



# ***Dealing with Imprisonment***

**A resource pack to  
support the invisible  
child**



The purpose of this pack is to allow the student with someone close to them in prison to address their feelings of loss often associated with bereavement. The activities are designed to give the student space to think about the good things, and the not so good things, about their relationship with the person who is in prison, and their home situation.

Feel free to choose the activities you feel are appropriate for the child you are working with. There are some guidelines but feel free to adapt it how you want. The aim is to take about 6 – 8 weeks to cover the materials, but take all the time you wish. There is also a list of art based activities you might want to do as well.

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**My grateful thanks to Laura and Alex for all their help in developing these materials.**

**Eileen Thompson**

## **Please Hear What I'm Not Saying**

**Don't be fooled by me.  
Don't be fooled by the face I wear,  
For I wear a mask, a thousand masks,  
Masks that I'm afraid to take off,  
And none of them is me.**

**Pretending is an art that's second nature to me,  
But don't be fooled,  
For God's sake don't be fooled.  
I give you the impression that I'm secure,  
But confidence is my name and coolness is my game,  
That the water's calm and I'm in command,  
And that I need no-one.**

**But don't believe me.**

**My surface may seem smooth but my surface  
Is my mask, ever-varying, and ever-concealing.  
Beneath lies no complacence,  
Beneath lies confusion and fear and aloneness.  
But I hide this, I don't want anyone to know it.**

**Each time you're kind and gentle and encouraging  
Each time you try to understand because you really care  
My heart begins to grow wings, very small wings,  
Very feeble wings,  
But wings!  
With your power to touch me into feeling  
You can breathe life into me.  
I want you to know that.**





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the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion (United Nations 1998).

There are a number of reasons why the number of children in the world is increasing. One of the main reasons is that the number of children who are surviving to adulthood is increasing. This is due to a number of factors, including improved medical care, better nutrition, and a decrease in child mortality.

Another reason why the number of children in the world is increasing is that the number of children who are being born is increasing. This is due to a number of factors, including a decrease in the age at which women are having children, and an increase in the number of children who are being born to women who are already having children.

There are a number of challenges that are associated with the increasing number of children in the world. One of the main challenges is that there are not enough resources to provide for all of the children. This is particularly true in developing countries, where there is a lack of access to education, healthcare, and other basic services.

Another challenge is that there are not enough jobs for all of the children. This is particularly true in developing countries, where there is a high level of unemployment. This can lead to children being forced to work, which can be harmful to their health and education.

There are a number of ways that we can address these challenges. One way is to improve access to education, healthcare, and other basic services. Another way is to create more jobs for children. This can be done by supporting small businesses and providing training and education for children.

It is important that we take action to address these challenges. If we do not, the number of children in the world will continue to increase, and the lives of many children will be made worse. We need to work together to find solutions that will improve the lives of all children.

There are a number of organizations that are working to address these challenges. One of the most well-known is UNICEF. UNICEF is a United Nations agency that is dedicated to the well-being of children. It provides a wide range of services, including education, healthcare, and nutrition.

Another organization that is working to address these challenges is the World Bank. The World Bank is an international financial institution that provides loans and technical assistance to developing countries. It has a number of programs that are specifically designed to improve the lives of children.

There are also a number of non-governmental organizations (NGOs) that are working to address these challenges. These organizations often focus on specific areas, such as education or healthcare. They provide a wide range of services, and they often work in partnership with governments and other organizations.

It is important that we continue to support these organizations. They are doing a great job of improving the lives of children, and we need to make sure that they have the resources they need to continue their work. We need to work together to create a better world for all children.

There are a number of things that we can do to help improve the lives of children. We can donate to organizations that are working to address these challenges. We can volunteer our time and skills. We can also talk to our friends and family about these issues. We need to all do our part to make a difference.

The future of the world is in the hands of children. We need to make sure that they have the resources and opportunities they need to thrive. We need to work together to create a better world for all children. We need to make sure that every child has a chance to succeed.

## **Prisoners' Children**

These children may be thought of as invisible – they are a forgotten minority of approximately 150,000 children, which schools may not even be aware of.

Schools, at present, are not routinely informed if a child has a parent, sibling or someone else who is important to them in custody, and the imprisoned person rarely has contact with the school. Research shows that this group of children may suffer long-term effects stemming from their experiences, including psychological damage.

This may not only result from the absence of the parent or other important person, but also from the circumstances which may be in the family home – drug and alcohol abuse, domestic violence, sexual deviance, involvement with the crime, divorce and emotional and physical deprivation.

When someone special goes to prison, the child may experience:

- Loss of contact with familiar people and family members, including the imprisoned person
- Financial hardship
- Stigmatisation from peers and adults
- Loss of roots though moving home or going into care
- Loss of part of their childhood if they become responsible for looking after younger siblings or being the emotional support for the remaining parent
- Emotional upheaval or tension in the home.
- Relief and associated guilt for the removal of someone who may have caused extreme distress to the child

There is a view that when someone close to the child is imprisoned, the child is punished too, and their emotional responses to the grief and loss of losing the adult may result in isolation, low self-esteem, confusion and frustration.

This may manifest itself through

- Bedwetting
- Nightmares
- Temper tantrums
- Aggressive behaviour
- Withdrawal
- Refusal to go to school
- Community issues

It is recommended that children should be told the truth about the absent adult, but this responsibility obviously lies with the family. If this is not the case, fears and fantasies grow, based on half-truths and overheard comments. Even if the child is fully informed, they may also feel

- Anger towards the prisoner and a feeling of betrayal
- Confusion and hostility towards authority figures
- Anxiety on behalf of the prisoner
- Concern for the prisoner's welfare
- Frustration at being unable to "fix" things
- Sense of degradation from professionals
- Concern about regular contact as the prisoner may be a long way from home.

### What do prisoners' children need?

- Information about the person who is detained, as they may also include those who are on remand.
- Help and understanding about what is happening
- Remaining in familiar surroundings and routines where possible
- Carers who are well supported with practical and/or financial help
- Regular and meaningful contact with the person in custody
- Their rights and needs to be considered when a custodial sentence is given
- Ongoing support pre/post release
- Involvement in decision making about their lives
- People who respect their confidentiality
- Recognition of the loneliness of their situation
- Recognition of the grief, loss and separation process with its associated ups and downs

### The role of school in supporting these children

For many children who have someone they care about in prison, school provides a familiar, consistent and safe place where positive behaviour is rewarded in a commonly agreed framework. Schools are in a position to monitor the emotional state of the child and to involve relevant professionals to help meet their needs.

Teaching and support staff may notice:

- Changes in behaviour such as aggression anger or withdrawal
- Changes in personality or mood
- Lack of concentration
- Being bullied / bullying peers
- Antagonism towards authority figures
- Physical violence



**This group of children may show many of the characteristics similar to those experiencing a death. How children respond will depend on their chronological and emotional age, their level of cognitive understanding, and the experiences in their lives up to the remand period or custodial sentence.**

**It is likely that the phases or stages within the period of custody will have profound effects on children, and these stages may be summarised as:**

- **Arrest**
- **Discovering or being told about the imprisonment**
- **The court procedure**
- **Visits by the child to the remand centre or prison**
- **Difficulty in maintaining the relationship**
- **The release of the prisoner**

### **What can schools do?**

- **Listen carefully to what children communicate**
- **See the child as an individual with individual needs**
- **Be non-judgemental**
- **Avoid treating the child as a victim or being over protective**
- **Provide a regular listening ear – perhaps a mentor**
- **Acknowledge the child's own preferences**
- **Don't ask directly about the crime, but listen if the child wants to talk about it/assess their awareness of what has happened**
- **Ensure peer relationships do not become an issue**
- **Be aware of the impact of the press**
- **Provide a safe space for the bad days**
- **Ensure learning is appropriately differentiated to reduce self esteem issues**
- **Monitor absence level**

### **Using the school packs**

**The packs of activities are not intended to be exhaustive. They are intended to track the child's possible experiences from the time the Police first become involved with the adult prior to arrest, through to arrest, court and imprisonment. Packs for coping with school, home life, life during imprisonment, and release are also included. The aim is to pick and choose materials to meet the needs of the individual child and their personal experiences.**

**Concerns about deeper or more worrying social or mental health issues can be supported through other professionals.**

**It would be advisable that any concerns/ issues around child protection/ sexual offences be supported by outside agencies.**

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements. This includes not only sales and purchases but also expenses, income, and any other financial activity. The text explains that proper record-keeping is essential for identifying trends, managing cash flow, and complying with tax regulations.

Next, the document addresses the process of reconciling bank statements. It provides a step-by-step guide on how to compare the company's records with the bank's records to identify any discrepancies. Common reasons for differences, such as bank fees, interest, or timing differences, are discussed. The importance of resolving these discrepancies promptly is highlighted to prevent errors from accumulating and affecting the overall financial picture.

The third section focuses on the preparation of financial statements. It outlines the key components of the balance sheet, income statement, and cash flow statement, and provides instructions on how to calculate each line item. The text stresses the need for accuracy and consistency in these statements, as they are used by management and external stakeholders to assess the company's financial health and performance.

Finally, the document discusses the importance of regular financial reviews. It suggests that management should conduct periodic reviews of the financial data to identify areas for improvement and make informed decisions. This includes analyzing profit margins, controlling costs, and ensuring that the company is on track to meet its financial goals. The text concludes by emphasizing that a strong financial foundation is crucial for the long-term success and sustainability of any business.



## **QCA Baseline**

**Before you work with an individual child or group of children, it is valuable to have a record of where they are in terms of their behaviour before you start the intervention.**

**The QCA Baseline is quick and simple to complete and should be done by someone who knows the child well. It is not necessary to have every subject teacher complete it.**

**Fill in the personal details at the top then circle the best-fit scores for each statement. Add the totals for each of the three sections and enter them in the table at the top of the page.**

**The areas the child finds particularly difficult will help you suggest targets for progress, and will help you focus on where the greatest need is.**

**When you have completed the programme of support, which may take several weeks, complete the QCA Baseline again, preferably by the same person who did the initial one, and you will have a measure of the success of the work, and areas for future development highlighted.**

# QCA Behaviour Assessment

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Date..... Year Group ..... Term .....

Age at this date:

Yrs Months



School: \_\_\_\_\_

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This assessment completed by: \_\_\_\_\_  
 (Please give your name and role, e.g. Class teacher, Year coordinator, SENCO, Parent, etc)

Is this the *first* use of this assessment (*baseline*) for this child?

**Yes**    **No** - QCA assessment has been used before

Baseline was completed: .....200\_\_ Then further assessment(s): .....

**Total**

<b>Part A</b> LEARNING	30
<b>Part B</b> CONDUCT	30
<b>Part C</b> EMOTIONAL	30
<b>Total</b>	90

## Part A LEARNING BEHAVIOUR

### 1. Is attentive and has an interest in schoolwork

eg is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.

not at all	rarely	sometimes	fairly often	often	always
1	2	3	4	5	6

### 2. Good learning organisation

eg works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.

1	2	3	4	5	6
---	---	---	---	---	---

### 3. Is an effective communicator

eg speech is coherent, thinks before answering.

1	2	3	4	5	6
---	---	---	---	---	---

### 4. Works efficiently in a group

eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.

1	2	3	4	5	6
---	---	---	---	---	---

### 5. Seeks help where necessary

eg can work independently until there is a problem that cannot be solved without the teacher's intervention.

1	2	3	4	5	6
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**Sometimes it helps to tackle problems through an alternative activity, as the pupil may find it too challenging to talk about their issues directly. The following are some ideas you can use in conjunction with any of the activity packs.**

- Making a table lamp- the base can be resourced from bankrupt stock and the electrics can be checked by the Technology Department.
- Solitaire boards – wood and tools from the Technology Department.
- Community projects e.g. make props for the local theatre company or school production
- Make a PowerPoint presentation on a personal interest.
- Prepare, design and paint a chair or other piece of wooden furniture. Use emulsion paint only.
- Cover the top of a small table with stamps, buttons or beads.
- Make cards or pictures from cross-stitch.
- Decorate a Memory Box with shells, stones, beads etc.
- Decorate a photo frame and put a digital photo in it.
- Junk modelling
- If you have access to video equipment, make a film.
- Make a clock – mechanisms are readily available.
- Decorate a plate – acquired from jumble sales, paint with tile primer and clear varnish when finished.
- Clay work
- Cooking
- Make a mosaic with broken tiles.
- Decorate a plant pot with broken tiles.
- Gardening.
- Making puppets
- Glass painting
- Bicycle repair
- Make a dream catcher



## Make a dreamcatcher

To Native Americans, dreams were messages sent by sacred spirits. There are two different versions of the legend about how dreamcatchers work. Apparently, different tribes have different interpretations. One version says that the hole in the center of a dream catcher web allows good dreams to reach the sleeper, while the web itself traps the bad dreams until they disappear with the first light of morning. The other version says that the web "catches" the good dreams and allows the bad ones to slip away through the hole. Ask your students which legend they prefer as you follow these steps to create your own dream catchers.

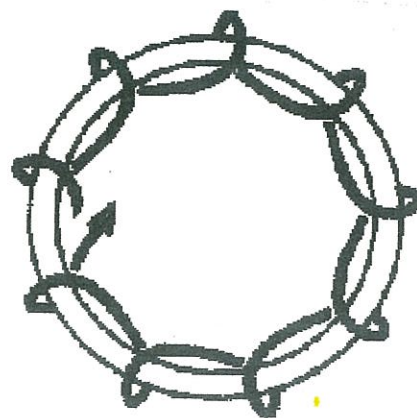
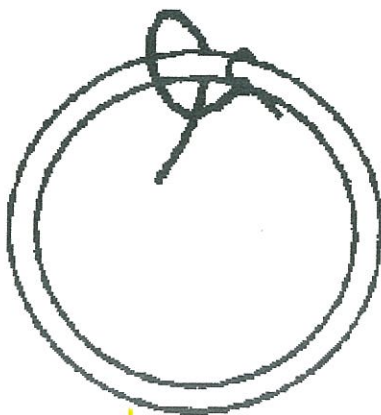
### Materials:

- thin, round, basket-weaving reed - (This can be purchased at an arts and craft store.)
- string or twine
- beads, feathers
- yarn

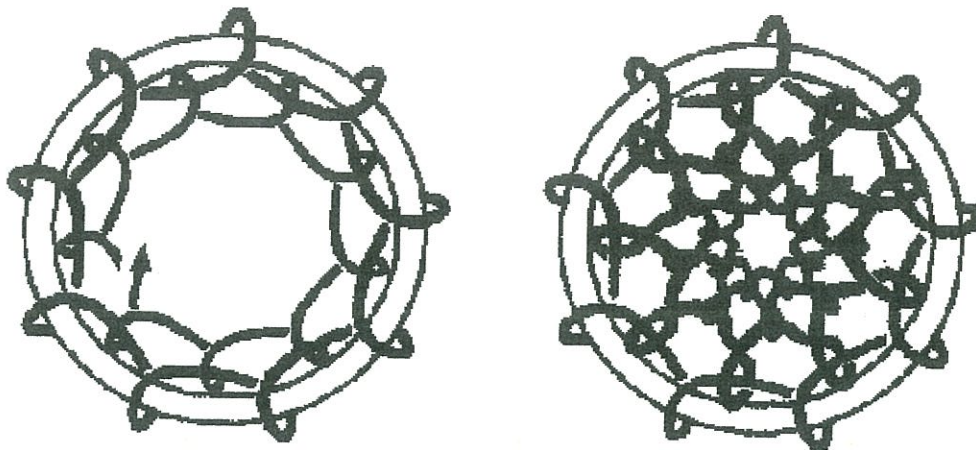
### Directions:

**Step 1:** Take a length of reed equivalent to approximately 26 inches, form into a circle and secure by overlapping and bending the two loose ends around the edge of the circle. The circle width should be 5 to 5 1/2 inches. To strengthen the circle and prevent it from coming undone, you may tightly wrap the entire circle with a length of colorful yarn.

**Step 2:** To begin making the dream catcher "web," tie one end of the twine or string to the circle you have formed in step one. Tie 9 "hitch knots" around the ring, spacing them approximately 2 inches apart. Keep the string snug when going from one knot to the next being careful not to distort the shape of the circle. See diagram below:



**Step 3:** To begin the next row of the web, begin tying hitch knots in the middle of the string already attached. Continue tying hitches in the same way until the opening in the center is the desired size. To end the web, tie a double knot in the twine and cut off any excess. See diagram below:



**Step 4:** To decorate the dream catcher: Each student will need about 2 feet of string for attaching beads and/or feathers. Cut string into 4 equal pieces and thread the beads or tie the feathers to the ends. Tie these decorate strings to the bottom, sides, and center of the dream catcher. Be sure to attach a hanging loop to the top.





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Secondly, it is crucial to ensure that all transactions are properly classified and recorded in the appropriate accounts. This involves a thorough understanding of the accounting principles that govern the treatment of different types of transactions. Failure to do so can lead to significant errors in the financial statements and, consequently, in the company's reported performance.

Another key aspect of financial management is the regular review and reconciliation of the company's accounts. This process involves comparing the company's internal records with those of external parties, such as banks and suppliers, to ensure that all transactions have been accurately recorded and that there are no discrepancies. Regular reconciliation helps to identify and correct errors early on, preventing them from becoming more significant over time.

Finally, it is important to maintain a clear and concise system of financial reporting. This involves preparing financial statements that are easy to understand and that provide a clear picture of the company's financial health. These statements should be prepared on a regular basis and should be made available to all relevant stakeholders, including management, investors, and creditors.

In conclusion, effective financial management is essential for the long-term success of any business. By following the principles outlined above, companies can ensure that their financial records are accurate, their accounts are properly classified, and their financial statements are clear and concise. This, in turn, will help to build trust and confidence among all stakeholders and ensure that the company is well-positioned to meet its financial obligations and achieve its long-term goals.

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## **Assessing the emotional barometer**

**As you work with a child on this programme, it is valuable to assess how they are feeling at the beginning of a session. You need not do this every session, but while you are getting to know the young person, it helps you both tune in to how emotions are running.**

**There are various ways of doing this, and some samples are enclosed.**

### **Weather map**

**The child can cut out and stick in the windows weathers he feels best represent his mood today. He could also do the same for a particularly good day, and you can then compare the symbols he has chosen. You might use this as a target if the child is very negative, to have one “good weather” symbol on the window next week, which gives him permission to be happy and enjoy life, or may give a clue to a more worrying mental health state if he is constantly negative.**

### **Name Badges**

**The weather theme can be developed by the child drawing anything he likes around his name to show what he is feeling like today and then discussing his reasons for their inclusion.**



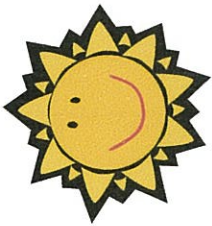
### **How do you feel today?**

**The child can colour in or cut out faces that feel right for this session. These can link in with discussion about the triggers for these feelings, good and bad. This will open up a discussion about particularly difficult (or positive) areas for the child, and allow you to establish the mood and therefore support the child accordingly.**

**It will also help increase the child's emotional vocabulary, and his ability to explain himself rather than react inappropriately.**

### **Play dough sessions**

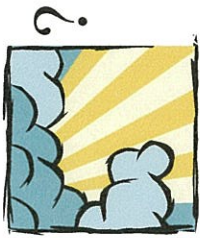
**Children of all ages enjoy this activity and its outcomes can be very revealing, as the child develops the characters and story. Read between the lines with this one.**



*sunny*



*Changeable*



These people need some shelter from the cold and wet.

Sometimes we might *feel* like that



Maybe you feel like hiding away



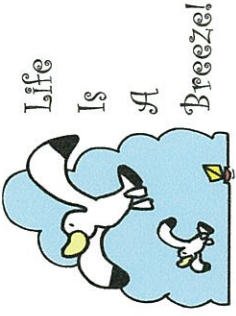
**Or we may feel worse...as though we're drowning in a flood. There's too much to deal with!**



*Mixed day,  
Good outlook.*



*Gusty winds make it hard to go ahead*



*Life Is A Breeze!*



**Hurricane force...**



**Things are going to Get rough**

## How's *your* Weather Map Today?

*Weather has different moods, just like we do. Here are some to talk about...*



*A bleak day*



*miserable*



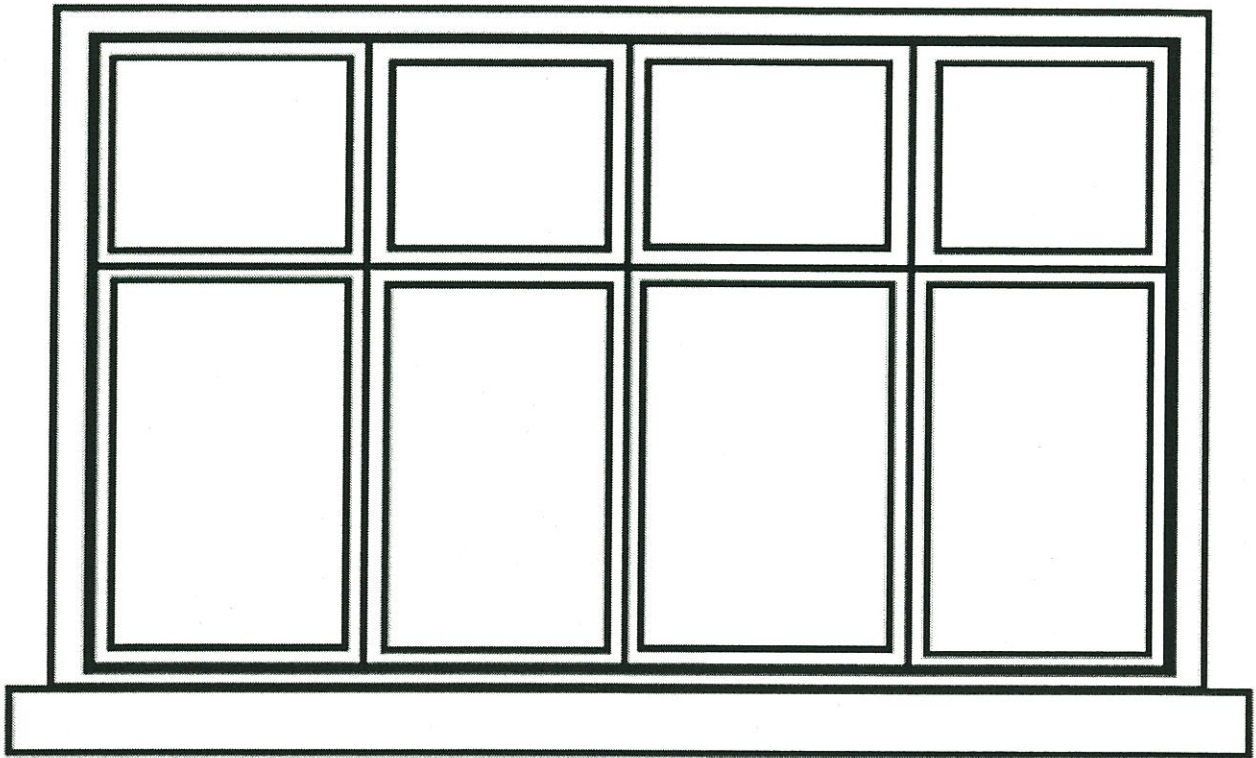
**An angry STORM**



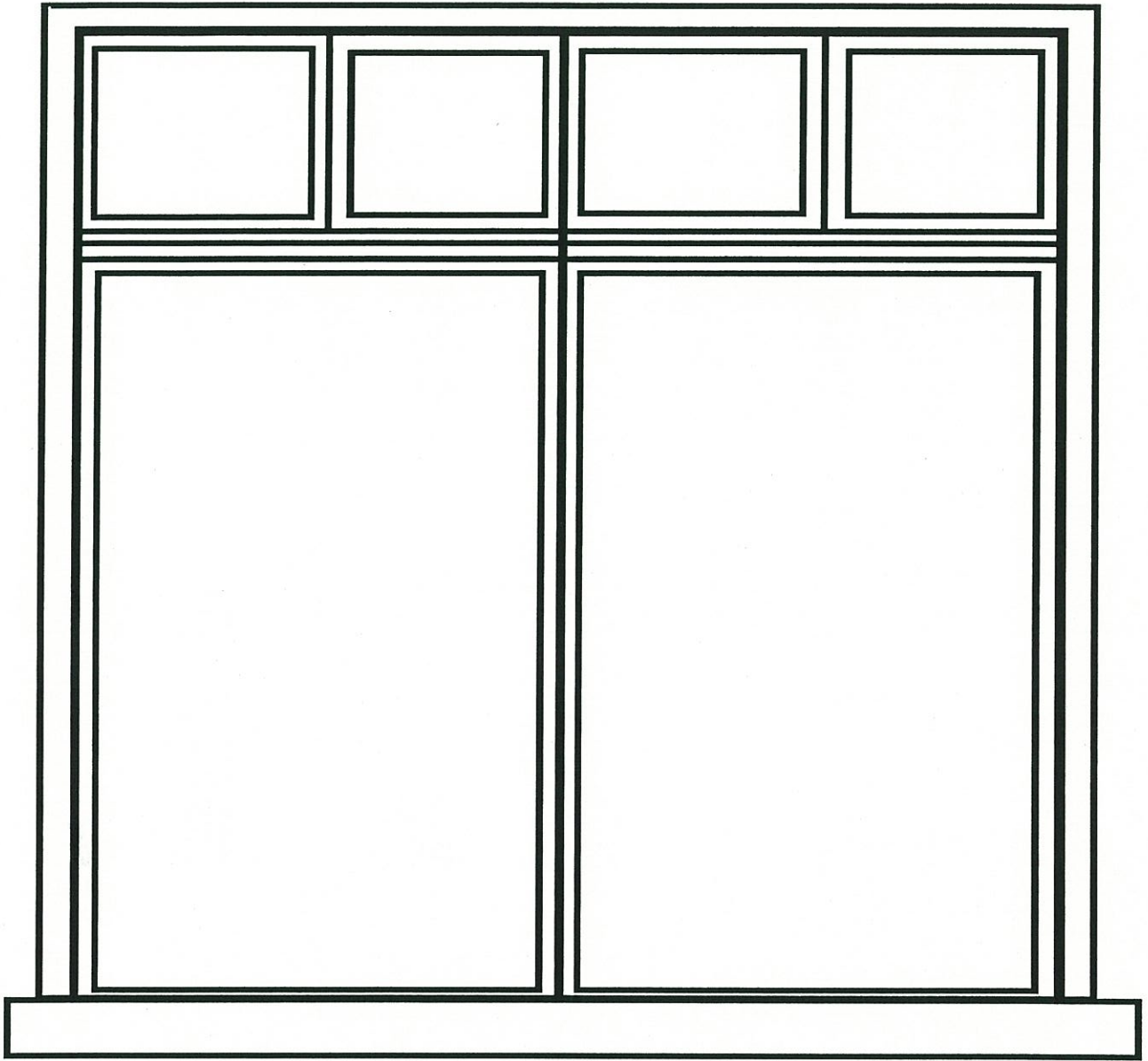
Turn over for some more weather map ideas



Today is ...mon..tues..wed..thurs..fri.....



Thoughts and things to remember



Weather Map for .....





# How Do You Feel Today?



aggressive



agonized



anxious



apologetic



arrogant



bashful



blissful



bored



burn-out



cautious



cold



concentrating



confident



curious



demure



determined



disappointed



disapproving



disbelieving



disgusted



distasteful



eavesdropping



ecstatic



enraged



envious



exasperated



exhausted



frightened



frustrated



grieving



guilty



happy



horried



hot



hungover



hurt



hysterical



idiotic



indifferent



innocent



interested



jealous



joyful



loaded



lonely



lovestruck



meditative



mischievous



miserable



negative



obstinate



optimistic



pained



paranoid



perplexed



prudish



puzzled



regretful



relieved



sad



satisfied



sheepish



shocked



smug



surprised



suspicious



sympathetic



thoughtful



undecided



withdrawn



## Play dough session

### Materials needed

- ❖ Large sheets of sugar paper
- ❖ Large felt tips
- ❖ Play dough
- ❖ Pens/pencils (optional)
- ❖ Pits and bobs

First hand out the play dough.

Keeping eyes closed, pick up play dough – squeeze it, pinch it, twist it, roll it, smooth it.....

Keeping eyes closed, continue to get to know your play dough, change it's shape etc.....

Open your eyes, what does your play dough look like? Carry on shaping it into a character it reminds you of.

On a piece of paper, using thick marker pens, draw a setting for your character.

Place your character in the setting.

Think about what your character is doing.

In note form, write an introduction to a story involving your character, describing what your character is doing.

Give the character a task or goal – this can either be told, or written down as part of the story.

What is the obstacle to the task being achieved?

Who or what might help?

How is the obstacle overcome?

What is the outcome?