

Invisible Walls Accord

Resource Toolkit

Encouraging Positive Change



Believe in
children



Barnardo's
Cymru



Reducing
Stigma

Educating
Communities

Increasing
Opportunities

Reducing Inter-
generational Offending

Foreword

The negative impact of parental imprisonment upon children and young people is being increasingly well-documented. The findings are accommodated within Welsh Government policy and procedure, and the emerging Adverse Childhood Experiences agenda.

At any one time, it is estimated that some 200,000 children across the UK have reduced life chances, and are at a greater risk of entering the criminal justice system themselves. The Big Lottery-funded Invisible Walls Accord Project aims to ensure that children affected by parental imprisonment are identified for receipt of support to reduce the short- and long-term impact of such adverse experiences.

Working closely with children, young people, parents, schools, community support and the prison estate across south Wales, the Invisible Walls Accord Service Toolkit has been developed to:

- Increase the confidence of teaching and support staff to recognise and support families affected by parental imprisonment
- Provide resources for enabling effective support via a whole-school approach, to promote citizenship and the creation of an environment where differences are embraced and stigma reduced
- Provide schools with the knowledge and tools to ensure that children, young people and families are recognised and effectively engaged in that Team Around the Family approach envisaged by Welsh Government in the implementation of its policy, procedure and guidance

Sarah Crawley, Director, Barnardo’s Cymru

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one-to-one and
group resources
that can be used
with children
aged 7–17 years

Toolkit Introduction

This toolkit has been developed by the Barnardo's Cymru Invisible Walls Accord (IWA) Project, to support children and young people affected by parental imprisonment.

It provides resources and information to schools and professionals working with young people affected by imprisonment. It follows the offender's journey and provides information for each stage, as well as one-to-one and group resources that can be used with children aged 7–17 years.

Resources within the toolkit are in line with the National Curriculum, to allow teachers to seamlessly integrate the session plans into their lessons. Alternatively, they can be used during PSE or one-to-one sessions.

“...to support children and young people affected by parental imprisonment.”



Background and Research

Family relationships are placed under considerable strain as a result of parental imprisonment. Offenders and their families are often severely economically and socially disadvantaged, which is further exacerbated when a family member is serving a prison sentence. There may be a loss of income from employment or welfare entitlements, living arrangements may be disrupted and higher levels of stress can lead to reduced physical and emotional wellbeing. The stigma associated with having a family member in prison can have detrimental effects on the family. The family may feel isolated from their community, and trusted relationships may break down. In some cases, families may even move away from an area because they have been ostracised by their community.

Barnardo’s Cymru has been developing services for Children Affected by Parental Imprisonment (CAPI) for over 10 years.

Within the 2011 Official Census, 178,000 school-aged children were recorded as living in Wales. Based on an estimated 7% of all children across the UK experiencing some form of parental imprisonment, this equates to a potentially conservative estimate of 10,000 children and young people within Wales.

Our own work over the past four years has indicated that the highest populations of children and young people affected by parental imprisonment live in South Wales.

It is important for everyone to understand that a criminal sentence does not just affect the offender but also has a heavy impact on their family. Offenders’ families have been a neglected area of social policy, especially since families do not have support through the offender’s journey. This is why schools need to play a pivotal role in supporting children who are living through this experience.

Interesting Statistics

- The prison population in England and Wales has nearly doubled between 1993 and 2015; therefore, more children are being affected by parental imprisonment than ever before (Ministry of Justice, 2016).
- Children of prisoners have been found to be three times more likely to be at risk of mental health problems, anti-social delinquent behaviour and other adverse outcomes compared to their peers (Jones et al, 2013).
- It is estimated around 17,000 children in England and Wales each year experience their mothers going to prison (Wilks-Wiffen, 2011).
- 1 in 5 women carry out their prison sentence more than 100 miles from home (Social Exclusion Task Force, 2009).
- England and Wales has the highest imprisonment rate in Western Europe (Prison Reform Trust, 2018).
- Poor educational outcomes and experiences are linked with an increased risk of offending behaviour. Evidence suggests that 59% of the adult population truanted school, 42% were excluded from school, and 47% left school with no qualifications (Estyn, 2012).
- 54% of people carrying out a prison sentence were found to have a literacy level below level 1, the level expected of an 11 year old. This is three times higher than in the general population (Department for Business Innovation and Skills, 2012).



- The extent to which parental imprison can negatively impact a child can be influenced by two things. Firstly how close the child and parent were prior to the imprisonment, and secondly by how much contact they have during the imprisonment (Dennison, Smallbone, & Occhipinti, 2017, Dennison, S., Hutton, 2016, Sharrat, 2014).
- It is important for statutory and voluntary agencies to acknowledge that more support is needed for families affected by imprisonment in order to improve their outcomes.



Section
1

ACEs

Adverse Childhood Experiences (ACEs) are stressful experiences which occur during childhood. They can directly harm a child/young person (e.g. sexual or physical abuse) or affect the environment in which they live (e.g. growing up in a house with domestic violence). The percentages of adults in Wales that have been exposed to each ACE are:

- Verbal abuse – 23%
- Physical abuse – 17%
- Sexual abuse – 10%
- Parental separation – 20%
- Witnessed domestic abuse – 16%
- Had a parent with a mental illness – 14%
- Witnessed alcohol abuse in the home – 14%
- Witnessed drug use in the home – 5%
- Had a parent in prison – 5%

Research has shown that 20% of adults in Wales have experienced at least one ACE during their childhood, whilst 14% have experienced four or more (Bellis et al., 2015). These experiences can have a negative and lasting effect on an individual’s health and wellbeing. In fact, when compared to individuals who have experienced no ACEs during their childhood, those who have experienced four or more ACEs are:

- 4 times more likely to be a high-risk drinker
- 6 times more likely to have had or caused unintended teenage pregnancy

- 6 times more likely to smoke e-cigarettes or tobacco
- 6 times more likely to have had sex under the age of 16
- 11 times more likely to have smoked cannabis
- 14 times more likely to have been a victim of violence over the last 12 months
- 15 times more likely to have committed violence against another person in the last 12 months
- 16 times more likely to have used crack cocaine or heroin
- 20 times more likely to have been incarcerated at any point in their lifetime

Public Health Wales acknowledges incarceration as a significant ACE, which increases an individual’s risk of developing health-harming behaviours, such as drug and alcohol misuse, and antisocial behaviours. If we are to improve the outcomes for children affected by parental imprisonment, we must work to increase awareness of the support needs of families, reduce stigma and increase links between families and schools.

By preventing ACEs in the future we can reduce levels of:

- Heroin/crack cocaine use by 66%
- Incarceration by 65%
- Violence perpetration by 60%
- Violence victimisation by 57%
- Cannabis use by 42%
- Unintended teen pregnancy by 41%
- High-risk drinking by 35%
- Early sex (before age 16) by 31%
- Smoking tobacco or e-cigarettes by 24%
- Poor diet by 16%

How can schools help children who have experienced traumatic events?

Toxic stress leads to changes in physiology, which can affect someone’s ability to regulate emotions and form relationships. It can even disturb cognitive function, which can affect a child/young person’s ability to engage in education.

Schools have an important role in supporting these individuals. Teachers are key role models in a young person’s life and can provide positive relationships. These relationships can build a young person’s resilience, which improves their chances of overcoming adversity and alleviating the negative impact of ACEs (Bethell, Newacheck, Hawes & Halfon, 2014). It has been found that schools that adopt nurture approaches, especially those that focus on building positive relationships with children and families, have seen improvements in emotional, social and educational achievement (McLean, Mitchell & McNeice, 2017).



Resilience

What is resilience and why do we need it?

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress – such as parental imprisonment and other Adverse Childhood Experiences.

The presence of protective factors, particularly safe, stable, and nurturing relationships, can often mitigate the consequences of ACEs. Individuals, families, and communities can all influence the development of many protective factors throughout a child/young person’s life that can impact his or her development. School staff can play a pivotal role in the provision of this support and ultimately the outcomes of children.

Resilience trumps ACEs

How do you promote resilience in a classroom?

- 1. Build positive relationships
- 2. Teach social and emotional skills
- 3. Foster positive emotions by building a sense of pride and belonging within the school
- 4. Identify student strengths
- 5. Build a sense of meaning and purpose

How do you build the resilience of children affected by parental imprisonment specifically?

- Support children to understand and manage their emotions
- Build effective support networks for children
- Support a child/young person’s relationship with their parent throughout their sentence, such as allowing visits within school time and allowing open lines of communication with the imprisoned parent. For example, when given the opportunity to do so, attend parent–teacher events held within the prison and provide work to be shared with Mum/Dad
- Support children to build positive friendships
- Signpost families to other support services when necessary in order to strengthen family support

Note:
The sessions on resilience are in line with the following PSE curriculum aims:

- Develop learners’ self-esteem and a sense of personal responsibility
- Promote self-respect and respect for others, and celebrate diversity
- Equip learners to live safe, healthy lives



“Family Quotes,,

“His behaviour has changed so much. He aggravates his brother to the point that he is seriously hurting him.”

– (Partner of a prisoner, talking about her son)



Section
1

Reaching
Out

How to Identify a Child/Young Person Affected by Parental Imprisonment

It is important that families are made to feel comfortable and supported in order for them to feel safe in sharing this information and accessing the support that their child/young person may need. Here are some examples of how you can identify children and families affected by imprisonment:

- A parent or child/young person may disclose to a member of staff. (It is important to note this may not necessarily be a teacher; it could be a support assistant, school secretary or their favourite lunchtime supervisor.)
- Staff or another third party within the local area may have heard this information, outside of school.
- There may be a change in the child/ young person’s behaviour, for example missing school, being more emotional, confused, worried or scared than usual.
- There may be a change to the family routine, for example the parent who has always brought the children to and from school is no longer seen. This may be for many other reasons such as a new job or health reasons, but is still worth noting.
- The child/young person may speak of changes at home.

If a child/young person discloses
Ensure that the information the child/ young person has shared is accepted and responded to in a non-judgemental and supportive manner. Allow the child/young

person to share their story or feelings at their own pace, without probing. Remember that they will often feel shame for what has happened whilst worrying about and missing the person they love. Ask them how they would like you to help. What support do they need? Ask if they would feel comfortable with you speaking to their parent/carer to discuss any support you could offer.

If a parent discloses
Listen in a non-judgemental manner, simply listening and accepting what they are sharing. Ask how the situation is impacting on them as a family, and, more specifically, the children, and how school can support them. If the child/young person/family is unsure of the support they need, suggest the available options e.g. meeting with our SPOC (single point of contact) for emotional support and to help him/her understand what has happened. You can signpost to other specific agencies for support: a list of useful links and support agencies can be found on page 84. If you are unable to do this at the time of the meeting, get back to the family member at a specific time with this information.

If you suspect
Proactively invite the parent/carer in for a meeting. Explain what you have noticed in a non-judgemental manner and ask if there is anything going on that you could support with, providing the family/child/ young person with the opportunity to share.



Section
1

What Schools
Can Do

- Provide training for their staff. If staff have more knowledge around imprisonment they will be better prepared and more empathetic to what a child/young person affected by imprisonment may be going through.
- Provide a school policy that informs staff how to support CAPI.
- Use the resources within this toolkit to raise the issue of the impact of imprisonment on families, reducing stigma and shame associated with family imprisonment and creating an environment where children and families are more likely to come forward.
- Create an individual support plan with the child/young person and their parent/guardian which identifies areas where they need support. You can use the support and action plan in the session plan to aid you.
- Support the family to maintain contact where possible. Discuss visiting times and any impact this may have on the child/young person’s attendance, agreeing a plan that supports educational attendance and engagement as well as promoting and maintaining contact with their family member. Find ways to keep the parent in prison updated on their child/young person’s progress e.g. send them a copy of the child/young person’s report.
- Consult the directory of services for further information.

Please use the table to the right as a way to track what your school is implementing, in relation to children affected by imprisonment. There are blank spaces in the table for you to insert your own targets.

“Family
Quotes,,

“As a father, children see you as a superhero. For children to see the most powerful person in their world being torn down has a huge effect.””

– (Prisoner)

Targets	Date Planned	Date Implemented
Arrange a parent/teacher meeting with parents post release. During this meeting the child/young person’s progress should be discussed as well as exploring if any further help is needed.		
Train whole-school staff on the effects of imprisonment on families, particularly children, and how they can incorporate the toolkit in their day-to-day work/lessons.		
Introduce a policy for all staff to follow in relation to children affected by parental imprisonment.		
Allocate a Single Point of Contact (SPOC) for children and families who are affected by imprisonment (see ‘Guide to using the toolkit’ for role of the SPOC).		
Display SPOC posters around the school.		
Introduce the SPOC to the whole school in an informal way, so everyone knows who they are, when/where they can contact them and what their role is. For example, this could be done in a whole-school assembly/year-group assembly/classrooms/form time.		
IWA drop-in for parents and families – an opportunity for parents to come in and speak to the SPOC if or when needed.		



Invisible Walls Accord



**Do you have a family member
in prison?**

Would you like someone to talk to?

You can talk to:



Guide to using the toolkit

Guide to using the toolkit:

1. Put up Single Point of Contact (SPOC) posters so the pupils know whom to go to if they need support around imprisonment.
2. For one-to-one work, you may want to use the support wheel, to establish the support needs of the child/ young person.
3. With the child/young person, complete the action plan using suggested resources for the relevant section of the offender’s journey – however, these suggestions are a guide and resources to be used appropriately.
4. If the child/young person’s circumstances change or the action plan is complete, you may want to revisit the support wheel and complete the action plan review.
5. For group/whole-class sessions, please see the ‘Reducing Stigma’ section.

Disclaimer

Both the one-to-one and the group sessions in this toolkit can be extremely emotive for young people affected by parental imprisonment. The following guidance may be helpful:

- It is important that young people receive a warning that the session may be difficult at times and that there is an opportunity for them to remove themselves from the classroom if needed.

Perhaps there can be some support on hand if required, such as the SPOC or an LSA.

- Following the session, a reminder could be given that if anyone was affected by the session in any way, they could speak to their SPOC.
- Ensure that everyone involved in the session speaks respectfully about prisoners and their families to avoid any negative impact for those affected.

Children’s Support Wheel Guidance

The Children’s Support Wheel is an assessment tool that can be used when working with children affected by parental imprisonment. This is a very useful tool to use at the beginning of one-to-one work, as it can help you establish what support the child or young person may need. It is also a great way to evidence change, achievements and distance travelled. The support wheel can also be used when you review the work and when the work has been completed.

You can begin the wheel in whichever area the child/young person prefers. For example, if the child/young person chooses to begin with the section ‘school’, ask them to place a mark in that section using the Key as their guide (1 being ‘I feel good about this’ and 5 being ‘I need a lot of help’). It is important to explore these areas in more detail by using open questions, which will allow you to open up a line of discussion. The support wheel can be used over several sessions if you feel it is too much to complete in one; we would suggest going at whatever pace the child/young person or young person is comfortable with.

Adult’s Support Wheel Guidance

The Adult’s Support Wheel is an assessment tool that can be used when working with families and adults affected by imprisonment. This wheel is more complex than the child/young person’s, as adults can have additional and more complicated responsibilities. The wheel is a useful tool to discuss issues that may not initially be spoken about openly. It is an opportunity to understand what support a family may need, and this will enable you to offer direct support or signpost them to the relevant agencies.

Just like the Children’s Support Wheel, you can begin the wheel in whichever area the adult prefers. For example, if the adult chooses to begin with the section ‘worried about the children’, ask them to place a mark in that section using the Key as their guide (1 being ‘I feel good about this’ and 5 being ‘I need help straightaway’). It is important to explore these areas in more detail by using open questions, which will allow you to open up a line of discussion. The support wheel can be used over several sessions if you feel it is too much to complete in one; we would suggest going at whatever pace the adult is comfortable with.

The support wheel can be used as a conversation starter or when a relationship has already been established. It is a great way to evidence change, achievements and distance travelled. The support wheel can also be used when you review the work and when the work has been completed.

Example Support wheel, to establish the support needs of the child/ young person.

Supporting Material:

Resources

This Resource Toolkit is on the supplied USB for easy printing

Barnardo's Invisible Walls – Support Wheel

Name: _____ SPOC: _____

Key:

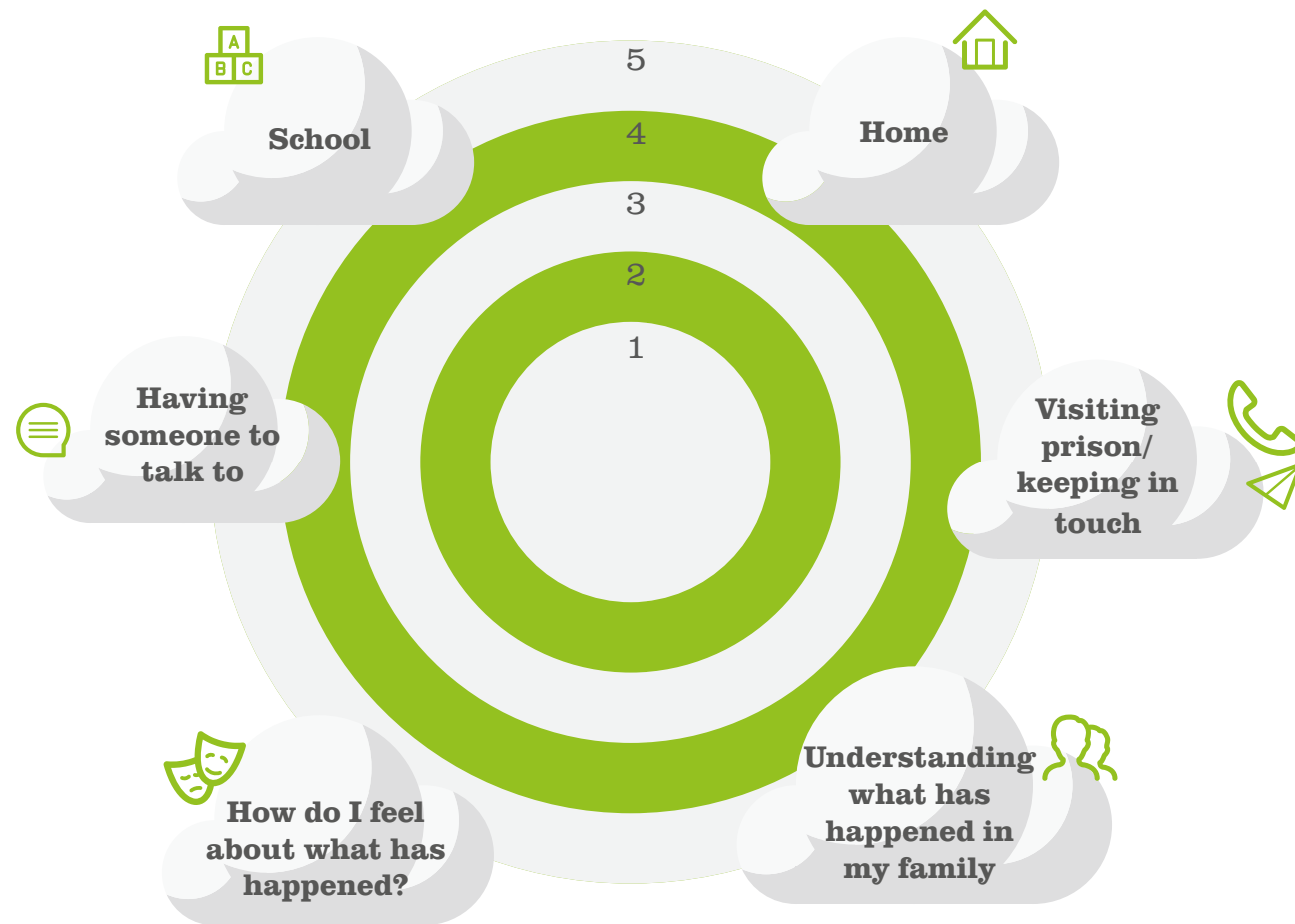
- 5. I need help straightaway
- 4. This is a problem for me
- 3. There are some things I am not happy with
- 2. Nothing needs to be sorted out
- 1. I feel good about this

Credweb
never plant
Believe in
children
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Cymru

Name:

SPOC:

Support Wheel



5. I need help straightaway



4. This is a problem for me



3. There are some things I am not happy with



2. Nothing needs to be sorted out



1. I feel good about this

Name:

SPOC:

Adult Support Wheel



Section
1

Name:

SPOC:

What are our targets?	How is this going to be done?	Who is going to do it?
1		
2		
3		
4		
5		

Name:

SPOC:

TARGETS Success – What has...

Target (From Action Plan)	...gone well?	...not gone so well?
1		
2		
3		
4		
5		

How do you think things are going?



What Do You Think? Young Person

Age:

What do you think about the work that we have done?

1	2	3	4	5	6	7	8	9	10
Not very good			>	Good		>	Very good		

What did you like the most?

.....

.....

.....

.....

What didn't you like?

.....

.....

.....

.....

What would you like to be different next time?

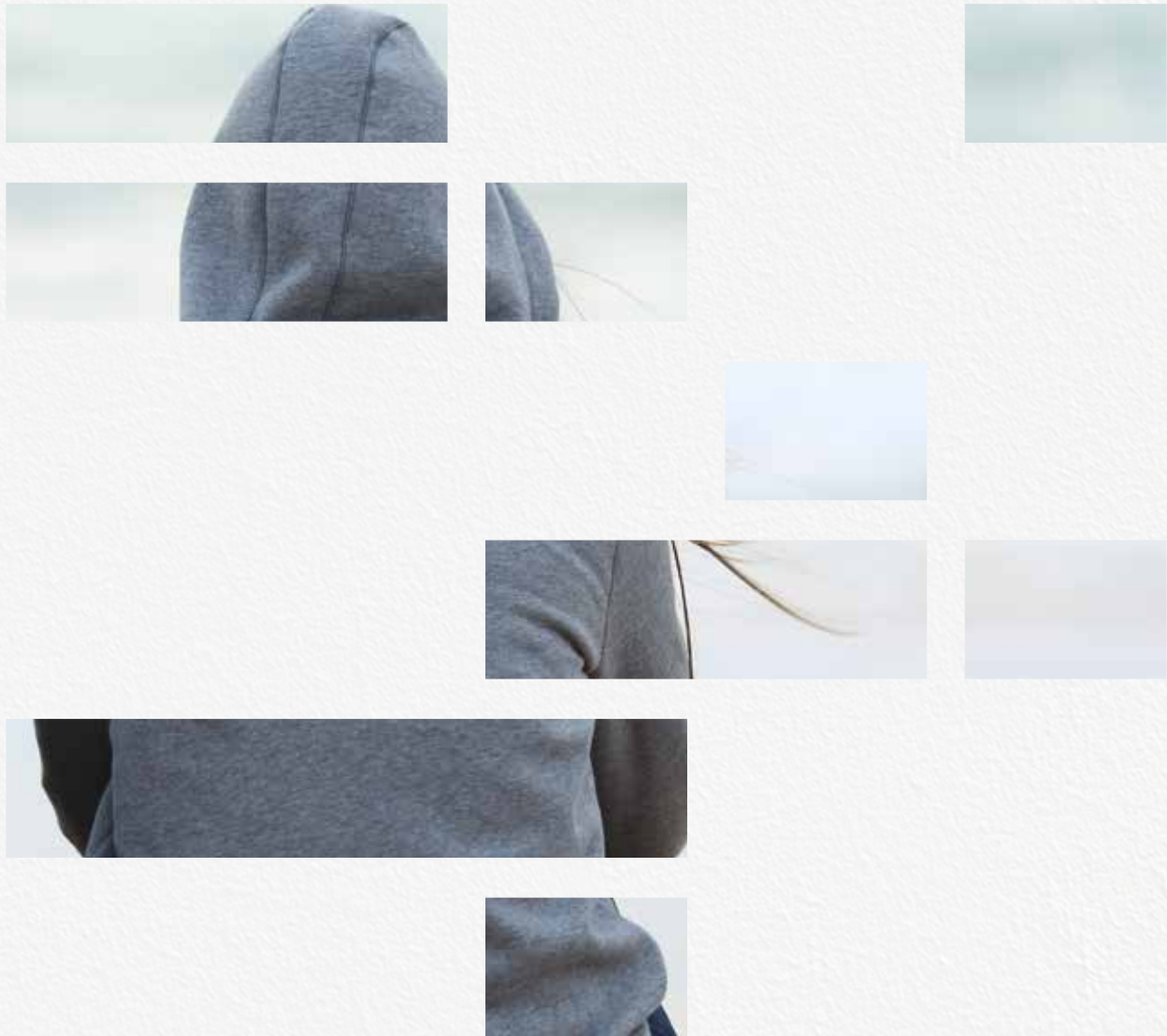
.....

.....

.....



it is important to look for a change in appearance or behaviour



The Offender’s Journey

When trying to identify children affected by parental imprisonment, it is important to look for a change in appearance or behaviour. This section will support you by describing the journey the offender takes, the impact each stage has on a family and the emotions attached to this. The referenced materials can be used on a one-to-one/whole-class basis with children to support them at each stage of the journey.

It is important to remember that the journey for each family may be very different, and the degree of resilience they each have may affect how well they cope.

There are no statutory services in place to support offenders’ families. However, throughout each stage of the journey the offender will have a professional informing, guiding and advising them. This information is very often not shared with the family due to lack of statutory requirement and data protection. This can leave the family confused and with a lot of unanswered questions.

Families have to rely on the offender to pass on information, and this can sometimes be miscommunicated, particularly if the offender has poor literacy and/or mental health issues.

“...to support them at each stage of the journey.”



Pre-arrest

At this stage, the family member is engaging in offending behaviour of which their children may not be aware. If they are aware, they will not be observing any consequences, which may give the impression that this behaviour is acceptable.

It is worth noting that as well as witnessing this behaviour, the child/young person may also be the victim of it. This in itself could have serious effects on the child/young person’s emotional wellbeing and ability to engage fully academically.

They could be feeling some of the following:

- fearful
- stressed
- anxious
- angry
- confused
- overwhelmed
- guilt

Anxiety, fear and stress are usually prominent factors during this stage due to not knowing if or when the offender will be arrested. Even if they have absolutely no knowledge of the offending behaviour, the child/young person may still be aware of tension within the family and could be feeling like they are ‘walking on eggshells’ a lot of the time.

The nature of the offending behaviour may affect the family in the following ways:

- The children or family may feel like they are unable to make plans, due to the unreliability of the offender.

- Children may feel embarrassed and unable to have friends around in case of violence, substance misuse or evidence of criminal activity.
- There may be a lack of money for school uniforms, lunches or trips. This is more likely if there are drug or alcohol dependencies within the household. Alternatively, there could be a surplus of money that allows the family to become used to an affluent lifestyle; as a result, the child/young person could feel guilty for wanting/ having the latest trends.

Arrest

The family member is arrested for their offending behaviour. This is often seen as the first stage of the offender’s journey, because it may be the first time outside agencies have become involved.

At this stage, the child/young person could have witnessed the arrest; 84% of the children Barnardo’s work with do. Dawn raids are very traumatic and can cause the child/young person to be very unsettled and traumatised. Some children suffer with insomnia due to the terrifying way they were woken up during a dawn raid. This could result in the child/ young person fearing authority, which could include social services, police, teachers, youth workers, doctors or any professionals. Neighbours may witness the arrest and this could result in the family being stigmatised.

Some children may be unaware of their family member’s arrest particularly in instances where the family member just does not return home from work that day. This could create a sense of abandonment for the child/young person. Getting into trouble could be the child’s way of dealing with things or venting their frustrations,

especially if they have been told not to tell anyone. Not being able to concentrate at school is common due to the child/young person’s mind being elsewhere, thinking and worrying about their family member.

Remand

If the court decides to put a family member on remand it means they will go to prison until their hearing at a magistrates’ court.

If they are under 18, they will be taken to a secure centre for young people, not an adult prison.

They will probably be put on remand if:

- they have been charged with a serious crime e.g armed robbery
- they have been convicted of a serious crime in the past
- the police think they may not go to their court hearing
- the police think they may commit another crime while on bail
- they have been given bail before and not stuck to the terms

When they attend their hearing at a magistrates’ court, they might be put on remand again until their trial begins, even if they were previously given bail.



“Family Quotes,,

“I felt like I had done something wrong when he was arrested and they searched our home.”

– (Partner of a prisoner)



Court Appearance, and Trial and Sentencing

First Court Appearance

The first court appearance can be the first time the family see the offender since the arrest. The offender pleads guilty or not guilty to their offence. At this point the offender could return home or be detained in custody. If the family member pleads guilty, this could be a shock for the rest of the family, particularly if they were led to believe they were innocent. This can cause anger or upset for the families and even lead to a breakdown in relationships.

This is the stage where anxiety is rife. Families are often very stressed and worried, due to the unknown and attempting to predict the outcome of a trial.

It is possible that at this stage the child/young person has witnessed the arrest and not seen their family member since or been given any additional information. The child/young person may be scared to talk about what has happened at home or has been told not to divulge anything.

Often, children are at school at this time, which can cause additional anxiety and lead them to being distracted from their school work because they are worried about what is going to happen to their family.

Trial and Sentencing

Cases can take months or even years to get to trial. This is a period of uncertainty for the family. If the offender pleads guilty or is found guilty, sentencing can be either custodial or non-custodial.

At this stage, personal details such as where the offender lives (street name) their name and age may appear in the press.

With social media being so vast, these details are often shared online. Members of the public share and voice their opinions and prejudices about the family/offender. This can be deeply upsetting for the family members and word very quickly spreads on social media. Vigilante groups often take it upon themselves to seek revenge and family members are often targeted or stigmatised. Hostility from the community is also possible and bullying at school can be more likely to take place.

The family may have a lack of information regarding the sentencing or where the offender will serve their sentence; they may also be completely unprepared for a custodial sentence emotionally and practically.

What are the different prison sentences?

Determinate sentences

If a court fixes the length of a prison sentence it’s called a ‘determinate sentence’. For example, a judge may say an offender is sentenced to six years.

When an offender is given a determinate sentence, half of the sentence is served in custody and the other half of the sentence in the community. Offenders sentenced to 12 months or longer in prison will be put on licence when they are serving the second part of their sentence. This licence is supervised by the probation service and includes conditions that offenders must meet, like not having contact with the victim. If the offender doesn’t meet

the terms of their licence, they might have to go back to prison for the rest of their sentence.

Offenders sentenced to fewer than 12 months also serve the second half in the community but are not actively supervised by the probation service.

If offenders commit another offence while they’re serving the second half of their sentence, they may be sent back to prison. They will also be punished for the new offence. Offenders given determinate sentences always have to complete their full sentence, but half of it is in prison and half of it is outside prison.

Indeterminate sentences

A court can give a sentence setting the minimum time the offender must spend in prison – but not an end point. This is called an ‘indeterminate sentence.’ For example, a judge may say an offender must go to prison for a minimum of ten years. This minimum period set by the judge is called a ‘tariff’. These sentences are usually given for violent and sexual offences, and where the court thinks the offender is a risk to the public.

If an offender is given an indeterminate sentence, they have no automatic right to be released. They will always serve the minimum sentence set by the court.

When the minimum time in prison is over, an independent body (the parole board) will decide if it is safe to release an offender.

If they think it is, the offender will be released ‘under licence’. This will mean that there are specific conditions they will have to follow when they leave prison.

Once they are released, they will be checked by the probation service to make sure they are meeting the conditions of the licence.

However, if the parole board thinks an offender is still a risk to the public, they will remain in prison. Some offenders may never be released.

Life sentences

A life sentence means the offender will be subject to specific conditions for the rest of their life, but only one of these conditions may be a period of time in prison.

For most life sentences, the judge sets a minimum time the offender will spend in prison before being considered for release on licence by the independent parole board.

If an offender is released on licence, they’ll be under the supervision of the probation service and will have to follow specific rules.

Offenders given life sentences stay under licence for the rest of their life. If they break the terms of their licence at any time, they will be called back to prison.

However, in some very serious cases, a judge may give an offender a ‘whole life term’.

This means that there is no minimum term set by the judge, and the offender will never be released.

Life sentences must be given to offenders who are found guilty of murder. A judge may also choose to give a life sentence for serious offences where the law allows, for example manslaughter, rape, armed robbery or arson.



“Family Quotes,,

“It was good to see her inside prison. She looked healthier and happier.”

– (Father of a prisoner)



Serving Sentence in Custody

If a person receives a custodial sentence they will be sent to the nearest prison to where they were sentenced. There can be other factors taken into account when deciding which prison an offender will go to, such as capacity, the category of prison and security intelligence (if they need to be kept separate from another prisoner). There are considerably fewer women’s prisons, so it is very likely that a woman receiving a custodial sentence will be sent further from home.

This period of time can be extremely stressful for the family for a number of reasons, including:

- not knowing which prison their family member has been sent to
- wondering how their family member is coping in prison
- lack of knowledge about the prison and prison systems
- struggling to book visits, and finding and travelling to different prisons
- difficulties maintaining relationships whilst their family member is in prison, especially if they are struggling to visit
- adjusting to life without the family member. This may involve coping alone as a single parent, and living with other family members or even the care system for some children

- the family’s emotional wellbeing being affected: families of prisoners report higher rates of mental health problems
- possible practical considerations, especially if the prisoner was the main carer for the children and was responsible for school runs, food shopping, parents’ evenings etc
- having vulnerable adults (elderly parents, maybe) may the family now have to care for
- secrecy – children may be asked to keep the imprisonment a secret or may not have been told the truth themselves.
- worrying about supporting the prisoner financially and emotionally – the average monthly cost to a family member of having a loved one in prison is £200
- children missing school to visit the family member
- a change of family circumstances – loss of an income (legal or illegal), moving house or school

“Family Quotes,,

“I told one girl who told the whole school.”

– (Daughter of a prisoner)

Visits

Visits are a big part of maintaining relationships with a prisoner in custody. This can be a very difficult experience for the child/young person, particularly if they have not visited a prisoner before, and is often as a result of not knowing what to expect. By helping to prepare a child for the visit, you can greatly reduce their anxiety. It may also be helpful for the child/young person if someone checks in with them following a prison visit. Although it can be a positive experience to see a family member, having to leave them again can be very distressing.

It is also important to note that how prison visits are booked differs from prison to prison. In some prisons it is the family’s responsibility to book visits, whilst in others it is left to the prisoner. If the prisoner books the visit, the family may not always have control of when the visits occur. This may mean a visit falls during school hours. Schools have previously authorised absences for prison visits when proof has been provided from the family. This may be a policy you could put in place in your school, as it would encourage the family to talk to the school when they are going to a visit and reduce unauthorised absences.



Pre-release, Release and Resettlement

Pre-release

An offender may be moved to a prison closer to their home prior to release. Prisoners should get practical support in preparation for them to re-enter the community. At this stage, probation should have an active role with the prisoner and their family leading up to release. However, during this time families are very rarely involved in the release plan. Families may not want the prisoner to return to the family home but may feel under pressure to have the prisoner back in their lives if they have nowhere else to live.

You may notice the child/young person beginning to become anxious or angry at the prospect of the family member returning home, especially if there was a history of domestic abuse, or offending occurring in the home. However, they may be excited for the return of the family member.

Release on temporary licence (ROTL)

ROTL is an important part of the process of the resettlement and rehabilitation of offenders. For many prisoners, especially those serving long sentences, an opportunity to access ROTL is a key element for the preparation of their safe release. This gives them the chance to

organise work and housing and re-establish relationships with families and their communities. This advice is for prisoners aged 18 and over.

The decision to allow ROTL is by rigorous risk assessment and there is no presumption that it will be allowed. This includes information on previous ROTL, criminal history, child/young person safeguarding, probation assessment, the position of the victim, the prisoner’s behaviour in custody and police information. Each prison should have the information on their policies for ROTL available to prisoners.

When a prisoner can apply for ROTL

Eligibility for the different types of ROTL is outlined below The length and frequency of it depends on many factors and will be determined locally.

Types of ROTL

Resettlement day-release licence

This licence allows a prisoner to go out during the day for a specific purpose, for example:

- to go on a training course to help them find work once they are released
- community service projects or other things they have to do outside prison as part of their sentence to get ready for release
- training or education courses about life and work skills

For prisoners serving sentences at designated resettlement prisons, the following additional reasons may be considered too:

- To undertake driving lessons or car maintenance
- To carry out paid employment.

The prison governor will make the decision as to how long each resettlement

day-release will last. For Category C prisoners and Closed Condition prisoners, if the resettlement is going well they may be transferred to an open prison. Prisoners eligible for Home Detention Curfew, also known as ‘tag’, will receive at least one resettlement day-release.

Resettlement overnight-release licence

This is similar to the day-release licence, but this one is to allow prisoners to spend overnight time at the place they will be living once they are released from prison. This helps them towards their resettlement and rehabilitation. These prisoners may apply for this release once every four weeks after their date has been granted.

Who is eligible for ROTL (release on temporary licence)?

All offenders, except those who are excluded from ROTL and those subject to restricted ROTL, may apply for temporary release on SPL at any point of the sentence. There is no minimum eligibility period.

Not everyone can get release on temporary licence (ROTL). The prisoners excluded from ROTL are:

- Category A or those on the escape list
- remand and convicted unsentenced prisoners
- sentenced, but on remand on further charges or waiting to be sentenced for other convictions
- those subject to extradition proceedings and wanted by another country because they may have committed an offence there.

Release

The prisoner leaves prison with the property they entered with e.g. money and personal belongings. They are also

given a travel warrant to get home or to probations, as well as three days of medication if they require it.

Anxiety and stress for the family may peak at this stage, as the prisoner has to readjust to living in the community and their family home. Children have to rethink their place in the family, especially if they have stepped up to a parental role e.g. ‘man of the house’. The children often worry about things that may seem insignificant e.g. will there be enough bread for toast for breakfast, will they have to fight for the bathroom in the morning? It is quite possible that if the child/young person was young when the parent entered prison, they may not know the family member well, and may see it as a stranger entering their home. The family may also be cautious about the prisoner’s behaviour and whether or not they would go back to prison upon release.

Resettlement

Resettlement is a very critical time for the offender and their family: 72% of prisoners return within the first 12 months. The more support the offender has at this time, the more likely they are to successfully resettle into society. Many prisoners are released on licence, which means that they serve the remainder of their sentence in the community. Probation will have licence conditions the offender must follow e.g. curfew, electronically tagged, restrictions on visiting certain areas or associating with certain people. If a prisoner breaches these licence conditions, they may be recalled to serve the rest of their sentence in custody. This can leave children, especially younger children, confused about why their parent is unable to do certain things they may have done before e.g. be out at a certain time, take them to an activity. Although they are home, they still do not have the freedom that they had before.



topics from friendship to citizenship, community to stereotypes...

Behaviours and Outcomes

Did you know that six out of ten boys with a convicted parent end up in custody themselves? It's powerful and worrying statistics such as this that have motivated the production of this document.

In this section you'll find information and session plans to look at the way younger ones view themselves – often in a context that's out of step with how others view them.

Of course, there's often a perception or actual stigma attached, so you'll find session plans and methods to help open this subject out and enable self-discovery of the affected child/young person and others around them.

We'll also cover a varied range of topics from friendship to citizenship, community to stereotypes, along with rights and responsibilities.

“...to help open this subject out and enable self-discovery of the affected child/young person and others around them.”



Offending Behaviour

“Six out of ten boys with a convicted parent end up in custody themselves”

(Prison Reform Trust 2011)

“59% of prisoners reported regularly playing truant (from school)”

(Ministry of Justice 2012)

These are two powerful statistics that demonstrate the need for early intervention and support for children affected by parental imprisonment.

What schools can do to prevent intergenerational offending

- Support the links and the relationship between the child/young person and the imprisoned parent, allowing the child/young person to attend visits within school times when necessary
- Foster school–parent communication
- Develop consequential thinking
- Develop emotional awareness and strategies to positively manage emotions
- Foster positive relationships
- Promote citizenship
- Foster a sense of belonging
- Develop a positive self-image
- Develop resilience and positive coping strategies
- Signpost families to additional support services when necessary and encourage engagement

All offending resources

These sessions are in line with the PSE curriculum aims:

- Prepare learners for the choices and opportunities of lifelong learning
- Empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally



Reducing Stigma

Parental imprisonment affects thousands of children in the UK each year.

In many cases, children who have a parent in prison are discriminated against and stigmatised. This can lead to children becoming isolated and withdrawn.

Stigmas can vary due to the nature of the crime committed. Unfortunately, crimes that are deemed high profile will be reported in the press and on social media, usually including names, addresses and photographs of the perpetrator; this is likely to cause a greater stigma.

When details are released in the press, the attitudes of even friends and relatives along with the wider community all contribute to children feeling stigmatised.

Many children have reported having to move schools or change friendship circles due to the way people respond to them.

When a parent is imprisoned, the stigma associated with it will often provoke feelings of anger, worry, guilt, fear, shame and loss.

Some children will be unable to explain or articulate how they are feeling and may experience health and behaviour problems like bedwetting, truancy and increased aggression.

Each child/young person is an individual: reactions will vary between children. Therefore there is no 'one size fits all' approach to supporting children affected by parental imprisonment.

The impact of parental imprisonment on children can be long-lasting. It is important that children have people who they can turn to; schools can play a vital role in offering support, reassurance and comfort.

In order to reduce stigma, we have created one-to-one sessions and two bodies of work made up of whole-class approaches: Big Lesson and Citizenship. All sections include resources that will teach children how to be non-judgemental and empathetic members of society. They include lessons such as stereotyping, community and children's rights, as well as providing opportunities to learn about prisons and what prisoners go through in the hope of counteracting misconceptions about prison life. You can follow the sessions as they are in the content list, or you can pick and choose sessions that fit your curriculum. The Big Lesson and Citizenship sessions can be implemented as two separate bodies of work or you can take resources from both and create your own sessions.

These sessions are in line with the following PSE curriculum aims:

- Develop learners' self-esteem and a sense of personal responsibility
- Promote self-respect, respect for others and celebrate diversity
- Equip learners to live safe, healthy lives

Citizenship Section – Stopping the Stigma

Trying to reduce the stigma around parental imprisonment is an important part of the toolkit. The best way to implement this idea was to link it with the PSHE curriculum, focusing specifically on citizenship. How young people treat others is usually heavily impacted by their upbringing, family and history. We want young people to think about how they want to be treated and how they treat others. They often do not realise they are stereotyping or treating people unfairly because of their differences.

This toolkit contains sessions and activities that will allow young people to reflect on their ability to empathise and respect others, as well as educate them on their rights and role within the community. These activities will give them the skills to interact with others in a non-judgemental manner; for example, if someone discloses that their parent or family member has gone to prison.



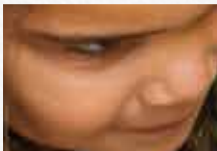
“Family Quotes,,

“It was awkward seeing him in there, I didn’t know what to say. I didn’t know who was listening and what I was allowed to say.”

– (Partner of a prisoner, talking about her son)



useful information
about volunteer roles:
how to become one
and how to benefit
from them.



Further Information

We've included some additional information on the following pages that may be of help.

You'll find useful information about volunteer roles, how to become a volunteer and how to benefit from them.

We'll help you bust through the typical jargon that seems to infiltrate all sectors of life and those words that can sometimes leave you feeling left out or dislocated from what's happening around you.

If you find we've not covered something, please feel free to call us using the contact details on the back of this publication.

“
...we'll help you
bust through the
typical jargon
that seems to
infiltrate all
sectors...
”



Toolkit Volunteer Support

Within the project's duration, IWA will recruit, train and support volunteers to train and work alongside your SPOC to implement the toolkit and offer any other support.

Volunteer Role

We will use volunteers to promote and maintain the Invisible Walls Accord work. The volunteer role may involve:

- co-facilitating sessions
- delivering toolkit activities
- providing advice, guidance and support to children and families in the school and community
- reducing stigma associated with family imprisonment
- raising awareness of issues facing children affected by family imprisonment.

Skills

It is important to recruit volunteers who can best support your school in this role. Volunteers should have the following skills and attitudes:

- Work in a non-judgemental manner
- Have good communication skills
- Have the ability to relate to children and young people
- Have a willingness to learn
- Be able to follow instructions and work within an agreed plan

- Have the ability to work as part of a team as well as lone working
- Be able to use their own initiative

Benefits of using volunteers

Benefits of using volunteers are:

- additional help for supporting CAPI in your school
- extra support for your staff
- increased individual support for those with family members in prison
- role modelling a positive attitude towards supporting families of prisoners
- involving members of the community in supporting your staff and children
- helping to spread the word to the rest of the community.

If you choose to use volunteers after the project has ended, you can use them in a way that best suits your school. It is important to:

- DBS check
- provide relevant training such as safeguarding, giving an overview of hidden sentence
- supervise your volunteers by providing them with a point of contact and meeting with them regularly.

Barnardo's has an excellent reputation in recruiting, training and supporting volunteers, and recognises the significant contribution that volunteers can make to children, families and services. By recognising and rewarding your volunteers, you are more likely to maintain the support of volunteers and gain new ones.

Directory of Services

A

Action for Prisoners and Offenders' Families (part of Family Lives)

They have a range of resources for both professionals and families.

Website:
www.familylives.org.uk/about/our-services/action-for-prisoners-and-offenders-families/

Assisted Prison Visits Unit

Apply for help with travel costs for visiting a close relative or partner in prison. Guidance and application forms can be found on the website. Display the Assisted Prison Visit Unit's leaflets in your community building.

Email:
assisted.prison.visits@noms.gsi.gov.uk

Website:
www.gov.uk/assisted-prison-visits

Telephone:
0300 063 2100

D

'Dads Behind Bars'

HMP Parc delivers a ground-breaking reform programme reinforcing inmates' links with their children to prevent re-offending. The Head of Family Interventions says it's about "turning on the valve of empathy". 'Dads Behind Bars' Channel 4 news - teaching inmates to put their kids before crime.

YouTube link:
www.youtube.com/watch?v=3tWp3e440QE

E

Email a Prisoner

You can't email prisoners directly, but some prisons use a service called Email a Prisoner. If you send a message this way, it'll be printed out and delivered by prison staff. Each email costs 40p and you need to buy credit to use the service. In some prisons, prisoners can also reply through Email a Prisoner.

Email:
support@unilink-technology-services.com

Website:
www.emailaprisoner.com

Telephone:
0333 370 6550

F

Families in Crisis

What to tell children when a parent or family member goes to prison, some guidelines:

www.familiesincrisis.org/sites/default/files/what_to_tell_children.pdf

Families Outside

An independent charity, which has been helping prisoners' families in Scotland for over 20 years. They offer support and information to families affected by imprisonment. This has some great information for work with children and young people affected by imprisonment:

www.familiesoutside.org.uk/kids/



Section
4

I
I-HOP

This is a one-stop knowledge hub to support all professionals in working with children and families of offenders, bringing together useful information in one place. I-HOP is funded by the Department for Education and delivered by Barnardo’s:

www.i-hop.org.uk/

‘Inside Time’ Limited

This is a not-for-profit publishing company producing ‘Inside Time’ – the monthly newspaper for prisoners. This website has a very useful guide to visiting prisons throughout the UK:

www.insidetime.org/visits

Invisible Walls Wales Film

This short film produced by Invisible Walls Wales shows the separation of a father from his daughter and partner due to imprisonment. It touches on how this affects the daughter’s education, the family finances and their emotional wellbeing. The film also reflects on the benefits of maintaining contact by letter, phone and face to face:

www.youtube.com/watch?v=FpbfX4DtP70

O

Offenders’ Families’ Helpline

For help or advice if a member of your family has been arrested. The helpline is freephone (including most mobiles), open 9am – 8pm Monday to Friday and 10am – 3pm Saturday and Sunday. Please note the helpline is closed on Bank Holidays. You can find lots of information on the website about what to expect if a family member has been arrested; from what it means if they are charged, how bail works, to their rights in custody. Download the poster for your community building.

Telephone: 0808 808 2003

Website:
www.offendersfamilieshelpline.org

Ormiston Families

This provides a guide for anyone dealing with imprisonment; for families and professionals. Harvey’s Hidden Sentence podcast is worth a listen:

www.inittogether.info/families_children.htm#loss).

Website:
www.inittogether.info/index.htm

A Cross-Party Group was set up by Assembly Members in respect of children who are affected by parental imprisonment. Minutes and the Annual Report can be found at:

senedd.assembly.wales/mgOutsideBodyDetails.aspx?ID=371

P

Pact (Prison Advice and Care Trust)

Pact supports people affected by imprisonment; providing practical and emotional support to prisoners’ children and families, and to prisoners themselves. Based in: HMP Swansea, HMP Cardiff, HMP Eastwood Park, HMP Usk and HMP Prescoed.

Website:
www.prisonadvice.org.uk

Email:
info@prisonadvice.org.uk

Telephone: 0808 808 3444

Prison Fellowship

Resources for children of prisoners:

www.prisonfellowship.org/resources/support-friends-family-of-prisoners/resources-for-children-of-prisoners/

Prisons in Wales

There are several HM Prisons located in Wales. The Prison Service has a location policy that will try to keep prisoners in custody in a facility near their home in order to maintain family relationships, although prisoners can be transferred to another establishment at any time during their sentence.

HMP Berwyn
Bridge Road
Wrexham Industrial Estate
Wrexham
North Wales
LL13 9QE

Tel: 01978 523000

HMP Cardiff
Knox Road
Cardiff
CF24 0UG
Tel: 02920 923100

HMP & YOI Parc
Heol Hopcyn John
Bridgend
South Wales
CF35 6AP
Tel: 01656 300200

HMP Swansea
200 Oystermouth Road
Swansea
SA1 3SR
Tel: 01792 485300

Prisoner Location Service

Use this to find people in prison when you don’t know which prison they are in. The prisoner must give their permission for their information to be shared, unless you belong to certain organisations such as the police or a solicitors’ firm.

Email:
prisoner.location.service@noms.gsi.gov.uk

Website:
www.gov.uk/find-prisoner

R

Reversible Writing

This was put together by Families Outside; this video demonstrates a young person’s thinking about parental offending and forces you to focus on the positive outcomes that can be achieved.

YouTube link:
www.youtube.com/watch?v=SGOB3QhGqtA

S

Sesame Street Little Children

Big challenges: Incarceration. Useful resources; videos and booklets, for young children affected by imprisonment.

Website:
www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration



The Jargon

A

Adjudication – The hearing process following an alleged breach of the Prison Rules by a prisoner such as failing a drug test or being found with a mobile phone. The prisoner will receive a charge sheet, also known as a ‘nicking sheet’, detailing the alleged offence.

B

Bail – The temporary release of a person awaiting trial or – if already convicted – awaiting sentencing. Pre-charge bail, limited to 28 days from April 2017, allows suspects to be released while the police carry out investigations.

Breaching – Breaking, or ‘breaching’, the rules of a probation licence such as, for example, missing an appointment or not keeping to a curfew can mean an individual has to attend court or even return to prison.

C

Categorisation – Prisoners are assigned a security category based on the likelihood they will try to escape and the risk of causing harm they pose to other prisoners and prison staff.

- Category A prison – ‘Prisoners whose escape would be highly dangerous to the public or the police or the security of the State and for whom the aim must be to make escape impossible.’ (Men) (Prison Service Instructions 40/2011)
- Category B Prison – ‘Prisoners for whom the very highest conditions of security are not necessary but for whom escape must be made very difficult.’ (Men) (PSI 40/2011)

- Category C Prison – ‘Prisoners who cannot be trusted in open conditions but who do not have the resources and will to make a determined escape attempt.’ (Men) (PSI 40/2011)
- Category D Prison – See open prison.
- Female prisoners, where they are not categorised as Category A (also known as ‘Restricted’ status), are categorised on the basis of whether they are suitable for open or closed conditions.

Community Rehabilitation Company – A private entity created by the 2015 Transforming Rehabilitation programme with responsibility for supervising low- to medium-risk offenders post-release. There are 21 CRCs operating in England and Wales.

Community sentence – A non-custodial sentence served in the community entailing unpaid work as well as restrictions such as curfews and exclusion from certain areas and requirements to participate in activities such as drug and alcohol or mental health treatments.

Court of Appeal – The second tier of the hierarchy of courts in England and Wales, subordinate to the Supreme Court. Split into two divisions, Civil and Criminal, the Criminal Division is led by the Lord Chief Justice.

Criminal Behaviour Order (CBO) – Replacing the Antisocial Behaviour Order (ASBO) in 2014, a CBO can be ordered following conviction for any criminal offence by any criminal court. A CBO can impose a wide range of restrictions on an individual’s persistent antisocial behaviour and may also impose requirements to address the underlying causes of that behaviour.

Criminal Justice System (CJS) – The collection of agencies including, but not limited to, the police, the courts, the Ministry of Justice and the Home Office which are involved in the detection and prevention of crime, the prosecution of people accused of committing crimes,

the conviction and sentencing of those found guilty, and the imprisonment and rehabilitation of ex-offenders.

Crown Court – The third tier in the hierarchy of criminal courts in England and Wales, above the Magistrates’ Court and below the Court of Appeal. The Crown Court is the primary court for serious criminal offences but will also hear appeals from the Magistrates’ Court and may also sentence those convicted in the Magistrates’ Court as well as those found guilty in the Crown Court.

Crown Prosecution Service (CPS) – The primary public agency responsible for prosecuting criminal cases investigated by the police.

Custodial sentence – A sentence mandating a term of imprisonment for a convicted person.

D

Deterrence – A justification for many functions of the criminal justice system, most prominently punishment, that they deter people from criminal behaviour.

Diversion – A programme whereby a person guilty of a criminal offence takes steps to address the reasons behind their criminal behaviour and so avoids conviction or a criminal record. This is a particularly important process for young people to prevent them being unnecessarily caught up in the criminal justice system.

E

Electronic Monitoring (EM) – Also known as ‘tagging’, EM uses an electronic device, normally an ankle bracelet, to track an individual’s movements through GPS or by radio frequency. An EM order can be made by a court as part of sentencing or may form part of an ex-offender’s licence on release from prison.

H

HM Inspectorate of Prisons – An independent inspectorate reporting on prisons, young offender institutions, secure training centres, immigration detention facilities, police and court custody suites, customs custody facilities and military detention. HM Chief Inspector of Prisons is appointed by and reports directly to the Justice Secretary.

HMPPS – Her Majesty’s Prison and Probation Service. Replaced the National Offender Management Service (NOMS) in April 2017 as the agency responsible for the operational management of offenders in custody and the community.

I

Imprisonment for public protection (IPP) – A sentence without a fixed term introduced by the Criminal Justice Act 2003 where the prisoner is not released until a minimum tariff is served and the Parole Board considers them safe to release. IPP sentences were abolished in 2012 but there are still around 4,000 people in prison serving these sentences.

Indeterminate sentence – A sentence of imprisonment with no fixed term. A prisoner will only be released if the Parole Board deems they are no longer a danger to the public.

Indictable – Indictable offences are generally more serious offences and, accordingly, must be tried in the Crown Court, not in a Magistrates’ Court.

Integrated Offender Management (IOM) – A cross-agency approach to managing persistent offenders that can include the police, probation, health services and drug and alcohol services.

J

Justice reinvestment – The reallocation of funds away from prison places to local community initiatives focused on early intervention and diversion.



Section
4

L

Labelling – A criminological theory that a person’s behaviour and self-identity may be influenced by the words used to describe him, i.e. if you repeatedly label someone an offender, it increases the likelihood of that person going on to commit an offence.

Liaison and Diversion – Services identifying people who have mental health, learning disability, substance misuse or other vulnerabilities when they first come into contact with the criminal justice system. The service can then support people, refer them for appropriate health or social care or enable them to be diverted away from the criminal justice system into a more appropriate setting, if required.

Licence – The set of conditions that a person must keep to upon release from prison, breach of which may result in a recall.

Lockdown – Where a prison suffers a security breach and prisoners are restricted to their cells, certain areas or in terms of their activities.

M

Multi-Agency Public Protection Arrangement (Mappa) – A mechanism that links up the police, probation and the prison service to manage the risks to the community associated with people convicted of violent or sexual offences.

Magistrate – An unpaid member of the local community, appointed by the Lord Chief Justice, to hear cases at the lowest level of the criminal courts. Magistrates, or ‘Justices of the Peace’, make up around 85 per cent of the judiciary and hear around 90 per cent of all criminal cases in England and Wales.

Ministry of Justice (MoJ) – The government body responsible for courts, prisons and probation. The Secretary of State for Justice is also Lord Chancellor.

N

National Offender Management Service (NOMS) – The government agency responsible for prisons and probation. Replaced by HMPPS in 2017.

National Probation Service – The agency responsible for monitoring high-risk offenders in the community after their release from prison.

O

Offenders’ Learning and Skills Service (OLASS) – A service managed by the Skills Funding Agency to provide prisoners with academic and vocational education.

Offender Assessment System (OASys) – The system used to assess the risks and needs of an offender.

Offender Manager – Someone who works for a Probation Trust, with responsibility for an offender during their entire sentence whether served in custody, the community or both.

Offender Supervisor – Probation’s representative in prison, with responsibility for an offender’s sentence plan while in prison.

Open prison – Also known as Category D prisons, open prisons have the lowest levels of security across the prison estate and are intended for prisoners who present low risk. Open prisons give prisoners the opportunity to begin the process of resettlement before release.

P

Parole – A provisional release from prison before the completion of a maximum sentence, subject to conditions.

Parole Board – An independent body that determines whether a prisoner is safe to be released from custody.

Plea – A formal statement of either guilt or innocence by a person charged with an offence.

Police and Crime Commissioner (PCC) – Introduced in 2012 to replace police authorities, PCCs are elected appointments with responsibility for creating a policing plan for their region, commissioning services and holding the local Chief Constable to account.

Prison Rules – The collection of rules and regulations which govern how a prison is run. The majority of the Prison Rules are found in a large collection of Prison Service Orders and Prison Service Instructions.

Prisons and Probation Ombudsman (PPO) – The PPO is responsible for carrying out independent investigations into deaths in custody as well as responding to complaints from prisoners and offenders under probation who have exhausted the internal complaints systems.

Probation – The portion of a sentence served outside prison, for example, because a person has received a community sentence or because they have been released on parole.

R

Recall – Where a person on parole violates a condition of their licence, they may be ‘recalled’ back to prison.

Rehabilitation – The process of restoring a person who has offended to a crime-free life.

Remand – Being put on remand means a person will be placed in custody pending either a trial or sentencing. Remand prisoners make up around 11 per cent of the total prison population.

Restorative justice – Bringing together an offender and the victim or victims of their crime in order to attempt to mend the harm created and move forward.

ROTL (Release on Temporary Licence) – A mechanism that allows a prisoner coming to the end of their sentence to temporarily leave prison for a short period of time (normally a day or a weekend) to aid their rehabilitation and resettlement when transitioning out of custody.

S

Spent conviction – A conviction that can effectively be ignored because a sufficient amount of time has passed. The more serious an offence, the longer it will take for a conviction to become spent, which may impact employment in certain areas. However, for most jobs there is no legal requirement to declare a conviction, regardless of whether it is spent or unspent.

Stop and search – A policing tactic that allows a police officer to search a person where there are reasonable grounds to suspect the person is in possession of illegal drugs, a weapon, stolen property or something that could be used to carry out a crime.

Suspended sentence – A custodial sentence that is delayed for a period of time in order to allow the offender to complete a period of probation first. If no further offences are committed and the person keeps to the terms of their probation, the sentence may be dismissed.

T

Tagging – see Electronic Monitoring.

Y

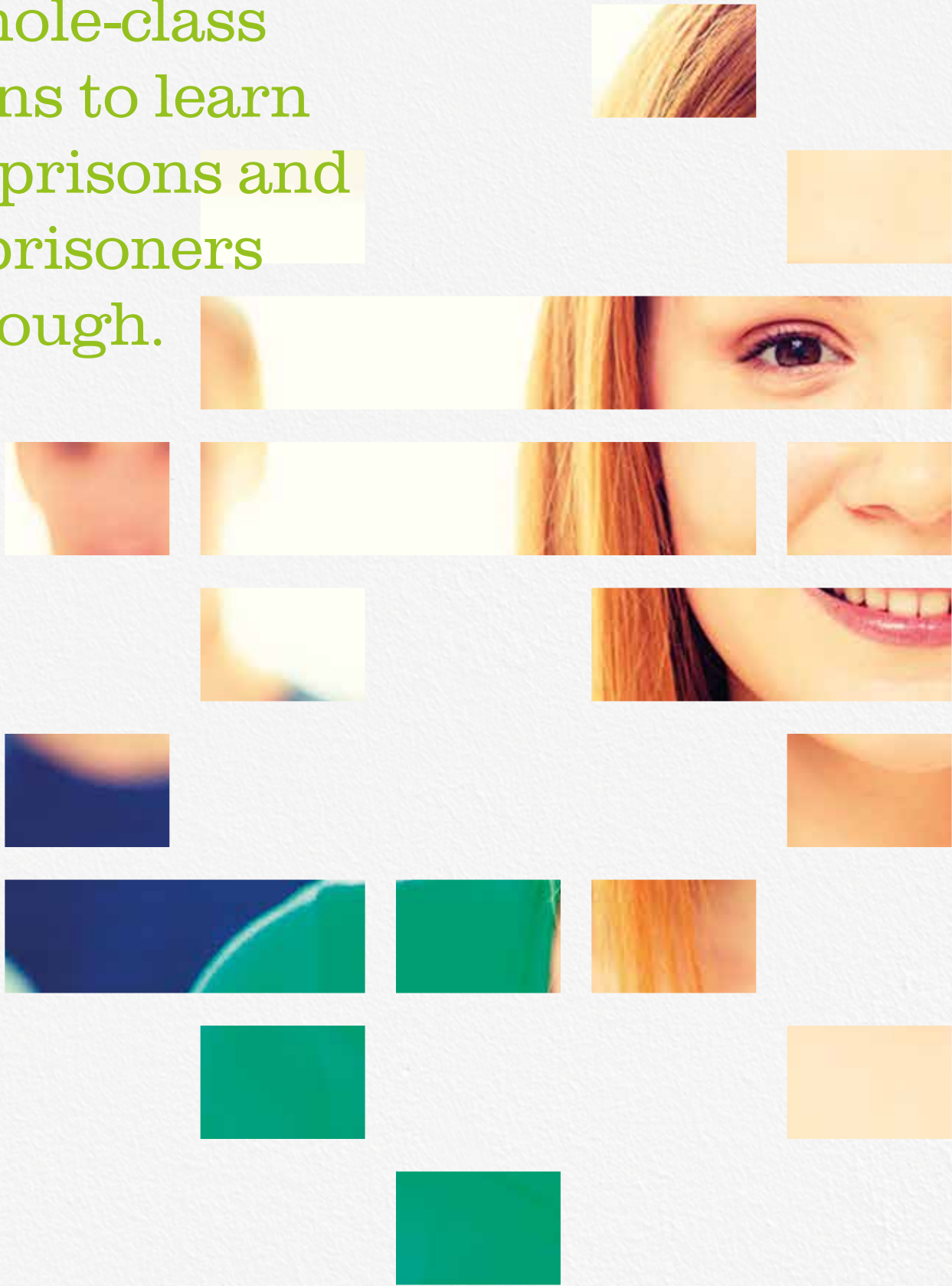
Youth Justice Board (YJB) – The public body responsible for overseeing the youth justice system in England and Wales.

Youth Offender Institution (YOI) – Prisons for young people aged 15–21.

Youth Offending Service (YOS) – A local multi-agency team overseen by the local authority that is responsible for young people under 18 who are caught up in the criminal justice system.



The Big Lessons are whole-class sessions to learn about prisons and what prisoners go through.



The Big Lessons

The Big Lessons are whole-class sessions to learn about prisons and what prisoners go through, in the hope of counteracting misconceptions about prison life. They can be used as a series of lessons, or you can select number 1, 2, 3, 4 or 5 as a one-off session.

The 5 Big Lessons are:

- 1. Prison Images
- 2. Imprisonment Quiz
- 3. Impact of Imprisonment – Charlie's Story
- 4. Cell Floor Plan
- 5. Offender's Journey Puzzle

Additional activity:

Circle Time Topics

All sessions included in this toolkit are in line with the PSE Curriculum aims:

- Promote self-respect, respect for others and celebrate diversity

Approximately 52% of males and 71% of females in the prison population left school with no qualifications. Approximately 72% of males and 70% of females within the prison population suffer from two or more mental health issues.

These sessions in the Offender's Journey section are in line with the PSE curriculum aims:

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and and a celebration of diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally
- foster positive attitudes and behaviours towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life

“...learn about prisons and what prisoners go through.”



Big Lesson 01

Prison Images

Suitable for:
Key stages 1 and 2

Additional Notes:
Differentiation – As an alternative to drawing a prison, children could be provided with various materials such as cardboard, boxes, lollipop sticks and other recyclables and ask the children to work in pairs/groups to make a model of a prison.

Resources:
Pictures of Welsh prisons (see activity sheet)
Paper, pencils and drawing materials

Activity sheet:
This Resource Toolkit is on the supplied USB for easy printing

Aim:
To raise awareness of the topic of prison.

Opener:
Explain to the class that today you are going to talk about prison. Ask the following questions to generate discussion:
Does anyone know what a prison is?
Why would a person go to prison?
Who decides who goes to prison?
Is prison a nice place?

Explain that when a person is in prison they are not able to see or speak with their family as much as they may like and miss out on fun things such as Christmas, birthdays, seeing their friends etc. They are not able to spend their time as they like. Emphasise the fact that they are safe and they have food, warmth and a place to sleep.

Note: It is important to explain the negative aspect of prison. However, it is also important that children know that those in prison are safe.

Ask if anyone knows what a prison looks like. Show the children the pictures of Swansea, Cardiff and Parc prisons on activity sheet ‘Big Lesson 1: Prison Images’. Ask the children if they notice any similarities between the pictures, such as high walls, big doors, gates and bars on the windows. Explain to the children that these features are needed to ensure the security of the prison so that nobody who is in prison can escape and nobody who shouldn’t be there gets in.

Activity:
Provide the class with paper and pencils/pens/crayons, etc and ask the children to draw their own picture of a prison whilst considering all the features that they have seen.

Plenary:
Ask the children to share their pictures and explain various aspects of their drawings.



Big Lesson 01

Prison Images



Big Lesson 02

Imprisonment Quiz

Suitable for:

Key stages 2 and 3, depending on questions used

Resources:

- Quiz sheet
- Activity sheet

Aim:

To encourage the children to consider the impact of imprisonment on families.

Opener:

Explain to the children that, today, they are going to learn about prison. Ask the children if they can tell you one thing they know about prisons. Encourage children to participate and engage in discussions.

Activity:

Explain to the children that you are all going to take part in a quiz. Encourage the children to stand up in an open space. Explain that you are going to ask questions and they need to decide if the answer is true or false. If they believe it to be true, they should move to one end of the room and if they believe it to be false they should move to the other. Following each of the questions, share the answer with the class and discuss their thoughts.

Plenary:

Following the quiz, ask the children to consider what answer surprised them the most and why, and also to think of one thing that they have learned today.



Big Lesson 02

Imprisonment Quiz

What is the approximate prison population in England and Wales?

Over 60,000 / Under 60,000

Money is the only item you are allowed to take into a prison in this country.

True / **False**

How many children experience a parent sent to prison each year?

More than 100,000 / Fewer than 100,000

Prisoners are given a free television in their cells.

True / **False**

Prisoners are allowed to have visits every day.

True / **False**

Prisoners can buy personal items from a prison shop.

True / False

Prisoners can smoke in prison.

True / **False**

Prisoners are allowed free phone calls.

True / **False**



Big Lesson 03

Impact of Imprisonment

Suitable for:

Across key stages, with differentiation

Additional Notes:

For younger children, the teacher could read the story and as a class the children could design a perfect friend for Charlie. For younger children, consider carrying out the session verbally. Read the story and discuss the feelings of the family. As a group, discuss the qualities of a good friend for Charlie.

Resources:

Activity Sheet

Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing

Aim:

To encourage the children to consider the impact of imprisonment on families.

Opener:

Explain to the children that you are going to talk about prison. Ask the children the following questions to generate discussion:

What is a prison?

Who goes to prison?

Why does someone go to prison?

Who is affected when someone goes to prison? Is it just the prisoner?

What about their family and friends? How may they be affected?

Activity:

Introduce the story of Charlie. Explain that you are going to read the story to them and ask them to consider how each of the characters is feeling in the story. Assign each child/young person a character and ask them to pay specific attention to how their character is feeling. Following the story, ask the class who was affected by the Dad’s imprisonment. Encourage a brief discussion around how each one of the family members was affected. Split the class into Mums, Dads, Charlies, Toms and Grannies. Explain that you would like each group to consider how they were feeling in the story as well as what help they need and what a friend could do to support them. Provide each group with the associated activity sheet to record their answers.

Plenary:

Come back together as a class for each group to share their thoughts on their character. Summarise by discussing how parental imprisonment or imprisonment of a sibling impacts on the whole family. Explain that even though today’s discussions and thoughts were around the story, this is often the reality for many children in Wales and, therefore, it is important if we are aware that any one of our friends is affected by imprisonment that we are the best friend that we can be to them to support them through this.



Big Lesson 03

Impact of Imprisonment

Charlie’s Story

Charlie is 8 years old and lives with his Mum, Dad and little brother Tommy. Charlie’s dad would always take him and his brother to school on his way to work each morning. Both boys would give Dad a big hug and quickly jump out of the car and run to meet their friends. Charlie loved school; he had a lovely teacher called Mrs John and a best friend called Oscar - they did everything together. After school, Charlie and his brother would be met at the gate by their Mum. But today was different, Mum wasn’t there. Instead, their Granny was there to meet them. Both Charlie and Tommy were so excited to see their Granny that they ran up shouting “Granny Granny!!” Granny knelt down to greet them both but she looked upset and not happy as she usually did. During the car ride home, Granny was very quiet, and would not say why Mum hadn’t come to collect them as she usually did. When Charlie and Tommy got home their Mum was waiting for them, but she looked upset too... ‘What has happened Mum?’ said Charlie. Mum sat Charlie and his little brother, Tommy, down and explained that Dad had been taken to prison and would not be coming home that night. Charlie and Tommy were confused as they did not know what a prison was or why Dad had to go there. Mum gave them both a hug and explained that prison is a big place where people go when they have made mistakes. Mum explained that Dad was safe and they would be able to visit him soon but he would not be able to come home for a long time. Charlie felt very sad and missed his Dad very much but felt that he had to be brave for his Mum and his little brother. Charlie had so many questions but Mum was so upset he didn’t want to ask her.

Why had Dad gone to prison?

How long would it be until he came home?

Would Dad be home in time for his birthday?

Who would take him and Charlie to school each day?

That night, Auntie Ellen came to stay to help Mum. Auntie Ellen made Charlie and Tommy’s lunchbox and put them both to bed while Mum spoke to lots of different people on the phone.

Charlie and Tommy both liked Auntie Ellen but they really missed Dad and didn’t like to see their Mum so upset.

The following day, Auntie Ellen took them both to school, spoke to their teachers and explained what had happened. That day, Charlie did not feel like playing as he was too sad. His best friend, Oscar, tried and tried to cheer him up but nothing worked. Charlie did not know whether to tell Oscar, would he understand? Would he be able to help? Charlie’s teacher was really kind to him and spent some time talking to him and allowing him to ask her all the questions he had been thinking of all night. His teacher did not know all of the answers but talking to her made him feel so much better. Charlie told his friend what had happened and he listened and gave him a big hug; he did not nag him to play with the other children any longer but sat next to him and they both played quietly together.

Even though today had been a tough day, Charlie knew that he had a lot of people around him that cared for him and his family and this made him feel a bit better.



Charlie's Mum

How do you think Mum is feeling?

What help does Mum need?

Who could help Mum?

Charlie's Dad

How do you think Dad is feeling?

What help does Dad need?

Who could help Dad?

Tommy

How do you think Tommy is feeling?

What help does Tommy need?

Who could help Tommy?

Charlie

How do you think Charlie is feeling?

What help does Charlie need?

Who could help Charlie?



Big Lesson 04

Cell Floor Plan

Suitable for:

- Groups
- Whole-class

Additional Notes:

Be mindful that this session could provoke some emotions of upset/anger/frustration: arrange a contingency plan for pupils who display such emotions e.g. a time out area where a pupil can go if they begin to feel upset or uncomfortable during the session.

Resources:

- Flip chart paper or large sheets of paper
- Metre Ruler/Measuring Tape
- Activity sheet

Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing



Aim:

To establish the pupils’ current knowledge and perceptions of a prison cell. To learn the size of the cell and what a prisoner is allowed to have in it.

Opener:

Introduce the topic of prison to the class. Ask questions to the group such as:

- Has anyone ever seen a prison, either on TV or in real life?
- What do you know about a prison?
- What do you know about a prison cell?
- What do you think may be inside it?
- What would you like to know?

OR

Measuring activity (if the topic of a prison has previously been introduced)

- Guess the length of well-known items e.g. measuring tape, A4 paper, classroom desk

OR

- In pairs, match the cards (pictures of well-known items with the length/width).

Activity:

- Organise the pupils to work in groups of 4/5.
- Ask them to work together to decide how big they think a prison cell is and lay this out on the floor using the flipchart paper.
- Ask the pupils to think about what may be inside the prison cell.
- Ask each group to feedback the size of their floor plan.
- Give the whole group the answer (3 metres × 4 metres) and explain the possible variations:
 - the prison’s location
 - a single/double occupancy
 - government or private prison
- Give/read the class a list of standard furniture or items that may be in a cell.
- Ask each small group to adjust their floor plan to the correct size, so that they can visually see the difference.

Plenary:

Summarise the session and ask for feedback from the class. Were they surprised about the actual size? Was it bigger/smaller than they originally thought? Ask if they have any questions.



Big Lesson 04

Cell Floor Plan

Item/Object	Estimate	cm
Length of a pencil		
Length of a pen		
Length of a rubber		
Width of a fiction book		
Height of a pencil bucket		
Length of a whiteboard pen		
Length of an A4 piece of paper		
Width of one of your trays		
Width of a school dictionary		
Length of your maths book		

Big
Lesson
05

Offender’s
Journey
Puzzle

Aim:
To develop an understanding of the offender’s journey, and the resulting emotions for family members.

Opener:
Explain to children using the toolkit the different stages of the offender’s journey and ask them to match the pieces of the puzzle to the feelings they think families would be feeling during that time.

Activity:
Using the pre-cut pieces, allow the children to match the feelings with the section of the offender’s journey.

Discuss why they have matched as they have and mention additional issues that could be present for families.

Plenary:
Encourage children to discuss and explore their feelings as well as those of other people.

Additional Notes:

This task can be adapted and incorporate all aspects of the offender’s journey and additional feelings as required

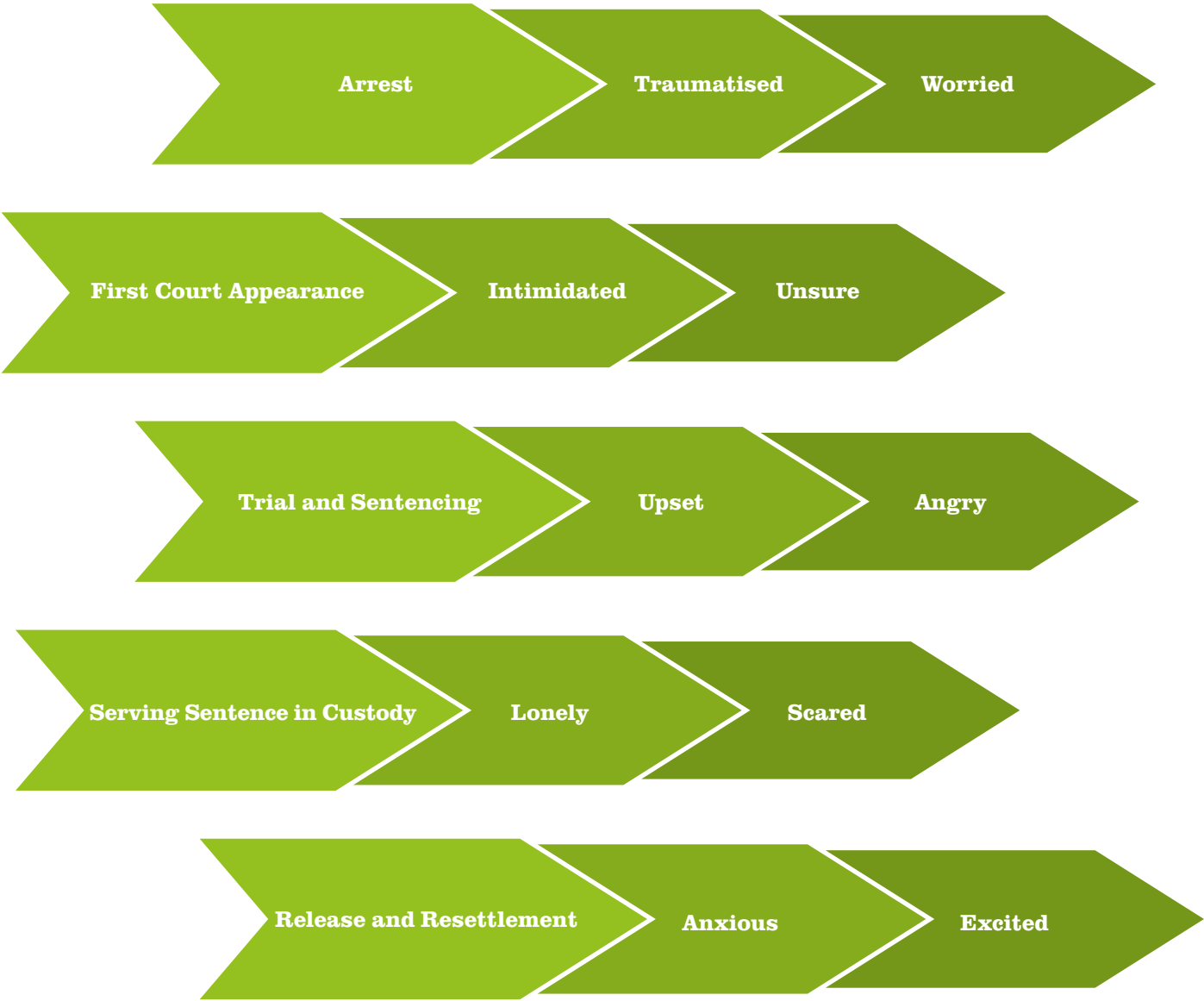
Resources:

Glue stick and printed resources. One per child/young person if sticking it in their workbooks or if group activity discussions one per group (pre-cut if a younger group)



Big
Lesson
05

Offender’s
Journey
Puzzle



Activity
sheet:

This Resource Toolkit is on the supplied USB for easy printing

Circle Time Topics:

- 1. The person in my family I get on best with is...
- 2. Who in your family makes you feel special?
- 3. Who do you speak to when you are worried?
- 4. Who in your family do you spend the most time with?
- 5. I think it is unfair at home when...
- 6. The best thing about my family is...
- 7. The worst thing about my family is...
- 8. On the weekends I...
- 9. What things do you do that make you a good friend?
- 10. Has anyone ever treated you badly?
- 11. Do you and your friends ever do things you have been told not to do?
- 12. What would you do if your friends asked you to do anything that was against the law?
- 13. Has there been a time when you haven't been honest?
- 14. When was the last time you felt sad?
- 15. When was the last time you felt excited?
- 16. The person I feel most angry with at the moment is...
- 17. I think prisons are...
- 18. Times I have felt I have been treated badly are...
- 19. People who break the law...
- 20. Have you ever been bullied?
- 21. Do you think it is important for people in a community to get along?
- 22. I have helped people in my community by...
- 23. I could help in my community by...
- 24. Places I visit a lot are...
- 25. In my community my friends and I like to...



...a range
of session
plans aimed
at different
key stages...

Session Plans

Over the following pages you will find a range of session plans aimed at different key stages, covering a range of topics.

These session plans are clearly laid out, giving you the activities, tools, additional notes and often plenary plans.

Our aim is to help teachers seamlessly integrate the session plans into their daily lessons. They can also be used during PSE or one-to-one sessions.

Additional printouts and supporting sheets can be found on the USB supplied with this kit. There is a note on each plan for how you find this information.

“
Additional
printouts and
supporting
sheets can be
found on the
USB supplied
with this kit.
”



Session
Plan
01

Balloon
Session

Suitable for:

One-to-one or
small groups

Additional
Notes:

Always ask
permission to
speak to the young
person’s trusted
person to explain
the exercise so that
they are prepared
to receive the ‘heart’
appropriately.

Resources:

Small balloons

Large balloons

Marker pens

Paper

Activity sheet

Aim:

To develop children’s emotional resilience and support networks.

Opener:

Explain to the children that sometimes we have feelings that we keep deep inside. There are many reasons why we may not share our feelings with others, possibly because we don’t know whom to talk to or we don’t want to upset or worry anyone. However, this isn’t always the best thing to do, and can make us sad and frustrated.

Activity:

- Explain to the children that we all have feelings that we keep inside and sometimes don’t share with others. Think of this balloon as your ‘heart’ that keeps those feelings inside your body.
- On these small pieces of paper, write the feelings that you are keeping in your ‘heart’ today. These may be happy feelings, sad feelings, angry feelings, worries, or anything else that you might be feeling.
- Roll these little pieces of paper up really small and insert them into your ‘heart’.
- Next squeeze all the air out of your ‘heart’ and tie a knot.
- Next think of this larger balloon as your body that hides all the feelings that you keep inside. Insert your ‘heart’ into your body and blow up your balloon.
- Next think of the face and attitude that you show to the world when you have these feelings inside and draw this on your balloon.
- Sometimes when we have angry feelings inside, we behave angrily to others. Sometimes when we have sad feelings or worries inside, we may cover these feelings up instead of sharing our feelings with someone who can help us. Ask the children if they have ever done this and what happened. Is it helpful to hide your feelings?

Plenary:

Can you think of someone whom you trust to share your feelings with, who can talk through them with you?

Next, burst your balloon to retrieve your ‘heart’ and give your ‘heart’ to the person you have chosen to trust.



Example - I'm sad
that my mum has gone
to prison

[Empty dashed boxes for writing feelings]



Activity
sheet:

This Resource
Toolkit is on the
supplied USB for
easy printing

Session
Plan
02

How do I feel?

Suitable for:

One-to-one

Additional
Notes:

This session can be expanded further by exploring multiple situations that provoke the emotions listed on the activity sheet. The child/young person can also be asked to consider other emotions they experience other than those listed.

Resources:

Pen
Paper
Activity sheet

Aim:

To encourage children to recognise emotions and how they feel about various situations in their lives.

Opener:

Explain to the child/young person that we can feel lots of different emotions when in different situations. Give an example of your own, such as I feel happy when I meet up with my friends; I feel sad when I am away from the people that I love, Encourage the child/young person to consider the emotions that they feel.

Activity:

Introduce the ‘How do I feel?’ activity sheet. Show the child/young person that all the faces are blank so they can draw the images that represent them when they have the feelings noted alongside. Ask the child/young person to consider times when they feel happy/sad/nervous/angry etc and explore their answers further using open questions.

Plenary:

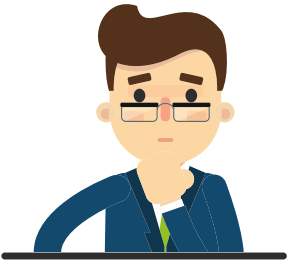
Discuss ways in which the child/young person can manage their feelings in the situations they have identified.



I feel happy when.....



I feel sad when.....



I feel nervous when



I feel angry when.....



I feel embarrassed when.....

Activity
sheet:

This Resource Toolkit is on the supplied USB for easy printing



Session
Plan
03

Family tree

Suitable for:

One-to-one or
small groups

Resources:

Large piece of card
Small pieces of
brown/green/yellow
paper
Small paper balloons

Aim:

To develop children’s emotional resilience.

Opener:

Explain to the child/young person that you are going to create a huge tree that represents them and the people in their life whom they are close to. Show the child/young person the example picture below. Explain that the tree represents them and the people in their lives, and use the picture to explain what each part of the tree represents.

Depending on the child’s development, give them either a blank copy of the tree or some blank card and allow the child/young person to create their own tree (or children can be provided with a completed outline).

Activity:

Explain to the child/young person that every strong tree has roots in the ground that support them and help them stand tall, liken. This to the ‘roots’ in their life. Who do they have in their life that supports them? This could be family members friends, teachers etc. Look at the trunk of the tree and ask the child/young person to consider the things that the people close to them do to support them. Explain that the leaves represent the things they love about the people they are close to, and encourage them to think of these qualities. The balloons in the picture represent their worries, and the stars in the sky represent their hopes and dreams.

Plenary:

Revisit the beautiful tree they have created and the meaning behind their creation. Discuss especially the support network they have around them.



Resources:

- Large piece of card
- Small pieces of brown paper that make up the bark of the tree and on which they can write the things their family members do for them to support them
- Small pieces of green paper as leaves on which they can write the qualities they love about the people in their lives
- Small paper balloons on which they can write any worries that they have (the reason balloons contain their worries is due to their ability to float away when their worries are addressed)
- Yellow paper stars on which they can write their hopes and dreams for the future (the reason stars are used is due to their permanent feature)

Worries and fears



Hopes and dreams for the
future

Things that I love about the
people in my life

Things people do to support
me and what I do to
support others

People in my life



Activity
sheet:

This Resource
Toolkit is on the
supplied USB for
easy printing

Session
Plan
04

What Children
Need

Suitable for:
One-to-one

Additional
Notes:

This activity can be used in its entirety or by choosing particular sections.

Resources:

- Pen
- Paper
- Activity sheet

Aim:

To encourage discussion about children’s needs and how their own needs are met.

Opener:

Explain to the children that everyone has needs including children, and that you are going to have a chat about what children do and don’t need.

Activity:

Introduce the child/young person to the activity sheet ‘Children need...’ and, one by one, look at the bubbles, asking the child/young person to share their views. Encourage discussion by expanding on their answers.

Example:

Children need... to have rules and boundaries

Yes ☐ No ☐

‘Why do we have rules and boundaries? What would happen if nobody followed rules? Can you think of a rule at school/home? What happens if we break rules?’

Plenary:

Reflect on some of the answers given, particularly significant ones. Thank the child/young person for the discussion and their honesty.



Love?

Yes

No

Someone who doesn’t
care what they do?

Yes

No

To be punished?

Yes

No

To be praised?

Yes

No

Someone to listen to
their worries?

Yes

No

Someone to care for
them?

Yes

No

To be allowed to be
angry?

Yes

No

To have rules and
boundaries?

Yes

No

Activity
sheet:

This Resource Toolkit is on the supplied USB for easy printing

Session
Plan
05

Healthy
Relationships

Suitable for:

One-to-one

Resources:

Pen
Healthy relationships
‘tick sheet’

Aim:

The aim of this resource is to explore young people’s relationships and will highlight the need for further advice and support if it is an unhealthy relationship.

Opener:

Explain to the young person that you are going to explore ‘good’ and ‘bad’ relationships.

Activity:

Get the young person to read through the questions and ask them to answer by ticking the ‘Yes’ or ‘No’ box.
If the young person has answered ‘Yes’ to any of the numbers below, they may be in an unhealthy relationship.
2, 4, 5, 8, 10, 11, 12, 13, 15, 16
Allow time to discuss with the young person and ask them if they feel safe or scared when with their partner.
Encourage them to seek advice and support.

Plenary:

If the young person has answered ‘yes’ to any of the numbers above, you may need to contact your school’s child protection lead.



	Yes		No
1		Treats me with respect	
2		Kisses or touch me, even I if say no	
3		Actively listens when I am talking	
4		Becomes jealous when I talk to my friends	
5		Is physically aggressive towards me	
6		Enjoys spending time with me	
7		If I am upset, will support me	
8		Tries to tell me who I can be friends with	
9		Likes me just the way I am	
10		Accuses me of cheating with other people	
11		Calls me names that I don't like	
12		Tells me what clothes to wear	
13		Likes to know where I am at ALL times	
14		Sends a text to say “I love you”	
15		Throws things at me when angry	
16		Only enjoys spending time with me if we have sex	

Session Plan 06

All about me

Suitable for:
One-to-one

Additional Notes:

If the child/young person has something they wish to share with their parent who is in prison, the letter writing resource may be used. This supports the child/young person to communicate by letter with their parent in prison.

Resources:
Activity sheet

Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing



Aim:
This session is a great opener to begin with. It can give you an idea of how the child/young person is feeling and can perhaps highlight some issues or areas that may need to be addressed.

Opener:
Explain that you are really interested to know more about the young person you are working with.

Activity:
Have the child/young person complete the activity sheet. Take time to discuss each section and highlight anything you think may need to be discussed. It may be that nothing arises, but this sheet will give you the opportunity to learn a few things about the young person.

Plenary:
Reflect on the information shared during the session.



My name is

I am years old

I have brothers and sisters. Their names are

I live with

Things I like to do

Things I don’t like to do

My favourite colour is

My favourite food is

I get angry when

I was really scared when

I get happy when

I would like my dad to know

I would like my mum to know

Some things I think are important to know about me are:



Session
Plan
07

Something
that makes
me happy/My
biggest worry

Suitable for:

One-to-one

Additional
Notes:

You can create similar resources with other emotions e.g. anger, confused. These can be useful openers to give the student a chance to explore what is going on in their lives and how they may be affected.

Resources:

‘Something that makes me happy/My biggest worry’ activity sheet

Aim:

This session helps the child/young person explore their emotions and gives them the opportunity to discuss their feelings and any events they have been through.

Opener:

Ask the young person if they can think of something that makes them happy or makes them smile. Expand discussions on their answers, such as ask them if they often have a chance to take part in whatever it is that makes them happy/if there is a particular person who makes them happy etc.

Activity:

Happy

Have them either write or draw a picture of something that makes them happy. This can be a memory, a place, an item or a person. Then, have them write about a time they were happy. Discuss why this is a happy memory, who was there and whether is it a memory they can think of when they are upset.

Worried

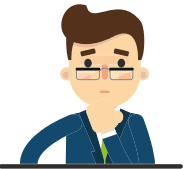
Have them write or draw a picture of their biggest worry. They may bring up that they are worried about the family member who is in prison or about any changes that may be occurring at home. These worries can cause a lot of anxiety, so then discuss any support they can receive to aid them with their anxieties.

Plenary:

Ask the child/young person to consider one thing they could do today to make them smile.



Either write or draw a picture of something that makes you happy.



Either write or draw a picture of your biggest worry.

Now name something that can support you with this worry.

.....

Session
Plan
08

Firework
model

Suitable for:
One-to-one

Resources:
Activity sheet

Aim:
To help a child/young person identify their triggers, how their body reacts and what helps them self-regulate.

Opener:
Explain that anger is a normal emotion. However, it is important to express anger appropriately so that it does not become harmful. Explain that if we are going to manage anger it is important to recognise triggers and how we respond to them.

- Activity:**
- This is a good model to use to help children understand the different stages of anger. It allows them to understand what triggers their anger and how they react.
 - Complete the boxes on the firework model, taking time to discuss each section with the child/young person. It may be useful to go into more detail about body sensations by completing the body activity sheet. This teaches children to recognise when they are angry by how their body is reacting.

- Firework Model:**
- Trigger - what makes an individual angry
 - Fuse - the thoughts, feelings and body sensations they feel whilst angry
 - Explosion - what happens when they are angry e.g. shouting, throwing things
 - Water - what ‘cools them off’/calming techniques

Plenary:
Encourage them to agree to a calming technique to trial this week if they have not already found one that works.



Match
trigger



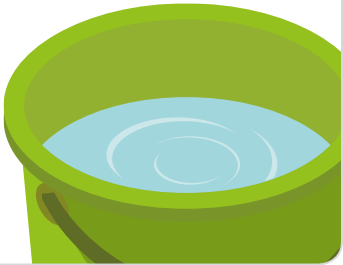
Fuse
thoughts, feelings and body sensations



Explosion
anger



Water bucket
calming techniques



Activity
sheet:

This Resource
Toolkit is on the
supplied USB for
easy printing

Session Plan 09

My worry bubbles

Suitable for:

One-to-one

Resources:

- Activity sheet
- Pens
- Bubbles
- Outside space

Aim:

To give children the chance to explore their worries and problems.

Opener:

Discuss with children that we all have fears and worries; these can sometimes feel like bubbles in our tummy, and this sometimes make us feel unwell.

Ask the children, “What happens to your tummy when you are worried or unsure of something?”

Explain that we can experience different physical symptoms but, during this exercise, we are going to try to get rid of those symptoms.

Activity:

Using the ‘My Worry Bubbles’ activity sheet, children can write down their worries and problems in the bubbles. Use the bigger bubbles for the child/young person’s biggest worries.

Next, take children to an outdoor space and give them a bottle of bubbles.

Ask the children to think of the worries they have written down. Then, using the bottle of bubbles, encourage children to blow the worry into the bubble.

As the bubble floats upwards, ask the child/young person to picture the worry in the bubble.

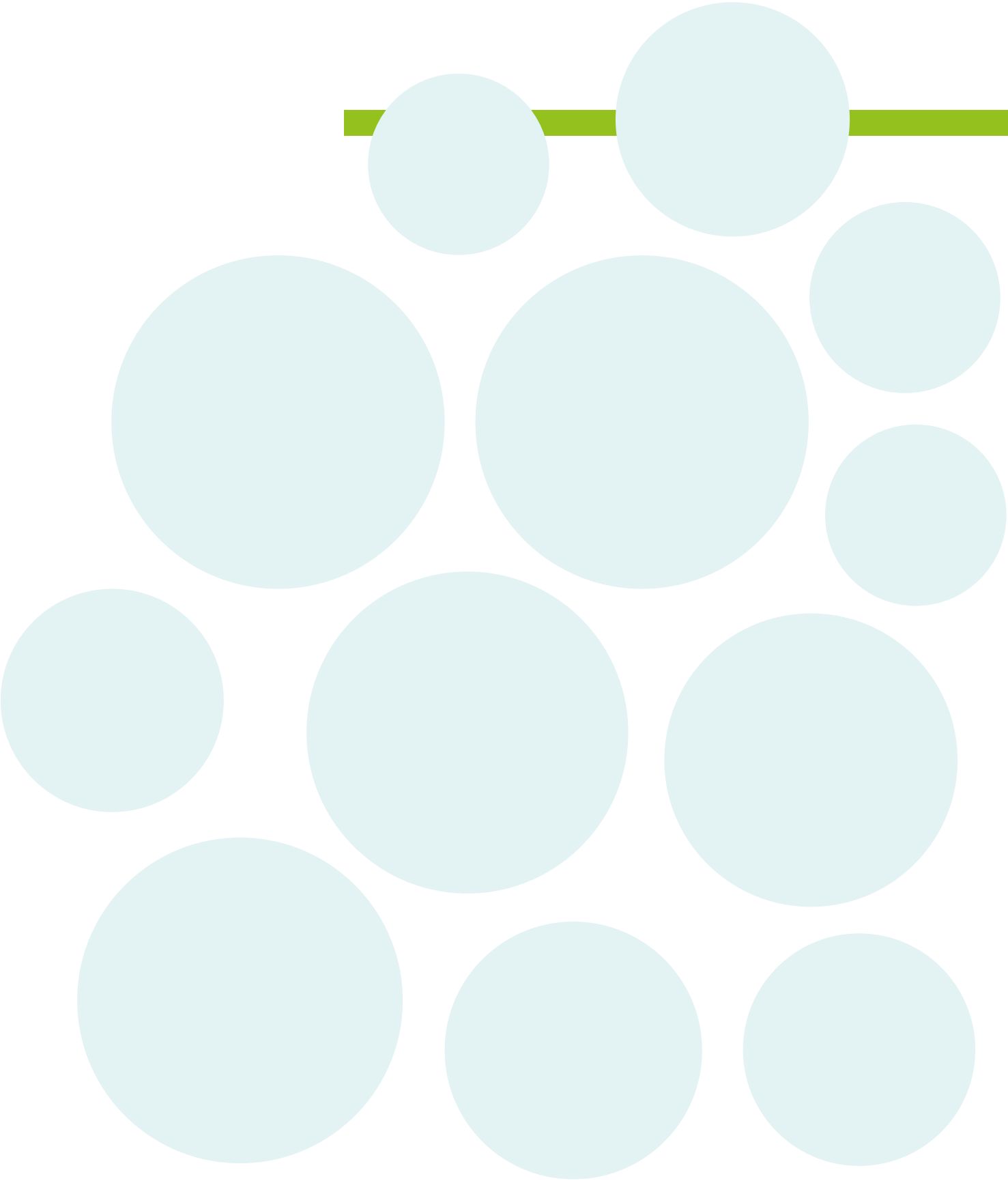
Once the child/young person has visualized the ‘worry bubble’, they can then pop the bubble.

Explain to children that they have now released their worry, it has been popped and is outside of them.

Allow children to keep blowing bubbles until they feel calm.

Plenary:

When children have been allowed to blow and pop their worries away, ask how they are feeling now.



Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing

Session Plan 10

Make a Worry Doll

Suitable for:

- One-to-one
- Groups
- Whole-class

Additional Notes:

Allow children to make a set of worry dolls and then, if they have multiple worries, they can give a worry to each doll.

Resources:

Arts and craft materials

Aim:

To make a worry doll that children can carry with them and tell their worries to.

Opener:

Explain to children that worry dolls are little helpers that we can tell our worries to. By giving one of our worries to a helper, we give our brains and body a rest from stress and anxiety.

Activity:

Using arts and craft materials, make worry dolls.

We have used one pipe cleaner but many variations can be found and this allows children to be creative when designing their dolls.

1. Take a pipe cleaner and cut it in half.
2. Using one of the halves, fold in half and twist, leaving a loop at the top for the head.
3. The twist creates the middle of the body. Bend the ends to create the feet.
4. Then take the other section of pipe cleaner and twist around the body just below the head to create the arms.
5. If the arms or legs are too long, either twist them around another time or cut to the desired length.

Plenary:

Encourage children to tell the dolls their worries before bed and pop them under the pillow, so they can get a good night’s rest.



Draw your ideas here:



Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing



Session Plan 11

Helping Hand

Suitable for:

One-to-one

Additional Notes:

When discussing support people, ensure that these are positive relationships. If the child/young person nominates a friend, ensure that they understand the importance of trust within the friendship. Try to identify any possible issues around personal information sharing.

Resources:

Activity sheet
Pen

Aim:

For the child/young person to identify one or more support whom they can call upon for reassurance or to talk through any issues or problems, in a safe environment.

Opener:

Discuss with the child/young person how talking with responsible people can help if they are feeling worried or upset. On the Helping Hand sheet we can identify a support network of people who will be able to offer the child/young person a safe environment to share any problems, issues or concerns.

Activity:

Allow the child/young person to discuss relationships and the significant people in their lives.

Guide the child/young person and with them promote positive and supportive relationships with people they can trust.

Get the child/young person to write down a name of a support person on each digit of the hand on the activity sheet.

Cut out the hand and allow the child to take it with them so they can call upon it when needed.

Plenary:

Ask the child/young person to consider how each of the people they have identified supports them. Also ask the child/young person to consider times when they may have been a support to others.



Get the child to write down a name of a support person on each digit.

Cut out the hand and allow them to take it with them so they can call upon it when needed.



Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing

Session Plan 12

Arrest Report

Suitable for:

One-to-one

Additional Notes:

Witnessing arrests can be very traumatic and to a child may feel fearful talking about what happened. It is important they leave the session knowing whom they can speak to throughout the school day if they need to talk further on the topic.

Resources:

Activity sheet

Activity sheet:



Aim:

For the child/young person to reflect on the arrest of the person they care about.

Activity:

Ask the child/young person to write and draw their view of the arrest. If they witnessed the arrest, get them to think about:

- who was there
- what they saw
- how they felt
- what they think has happened to that person
- any questions they may have

If the child/young person hasn't witnessed the arrest, encourage them to think about:

- think about what they thought happened
- what they would like to know
- how they feel/felt

It is important to let the child/young person express the anger they may feel at this time towards the person arrested, the police, other family members etc. Writing it down may give them a chance to reflect on what happened and highlight any questions they may have, as well as give them the opportunity to make sense of the event.

Plenary:

Discuss with the child/young person the questions that they have regarding the arrest and agree to source appropriate answers by the next session.

Session Plan 13

What is court really like?

Suitable for:
One-to-one

Additional Notes:
This is a time in the offender's journey where the child/young person usually does not witness any part of it, which leads to a lot of unanswered questions.

Resources:
Activity sheet

Aim:
To research what happens at court and to answer any questions the child/young person may have. This will help dispel any myths they have about the process which may be untrue.

Opener:
Explain to the child/young person that today you are going to discuss the court process. Ask the child/young person if they already know anything about court.


Activity:
Have the child/young person write or draw what they believe happens in court whilst their family member is going through their trial. Once they have completed this, have them write any questions they have about the process. Then together research the answers and discuss any other queries they may have.

Plenary:
Discuss with the child/young person any surprises uncovered during their questions and research.



Write or draw what you think happens in court.

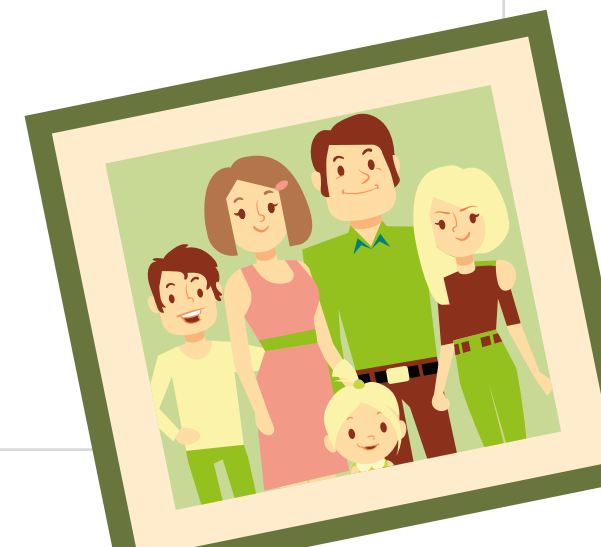
Write any questions you have below and we will find the answers together.



Activity sheet:

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Session
Plan
15

Questions

Aim:

To give the pupil the opportunity to ask any questions they may have.

Suitable for:

One-to-one

Additional
Notes:

Don't be afraid to say you don't have the answers. However, explore how the unanswered question may make them feel.

Resources:

Activity sheet

Opener:

Discuss with the pupil what is going on in their lives at the moment e.g. which point they are at on the offender's journey.

Activity:

Then ask them to write any questions they may have. If you don't have the answers, say you can research them together or point them in the direction of someone who may have the answer. This can be used at any point in the offender's journey. Often, the unknown can leave the child feeling more anxious than the actual event itself.

Plenary:

Recap on the questions that you have been unable to answer together. Agree a plan with the child of how and where you may find the answers.



Do you have any questions you would like answered about what you and your family are going through? Perhaps we can find out the answers together.



Activity
sheet:

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Session
Plan
16

Memory Book

Suitable for:
One-to-one

Additional Notes:

This could be emotional for the pupil.

Optional – ask the pupil to design a front cover for the memory book and make the resources into a booklet.

Resources:
Activity sheet

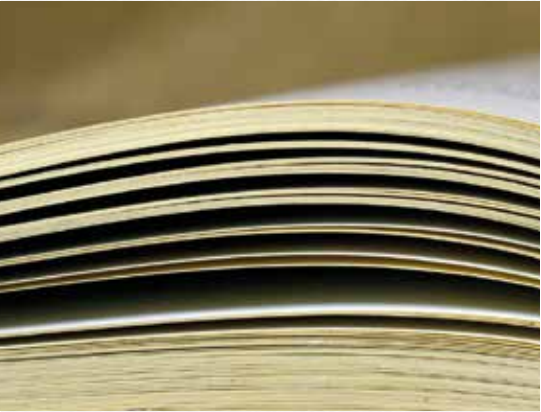
Aim/Objective :
To encourage the child/young person to record their feelings about their family member being in prison.

Opener:
Explain the purpose of the memory book.

Activity:

- The pupil can complete the book in one sitting or you can choose which page is most relevant for the session.
- The book allows them to record their thoughts and feelings around their family member’s imprisonment. It could also be a resource the child/young person could show their parent to express their feelings, or something they just keep for themselves.
- Make sure to take time to discuss each section, and allow the pupil the opportunity to talk about how they are feeling.

Plenary:
Discuss with the child/young person whether they would like to share their book with anyone, or keep it for themselves.



Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing



How did you find out your parent(s) was (were) going to prison?

How did you feel?

Was there anyone to support you?

My favourite memory

Something I don’t like to remember

Things we used to do together

What has changed since your parent(s) has (have) gone to prison?

Who can help/support you?



Session Plan 17

Preparing a child for a prison visit

Suitable for:
One-to-one

Additional Notes:
Sometimes there are numbers you can call in the prison to get answers about visits e.g. Parc Prison has a visitor centre.

Resources:
Activity sheets 17a and 17b

Aim:
This session allows you to help relieve any worries the child/young person may have about visiting their family member in prison, as well as prepare them for other things that may occur.

Opener:
Have a general chat about the visit e.g. when are they going, who with.

Activity:
Draw/write in the bag, what the child/young person will need to take with them to visit their family member in prison.

- Remember:**
- what they might need or want for travelling
 - what the weather might be like
 - if they have to walk any distance

Use the resource to prepare the student for each part of the visiting journey. Follow the pathway to explain everything the child/young person will have to go through when they visit e.g. signing in, getting searched. If you don’t know the answer, offer to ask someone who may know the answer or research it together.

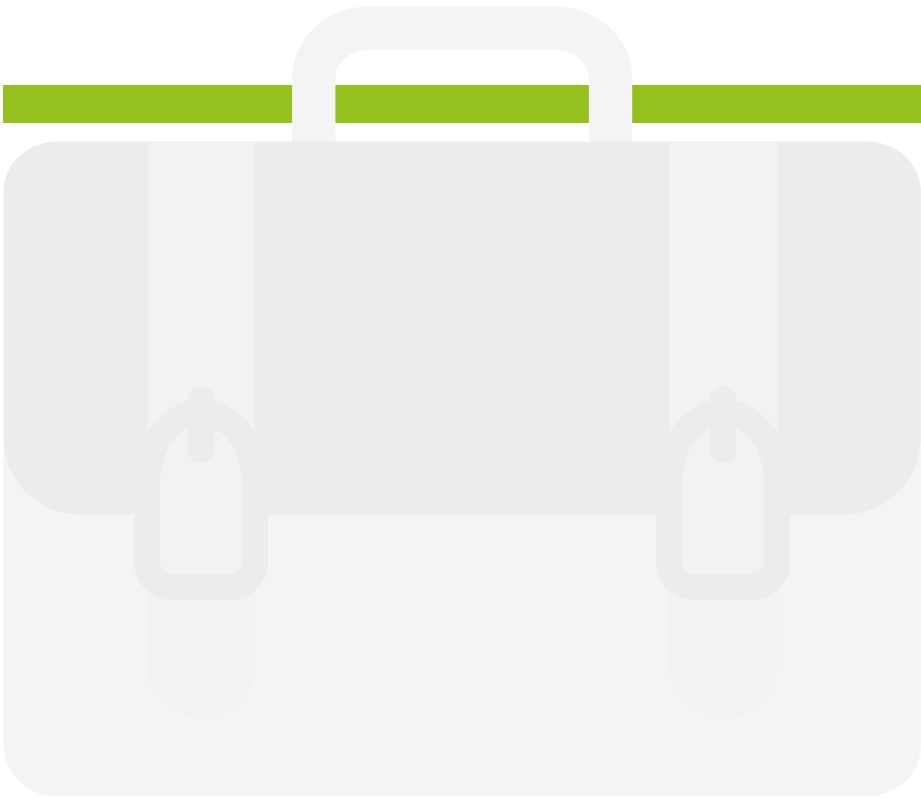
Plenary:
Recap the visiting process with the child/young person. Check that there are no outstanding questions. Discuss the child/young person’s feelings regarding the visit when the session is complete.



17a

In the bag on the right of the sheet, draw/write what you will need to take with you to visit your family member:

- Remember:**
- » what you might need or want for travelling.
 - » what the weather might be like and if you have to walk a distance.



1

Leave the house in plenty of time, listening well to the adult

2

Double-check your pockets and make sure all items are locked away in a locker or left at home

3

Arrive at the prison, hand over identification and have your photograph and fingerprints taken

4

Remember to go to the toilet before you get searched

5

Get searched by staff and search dogs (the search dogs are nothing to worry about and they will not touch you)

6

Go into the visiting hall and enjoy your visit, talking about all of the things you have been doing in school (if you have any questions about your visit you can always ask your teacher)



Activity sheet:

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17b

Remember:

- » to inform the child specifically as to when he/she will be seeing the parent.
- » to give the child a day, date, and time that he/she will visit.
- » to indicate how long the visit will be – approximately one to two hours on average.
- » to use good judgement as to how far in advance of the visit you inform the child. As a general rule, the younger the child, the closer to the visiting date you would want to tell them. Younger children have a difficult time putting several days of a week into perspective, so you might want to inform them a day or two before the scheduled visit. Older children usually need more preparatory time.
- » if the child and imprisoned parent have had a long separation, it helps for the parent to write the child a letter saying simply how they have missed the child and are looking forward to seeing him/her. In the letter they could describe what they will do together during the visit, what they will be wearing, any changes in their appearance (weight, hairstyle, or anything your child might notice). They could describe the physical environment of the prison, for example, the colour of the walls, arrangement of tables and chairs, other people, the guards, etc.
- » both the parent and the caregiver should give the child as much information as possible about what to expect on the day of the visit.



Session Plan 18

How are our days similar or different?

Suitable for:
One-to-one

Additional Notes:

The child/young person may have some ideas about what prisoners go through from television but these may not be accurate. It is important to repair some of these incorrect perceptions e.g. they eat porridge at every meal.

Resources:
Activity sheet

Aim:

This session allows the child/young person to explore how their days and their family member’s days are similar and how they are different. It also gives them the opportunity to raise any questions they may have about what their family member is going through.

Opener:

Discuss what the child/young person believes a prisoner’s day is like.

Activity:

Encourage them to choose a day of the week and think about what they do on that day. Then think about what their family member’s day is like in prison. If they are unsure about the prisoner’s day, encourage them to ask other family members, write a letter to the inmate or ask their family member at their next visit.

Plenary:

Discuss similarities and differences between the days of the child/young person’s days and the imprisoned family member’s. Discuss any surprises.



What I do

In the morning

In the afternoon

In the evening

Things I like to do

With my friends

In my free time

What does

In the morning

In the afternoon

In the evening

With my friends

In my free time

Session Plan 19

Letter to a prisoner

Suitable for: One-to-one

Resources: Pen
Paper
Activity sheet

Aim:

Aim of the session is to give children the chance to write a letter to their parent who is in prison.

Opener:

Allow the child/young person to discuss what they would like to say in their letter and guide them as necessary.

The child could write about:

Activity:

Allow the child/young person to write as they wish supporting them as necessary:

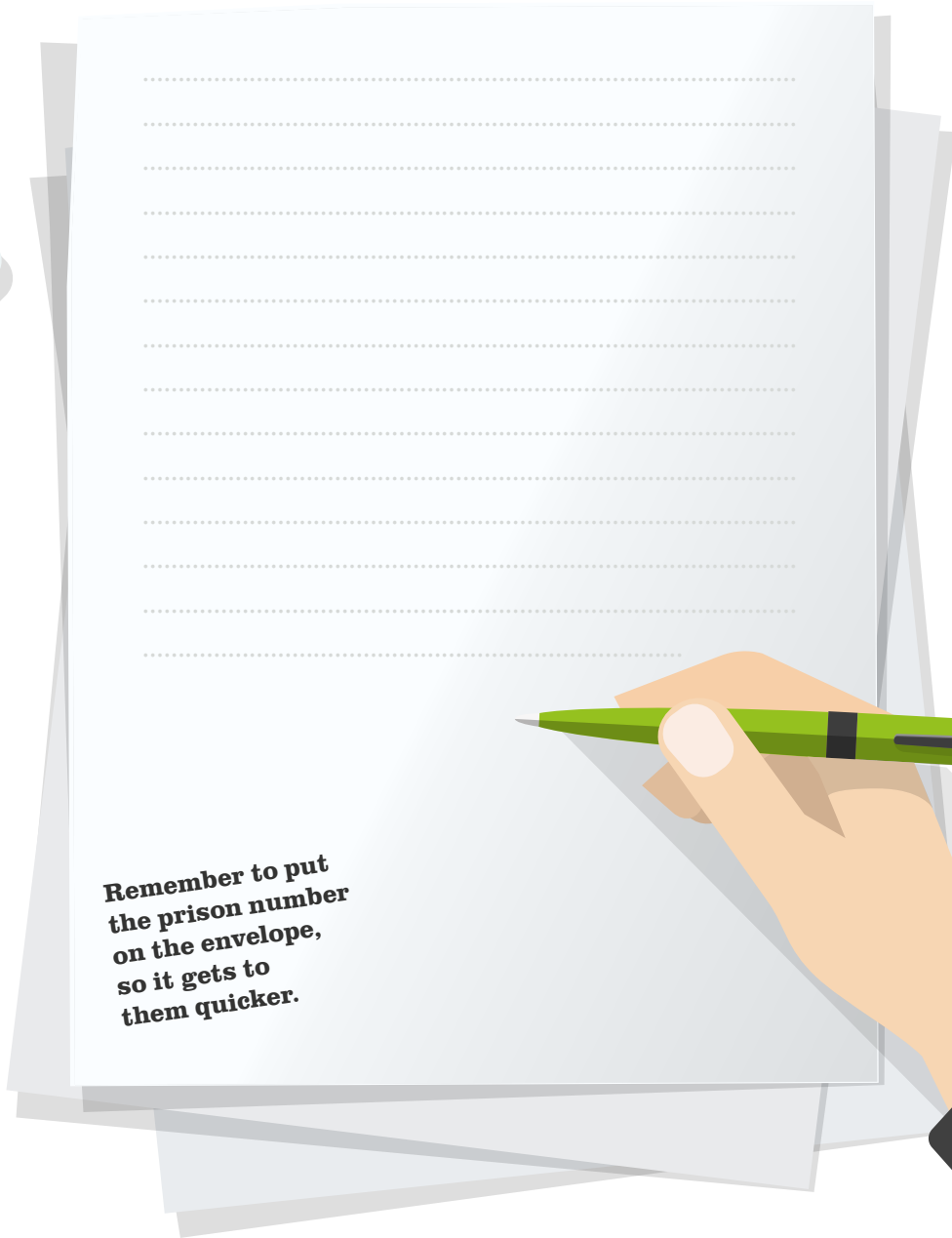
- the topics they enjoy at school
- favourite games to play at home
- sports teams/match results
- how they feel
- any questions they might have.

Plenary:

When the child/young person has finished their letter, read it to them if they wish and double-check they want to send it to their family member. Ask how they are feeling now.



Writing to a family member who is in prison can help us to keep in contact and allow us to share important information that we sometimes may forget if we wait until our next visit. You can draw and colour pictures, send letters and photos to allow them to keep in regular contact with your family member.



Remember to put the prison number on the envelope, so it gets to them quicker.



Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing

Session Plan 20

First aid kit

Suitable for:

One-to-one

Additional Notes:

This can be a very useful tool in the preparation for a parent/family member's release from prison, particularly if there is a history of domestic abuse and the parent/family member is returning to the family home.

Resources:

Pens/pencils
Colouring pencils/
pens
Arts and craft
materials (optional)

Activity sheet:



Design your own first aid kit

Session Plan 21

Moving On

Suitable for:

One-to-one

Additional Notes:

When discussing the worries the child/young person has, it is important to not be overly positive and make them feel like nothing could ever go wrong. It is important to be realistic, especially in terms of reoffending. This isn't to say you shouldn't focus on the positives.

Resources:

Activity sheet

Activity sheet:



Things I am worried about when comes home

Things I am excited about
when comes home

Now you have reflected on what you think about your family member returning, write a letter to explain to them how you feel and what you are worried about or looking forward to.

Dear...

Session Plan 22

People in My Life

Suitable for:
One-to-one

Additional Notes:

This can be quite an emotional session for some children and young people so it is important to ensure that the session is carried out sensitively in a private area.

Resources:

People in my life activity sheet
People in my life gingerbread people
This session works best when the circles are photocopied and enlarged.

Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing

Aim:

To explore the child/young person’s relationships and interactions with others.

Opener:

Explain to the child/young person that there are often lots of people that we have in our lives, some of them we may love to spend time with and others we may not enjoy spending time with as much.

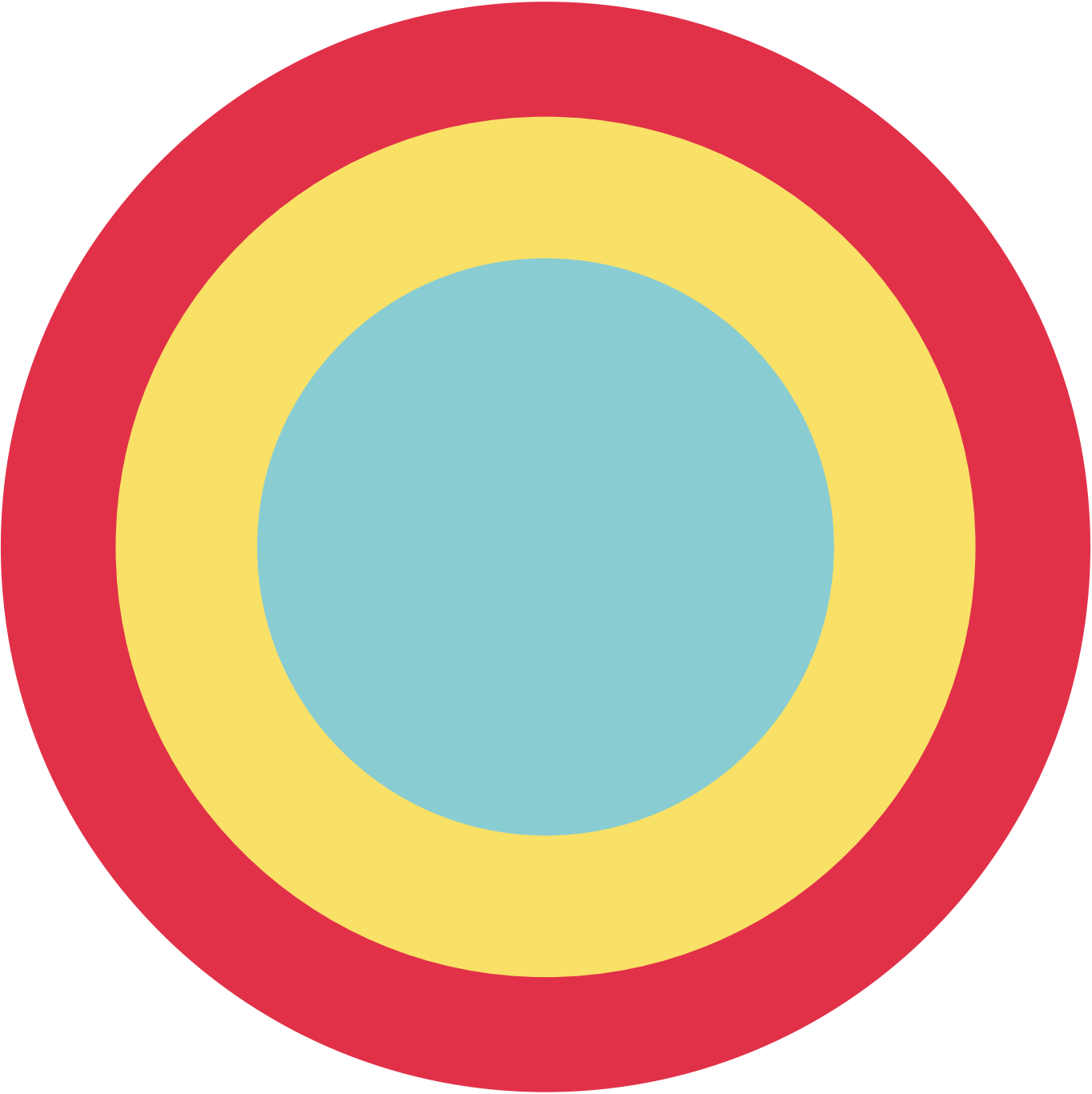
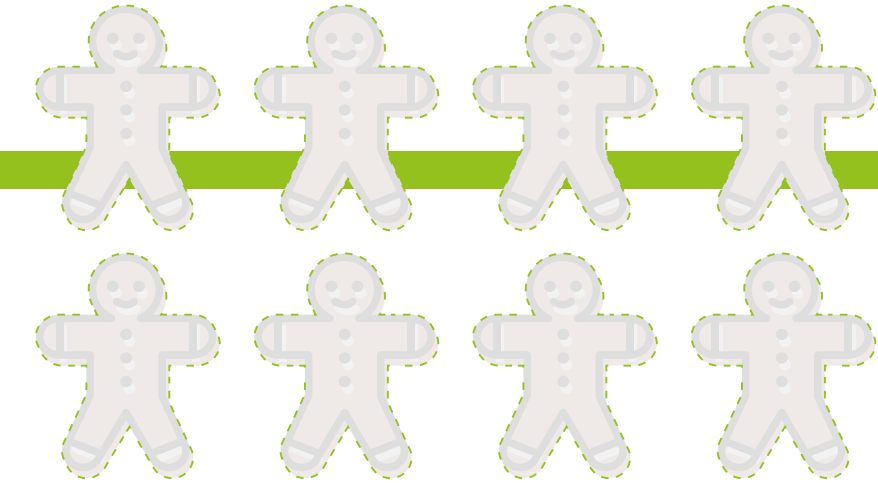
Activity:

Introduce the activity sheet ‘People in My Life’ and the sheet of gingerbread people. Explain to the child/young person that the circles represent themselves in the centre, people they enjoy spending time with immediately around them (yellow) and those they don’t enjoy spending time with in the outer circle (red).

Ask the child/young person to cut out and design a gingerbread person that represents them and place it in the centre circle. Ask them to then select and design gingerbread people that represent people in their lives whom they enjoy spending time with and place them in the yellow circle. Finally, ask them to select gingerbread people that represent the people in their lives whom they don’t enjoy spending time with and place these in the red outer circle. Use open questions to open up discussion and fully explore responses, such as ‘What do you like about “this person”?’ ‘What do you usually do together?’ Explore what aspects of relationships would need to change to move them into the yellow circle. Explore how each of the people in their lives contributes to how they feel about themselves. Do these people support and encourage them/do they give them a hard time etc? Also look at the role the child/young person plays in the relationship and how they could do things differently to improve negative relationships, for example with their friends.

Plenary:

Reflect on any particularly relevant responses given and emphasise all positive relationships they have that offer support and encouragement.



Session
Plan
23

Would I ever?

Suitable for:

- One-to-one
- Group work

Resources:

- Activity sheet

Aim:

To explore the child/young person’s views with regards to offending or antisocial behaviour, and generate discussions on the extent of their current involvement.

Opener:

Explain to the child/young person that some people engage in behaviour that may be dangerous or get them into a lot of trouble. Ask the child/young person to think of examples of this behaviour.

Activity:

Explain to the young person that you are going to have a chat about some behaviour that some young people may become involved in and whether or not they have been involved or think that they would in the future. Emphasise that there are no right or wrong answers and that this is for discussion purposes only.

Use the associated activity sheet to explore specific behaviours and their views regarding these. Expand on each question to encourage an open discussion, for example:

- I wonder what would happen in this case. Do you think anyone could be harmed?
- Who do you think could be harmed?
- For each offence, ask the child/young person to think about what the consequences could be, and who would be affected and how.

Plenary:

Reflect on the discussions had and ask the children how they feel others view their behaviour. Does it affect anyone else? Would they like to change their behaviour? Thank the young person for their honesty.



Yes, I would do this

Steal from a shop

Maybe

No way

Yes, I would do this

Play with fire

Maybe

No way

Yes, I would do this

Break or damage something
that belongs to someone else

Maybe

No way

Yes, I would do this

Hit, kick or hurt someone else

Maybe

No way

Yes, I would do this

Take the blame for something I
haven’t done

Maybe

No way

Yes, I would do this

Say unkind things to other
people to upset them

Maybe

No way

Yes, I would do this

Take something that doesn’t
belong to you

Maybe

No way

Yes, I would do this

Throw litter on the floor

Maybe

No way

Yes, I would do this

Throw things at cars, buses
or trains

Maybe

No way

Yes, I would do this

Threaten someone

Maybe

No way

Activity
sheet:

This Resource
Toolkit is on the
supplied USB for
easy printing

Session
Plan
24

Getting into
trouble

Suitable for:

- One-to-one
- Group work

Additional
Notes:

Discuss each of the triggers and whether anything could change to reduce the triggers. For example, if the child/young person can feel themselves getting angry is there somewhere they could go to cool down or someone they could talk to? Discuss any triggers that they can identify that may not be included in the list.

Resources:

- Activity sheet

Activity
sheet:

This Resource Toolkit is on the supplied USB for easy printing

Aim:

To encourage children to consider times when they may be more likely to get into trouble and think about the triggers for this. If we can identify these triggers, this can then lead on to considering how we can reduce them or, with support, alter reactions to them.

Opener:

Explain to the child/young person that sometimes things can happen that can make it more likely that we do or don’t do something. Give an example such as, ‘If I am in a bad mood I may be more likely to be snappy with a friend,’ or ‘If I don’t want to do something but someone I trust encourages me, I may be more likely to do it.’ Ask them if they can relate to this in any way.

Activity:

Explain that we all may get into trouble at some time and that listed on the sheet are things that may or may not make it more likely for them. Discuss each of the sentences and whether it applies to them. Expand on each point to generate discussion for example:

“If I am feeling sad”

What makes you sad? When was the last time you were sad? What do you do when you are sad? Is there anyone you could talk to?

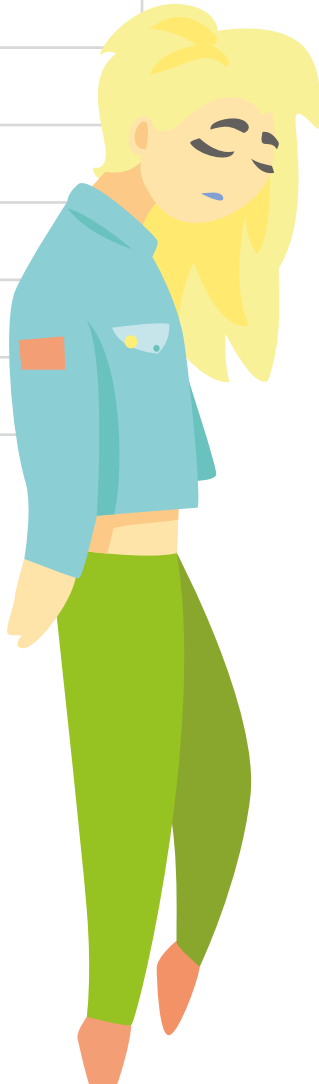
Plenary:

When this activity is complete ask the young person if this is a path they would like to continue on or whether there are some changes they would like to make. Support the child/young person to consider the changes they would like to make and any support they may need to help them Together, create a SMART action plan of support.



Some things can make you either less or more likely to get into trouble. I wonder if you can think of times that you have been in trouble and if there is anything that may make it more likely that this may happen again.

Less likely to get into trouble		More likely to get into trouble
	If I am with friends who are getting into trouble	
	If I am worried about my family	
	If I am feeling angry	
	If other people think I am a troublemaker	
	If I have had an argument with someone	
	If I am feeling sad	
	If I am bored	
	If other people tell me to do something	
	If I can't get something I want	
	If I am embarrassed	



Session
Plan
25

I Wonder

Suitable for:

- One-to-one
- Group work

Additional
Notes:

This activity can be used in its entirety as well as selecting particular sections depending on their relevance.

Resources:

Activity sheet

Aim:

To discuss offending and antisocial behaviour, any involvement they currently have or whether they are on the fringes of involvement.

Opener:

Explain to the child/young person that you are going to chat about behaviour that some children/young people may become involved in, and that they will be asked what their thoughts are on this.

Activity:

Introduce the activity sheet ‘I wonder’ and look at each of the points included in the sheet and say that you wonder what their thoughts are. Ensure that you do not appear shocked or alarmed by any answers given, as this may result in the child or young person curtailing their answers. Instead, open up discussions by asking further questions such as, ‘Would you truant from school?’

Yes ☐

No ☐

‘What would make it more likely that you would truant?’ ‘What would make it less likely?’ ‘What do you think the consequences would be?’ ‘What would happen if no-one knew where you were?’ ‘Would you be safe?’ ‘Would people be worried about you?’ Reflect particularly on the safety implications of playing truant from school as well as the educational implications.

Would you swear?

Yes ☐

No ☐

What would happen if you were to swear in school/home/at the police? By using the words ‘what’, ‘how’, ‘where’ and ‘when’ we can discuss challenge and provide the child/young person with a more positive outlook on situations they might encounter.

Plenary:

Reflect on some of the significant answers given and any support needs identified throughout the session. Consider suitable support that could address identified needs such as other resources contained in the toolkit.



Yes		No
	Would you swear?	
	Would you truant from school?	
	Would you hurt someone else?	
	Would you put yourself in danger?	
	Would you lie to someone?	
	Would you bully someone?	
	Would you hurt an animal?	
	Would you meet someone you have spoken to on the internet?	
	Would you do something you don't want to do because you were offered money?	

Session
Plan
26

Words

Aim:

To explore the child/young person’s understanding of key concepts with regard to the behaviours they may be involved in or may be on the fringes of becoming involved in.

Suitable for:

One-to-one

Additional
Notes:

Pick out specific words that have the most significance to the particular child/young person.

Resources:

Activity Sheet ‘Words’

Opener:

Explain that you are going to talk about words that are often used but whose meaning is not always clear, which can be quite confusing. Explain that you are going to chat about these words and, after today, use them through the sessions that you have together to increase understanding.

Activity:

Introduce the activity sheet ‘Words’. Take the first word as an example. Ask the young person if they have ever been told to have respect, and what they understand about this. Move through the list one by one asking if they know the word and where they have heard it used before. Discuss what each word means and how it could be used.

Plenary:

Reflect on some of the words discussed and ask the young person to think of one thing they have learned today or the most interesting word you have discussed today.



Respect

Care

Protect

Need

Abuse

Control

Anger

Victim

Feeling

Family

Crime

Truant

Gang

Hoax

Swear

Consequence

Activity
sheet:

This Resource Toolkit is on the supplied USB for easy printing

Session Plan 27

How do I see myself?

Suitable for:
One-to-one

Additional Notes:
Use this opportunity to explore the impact that the views of others have on the child/young person's self-worth and identity. Discuss together ways to address any stigmatisation or unfair treatment and challenge any assumed negativity.

Resources:
Activity sheet

Activity sheet:

This Resource Toolkit is on the supplied USB for easy printing



Aim:
To encourage the child/young person to explore how they view themselves in contrast to how they believe others view them, opening up discussions on any feelings of stigmatisation or shame associated with imprisonment of a family member.

Opener:
Explain to the child/young person that everyone has their own view of themselves; some things we like about ourselves, some things we don't. Ask them to consider something that they like about someone and also something that they don't like and to explain why they feel this way.

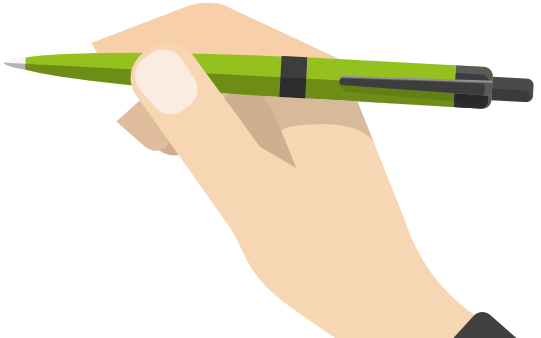
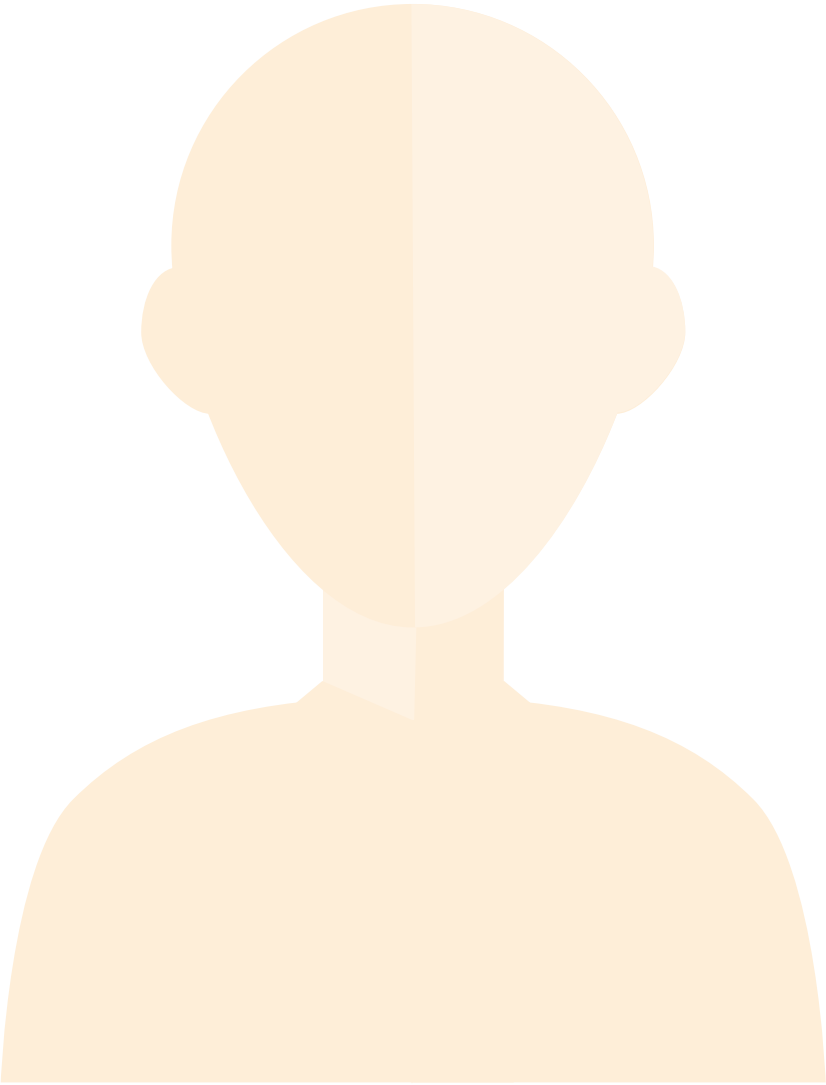
Activity:
Ask the young person to consider how they see themselves and record this inside the Russian doll: for example 'good at football', 'joker', 'kind'. When this task is complete, ask them to consider how they think others see them: for example, 'helpful', 'funny', 'annoying'. Explore each example, such as 'Who do you think sees you as annoying?' When this task is complete, explore any differences between how the child/young person see themselves, compared with how others see them.

Open this discussion up by asking questions such as:

- Do you think different people see you in different ways? for example, family may see one side of you and friends another.
- Does it bother you what other people think of you?
- How would you like to be seen by others?

Use the opportunity to discuss any feelings of stigmatisation, and together explore ways that this can be addressed.

Plenary:
Reflect on any particularly significant answers given, ending with a positive characteristic that you see in the child/young person.



Session
Plan
28

Embarrassment

Suitable for:

One-to-one

Resources:

Activity sheet

Aim:

To support children to discuss any embarrassment they feel in relation to their parent/sibling’s imprisonment.

Opener:

Ask children if they can think of a time when they have felt embarrassed and how they responded. Think of an appropriate personal example to generate discussion.

Activity:

Introduce the child/young person to the ‘Embarrassment’ activity sheet. Encourage them to consider when they feel embarrassed anyone who makes them feel embarrassed/how they respond when they feel embarrassed. Encourage the child/young person to draw how they present embarrassment.

Plenary:

Discuss how the child/young person responds to embarrassment and how they could develop a more positive perspective of the focus of their feelings in order to experience a more positive self-image.



I feel embarrassed when...

I feel embarrassed...

Not very often

Some of the time

A lot of the time

When I feel embarrassed I...

Next time I could...



Activity
sheet:

This Resource
Toolkit is on the
supplied USB for
easy printing

Session
Plan
29

Recipe for the
perfect friend

Suitable for:

One-to-one

Resources:

Activity sheet

Aim:

To get the pupil’s thinking about what qualities they look for in their friends, and help them reflect on the type of person they are.

Opener:

They can do this individually or work in groups. Give them either the level one words or level two words (according to age/ability).

Split the qualities into two categories: qualities they like in people and qualities they don’t. They can stick them on a piece of paper or you can laminate them and use them again.

After they have done this, discuss why they have chosen to put them there. Were there any qualities that they felt could go in both?

Then have them think about themselves. What qualities do they think they possess?

Activity:

- Recipe for the perfect friend is a fun way for children to think about what makes a good friend/person. They can add any qualities (ingredients) to their recipe e.g. friendly, funny etc, but it may help to use some of the qualities from the starter.
- They then write the instructions for the ‘recipe’ e.g. add a cup of funniness, add a teaspoon of empathy, stir for 10 minutes etc.

Plenary:

Have the group choose a positive quality that they think the person next to them possesses, or have them say one good quality about themselves.



Create your recipe for the
perfect friend. Add the
perfect ingredients.
Are they friendly?
Are they funny?

Ingredients

●
●
●
●
●
●

Method

.....
.....
.....
.....
.....
.....
.....
.....
.....



Session Plan 30

What is a superhero?

Suitable for:
One-to-one
Group work
Whole-class

Additional Notes:
During this session it is important to be sensitive to those children who may have absent parents and try to acknowledge other important people in their life.

Resources:
Activity sheet
Colouring pencils, pencils etc.

Aim:
To help pupils to realise anyone can be a superhero by doing something good, it is not just people with amazing abilities.

Opener:
Ask them if they have heard of any superheroes. Can they name any? If they only name male superheroes, get them to think about women too.

- Activity:**
- First of all, have them draw or write what they think a superhero looks like.
 - Then have them write how they act, what makes them a superhero and who can be one.

Extension activity
Write about someone in their life who they think of as a superhero.

Plenary:
Have them feedback what makes someone a superhero and ask them to think about someone they think of as a superhero.



What do they look like?

How do they act?

What makes them a superhero?

Who can be a superhero?



Session
Plan
31

What is my
community?

Suitable for:

Group work
Wholeclass

Resources:

Activity sheet

Aim:

To get children to think about what a community is and what theirs looks like.

Opener:

Discuss what community means. This can refer to their class, group or area where they live, etc.

Activity:

- On this activity sheet, the children need to say what their community has, what they can do in their community, the people who are a part of their community and what they love about it.
- Extension task: ask the children to draw their community and label what they think the most important aspects of it are.

Plenary:

Ask the class what they think community is. Has their answer changed from what they thought at the beginning of the lesson?



It has...

I can...



People who are a part of it are...

I love to in my community

Activity
sheet:

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Session Plan 32

What makes a good citizen?

Suitable for:

Whole-class

Additional Notes:

Definition of citizen: “an inhabitant of a particular town or city”

Resources:

- Pen
- Sticky notes
- Flipchart paper
- Activity sheet

Aim:

To reflect on what a citizen is and how a good citizen can aid a community.

Opener:

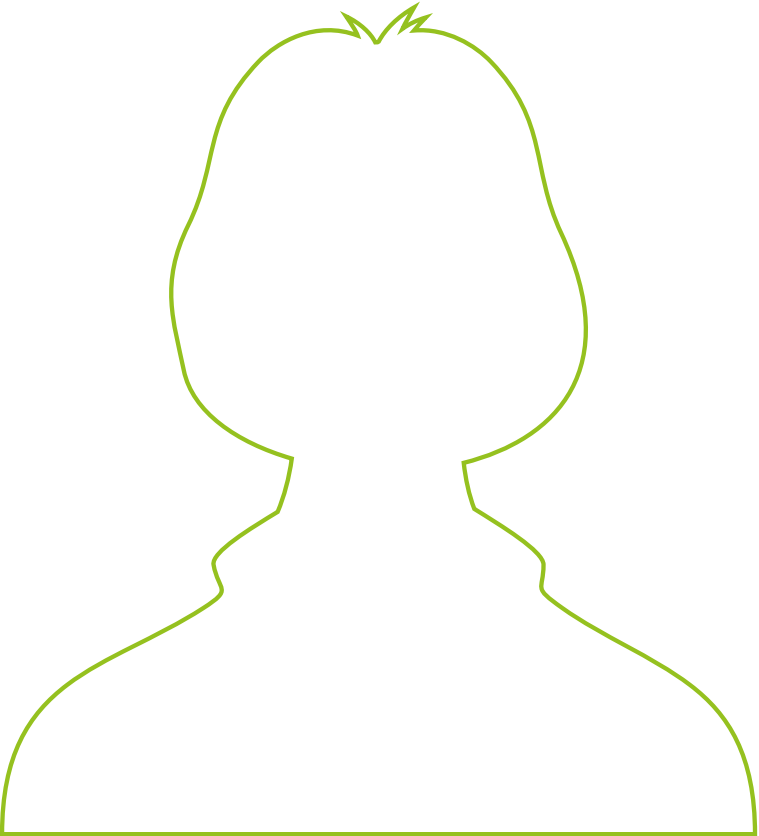
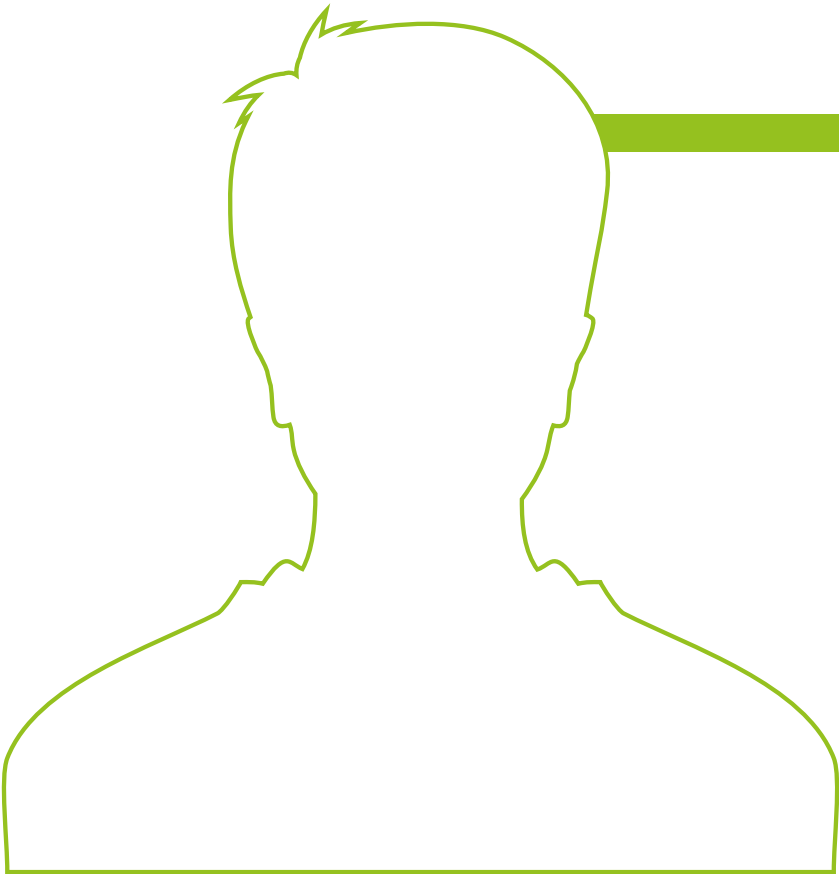
Have the class discuss what a citizen is and who can be a citizen.

Activity:

- Have them draw around someone in the class on paper so that you have an outline of a person.
- Give them each a sticky note and have them write on it what they think makes a good citizen.
- Have them stick the sticky note on the person.
- As a class or a group, discuss why they put those qualities onto the good citizen.

Plenary:

Have them discuss when they have been a good citizen or if they have seen someone be a good citizen.



Activity sheet:

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Session
Plan
33

Rights,
Rules and
Responsibilities

Suitable for:

- Group work
- Whole-class

Resources:

- Pen
- Paper
- Activity sheet

Aim:

For pupils to have a basic understanding of their rights and responsibilities in the context of school and home. To begin to think about consequences for breaking the rules, not receiving their rights and not carrying out their responsibilities.

Opener:

Introduce the topic of ‘Rights, rules and responsibilities’ to the class. Ask them to complete the starter activity individually, using lines to connect the correct term with the definition and the example. This will help the pupils to understand what each of the terms means before they complete the main activity.

Activity:

Part A:

- Give the pupils a activity sheet each or one between two if you would like them to work in pairs.
- Ask the pupils to think about and complete the rights, rules and responsibilities they have both at school and at home.

Part B:

- Ask them how they would feel if they were denied one of their rights at home or at school.
- What are the consequences if they break a rule at home or at school?
- Are the consequences different at school than at home?

Optional Extension Activity

Ask the pupils to think about where else they have rights, rules and responsibilities and what these are. These can be recorded on the back of the activity sheet.

Plenary:

Encourage the pupils to reflect on the completed activity, by naming one thing they have learnt during this session.

Activity
sheet:

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Term	Definition	Example
Rights	Something that everyone in a community should follow.	To look after your own belongings, for example, your coat.
Rules	Something you are expected to take care of or do.	To have a break from learning throughout the day.
Responsibilities	Things every child should have or be able to do.	No running in the corridor.

Term	Definition	Example
Rights	Something that everyone in a community should follow.	To look after your own belongings, for example, your coat.
Rules	Something you are expected to take care of or do.	To have a break from learning throughout the day.
Responsibilities	Things every child should have or be able to do.	No running in the corridor.

At home

Rights...

Rules...

Responsibilities...

At school

Rights...

Rules...

Responsibilities...

Session Plan 34

Challenging Stereotypes

Suitable for:

- Group work
- Whole-class

Resources:

- Flipchart paper/large sheets of paper
- Pens/pencils
- Colouring pencils/pens

Aim:

The aim of this session is for pupils to start thinking about stereotypes, what they are and where they come from and to challenge any stereotypes they currently have.

Opener:

Share the following with the pupils:

‘A father and son are in a car accident: the father is killed and the son is taken to hospital. When the son arrives the surgeon looks at the boy and says “I cannot operate on this boy, he is my son!” How can this be?’ Allow the pupils to give some answers to this before you give them the correct answer. Lots of people don’t even think of the possibility that the surgeon could be a woman, as the stereotype of a surgeon is often a man. The answer is: the surgeon is the boy’s mother.

Activity:

- Write each of the following words as a heading on separate sheets of flipchart paper - homeless person, prisoner, drug user, stay-at-home mum, football fan, Muslim, woman, man, politician, police officer, social worker, teenager, an elderly person, young people, footballer.
- Ask the pupils to work in pairs or small groups and allocate them one of the flipchart sheets.
- Ask them to write as many words as they can think of associated with the heading on the flipchart. For example, words associated with ‘a stay-at-home mum’ may be housewife/unemployed/young/poor.
- Have the pupils pass the flipchart sheets around the room so each pair/small group has written on every one.
- Once this has been completed, ask each group to feedback on one of the sheets. Ask the rest of the class why they think those words were chosen and if they think those words are true of every stay-at-home mum, for example.

Plenary:

Ask the class to think about where the associated words have come from? Who do they hear say them? Do they come from the media? Parents? Friends? Finally, ask each group to feedback one thing they will take away from the session.



Session Plan 35

Gender stereotypes in the workplace

Suitable for:

- Group work
- Whole-class

Resources:

- Pens/pencils
- Colouring pencils/pens

Aim:

The aim of this session is for pupils to start thinking about gender stereotypes and to challenge any gender stereotypes they currently have in relation to careers.

Opener:

Using the pictures included in the toolkit activity sheets, ask the pupils to draw what they think a person in this job may look like. The jobs are a nurse, a scientist, a police officer and a teacher.

Activity:

- Ask the pupils to work in pairs, for the main activity.
- In their pairs ask the pupils to compare their drawings for each career and complete activity sheet together.
- As well as answering the questions, it is important that the children have a discussion within their pairs and compare their answers and thoughts on the subject.

Plenary:

Ask each pair to feedback something they have learnt during the session and if anything surprised them.



Nurse

Scientist

Police Officer

Teacher

Activity sheet:

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Session
Plan
36

What are
children’s
rights?

Suitable for:

- Group work
- Whole-class

Additional
Notes:

Answers to quiz:
True – 1,2,5,7,9,10
False – 3,4,6,8

Resources:

- Paper
- Colouring pencils

Aim:

To make children aware of their rights.

Opener:

Complete the human rights true or false quiz.

Activity:

- Ask the children to choose ten of the children's rights that they think are important and create a poster advertising those rights. They can make it as bright and colourful as they want. It just needs to show other children some of the rights they have.
- To see all children's rights in child/young person friendly terminology visit www.unicef.org/rightsite/files/uncrchilldfriendlylanguage.pdf

Plenary:

Ask each child/young person to tell you a right they didn't realise they had before the lesson.



	True	False
1. Everyone has human rights.		
2. Everyone has the right to education.		
3. Only adults have the right to choose their own religion and have free thought.		
4. Whether you get human rights depends on how much money your parents have.		
5. You have the right to food, clothing and a safe place to live.		
6. You have to earn your human rights.		
7. You have the right to be kept safe from physical and mental harm.		
8. You can lose your rights if you commit a crime.		
9. You have the right to healthcare.		
10. You have the right to legal support and fair treatment in the justice system.		

Activity
sheet:

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Section
6

Session
Plan
37

Does everyone
have human
rights?

Suitable for:
Group work
Whole-class

Resources:
Perhaps computer/
internet
Paper

Aim:

To get them thinking about when people may lose their rights or when people believe others should lose their rights e.g. prison.

Opener:

Have the class discuss when someone may lose their rights. This starter should give them the opportunity to gain ideas for the activity.

Activity:

- In groups, or individually, research when people may lose their rights e.g. during war, prisons (compare prisons in different countries), children not understanding their rights.
- Once they have chosen one situation, they must create either a PowerPoint, poster or leaflet that explains:
 - what rights the person has lost in that situation
 - why they think the person has lost their rights
 - how this affects that person.

Extension:

Ask the children to discuss how someone could learn about their rights or educate others to make sure they understand their rights.

Plenary:

Have each child/young person say a right they have.



Session
Plan
38

How historical
figures have
communicated
their opinions

Suitable for:
Group work
Whole-class

Additional Notes:

Think of figures in history such as Nelson Mandela, Rosa Parks, Emmeline Pankhurst, Adolf Hitler, Donald Trump, and Martin Luther King.

Resources:
Access to internet/
library

Aim:

To help children understand ways to voice their opinions without being confrontational.

Opener:

Discuss in groups, or as a class, how people can communicate a message. Make a list or create a poster.

Activity:

Research people that have had their voice heard, throughout history, either in a positive way or in a negative way.

- What were they trying to say?
- How did they voice their opinions?
- What made their opinions positive or negative? For example, was their message negative or was it how they delivered their message?

Plenary:

Discuss with the child/young person times when they have felt strongly about something and wanted to express it. Explore how they voiced their views, or the strategies they could use effectively in the future.



Session Plan 39

How to get your voice heard

Suitable for:
Group work
Whole-class

Resources:
Pens
Flipchart

Aim:
To help children understand ways to voice their opinions without being confrontational.

Opener:
Discuss in groups or as a class what sort of things people may want to communicate to others e.g. an opinion or information.

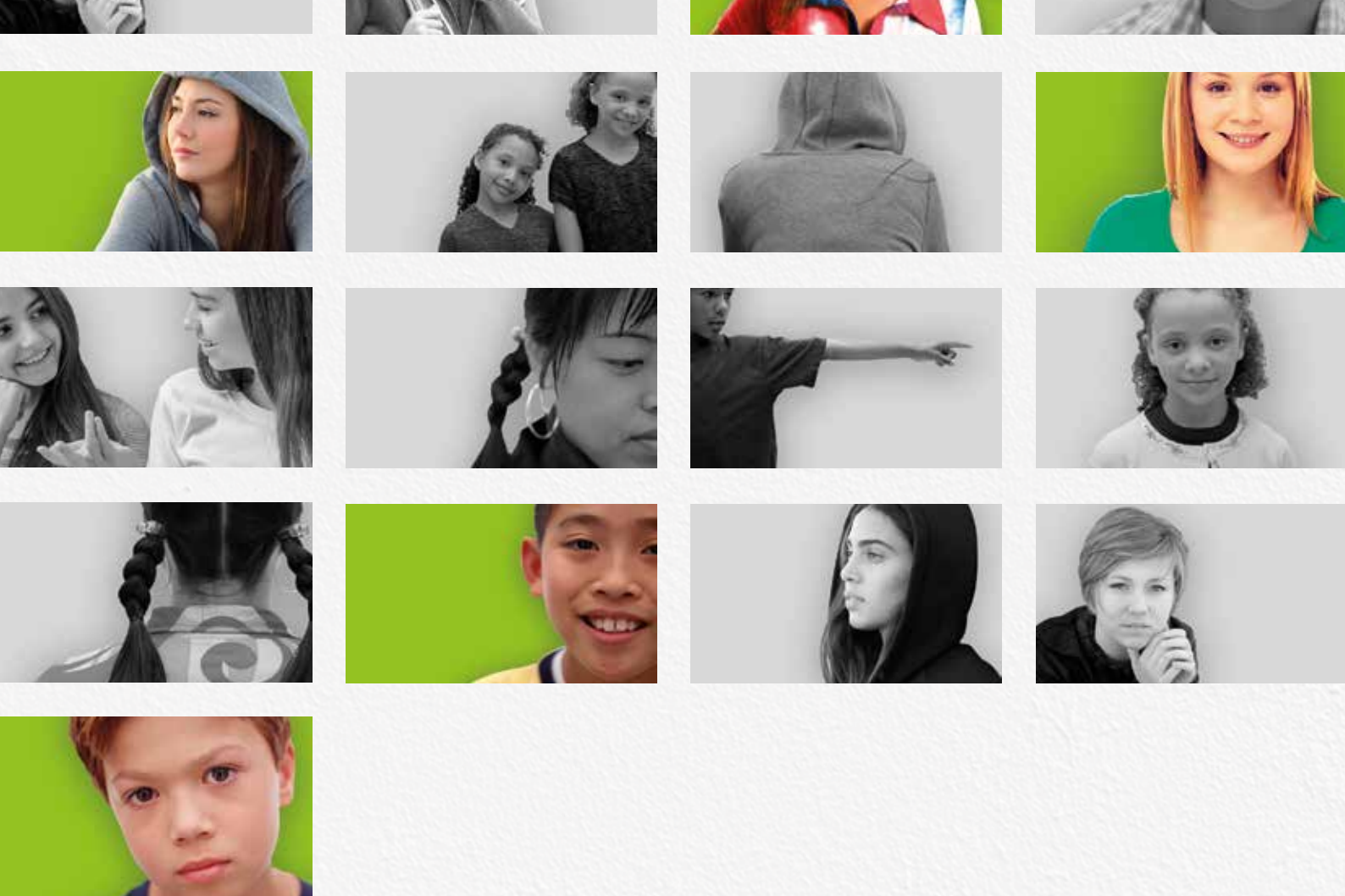
Activity:
Create something for your school that allows your voice to be heard. This could be a poster, an idea for a group, an event, a suggestion box, anything that will give people an opportunity to voice their opinion or share information.

You need to think about:

- What information you want to share
- Who is the target audience
- Methods to share the information
- Why it is important other people know about it?
- Will what I have to say offend others?

Plenary:
Evaluate the effectiveness of what you have created. Discuss the positive aspects as well as any changes you could make to improve effectiveness.





Invisible Walls Accord



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