bradley, so he just goes along.

Last Saturday when they were all up town hanging around, Daniel saw his **gran** across the street. The older boys were mucking around and making a lot of noise, and Daniel was trying not to be seen by his gran, because he knew she'd be annoyed with him and ask him what he was doing.

Later that night, hanging around in the cinema car park, one of the older boys pulled out a knife. Everyone gathered round and he started flicking it towards people, just for a joke. Daniel didn't think it was that funny, but he went along with it so that no one slagged him. Across the car park Daniel saw his **mum's friend, Brenda**.

Another group of boys started shouting things across the car park at them and came closer to where Daniel and his group were standing. The shouting got louder, the comments more personal, and one of the boys in Daniel's group punched a boy in the other group. Bradley joined in, and things then happened really quickly. Daniel was holding the knife at the time, and he's not exactly sure what happened, but one of the boys in the other group fell to the ground, blood gushing from his leg.

Daniel remembers hearing police sirens, and the next thing he knew, he was handcuffed and driven to the police station. He's been charged with being in possession of a knife and assault to severe injury and permanent disfigurement (the boy he stabbed required stitches but is ok). He's awaiting trial and faces a potential prison sentence.

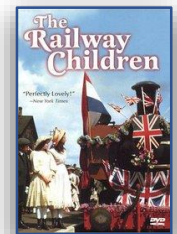
Feature films with imprisonment theme

The following films might be a useful way of introducing discussion on the impact of imprisonment or for referring students / families to.

***The Railway Children* (1970)**

Director: Lionel Jeffries **Genre:** Family / Drama **Certificate:** U

The child's father is taken away from them in circumstances the children do not understand. Nothing is explained to them, and the oldest child eventually discovers the truth by accident. *Railway Children* is a useful tool to introduce the issue of parental imprisonment to a young audience and to illustrate the importance of finding an age-appropriate way to tell children the truth about what is happening.



***Winter's Bone* (2010)**

Director: Debra Granik **Genre:** Drama **Certificate:** 15

This film powerfully depicts how a family member's involvement in crime has a direct impact on the rest, in this case with the children left to pull together the pieces – often with no support and with real, terrifying consequences.



***We Need to Talk About Kevin* (2011)**

Director: Lynne Ramsay **Genre:** Thriller **Certificate:** 15

An extraordinary depiction of the complicated relationship between parent and child. Excellent to stimulate conversation about how much we can 'blame' parents for the behaviour of their children; whether parents are justified in punishing themselves when their children do unthinkable things; and how we can support people in this type of situation.



***The Angel's Share* (2012)**

Director: Ken Loach **Genre:** Comedy / Crime / Drama **Certificate:** 15

This film vividly depicts the difficulties of moving away from a life of crime and the impact that positive relationships and parenting on motivating this. It questions the realities behind someone 'choosing' to move on from crime and what that actually means in practice.



***The Descendants* (2015)**

Director: Ken Loach **Genre:** Musical / Fantasy **Certificate:** PG

Descendants follows the children of four Disney villains as they are given a chance to attend school with the children of the 'good' Disney characters. There, the children have to decide who they really are: are they carbon copies of their parents, destined for evil, or are they their own people who can make their own choices? While not a critically acclaimed film, it is a useful tool for talking with children about stigma, individuality, and choice.



Chapter 6: Case Study – Example of Good Practice by Schools



“Once I realised the important thing was to focus on the child’s needs and not the offence, I felt much more confident in dealing with it. I realised it was like supporting other children going through a difficult family time.”

When faced with an issue as complex as imprisonment, it can feel hard to know how to support a young person and where to start. The good news is that school staff are not alone in this; Families Outside has several services that work together to support children and families, as well as any professionals involved. The following case study is an amalgamation of actual children’s stories and may be helpful as an example of good practice (all names have been changed):

Jonathan (12) in S1 and Beth (8) in P3

Jonathan and Beth’s father was arrested over the weekend, and their mother Julie calls Beth’s school on Monday morning. Jonathan and Beth’s mother Julie remembers the primary school head teacher, Mrs Smith, had written about imprisonment as an issue in a recent newsletter, following her attendance at a Families Outside CPD session.

School’s Response

Mrs Smith reassures Julie that she has done the right thing in informing the school and invites her to meet face to face as soon as possible in order to talk about support for Beth.



Mrs Smith asks Julie if she has also informed the secondary school so that they can support Jonathan. Julie is feeling completely overwhelmed and says that she doesn’t know the secondary school staff as well. She is relieved when Mrs Smith offers to speak to Jonathan’s Guidance Teacher, Mr White, and invite him to the meeting.



Mrs Smith and Julie agree that Mrs Smith will tell Beth’s class teacher, Mr Jones, after speaking to Beth herself.



A meeting is held with Mrs Smith, Mr Jones, Mr White, and Julie. Julie is able to talk about the impact of her husband’s imprisonment and how this has affected her and the children. Because they witnessed the arrest, they are both feeling very upset and don’t want to leave their mum in the mornings before school.

The following action was agreed:

- Both schools **ensure Beth and Jonathan know whom to speak to if they are upset.** Beth has a good relationship with Mrs Bett (*Classroom Assistant*) and Mrs Smith agrees to work with Mrs Bett to make sure she is aware of the issues and available as far as possible. It is agreed, at this stage, that no other members of staff in Beth's school need to be informed. Jonathan feels comfortable speaking to his *Guidance teacher*.
- Mrs Smith will make a **referral** for Julie to access support from a **Families Outside Family Support Coordinator** (Julie is struggling emotionally and has concerns over visiting).
- Both schools will give **authorisation for the children to visit the prison** the following week so that they can attend one of the special children's visits.
- School **staff check in with Beth and Jonathan after their visit.**
- Both schools will **send copies of school reports** to the children's father so that he can continue to be involved in their education.
- Mr White and Mrs Bett will **attend the next Families Outside in-prison CPD session** so that they have an understanding of the issues.
- Both schools make sure that **Families Outside's publications and posters are displayed in school** in case other pupils or families are affected.

Ongoing support:

- After meeting with her Families Outside *Family Support Coordinator*, Julie is able to access **financial support** for up to two prison visits a month and is **referred to a money advice specialist** for help in managing the household budget. She also receives **emotional support** and begins to identify the main areas of need for her and her children.
- Julie shares with her *Family Support Coordinator* that **Jonathan needs more support**; he is bottling up all of his feelings and has become very protective of her. **The Family Support Coordinator offers to meet with Jonathan in school and liaises with Jonathan's Guidance Teacher** about this.
- The **Family Support Coordinator works with Jonathan over 4 weeks**; this helps him to **ask the questions he is afraid of asking** his mum, and he is more able to concentrate at school. **Jonathan agrees that it would be helpful for some of his other teachers to know** what has happened and gives permission for this information to be shared. **He also decides that he would like to write a letter to his dad**, explaining how this has affected him. The *Family Support Coordinator* agrees to help facilitate this.
- A **further meeting** is held with the *Family Support Coordinator*, Beth's class teacher, Jonathan's *Guidance Teacher*, and Julie.
- Beth's **classroom assistant Mrs Bett, uses the 'Dad and Me' booklet** (see resources) with Beth in school; she has a good relationship with her, and Mr Jones feels that this will help her with the questions she has. Mr Jones will liaise with the *Family Support Coordinator* for support with this if required. Mr Jones uses **'My Diary'** (see resources) to help **discuss issues of feeling burdened and isolated as a whole class topic.**

- Beth chooses work to send to her dad, as she's keen for him to know how she is doing. She also starts a **scrapbook of things she'd like to show her dad** which she's been up to.
- Jonathan's Guidance Teacher, Mr White, will **introduce imprisonment as a topic in the health and wellbeing curriculum** to help pupils understand how children affected might feel. This will be done sensitively and in no way attributed to Jonathan; Mr White will speak to Jonathan prior to this.
- Everyone will **continue to liaise together as necessary**, and another meeting will take place towards the end of the school year so that decisions can be made about the sharing of information with Beth and Jonathan's new teachers.



Each child is different. The most important point is each child feels listened to and that they know they can speak to someone about how they feel if they need to.



"In my old school I told this one teacher about it because I trusted him. He was pretty cool. He asked me about my dad, things like do I see him, how I was feeling that kind of thing. There's another teacher – he was always negative, putting me down. He didn't like me and when he found out my dad was in prison he took advantage of that. He'd say, 'you won't be anything. You're going to end up just like your dad.' I think it's better if teachers know because then they can help if I'm having a bad day."



Appendix

Appendix 1 - useful contacts

Organisations specifically related to criminal justice

Families Outside	Families Outside is a national Scottish charity which supports families affected by imprisonment. www.familiesoutside.org.uk / 0131 557 9800 <u>Support & Information Helpline</u> Freephone 0800 254 0088
NICCO	National Information Centre on Children of Offenders (England and Wales) www.nicco.org.uk
Assisted Prison Visits Unit	The Assisted Prison Visits Unit (APVU) is a government funded department which provides help with travel costs for visiting a close relative or partner in prison. https://www.gov.uk/staying-in-touch-with-someone-in-prison/get-help-with-travel-costs-to-prison / 0300 063 2100
Scottish Prison Service	The Scottish Prison Service (SPS) is an agency of the Scottish Government and was established in April 1993. The SPS runs 13 of Scotland's 15 prisons; there are an additional 2 prisons run by private companies. www.sps.gov.uk / 0131 244 8745 (HQ switchboard)
Scottish Child Law Centre	The Scottish Child Law Centre provides free expert legal advice and information through an advice line, email and website. www.sclc.org.uk / 0131 667 6333

Useful websites with general information

www.breathingspacescotland.co.uk www.childline.org.uk www.children1st.org.uk
www.sccyp.org.uk www.nspcc.org.uk

Appendix 2 – further reading

All publications are available for viewing at: www.childrenofprisoners.eu/resources-for-family-and-service-providers):

All Alone in the World. Children of the Incarcerated.

Nell Bernstein, 2005, The New Press: New York

Building a Home Within: Meeting the Emotional Needs of Children and Youth in Foster Care

Toni Vaughn Heineman & Diane Ehrensaft, 2006, *Ehrensaft*

Child Development for Child Care and Protection Workers

Brigid Daniel et al, 2010, Jessica Kingsley Publishers

The Deepest Well, Healing the Long-Term Effects of Childhood Adversity

Nadine Burke Harris, Bluebird, 2018

A Child's Journey through Placement

Vera Fahlberg, 2012, Jessica Kingsley Publishers

Finding the Right Spot: When Kids Can't Live with Their Parents

Janice Levy (ages 6-12), 2004, American Psychological Association

Foster Placements: Why They Succeed and Why They Fail

Ian Sinclair, Kate Wilson & Ian Gibbs, 2009, Jessica Kingsley

Not Seen, not heard, not guilty. The rights and status of the children of prisoners in Scotland.

Kathleen Marshall, 2008, Edinburgh: Scotland's Commissioner for Children and Young People (SCCYP)

War on the Family: Mothers in Prison and the Families They Leave Behind

Renny Golden, 2006, Routledge

Appendix 3 - Leaflet for parents communicating with schools / discussing child's needs

This leaflet might be a helpful way of discussing with a child ideas for supporting them in school. Parents might find it useful to use at home to focus a conversation around what they might wish to discuss with the school, keeping the child's needs at the centre rather than the offence.

Communicating with

As a parent or carer, speaking to your child's school about imprisonment might feel daunting, but there are many benefits. Talking to your child about the ideas below, before discussing them with their school, will help share understanding of what your child needs at this time. You might want to think about who in the school you'd find it easiest to talk to. The focus for the school is how to support your child, not the reason for imprisonment. You could take



Things have changed for me recently. Here are some ideas of what

- | | |
|---|---|
| <input type="checkbox"/> I would like to talk to _____ about what has happened. | <input type="checkbox"/> Give me a break if I'm acting a little differently because I might be feeling a little |
| <input type="checkbox"/> Tell other teachers so they know why I am upset. | <input type="checkbox"/> Allow me extra time with some work. |
| <input type="checkbox"/> Notice if I am feeling lonely or upset and help me to feel | <input type="checkbox"/> Send a copy of my school report so they can see how I'm |
| <input type="checkbox"/> Help me laugh and have fun. | <input type="checkbox"/> Remind me that it's not my |
| <input type="checkbox"/> Understand if I need to visit during school time. | <input type="checkbox"/> Join a peer support group if possible. |

I'm really worried about ...

Note for Schools

Families Outside is a national charity supporting children and families affected by imprisonment. For more information on the issues surrounding imprisonment and resources available please phone our Support and Information Helpline on 0800 254 0088 or email support@familiesoutside.org.uk. The Helpline is available to both families and professionals

"I was 15 and my Dad got sent to prison.
You'd think someone would've sat me
down and said to me is something
wrong. Mad isn't it."

Families Outside Support & Information Helpline
0800 254 0088

www.familiesoutside.org.uk

Email: support@familiesoutside.org.uk

Text service: text **Famout** followed by your message to 60777



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"Having just one person who
understands can make such a difference."