

i-HOP

Supporting all professionals to work with offenders' children and their families



Children and Families of Offenders

Teaching materials for undergraduate and postgraduate courses

i-HOP Supporting all professionals to work with offenders' children and their families

The Impact of Parental Offending on Children and Families: Pack Contents

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Introduction

What was i-HOP?

i-HOP was a service supporting professionals to work with offenders' children and their families. Funded from 2013-2016 by the Department for Education, i-HOP was developed and delivered by **Barnardo's** in partnership with **POPS (Partners of Prisoners and Families Support Group)**. The service offered support to professionals via a comprehensive online information hub – which listed all the services, research, resources, policy and practice relating to children of prisoners and direct strategic development support.



Why do we need to consider children of offenders?

It is estimated that 200,000 children a year in England and Wales experience the imprisonment of a parent (Williams et al, 2012). Research increasingly shows the impact that parental imprisonment can have on these children: poorer outcomes, stigma, isolation, health and financial difficulties. We know that:

- 25% of children of prisoners at higher risk of mental health issues (COPING, 2013).
- 7% of children will experience the imprisonment of their father during school years. (DfE, 2003).
- Children of prisoners have twice the risk of anti-social behaviour, compared to their peers. (Murray et al, 2009).

Currently there is no routine identification or data collection by local authorities, prisons, police or children's services concerning children affected by parental offending. There is also no statutory training in these sectors regarding the impact of offending on families.

Ensuring the future workforce understands and responds to the needs of children of offenders

As some of this group of children and families will be amongst the most vulnerable, it is a priority to include children of offenders in workforce training. Our children and families' workforce, regardless of which sector they work in, have a responsibility to both promote the welfare of children as well as ensure they are all provided with the opportunity to achieve the best possible outcomes.

Furthermore there is emerging national, strategic recognition that the needs of this group of children and families should be recognised and responded to by professionals. In addition to the commitment shown by the Department for Education in funding i-HOP (2013-2016), in 2013 Ofsted identified children of offenders as a target group for Children's Centres, who may have needs or circumstances that require further intervention or support. Families affected by parental incarceration have since been incorporated into phase 2 of the Troubled Families Programme with defined criteria for targeting families who need support; those families where a parent is either serving the last 12 months of a sentence or has served a sentence in the last 12 months.

At an international level, the United Nations Convention on the Rights of the Child (1989) states that children have a right to maintain contact with their parents where the state has separated them, if it is in the child's best interests.

How to use this resource pack

This pack has been developed to provide those delivering undergraduate and postgraduate courses with the resources to integrate 'children affected by parental offending' into their teaching. The materials have been developed drawing on a variety of research, policy, resources and practice examples (all hyperlinks to internal and external content are underlined). The voices of children and family members are incorporated throughout the materials to ensure students are able to develop an insight and empathy for the lived experiences of children of offenders.

The pack has been designed as a flexible resource that can be integrated into a range of different courses including:

- PGCE and Undergraduate ITE
- Social Work
- Childhood Studies
- Criminology, Psychology
- Counselling and Paediatric Nursing

Children of offenders could feature in modules that explore topics such as: inclusive practice, children's rights, the criminal justice system, child wellbeing and resilience, multi-agency working, and safeguarding.

As well as teaching notes, lesson plans and resources, the pack also contains materials for students including: exercises, assignment and discussion topics, practice examples and reading lists. The materials can be delivered as a full lecture, one-off activities or debates, a series of seminars or to inform assignments associated with various topics.

Lesson Plan: The Impact of Parental Offending on Children and Families

Teaching notes

- The following lesson plan accounts for approximately 2 hours of teaching time.
- The PowerPoint presentation included in this pack provides slides and teaching notes which can then be accompanied by activities, discussions or multi-media teaching resources – all of which are included with this pack.
- Lectures can be shortened or lengthened depending on how much content you would like to include.

The following lesson plan could easily be spilt into two shorter seminars, covering:

1. *Why* we need to consider the needs of children and families affected by parental offending.
2. *How* to support children and families affected by parental offending.

Learning objectives

- Understand why it is important to recognise and consider the needs of children of offenders.
- Understand the impact of parental offending at all stages of the offender's journey.
- Understand how, as an individual practitioner, they can effectively support children of offenders.
- Have an increased knowledge about the role of different agencies in supporting children of offenders.
- Have a greater awareness of the various services available to support the children of offenders.

Example Time Plan

5 minutes	Introduction: Learning objectives	<u>PowerPoint slide 1</u>
10 minutes	Test your knowledge A True or False Quiz comprising of 10 statements about the impact of parental offending Alternative ' <u>Multi-media resources</u> ' listed in pack.	<u>PowerPoint slide 2</u>
25 minutes	Why do we need to consider children affected by parental offending?	<u>PowerPoint slides 3-6</u>
3 minutes	The 'real' impact on children and young people <u>Audio clip: 'A daughters story'</u> Alternative ' <u>Multi-media resources</u> ' listed in pack.	<u>PowerPoint slide 7</u>

3 minutes	<p>Summary: what you as a professional need to be aware of when working with children and families</p>	<p><u>PowerPoint slide 8</u></p>
15 minutes	<p>How to support children affected by parental offending? <i>From individual practice to a multi-agency response</i></p>	<p><u>PowerPoint slide 9-11</u></p>
60 minutes	<p>How to support children affected by parental offending? <i>Activity/discussion</i></p> <p>Refer to <u>'Practice Examples'</u>. Students to each have a copy of examples, to demonstrate how different agencies can support children affected by parental offending. Encourage students to draw on these examples when completing exercises below.</p> <p>Example activities (each one is 60 minutes):</p> <ol style="list-style-type: none"> 1. Case study discussion/activities <ul style="list-style-type: none"> ▪ The generic case studies encourage students from all disciplines to consider the needs of children affected by parental imprisonment and the role that various agencies play in supporting them. The teaching notes at the end of the case studies identify suggested questions and responses that the students should include in their discussions. ▪ For education courses (post-graduate and under-graduate) the schools-based case studies offer examples of the impact of parental imprisonment on children in school environments and encourage students to consider the support needs of these pupils. The teaching notes at the end of the case studies identify responses that the students should include in their discussions. 2. Offenders' Journey Exercise <ul style="list-style-type: none"> ▪ Using the offenders' journey activity sheet and cards, ask students to identify what support is required at each stage of the offender journey. ▪ See <u>'Teaching notes'</u>, <u>'Cards'</u> and <u>'Student Hand-out'</u>. 	<p><u>OPTIONAL PowerPoint slide 12</u></p>
5 minutes	<p>Conclusion</p> <p>Summary: In undertaking this work professionals should utilise the England-wide i-HOP service, specifically targeted at professionals working with children/families affected by parental offending. It lists all the services, resources, policy and training available.</p> <p>Suggested Assignments to compliment this topic: See <u>'Essay topics, presentation topics and further discussion points'</u> See <u>'Students' reading list'</u> and <u>'Multi-media teaching resources'</u></p>	<p><u>PowerPoint slide 13</u></p>



Powerpoint Slides

Teaching Notes

Slide 1



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The Impact of Parental Offending on Children and Families

Introduction

There is increasing recognition across all agencies working with children and families that parental offending can have a significant impact on children and young people.

This lecture/seminar will explore:

- Why it is important to recognise and consider the needs of children of offenders.
- The impact of parental offending at all stages of the offender's journey.
- How individual practitioners can effectively support children of offenders.
- The role of *all* sectors (health, voluntary sector, social care, criminal justice system and education) in supporting children of offenders.

Slide 2

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True or False?



True or False?

- Read through the statements one at a time on the 'True or False' activity sheet.
- Ask students to raise their hand according to whether they believe the statement to be 'true' or 'false'.
- Provide the answer with explanation if required. Take comments from the floor as they arise.

Slide 3

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Why do we need to consider children affected by parental offending?

- **Often 'hidden'**
 - No formal identification systems in place
 - Limited awareness about their needs or potential impact of parental offending



Often Hidden

- There are **no formal systems in place to routinely identify** which children have a parent in prison or are involved in the criminal justice system. When an individual is sentenced in court the needs of their children are not routinely considered. When a child needs assessment is being undertaken it is not routinely recorded whether that child has a parent in prison. Universal services such as schools and children's centres do not know how many and which children are affected unless families tell them. Neither are these children routinely identified as vulnerable in local or national policy or protocol.
- Prisons can now record this information on a prisoners' arrival at the prison utilising the Basic Custody Screening Tool (launched in 2014-2015). However there is no guarantee that the information gathered will be a complete record of all dependents as prisoners can often be reluctant to reveal this information, unsure as to how it will be used.
- In addition, and partly because of the lack of formal systems in place to consider these children's needs, there is a **limited awareness amongst professionals** about the impact of parental imprisonment on children's outcomes.

Slide 4

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- **Significant numbers of children affected**
 - 200,000 children every year in England and Wales (Williams et al, 2012)
 - 7% of school children will experience imprisonment of their father (DfE, 2003)
- **Negative impact on children's outcomes**
 - Twice **as likely to experience mental health problems** (Murray et al, 2009). Children report feelings of: confusion, anger, anxiety, fear, grief/loss.
 - Higher **risk of physical illness** (Joseph Rowntree, 2007)
 - More likely to experience **poverty, financial instability, and housing disruption** (Joseph Rowntree, 2007)

Significant numbers affected

- And yet **significant numbers of children are affected** in this country. It is estimated that 200,000 children are affected by parental imprisonment each year (we cannot be sure of figures as they are not recorded). In 2013 this was twice the number of children affected by divorce every year and two and half times the number of children who were in care. **7% of school children** will experience the imprisonment of their father during their school years.

Children's rights

- Services working with children & young people have an obligation to support them to **achieve outcomes to the best of their potential** (Every Child Matters, 2013).
- It is also a responsibility of the children's workforce to recognise children and young people who are potentially vulnerable and to **protect them from harm**. Children of prisoners can be at risk of experiencing poorer outcomes in numerous areas including health, emotional wellbeing and economic stability.
- Article 9, of the United Nations Convention on the Rights of the Child, sets out a child's right to maintain contact with their parents whether or not they are living with them (unless it is not in their best interests). Article 3 makes it clear that when making decisions that impact upon children (such as the sentencing of a parent or

where a parent will serve their sentence) these decisions should be made in the best interests of the child.

Slide 5

Negative impact on children's outcomes

- **25% of children of prisoners** are at **higher risk of mental health issues** (COPING, 2013). Children report feelings of: confusion, anger, anxiety, fear, grief/loss.
- Higher **risk of physical illness** (Joseph Rowntree, 2007).
- More likely to experience **poverty, financial instability, and housing disruption** (Joseph Rowntree, 2007).
- **Stigma and isolation.**
- Poor experience of education: **truancy, bullying and disruptive behaviour** (SCIE, 2008).
- **65%** of boys with a parent imprisoned before they were ten **went on to offend themselves** (Murray & Farrington, 2005).

Negative impact on children's outcomes

- Research increasingly shows the **detrimental impact** imprisonment can have on children.
- Stigma and isolation are common. Families concerned that they will be labelled or discriminated against as a result of their relative's actions will often keep the imprisonment of a family member secret for fear of others in their community finding out. Unfortunately local, and sometimes national, media can become involved leading to families losing their anonymity and becoming increasingly isolated.
- The emotional impact of parental imprisonment can often result in children displaying **disruptive behaviour**, which in turn can have a negative impact on their educational attainment.
- Although it is not possible to draw a direct causal correlation between parental imprisonment and offending behaviour, statistics do demonstrate a prevalence of intergenerational offending; 65% of boys with a parent imprisoned before they were ten went on to offend themselves (*Murray and Farrington, 2005*). The research compares children affected by parental imprisonment with boys without separation experiences, boys who lost parents through hospitalisation or death, and with boys


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Supporting all professionals to work with offenders' children and their families whose parents were imprisoned before their birth but not after. The authors argue that parental imprisonment brings particular risk, beyond parental criminality.

Slide 6

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'There is still stigma...People would think that everybody in the family is like that.'
Mother



'Mum doesn't want me to tell.' **Child, age 7**

'We was there when he got locked up.' **Child, age 7**

'The night that he went he was distraught. He was in the corner screaming and I couldn't console him at all because he couldn't believe what they said and what they were accusing his dad of.' **Mother**

Voice of children and families

- These are the words of children and families affected by parental offending taken from the Barnardo's report **Every Night You Cry (2009)** and **COPING (2013)**.

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Slide 7

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The 'real' impact on children & young people

'I spent all night waiting for her'
[A daughter's story](#)



The 'real' impact on children and young people

- Prisoners' and Families and Friends Service (PFFS) work with prisoners' families in London.
- PFFS are a service provided by Pact (Prison Advice and Care Trust), a national charity that works in England and Wales to support people affected by imprisonment.
- PFFS have developed a series of audio recordings of prisoners' families describing their experiences at various stages of the Criminal Justice System.
- 'A daughter's story' describes a young girl's experience of her mother's imprisonment.

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Slide 8



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As a professional, what do I need to be aware of?



- Change of care-giver, housing, disruption, poverty
- Trauma of witnessing the arrest or prison visits
- Being bullied or becoming the bully
- Mistrust of authority
- Increased risk of exclusion
- Increased risk of future imprisonment
- Higher risk of mental and physical health issues

Adapted from materials developed by Families Outside

Negative impact on children's outcomes


- When you are working with children and young people affected by parental imprisonment, whether you are a teacher, social care practitioner, youth worker, counsellor, community police officer or health professional, the **possible impact of parental imprisonment** must be considered to ensure that they receive effective support.
- Slide content adapted from materials developed by Families Outside.

Slide 9

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How to support children affected by parental offending

- **Individual practice**
 - Non-judgemental, confidential approach
 - Informed and understanding about the potential impact of parental offending
 - Awareness of needs of children at every stage of offenders journey



How to support children affected by parental offending

- In order to avoid reinforcing feelings of stigma or isolation, practitioners should offer a **non-judgemental, confidential approach** where families feel supported in disclosing information.
- An **understanding of the potential impact** of parental imprisonment and the criminal justice system also enable practitioners to offer a more **empathetic and informed response** to a child or families' concerns.
- It is also important that professionals recognise that children can be impacted upon at **every stage of an offender's journey** through the criminal justice system; from being arrested, to attending court, imprisonment and also at the point of release. Each stage represents a significant change in that child's life, new information and different emotions.

Slide 10

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- **Targeted support**
 - Voluntary sector organisations provide:
 - Parenting/family support within prisons
 - Community based support for children and families with family member in prison
 - Support for children and families visiting prisons
 - Prisons *might* provide:
 - Parenting programmes
 - Family-focused visits
 - Facilitated communication between prisoners and their families

Voluntary Sector Organisations

- Some deliver **parenting and relationship programmes** inside prisons. Offenders have the opportunity to reflect on their role within their family and develop new skills to enhance their relationship with their children.
- They can also provide **community-based support for the children and families** affected e.g. support groups for young people, helpline for partners or emotional support for families affected.
- Many **prison visitor centres** are delivered by voluntary sector organisations. They can provide a relaxed family-friendly environment for visiting families and can provide support and advice for families at the prison. They also provide café and crèche facilities within the prison visits room.

Notes continue on following page...

Slide 10 *continued*

Prisons *might* provide

- Parenting programmes as part of their training programme for offenders.
- They should provide family focused visit opportunities where families can have longer, more informal visits with the prisoner in a more relaxed environment. Food and activities are often provided to aid interaction between parents and children.
- They may also commission programmes to assist parent-child communication. **Storybook Dads/Mums** enables parents to record themselves reading a story to send to their children. Some prisons have introduced video conferencing facilities to enable families who struggle with the travel associated with visiting prison to enjoy a 'virtual' visit. Services such as **'email a prisoner'** also enable prisoners and their families to maintain communication.
- Prisons can also provide support and information for prisoners concerning family ties and how to maintain meaningful contact.

Slide 11

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- **Local authorities *might* provide:**
 - ✓ Targeted strategies or guidelines for supporting these children.
 - ✓ Training for their workers to be aware of the impact of parental offending.
 - ✓ Champions to ensure children/families receive support.

Multi-agency response

This could involve:

- ✓ Police
- ✓ Judiciary
- ✓ Prison
- ✓ Probation
- ✓ Social care
- ✓ Schools/Early Years provision
- ✓ Health (health visitors, school nurses, CAMHS)
- ✓ Voluntary sector organisations

Local Authorities

- Some local authorities have developed **guidelines or protocols** for their schools or Safeguarding Boards to ensure that professionals are aware of what they need to consider when supporting families of offenders. This might include guidance on information sharing between agencies, signposting or the creation of non-judgemental, confidential work practices.
- There are **specific training programmes** available across the country for professionals to learn about the impact of parental offending. The most well-known course is called Hidden Sentence. Developed by **Action for Prisoners and Offenders' Families**, Hidden Sentence is delivered across England to professionals from all disciplines. Some local authorities and LSCBs provide this training.
- Some localities have chosen to develop **Champion Schemes** to raise awareness concerning children affected by parental imprisonment. Champions are individuals who are identified within agencies to offer advice and support to families and who operate as part of a network of Champions across their area or organisation.

Multi-agency Response

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- Parental imprisonment affects every area of a child's life. It is therefore important that a multi-agency response is considered to respond to these children's needs.

OPTIONAL Slide 12



The Offender's Journey

See '[Offender's Journey Teaching Notes](#)' for a full description of this exercise (page 41).

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Slide 13

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Services can:



Adapted from materials developed by Families Outside

- Liaise with other agencies
- Challenge unhelpful attitudes
- Encourage on-going contact between children and imprisoned parents
- Help reduce bullying and stigma
- Reach out to the parent in prison
- Provide information and support for children and families
- Build positive relationships with families
- Provide a supportive and aware community

Summary

- In order to support children and families affected by parental offending services can adopt a range of approaches.
- Slide content adapted from materials developed by Families Outside.



Supporting Content Resources and Activities

Activity True or False

Double the number of children each year are affected by parental imprisonment than divorce	True 7% of school age children will experience the imprisonment of their father
More children each year experience the imprisonment of a parent than are in care	True It is actually 2.5x the number of LAC each year.
Police have to check whether children are present before they undertake a house arrest	False Although it is good practice to make checks beforehand. Arrest can be particularly traumatic for children and young people. An agency they may previously have thought was there to protect them is taking away a family member. They may be left with lots of unanswered questions and be told not to tell anyone by other family members. Many arrests take place in the morning when children are at home.
Prisons record whether a prisoner has children	False In the women's estate – where women are often primary carers, this question will be asked more often. If this information is recorded it is not routinely collated or shared with other agencies.
Schools are informed when a child's parent has been imprisoned	False
10% of children of prisoners are at higher risk of mental health issues	False The figure is actually 25% (COPING, 2013). Research has suggested that children can often suffer from similar feelings as bereavement. They might feel anxious, angry and confused. The stigma can also result in them being bullied or feeling isolated (keeping a 'big secret').
Half of boys with a parent imprisoned before they were ten go on to offend themselves	False The figure is actually 65%. Need to be careful when using this stat as do not want to further stigmatise these young people who are not offenders themselves – but at the same time this is a clear indication why early identification and intervention is key in breaking the cycle of intergenerational offending.
Over 49,000 children are affected by the imprisonment of a mother each year	True Between 49,780 and 64,300 children are affected by the imprisonment of a mother each year. The lower figure is based on matching a prisoner up to a child benefit claim, the higher number takes into account take up rates of child benefit, and the proportion of prisoners that have been matched to benefit claims in general (MoJ, 2012).
Prisoners who receive visits from their family are less likely to reoffend	True 39% less likely to reoffend.
The average distance a child has to	True For women offenders the average distance is greater as

travel to visit a parent in prison is 50 miles

there are fewer female establishments. Depending on where you are in the country and the type of offence parents may be placed a lot further from their families. Implications for – childcare, costs, time off work/school etc.

Multimedia Teaching Resources

E-learning and interactive resources

eLearning: Children of prisoners

These Social Care Institute of Excellence e-learning resources provide interactive, multimedia information aimed at professionals working with children and families. There are three resources available: 'Children of prisoners: arrest', 'Children of prisoners: custody' and 'Children of prisoners: release'. They include quizzes and scenarios, with feedback given on answers.

Little Children, Big Challenges: Incarceration

This toolkit, produced by Sesame Workshop, contains various resources for children, family members and service providers working with children. The toolkit contains a guide for caregivers, an information sheet for incarcerated parents, a story for children about a girl whose dad is in prison, and activities for children. There are also videos for children and adults exploring the issues around having a parent in prison, including clips from Sesame Street.

Film, DVDs and audio

A Sentence Apart

A short documentary about the effects of parental imprisonment in the USA, intended for use by colleges, universities and other organisations. The film follows the stories of two young people whose fathers are in prison (as well as a mother whose daughter is inside) and how they deal with the impacts of their incarceration.

Children of Prisoners Theatre Production

A drama informed by research with children of prisoners which was carried out by Plymouth University and Barnardo's, exploring some of the different challenges that children may face when a parent is sent to prison.

Families' Stories

These videos and audio clips present different family members' stories of how a close relative's imprisonment has affected them. Include 'A daughter's story' (power-point slide 6) an audio clip of a girl discussing her mother's arrest and imprisonment and a video about a child whose older brother was imprisoned.

It's No Holiday

This film uses the voices of children and young people, and explores some of their experiences relating to having a close family member in prison. It looks at different stages of imprisonment as well as different areas of life that imprisonment can impact on.

Film, DVDs and audio *continued*

Little Children, Big Challenges: Incarceration

This toolkit, produced by Sesame Workshop, contains various resources for children, family members and service providers working with children. It features a guide for caregivers, an information sheet for incarcerated parents and a story/activities for children. There are also videos for both children and adults exploring the issues around having a parent in prison, including clips from Sesame Street.

Prison champion offers confidential support to pupils

A short BBC News Piece is about the Barnardo's prison schools champion scheme in Wiltshire. The champion from a primary school and a prison Governor briefly talk about stigma, intergenerational offending, poor school outcomes and identification of these children.

Reversible Writing

Charity Families Outside has produced a short video using the words of young people with a parent in prison. It is based on research carried out in schools which found that often children whose parents are in prison wanted to say to their teachers, "Don't assume I'm going to end up in prison, too." The video asks professionals to turn around how they see these children.

Social Care TV: Children of prisoners

These three Social Care Institute of Excellence videos consider the difficulties that children and families can face at various points of the offender journey – arrest, custody and release. They include parents (in prison and those outside) talking about their experiences, and professionals discussing some of the approaches to working with families. Each video sums up the key messages for practice emerging from the films, and considers what social care staff can do to support children and their families.

Guidelines and toolkits for professionals

Children affected by the imprisonment of a family member: A handbook for schools developing good practice

A handbook to help individual staff, and whole schools to effectively support children affected by parental imprisonment.

Supporting Prisoners' Families: What Can Schools Do?

A short guide about the role schools can play in supporting families of prisoners, with practical tips for school staff.

Under-fives and their families affected by imprisonment: A handbook for Sure Start Children's Centres

A handbook to help Sure Start Children's Centres support children and their families affected by imprisonment, containing practical guidance and suggestions on how Children's Centres can develop their reach to, and practice with, these children and families.

Listening to Prisoners' Children: a Toolkit

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A practical guide to assist play workers in developing creative ways to consult with children about the services they use available from the Pact shop.

Practice Examples **Different agencies supporting children affected by parental offending**

Practice Example 1 **Schools**

Service/model title	Barnardo's School and Children Centre Champions
Aims/objectives of service	<ul style="list-style-type: none"> ▪ To provide effective, confidential and non-judgemental support to children and families affected by parental imprisonment. ▪ To ensure that children and families feel able to access support, information and guidance when a family member is affected by imprisonment.
Delivery	<p>Barnardo's worked within Local Authorities to support schools and Children's Centres to develop a 'Children Affected by Parental Imprisonment' (CAPI) Champion model.</p> <p>Through delivering a series of twilight awareness raising sessions to teachers and early years practitioners, professionals were asked if they would like to volunteer themselves as a 'CAPI Champion'.</p> <p>CAPI Champions received Hidden Sentence training (sometimes within their local prison) so that they were aware of the impact of parental imprisonment, had a more informed knowledge of the criminal justice system and were aware of the local and national support services available to children affected.</p> <p>Schools and Children's Centres who had a CAPI Champion were encouraged to display posters to ensure that all children and families were aware of who they could speak to (confidentially) if they had been affected by parental imprisonment. Champions were given copies of the Barnardo's Handbooks for Children's Centre and School staff on supporting CAPI.</p> <p>Local Authorities were encouraged to develop a CAPI Champion group to enable Champions to meet together on a termly basis, hear about developments within the Criminal Justice System and partner agencies, and share knowledge and experience concerning CAPI.</p>
Webpage	http://www.bbc.co.uk/news/uk-england-wiltshire-25649417

Practice Example 2 Social Care

Service/model title	Northumbria Probation Trust Targeted Family Support
Aims/objectives of service	Northumbria Probation works to protect the public, reduce reoffending, support victims and rehabilitate offenders. Their targeted family support aims to ensure the children of offenders are considered and supported effectively by specialist workers and ensures a more effective multi-agency support is provided.
Delivery	<p>Northumbria Probation Trust allocated 3 social workers to work with families where someone was subject to probation supervision in one Local Delivery Unit. The three social workers targeted specific referrals: one social worker was provided by Changing Trax to support families affected by substance misuse, one social worker prioritised families identified by the Troubled Families' agenda within Newcastle and the third social worker targeted families where children were at risk of becoming Looked After.</p> <p>Probation staff worked with the social workers to target appropriate cases. Whilst each agency maintained its own focus, work was more 'joined up' with enhanced communication between practitioners involved.</p>

Practice Example 3 Criminal Justice System

Service/model title	Parc Supporting Families, HMP Parc
Aims/objectives of service	Parc Supporting Families' (PSF) aims to support and develop innovative ways that healthy family ties can be established, maintained and enhanced whilst a family member is serving a sentence at HMP Parc.
Delivery	<p>HMP & YOI Parc is a local category B prison and Young Offenders Institution located in Bridgend, South Wales, Their Supporting Families programme ensured that offenders and their families received effective support through the following provision:</p> <ul style="list-style-type: none"> ▪ Family intervention unit - a 62 bed living unit where the entire focus of the environment was upon repairing, enhancing and taking responsibility for relationships, parenting and family. ▪ Invisible Walls Wales – interventions and support for prisoners and their families via Family Intervention workers based in the prison and practitioners based in the community. ▪ Family Centred visits – activities for children and families maximise the engagement between the prisoner and their family on these visits, with the opportunity to have family photographs taken. ▪ Children and family friendly visiting – play areas in both the visits hall and visitor reception area, push chairs and baby changing facilities, helpful and sensitive staff. ▪ Parenting programmes for prisoners – including Parenting for Dads, M-PACT, Fathers Inside and Family Man.
Webpage	http://www.hmpparc.co.uk/visiting_faf.htm

Practice Example 4 Multi-agency

Service/model title	Bristol Strategy and Action Plan for Supporting Children and Families of Offenders
Aims/objectives of service	<p>The work outlined in the strategy aimed to achieve the following outcomes for children and families of offenders:</p> <ul style="list-style-type: none"> ▪ Improved outcomes for children of offenders ▪ Improved wellbeing for the whole family ▪ Reduced risk of re offending ▪ Improved awareness of the needs of families of offenders to help inform the planning of future services. ▪ Improved access to family support around key issues such as debt.
Delivery	<p>Bristol's city-wide strategy for supporting children and families of offenders, was developed by a multi-agency steering group including representatives from health, children's social care, probation, voluntary organisations and so on.</p> <p>The Strategy integrated children of offenders into the city's Children and Young People's Plan, and set outcomes for children of offenders that the Strategy aimed to contribute to.</p> <p>The Action Plan then set out how the steering group intended to achieve outcomes for these families and children, assigning responsibilities and timescales to particular professionals and organisations.</p>

[Link to download?](#)

Practice Example 5 Voluntary Sector

Service/model title	Storybook Dads and Storybook Mums
Aims/objectives of service	<ul style="list-style-type: none"> ▪ To help imprisoned parents to maintain meaningful contact with their children. ▪ To reduce stress and trauma experienced by the children of imprisoned parents. ▪ To enable imprisoned parents to help with the development of their children's literacy skills. ▪ To enable prisoners to gain useful skills (e.g. Literacy and computer skills) ▪ To help imprisoned parents nurture and develop their parenting skills.
Delivery	<p>Storybook Dads and Storybook Mums work in over 100 UK prisons and helps to maintain the vital emotional bond between parent and child by enabling parents to make bedtime story CDs, DVDs and other educational gifts for their children.</p> <p>Prisoners choose a book and is recorded reading the story. The recording is downloaded onto a computer where music and sound effects are added (much of this work is undertaken by trained prisoners). The finished story is put onto a CD and then sent to the child. Most prisons can only record audio, but a DVD option is available in a few prisons so the child can see as well as hear the story.</p> <p>Storybook Dads believes that the gift of a story CD from an imprisoned parent, can help to overcome the children's sense of loss and confusion and help to maintain the bond between parent and child, bringing great comfort to both.</p> <p>As long as a prisoner is allowed access to their children, they can apply. Although the scheme is for parents, many prisons allow other family members to participate including grandparents, siblings, aunts and uncles.</p>
Webpage	http://storybookdads.org.uk/index.html

Practice Example 6 Health

Service/model title	GP's support for a family affected by imprisonment
Aims/objectives	<ul style="list-style-type: none">▪ To provide a confidential and non-judgemental place for families to disclose information▪ To enable children and families to access information, advice and support helpful to their situation▪ To help reduce stress and upset experienced by the children and families of imprisoned parents.
Delivery	<p>During an appointment a family disclosed to their GP that the father was in prison overseas. The GP then contacted the i-HOP service, who provided the GP with information.</p> <p>The GP was able to signpost the family to support services targeted to the families' needs, such as Prisoners Abroad and the National Offenders' Families Helpline. The GP also provided them with age appropriate resources for the children to help them better understand what was happening and explore their feelings about the situation.</p>
Webpage	LINK TO HEALTH BRIEFING HERE

Practice Example 7 Parenting

Service/model title	Fatherhood Programme - STC Oakhill
Aims/objectives of service	<ul style="list-style-type: none"> ▪ To learn what a baby and child needs from a parent, to learn about the impact of different parenting styles and to understand the positive and negative effects that parenting can have on a child. ▪ To understand the negative effect uninvolved, unreliable, criminal, violent and / or abusive fathers can have on their children. ▪ To understand what steps they can take in the present and the future towards becoming positively involved fathers. ▪ To accept that they may need considerable support in achieving their desire to be good parents. ▪ To understand the links between developing their self-control, leading a positive crime free life and being a good parent. ▪ To understand the importance of having a positive relationship with any child they have's mother, whether they are a couple or separated, and to recognise that violence, verbal abuse and controlling behaviours are unacceptable. ▪ To understand the process of conception, pregnancy and labour and to understand how contraception works, where to access it and how to use it.
Delivery	<p>This programme aims to develop and improve the parenting skills of young male offenders in custody who are fathers or expectant fathers. It intends to break the cycle of offending by young men who become fathers at a young age, many of who have lacked or had poor male role models and are at risk of repeating this cycle. It is delivered by a nurse and supported by an outreach worker from a sexual health and relationships advisory service.</p> <p>The programme includes a 'Thinking Through Fatherhood' course run in a group setting which focuses on parenting, relationships and lifestyle and additional 1:1 support tailored to the individual needs of the young men. The course includes the opportunity to care for an electronic baby overnight. Underpinned by the good lives model, a strengths-based approach to offender rehabilitation, the programme utilises young mothers and fathers participating in the programme as 'experts by experience'. Young men with a history of abusive behaviour in relationships undertake a 1:1 intervention with a therapist from Milton Keynes Women's Aid.</p> <p>The core sessions are supplemented by one-to-one sessions with the nurse to address any individual issues.</p>
Webpage	<p>http://www.justice.gov.uk/youth-justice/effective-practice-library/fatherhood-programme</p>

Case Studies Student Hand-out

Case study 1

Claire's ex-partner had received a 5 year sentence. Claire's daughter Sarah was 3 when her father was arrested. Before the arrest, Sarah had spent significant periods of time with her father as he shared the childcare responsibilities. No other agencies were involved with the family prior to the arrest. Claire decided not to tell her daughter that her father was in prison and instead told her that Daddy had got a new job which meant he had to stay away. Claire took her daughter to see her father but continued to tell her daughter that this was where her father was working. Sarah's nursery reported that she had begun wetting herself regularly. Claire struggled to juggle work commitments with childcare and travel to the prison for visits and was finding it difficult to cope financially. She tried not to tell anyone about Sarah's father's imprisonment, although the case had been covered in the local media.

Case study 2

Kim had received her first 15 month prison sentence. Kim had 3 children between the ages of 2 and 8. All the children went to live with their Grandparents while their mother was in prison – they had to move schools. The Grandmother gave up her part time job to care for the children. Kim was placed in a prison a 90 minute car journey away from her children. Following the first visit, where the youngest child became distressed and the Grandmother found it difficult to cope with all 3 children, Kim did not receive any further visits. Kim told her mother that this was okay as she didn't want her children to see her in prison anyway. One child became very withdrawn in the following months while the oldest son's behaviour at school deteriorated significantly.

Case study 3

Simon was 21 when he was sent to prison for 18 months. His partner Becky was 6 months pregnant when he was convicted. Becky tried to make weekly visits, however after 3 months Simon was moved to a prison 50 miles away. Becky found the journey on public transport difficult with a new born baby, but felt pressure to visit Simon as often as possible. Becky began to become depressed and her relationship with Simon began to break down as neither felt the other understood their situation. As the end of Simon's sentence drew near Becky grew increasingly anxious about him coming home and how he would fit into her new routine as a parent.

Case Studies Teaching Notes

These case studies offer examples of how parental imprisonment can impact on parents, children and other families. The case studies are adapted from real life examples of support offered to families by voluntary sector agencies.

The case studies should demonstrate the need for various agencies and professionals to be aware of the potential needs of children and families affected by parental imprisonment.

The following notes provide example questions to run alongside each case study.

Suggested responses to each question and issues which could be discussed are listed in italics.

Case study 1

What are the challenges regarding this family receiving support?

No agencies will have formally been informed that this child has been affected, the mother is reluctant to share information/fear of stigma, no prior agencies involved in family e.g. no formal needs assessment.

What impact has the father's imprisonment had on the child?

Confusion, loss of father, sadness, financial impact, disruption of childcare routine, primary care giver struggling, not knowing the truth about her father's imprisonment.

What impact has the father's imprisonment had on the mother?

Financial difficulties, challenges relating to single parenthood, isolation, fear of stigma, stress, gossip in local community due to media coverage.

How could the family be supported effectively?

- *Services, such as the child's nursery, should be aware of the impact of parental offending and offer a confidential, understanding and informed environment for the mother to disclose.*
- *Prison visit Centre ensure that mother is signposted to appropriate support services in the community (e.g. National Offenders' Families' Helpline, targeted support groups) and ensures she is accessing financial support such as Assisted Prison Visit Scheme.*
- *Prison provide Family Day visit opportunities and encourage father to apply for them so that he is able to spend quality time with daughter and maintain relationship.*
- *Prison provide father with information about support services that his daughter and ex-partner could be accessing.*
- *Prison provide father with information about and support with maintaining meaningful contact.*
- *Nursery signpost mother to resources that enable her to talk to her daughter about her father's imprisonment and provide her with age appropriate information about prison – such as Sesame Street tools for use with pre-school children.*

Case study 2

What impact has the mother's imprisonment had on the children?

Disrupted housing, moved away from peer group, grief at separation from parent, disrupted relationship with parent due to lack of visits and resulting attachment problems, confusion due to lack of knowledge about how their mother is, emotional and behavioural difficulties, financial insecurity, educational attainment affected due to poor behaviour, anger/frustration at lack of contact.

Why can offenders often lose contact with their families during their sentence?

Stigma, finance, travel/distance, childcare/work responsibilities, children's responses to visit system, parents reluctance for children to visit a prison, lack of support for prisoners around how to maintain meaningful contact e.g. letters, calls.

What support might the Grandparents need?

- *Guidance about how to share information with children of different ages about their mother's experience – to help dispel feelings of confusion and fear.*
- *Targeted support for kinship carers about financial and practical services available to support them – such as the Grandparents Association.*
- *Support from school regarding how to respond to children's behaviour.*
- *Information from prison about Family Days that provide opportunities for children to visit and interact meaningfully with parent.*
- *Information about how the children can maintain contact with their parent through alternative means – such as email, telephone and letters.*

Case study 3

What are the benefits of Simon maintaining contact with his baby – on each member of the family?

Positive early years attachment, reduced risk of offending, mother feeling supported and understood, positive impact on relationship with mother, maintained relationship means that Simon will have an address with his family to return to after sentence, Simon developing understanding about and skills for parenting a young child.

What support does the family need to be able to parent effectively?

Support from health professionals such as health visitors and GP re. post-natal depression and anxiety, support/information from probation to know how to support Simon on his release and what to expect, support from prison to develop Simon's parenting skills e.g. through prison based parenting programmes, support from prison to maintain meaningful contact with Simon through family days and email/telephone communication, support from prison and referral to any relevant external agencies to help prepare Simon for release, support from targeted services regarding impact of partner's imprisonment.

School Case Studies Student Hand-out



These case studies are taken from a training package developed specifically for teachers to understand the impact of parental imprisonment on children. The materials were developed by Families Outside – the only national charity in Scotland that works solely to support families affected by imprisonment. The aim of Families Outside is to mitigate the effects of imprisonment on children and families, and consequently, to reduce the likelihood of re-offending through support and information for families and for other organisations working with them. www.familiesoutside.org.uk

Case Study 1

Jodie (age 10) has recently started causing concern; she rarely pays attention in class, has not completed homework, and has been accused by others of bullying behaviour. Normally a quiet girl who works fairly well in class, you ask Jodie if anything is wrong. She is reluctant to open up, but later in the day you overhear two other members of staff talking about the family, and one of them says, “The dad’s in jail now, thank goodness.” You speak to Jodie’s brother Sam’s teacher and find out that he (age 6) had wet himself at school the day before. Another girl in the class is having a birthday party at the weekend, and you pick up from the children’s chatter that Jodie is not invited. You haven’t had much contact with Jodie’s mother other than parents’ evenings, but you did try to call last week about an absence and have not yet received a reply.

Case Study 2

Josh’s mother is sentenced to a long-term prison sentence following a high-profile crime. Josh (14) and his younger brother (9) have now moved in with their aunt and have joined your school part way through the academic year. Within a week of him being at the school, a wallet is stolen from one of Josh’s classmates. Rumours start that Josh is a thief, though there is no evidence to suggest it was him. In your English class, Josh writes an essay about drinking at the weekends; it is quite graphic in its use of language, and you are concerned about him. Josh has been bragging about ending up in prison and acting as if this is a ‘badge of honour.’ Josh’s aunt has 3 other children at the school, and there have been behavioural issues with them in the past.

Case Study 3

Chloe’s mum calls the school to tell you that her stepfather is in prison. Chloe (11) is a bright, cheerful girl, but her mother is concerned about the impact of witnessing the arrest, as Chloe was in the house and it all happened very quickly, and without an opportunity for Chloe to say goodbye properly. Since the arrest, Chloe has been sleeping in her mum’s bed, and she won’t go to sleep without the light on. Chloe is due to go on school camp in a month’s time, but she has already told her mum that she won’t be going. Chloe’s mum asks you not to discuss any of this with Chloe; she just wants you to be aware of the situation.

School Case Studies Teaching notes

These case studies offer examples of how parental imprisonment can impact children and their experience of school. The case studies are adapted from real life examples of support offered to families by Families Outside.

The case studies should demonstrate the need for school staff to be aware of the potential needs of children and families affected by parental imprisonment.

Students should be given a case study and asked to consider:

As a school professional, what are the issues and needs that you need to consider to ensure the children receive effective support and achieve the best possible outcomes?

Suggested responses for each case study and issues which could be discussed are listed as bullet points below.

In addition there is a suggested extension task that could be set as an assignment or further group work activity.

Case Study 1

As a school professional, what are the issues and needs that you need to consider to ensure the children receive effective support and achieve the best possible outcomes?

- *The impact of stigma / shame / isolation*
- *Children carrying secrets*
- *Bullying behaviour – where this comes from*
- *Unhelpful attitudes and how to challenge them (in staff as well as in other children)*
- *Other parents not allowing contact with children whose parents are in prison*
- *Regressive behaviour (e.g. children wetting themselves)*
- *Poor concentration at school*
- *Anxiety and possible trauma*
- *Possible problems at home, e.g. unemployment, housing problems*
- *Attendance and visits to prison on school days*
- *Approaching families sensitively and offering support/information*
- *Support that might help Jodie and Sam (e.g. counselling, information from Families Outside)*

Case Study 2

As a school professional, what are the issues and needs that you need to consider to ensure the children receive effective support and achieve the best possible outcomes?

- *High-profile crime and the effect on children*
- *Assumptions that “a criminal breeds and criminal”*
- *What if Josh did steal the wallet?*
- *Mental health issues among children affected*

Case Study 2 *continued*

- *Harmful behaviour*
- *Children who feel that crime is a 'badge of honour'*
- *Approaching families sensitively and offering support/information*
- *Change of care-giver (particularly if a mother is imprisoned)*
- *Supporting complex families*
- *Change of school*
- *Liaison with the primary school (Josh's brother) and any other relevant agencies*
- *Support that might help Josh (e.g. counselling, anger management, information from Families Outside)*

Case Study 3

As a school professional, what are the issues and needs that you need to consider to ensure the children receive effective support and achieve the best possible outcomes?

- *The impact of stigma/shame/isolation*
- *The impact of trauma/separation /anxiety*
- *Children carrying secrets*
- *Imprisonment might not be a parent (uncle / aunt / step-parent / older sibling etc.)*
- *Sharing information appropriately (what do you do if a parent asks you not to speak to a child about a situation?)*
- *Reaching out to children sensitively and offering support*
- *Regressive behaviour (e.g. sleeping in parent's bed)*
- *Support that might help Chloe (e.g. counselling, play therapy, information from Families Outside)*

Extension Task

Imagine you are working in a school who has decided that they want to draw up guidelines for staff regarding working with students who have been affected by a family members' imprisonment. **In a group, develop a list of guiding principles for staff.**

Supporting documents

Bristol Charter for Children of Prisoners

Education of Children with a Parent or Close relative in Prison or at Risk of a Custodial Sentence (Gloucestershire County Council)

Offenders' Journey Teaching Notes

Aim of the exercise

- To increase students' awareness and knowledge of the offender journey.
- To increase students' awareness and knowledge about the impact of the whole offender journey.
- To raise awareness about the support required by children and families at each stage of the offenders' journey.

Instructions for facilitator

Spilt students into 4 groups: Arrest, Court, Prison and Release

Give each group the student handout as well as the pack of prompt cards that corresponds to their group.

Instructions for group

Read prompt cards.

Consider:

- How might children and other family members be feeling at this stage of the offenders' journey?
- What needs do children and other family members have at this stage of the offenders' journey?
- What support could be provided to support children and family members at this stage of the offenders' journey and from which agencies?

Instructions for facilitator

Ask each group (one at a time) to:

- Read out their prompt cards
- Feedback their discussions

A page of additional resources has been provided as reference material covering each stage of the criminal justice system.

i-HOP

Supporting all professionals to work with offenders' children and their families

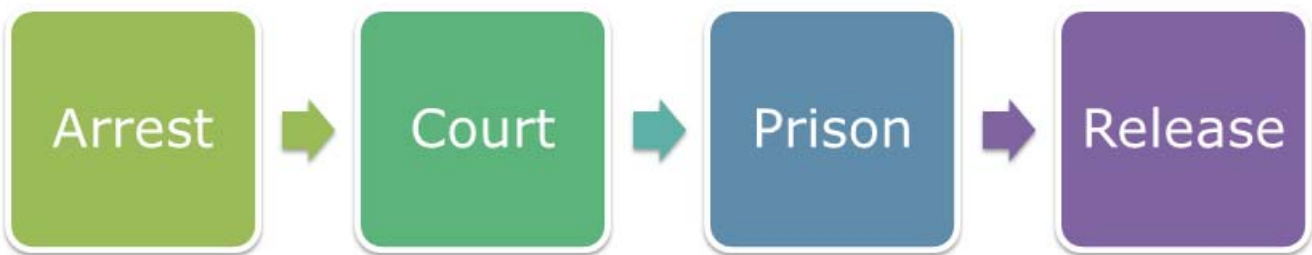
Offenders' Journey Student Hand-out



The Offenders' Journey exercise has been adapted from materials produced by Action for Prisoners' and Offenders' Families (APOF) as part of their Hidden Sentence training package. APOF offers a range of resources for children and families of offenders and those who work with them, including story books, advice leaflets, briefing papers, DVD dramas and training courses such as Hidden Sentence that raises awareness amongst professionals about the impact of parental imprisonment. www.prisonersfamilies.org.uk

Offenders' Journey

It is important to think about the impact on the family at each stage of an offender's journey. This diagram offers a simplified version of the main stages that need to be considered.

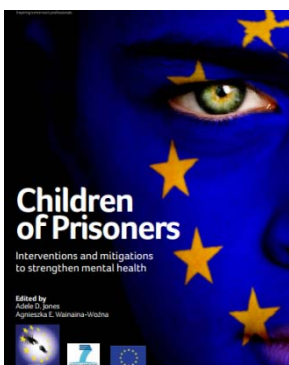


Activity

You will be given a pack of cards that correspond to one of the stages of the offenders' journey. The quotes on your cards are taken directly from children and families who have been affected by parental offending.

Read your cards and consider:

- How might children and other family members be feeling at this stage of the offenders' journey?
- What needs do children and family members have at this stage of the offenders' journey?
- What could be provided to support children and family members at this stage of the offenders' journey and from which agencies?



The quotes used on the cards are taken from the study **COPING: Children of Prisoners, Interventions & Mitigations to Strengthen Mental Health (Jones et al, University of Huddersfield, 2013)**. This pan-European comparative research brought together an international team of ten partner agencies to study the characteristics, vulnerabilities and resilience of children with a parent in prison in Germany, Sweden, Romania and the UK. Summaries of the research and its recommendations, entitled the 'COPING briefings', are available from UK partner **POPS**.

Offenders' Journey Additional resources

Arrest

Research: Children of Prisoners Europe newsletter *Justice for Children of Prisoners - Police, Judges & Sentencing* has interesting articles about arrest and sentencing

Resource: Thames Valley Partnership Child's Journey worksheets

Resource: SCIE Social Care TV video about arrest and the impact on children

Research/Resource: COPING in the police force briefing. Provides an overview of COPING research and also of good practice in police around arrest

Court

Service: Rethink Community Advice and Support Service (established by PACT) in local Magistrates courts in Devon and Cornwall. Supports low risk offenders and their families

Resource: Prisoners Friends and Families Service 'Court to Custody' is a booklet to help defendants and their families prepare for possible custody

Resource: AFFECT Publication for families of prisoners about arrest and attending court

Service: POPS Court-based Family Support Work

Prison

Resource: Ministry of Justice Prison Finder provides information about prisons, including: location, category, visiting details etc

Research: Children of Prisoners Europe newsletter *Justice for Children of Prisoners - Prison Visits and Families*, provides interesting articles about practicalities of familial imprisonment as well as the emotional impact

Practice model: Ofsted Good practice resource. Inclusive family learning in a prison setting: HMP Wolds

Service: Info Buzz provide assisted prison visits for young people in Gloucestershire who don't have an adult to accompany them

Release

Resource: APF's The Outsiders- Preparing for release. This booklet for families preparing for a prisoners release includes quotes from ex-prisoners and examples of what is likely to happen

Research: Re-unite revisited: An evaluation by University of Cambridge, Anawim and Commonweal. Looks at Reunite programmes across the country and how effectively they support female offenders and their children after release

Resource: Preparing for Release. A leaflet from Action for Prisoners' Families with practical information for families getting ready for a loved one's return from prison.

Offenders' Journey Cards

Arrest

'The choice the police gave me was, if I can't get in touch with anybody, they will take her into social care...and they said it in front of her'

**Imprisoned mother of girl
(13 years old)**

COPING 2013

Arrest

'I didn't really see her go to prison. I think my granddad took me out...I came back and said 'where's my mum?' and my grandma said 'Gone to prison'...[I was] very, very upset'

Girl (9 years old)

COPING 2013

Arrest

'She didn't go to school that day...because we couldn't find her uniform when they finished in the bedroom. They just threw everything all over the place, dragged everything out of the drawers'

**Non-imprisoned grandmother of Girl
(16 years old)**

COPING 2013

Arrest

'The night that he went he was distraught. He was in the corner screaming and I couldn't console him at all because he couldn't believe what they said and what they were accusing his dad of'

**Non-imprisoned mother of Boy
(15 years old)**

COPING 2013

Court

'Time scales vary every time, you know. We were told on one occasion he will get 18 months and the last one, that we had the week before he went to court, we was told 9 years.'

**Non-imprisoned mother of Girls
(6 and 10 years old)**

COPING 2013

Court

'He went to court by himself...and then got 'guilty', and then my mum came home and told us the news...it was a real shock...I was thinking why did he do it? I wish he never did.'

Boy (12 years old)

COPING 2013

Court

'He promised the children he would be back and so did the police officer, and then he just never came back. He (has) never come back since that day.'

**Non-imprisoned grandmother of Girl
(16 years old)**

COPING 2013

Court

'I just kept acting stupid because I missed him (father in prison) and got in loads of trouble...being in some big tantrums.'

Boy (12 years old)

COPING 2013

Court

'He wouldn't go to school. He came to court with us. He wasn't allowed in the court. He just sat on the balcony...and said, "Well my dad knows I'm outside, I'm here for my dad" but he just wouldn't go to school, so yeah he lost an awful lot of schooling'

**Non-imprisoned mother of Boy
(13 years old)**

COPING 2013

Court

'Then he would just disappear drinking; turn his phone off; I wouldn't know where he was; he would be ringing down the phone screaming "Why are they are doing this to me" and I would have to go and find him; put the kids in the car at midnight...he was threatening to commit suicide in front of the children.'

**Non-imprisoned mother of Girl
(10 years old)**

COPING 2013

Court

'He wouldn't go to school. He came to court with us. He wasn't allowed in the court. He just sat on the balcony...and said, "Well my dad knows I'm outside, I'm here for my dad" but he just wouldn't go to school, so yeah he lost an awful lot of schooling'

**Non-imprisoned mother of Boy
(13 years old)**

COPING 2013

Court

'I just kept acting stupid because I missed him (father in prison) and got in loads of trouble...being in some big tantrums.'

Boy (12 years old)

COPING 2013

Prison

'We have got family members who won't speak to us...they don't want to be associated with that kind of thing.'

**Non-imprisoned mother of boy
(15 years old)**

COPING 2013

Prison

'I find it very hard in the prison, but I like seeing my dad because it's better than nothing.'

Girl (7 years old)

COPING 2013

Prison

'It took him a few weeks to settle down. Until we could get a visit organised, he was devastated. Once he got the visit he was settled and he was made up.'

**Imprisoned father of Boy
(13 years old)**

COPING 2013

Prison

'It was alright because we got to see him, but like, he wasn't allowed to get out of his chair or nothing; he just had to sit there. So we couldn't actually do anything with him.'

Girl (11 years old)

COPING 2013

Prison

'They told me for a bit that he was working away to try to fool me. But it didn't work. I kept asking then: Mum why is it?'

Girl (10 years old)

COPING 2013

Prison

'He phoned us every single day without fail. If for some reason he didn't, then we'd all wonder why.'

Girl (13 years old)

COPING 2013

Prison

'They weren't necessarily bad with me because I am younger but with my mum and that they were ignoring her and crossing the road, shouting abuse, spray painting stuff on the windows.'

Girl (15 years old)

COPING 2013

Release

'Readjustment yes, he is going to have to fit into what, you know I haven't changed our routine I would say at all, but the boys are nearly 2 school years older. They do different things in school; they do more homework, that routine has changed. They go to bed later...they are more confident....You know it's just my husband fitting into that routine. It seems very simple but it's a big thing.'

Non-imprisoned mother of twin boys (7 years old)

COPING 2013

Release

'Now like he's been gone, like now he's coming back it will be like getting smacks, like giving us smacks.'

Boys (10 and 11 years old)

COPING 2013

Release

He's got different ways about him as well. You seem to go like that, you drift apart. It doesn't just punish them, it splits families.'

Non-imprisoned mother of twins (7 years old)

COPING 2013



Supporting Content

Essay Topics and Reading List

Suggested essay topics, presentation topics and discussion points Teaching notes

The below questions offer examples of topics for essays, projects, presentations and dissertations. They can also be used as discussion points.

They could be used alongside the case studies, considering the question in the context of the specific circumstances each case study presents.

The questions have been grouped into themes to reflect the various modules that 'children of offenders' could be integrated into. These themes do overlap however and the questions could be adapted to fit into various modules or topics.

The aim of the questions is to prompt broad consideration of how families might be affected and how best to respond to this.

Needs of children and families

- What needs might children of offenders have in terms of achieving the Every Child Matters outcomes?
- Consider what children under-five need to develop emotionally, physically, socially and intellectually. How might parental offending affect the development of under-fives?
- How might parental offending affect young people and their families?

Health, resilience and wellbeing

- Why and how should health professionals have the understanding and confidence to respond to the needs of children affected by parental offending?
- How can resilience and mental wellbeing be supported and developed in children affected by parental imprisonment?

Children's rights

- How might having a parent in prison affect children's rights?
- How can practitioners and different agencies help to uphold children's rights when a parent is in prison?

Inclusive practice

- How can inclusive practice help meet the needs of children and families affected by parental offending?
- How can practitioners reach children and families of offenders in the community – who may be experiencing stigma and isolation and be reluctant to engage with services?

Suggested essay topics, presentation topics and discussion points Teaching notes *continued*

Multi-agency working

- What are the benefits of adopting a multi-agency approach to support children and families of offenders?
- What type of partnership work could be developed between universal services, voluntary agencies, targeted support and criminal justice agencies in order to effectively meet the needs of children and families of offenders?

Education

- What role can schools and school professionals play in supporting children affected by parental imprisonment?
- How can the needs of children and families of offenders be met by universal services?

Early years

- Consider what children under-five need to develop emotionally, physically, socially and intellectually. How might parental offending affect the development of under-fives?
- What age appropriate practice and resources could be used to support under-fives with a parent in prison?

Criminal justice

- How can maintaining positive family relationships benefit both the offender and their family?
- How can the needs of children affected by parental imprisonment be met in a prison setting and in the community?

Safeguarding

- How can criminal justice agencies safeguard and promote the wellbeing of children and families affected by offending or imprisonment?
- What are the potential safeguarding concerns to consider when working with children affected by parental offending?

Students' Reading List

Research: impact of imprisonment

Sytske Besemer, Victor van der Geest, Joseph Murray, Catrien C. J. H. Bijleveld and David P. Farrington, *The Relationship Between Parental Imprisonment and Offspring Offending in England and The Netherlands*, Oxford University Press, January 2011

Gwynneth Boswell, Peter Wedge and Ian Paylor, *Imprisoned Fathers and their Children*, Child and Family Social Work, Wiley Online Library, August 2009

Owen Gill, *Every Night You Cry: Case studies of 15 Bristol families with a father in prison*, Barnardo's, 2009

Jane Glover, *Every Night You Cry: The realities of having a parent in prison*, Barnardo's, October 2009

Jones, A., Gallagher, B., Manby, M., Robertson, O., Schützwohl, M., Berman, A.H., Hirschfield, A., Ayre, L., Urban, M. and Sharratt, K., *COPING: Children of Prisoners, Interventions & Mitigations to Strengthen Mental Health*, University of Huddersfield, 2013

Sara Lewis, Salina Bates and Joseph Murray, *Children of prisoners - maintaining family ties*, Social Care Institute for Excellence, April 2008

Erika London Bocknek, Jessica Sanderson, Preston A. Britner IV, *Ambiguous Loss and Posttraumatic Stress in School-Age Children of Prisoners*, Journal of Child and Family Studies, June 2009

Ministry of Justice and Department for Children, Schools and Families, *Children of Offenders Review*, June 2007

Ernst L. Moerk, *Like father like son: Imprisonment of fathers and the psychological adjustment of sons*, Journal of Youth and Adolescence, December 1987

Joseph Murray, *The cycle of punishment- Social exclusion of prisoners and their children*, Sage Publications; Journal of Criminology and Criminal Justice, February 2007

Joseph Murray, David P. Farrington, Ivana Sekol, Rikke F. Olsen, *Effects of parental imprisonment on child antisocial behaviour and mental health: a systematic review*, Campbell Systematic Reviews 2009:4

Murray, J., Farrington, D. P. and Sekol, I., *Children's antisocial behaviour, mental health, drug use and educational performance after parental incarceration: A systematic review and meta-analysis*, University of Cambridge, Psychological Bulletin, March 2012

Julie Poehlmann, *Representations of Attachment Relationships in Children of Incarcerated Mothers*, Child Development, May 2005

Rowntree Smith R, Grimshaw R, Romeo R, Knapp M, *Poverty and disadvantage among prisoner's families*, Joseph Rowntree Foundation, 2007

Students' Reading List *continued*

Research: practice and responding to needs

Karen Argent, *"Children of Prisoners"* in *Working with Vulnerable Children, Young People and Families*, Routledge, 2013

Michelle Bomber, *Inside I'm Hurting: Practical Strategies for supporting children with attachment difficulties in school*, Worth Publishing, 2007

Ben Estep and Natalie Nicholles, *Economic study of Integrated Family Support Programme (IFS)*, nef for Pact, 2012

Dr. Finola Farrant, *Improving outcomes for prisoners and their families, Key lessons from the Integrated Family Support Service*, Pact, NEPACS, Barefoot Research, Roehampton University, August 2013

Owen Gill, *Developing pathways into children and family services for mothers involved in the criminal justice system*, Barnardo's, January 2013

Owen Gill and May Jacobson Deegan, *Working with children with a parent in prison: Messages for practice from two Barnardo's pilot services*, Barnardo's, May 2013

Dr Nancy Loucks, *'Prison Without Bars': Needs, Support and good practice for work with Prisoners' Families*, Tayside Criminal Justice Partnership and Families Outside, February 2004

Helen O'Keefe, *The Invisible Child: Perspectives of headteachers about the role of primary schools in working with the children of male prisoners*, Prison Service Journal, September 2013

Julia Morgan, Caroline Leeson, Rebecca Carter Dillon, Anne Louise Wirgman, Mary Needham, *'A Hidden Group of Children': Support in Schools for Children who Experience Parental Imprisonment*, Children and Society; Wiley Online Library, April 2011

Sarah Roberts, *The Role of Schools in Supporting Families Affected by Imprisonment*, Winston Churchill Memorial Trust and Families Outside, September 2012

Ann M. Shillingford, Oliver W. Edwards, *Professional School Counselors Using Choice Theory to Meet the Needs of Children of Prisoners*, Professional School Counseling, August 2010

Policy: national

Children's Rights Alliance for England, *State of Children's Rights in England*, Children's Rights Alliance for England, November 2013

Department for Children, Schools and Families and Ministry of Justice, *Reducing re-offending: supporting families, creating better futures*, 2009

Department for Communities and Local Government, *The Troubled Families Programme*, 2011

Department for Education, *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*, Department for Education, March 2013

i-HOP Supporting all professionals to work with offenders' children and their families

Students' Reading List *continued*

Policy: national

Baroness Jean Corston, *The Corston Report*, Home Office, March 2007

Ofsted, *Children's centre inspection handbook for inspections*, Ofsted, March 2013

National Offender Management Service, *Reducing Reoffending Children and Families Pathway*, 2004

United Nations, *United Nations Convention on the Rights of the Child*, United Nations, November 1989

Policy: local

Barnardo's and Bristol City Council, *Bristol Charter for Children of Prisoners*, November 2013

Buckinghamshire County Council, *Guidelines for Working with Children who have a 'Family' Member in Prison*, Buckinghamshire County Council, April 2013

Barnsley Safeguarding Children Board, *Guidelines for Working with Children who have a Family Member in Prison*, Barnsley Safeguarding Children Board, August 2012

Gloucestershire County Council, *Education of Children with a Parent or Close relative in Prison or at Risk of a Custodial Sentence*, Gloucestershire County Council, 2002

Kingston Local Safeguarding Children Board, *Families Apart Protocol: supporting the needs of prisoner families*, Kingston Local Safeguarding Children Board, 2009

Resources: for children and/or family members

Danny's Mum

A colourful storybook telling the story of Danny whose mum is in prison, for children up to six years. The book explores in an age appropriate way, the impact of having a mum in prison. Available to buy on Amazon.

Factsheets - Prisoners' Friends and Families Service

Factsheets for families covering a wide range of issues on how a family member's involvement in the criminal justice system might affect a prisoner's family, and explaining criminal justice procedures and systems.

Honest - Emma's Story

A booklet for 4 - 11 year olds, telling the story of a young brother and sister whose father is in prison. In addition to the narrative contains notes for the reader to help answer any questions children may have.

My Special Book

Worksheets by Ormiston for young children to document their visit to their parent in prison, and write down how they felt, what they talked about, what they saw and so on.

i-HOP Supporting all professionals to work with offenders' children and their families

Students' Reading List *continued*

Resources: for children and/or family members

The Outsiders - Living with Separation

An APF guide for families explaining the possible impacts and experiences a family may go through during a relative's imprisonment. It explains the different emotions that the separation might have on different family members, and offers advice about how this can be addressed.

The Outsiders – Telling the Children

An APF leaflet to help parents with ways of telling a child that a parent is being sent to prison, covering various questions and issues.

What's the story? What happens when a relative is sent to prison

A booklet for young people aged 12-16 yrs from Families Outside, using a story of a girl whose Dad goes to prison to explore issues and challenges.

Visiting Prison

A short leaflet by Ormiston aimed at enabling parents and carers to prepare themselves and the children and young people for a prison visit. Containing practical information, discussion topics and issues to consider such as preparing for a visit and how young person may feel afterwards.

Resources: for professionals

Children affected by the imprisonment of a family member: A handbook for schools developing good practice

A handbook to help individual staff and whole schools to effectively support children affected by parental imprisonment.

eLearning: Children of prisoners

Social Care Institute of Excellence e-learning resources with interactive, multimedia information aimed at professionals.

It's No Holiday

A film using the voices of children and young people, exploring some of their experiences of having a close family member in prison.

Listening to Prisoners' Children: a Toolkit

A practical guide from Pact to assist playworkers in developing creative ways to consult with children about the services they use.

Social Care TV: Children of prisoners

Videos for professionals by Social Care Institute for Excellence considering the difficulties that children and families can face at various points of the offender journey – arrest, custody and release.

Under-fives and their families affected by imprisonment: A handbook for Sure Start Children's Centres

A handbook to help Sure Start Children's Centres support children and their families affected by imprisonment, containing practical guidance and suggestions on how Children's Centres can develop their reach to, and practice with, these children and families.

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