

# Building Partnerships between Schools and Prisons

Briefing paper



children of prisoners europe

**Key considerations:** This briefing paper discusses the role schools can play in providing holistic support to children impacted by parental imprisonment, and how building partnerships with prisons can help with this. It highlights the importance of a collective multidisciplinary approach between schools, prisons and organisations in strengthening the relationship between the imprisoned parent and their child.

## Introduction



It is estimated that on any given day some 2.1 million children in Europe are separated from a parent in prison. Although these children have not come in conflict with the law themselves, a parent's involvement in the criminal justice system – from their arrest through imprisonment and then release from prison – can have a significant impact on the child and even punish them in a certain way. In addition to having to cope with separation from their parent, children with a parent in prison are vulnerable to social isolation, negative stereotyping, stigma, instability, poverty and violence. Imprisonment of a household member is recognised as one of ten Adverse Childhood Experiences (ACEs) known to have a significant and long-term impact on health and wellbeing.

The impact of ACEs can be reduced when there is a presence of a stable relationship between the child and a trusted adult. Having a compassionate and trusted adult with whom children can confide in and speak freely can help foster resilience in children, empower them and help them make sense of the experience. Teachers can be seen as trusted adults in this respect, but support staff and administrative staff in schools can also play an important role. Creating a classroom environment where parental imprisonment can be discussed free of judgement can liberate children from the secrecy surrounding their parent's imprisonment.

In addition to the support that schools can provide, it is important to keep the parental role of the imprisoned parent alive through facilitating their participation in their children’s homework and keeping prison walls permeable (e.g., bringing teachers into the prison to exchange about the child’s progress). Good relationships and active cooperation between families and schools help improve the school performance of children and prevent them from dropping out. Furthermore, it can help reduce stigma for children and can help them realise that their parent still has a role to play in their life.

When schools, parents, prisons and specialised organisations collaborate, this allows for holistic support for children with imprisoned parents. This briefing will introduce the importance of and challenges for schools when providing support to children with imprisoned parents. Thereafter, it will give an overview of the legislative framework in Europe and some good practices. The briefing will conclude with specific recommendations for schools on how to support children with imprisoned parents. The quotes in this briefing are from children who participated in the Youth Forum organised by COPE in the context of its Annual Conference and Network Meeting of 31 May 2019 in Kraków, Poland, “Bridging the gap: Boosting the visibility, voices and cross-sectoral support of children who have a parent in prison”.



## Schools Supporting Children with Imprisoned Parents: Importance and Challenges

### Importance

There is still a lack of strategy, policy and adequate support for children with imprisoned parents across Europe. This leads to them being considered as ‘invisible’ or ‘forgotten victims’ of the criminal justice system. This lack of visibility may be explained by several factors, including the stigma surrounding the parent’s imprisonment, which can cause anxiety in children and fears of being associated with the crime, and may result in children being less likely to ask for support.

Children are often aware of the negative assumptions connected to their parent’s imprisonment and will prefer that their situation be kept a secret.

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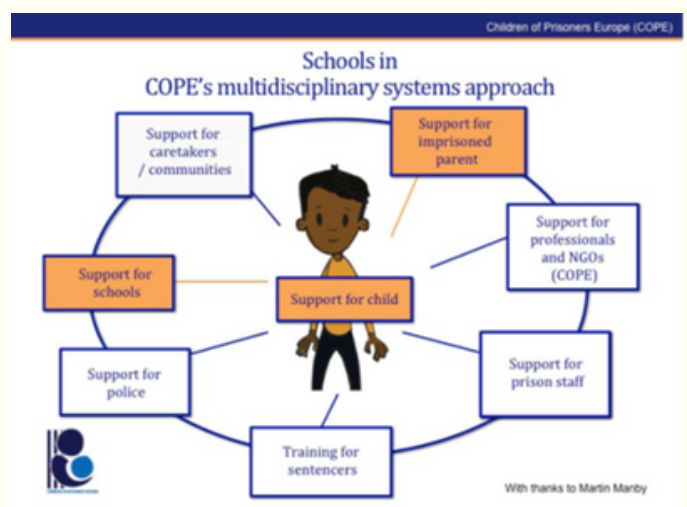
“The thing I would most like to change about prison is the stigma that children will follow in their parent's footsteps.”

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Secrecy can lead to feelings of shame for the child. For that reason, as a society, there needs to be a shift in focus from the crime and the incarceration of an individual to a broader consideration of the repercussions of the person in prison's actions through the lens of those impacted, including their children. If not, children will continue to feel stigmatised due to the actions of their imprisoned parent, for which they bear no fault themselves. Individualised, child rights-based support can help mitigate the impact of separation due to parental imprisonment and should be available at school. There is a wide variety of experiences of children whose parents are in prison, which means that a wide variety of support interventions are needed.

Schools can play a key role in supporting this group of children for several reasons. Firstly, schools are an institution that nearly all children attend, making it a great opportunity to provide support in schools and help meet the needs of children who have a parent in prison. Moreover, parental imprisonment can have a direct impact on children's academic performances and their socio-economic development which may lead to school exclusion or truancy.[1]

However, it has been argued that poor outcomes such as delinquency and dropping out of school are not only due to the parental imprisonment, but also to peer violence and a lack of school support.[2] Appropriate support in schools is therefore important. For children, sometimes knowing an adult whom they can trust and whom they can speak openly to can make a significant difference in their lives. With support, children with imprisoned parents can build resilience, engage in self-realisation, become engaged citizens. School staff should be aware of the potential impact of having a parent in prison and feel confident and able to approach the topic in a way that does not further discriminate against the child. When schools are aware, this can have benefits both in terms of understanding changes in behaviour and putting appropriate supports in place.



## Challenges

Most educational authorities recognise that they have a duty of care to nurture children's emotional wellbeing and to provide appropriate additional support when necessary. Yet very few schools are aware of how many children in their care are experiencing parental imprisonment, let alone how to provide adequate emotional support, foster a non-discriminatory environment and help maintain the child-parent bond.

When schools seek to provide support to children with a parent in prison, they may feel a lack of specialist knowledge or will come across other challenges. This may run the risk of unintentionally further discriminating against a child. However, doing nothing and not acknowledging the child's situation can also be a form of discrimination.[3] Training and awareness-raising of school staff will help them reach out to children without further discriminating.

Furthermore, schools are not routinely informed about the imprisonment of parents, which makes it difficult to provide appropriate support. Statutory services collect little information about children with imprisoned parents, and agencies aware of the imprisonment do not share this information routinely with schools.[4] Families themselves often do not inform the school as they are concerned about discrimination, stigma and rejection.

When schools become aware of the imprisonment through channels other than the family, the school needs to carefully consider how, and whether, to approach the family. The best interests of the children need to be kept central by school staff when providing support. Children will experience parental imprisonment in different ways, even amongst siblings. For some children it can be a relief that the parent is in prison, for example when they have experienced domestic violence. Other children, who had a positive relationship with their parent prior to the imprisonment, will miss their parent.

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**“For me, it was my teachers' first experience of having a child with a parent in prison, and they didn't know what to say or do.”**

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A child's best interests are hard to determine and define, the concept of the best interests of the child is namely dependent on the individual case, and sensitive to the facts and circumstances. It is necessary to communicate with children and let them express their views to make child participation meaningful and allow the identification of their best interests.

A last challenge is finding the space and time within schools to offer the support needed. Schools are busy places and often support will be given during class hours. However, some children report that curious peers might ask questions when they have to leave the classroom, which might be difficult for children who need support but do not want others to know about it. They indicated that they would prefer subtle support from teachers.

Thus, schools should provide support which can be discreet and help children to decide what to tell their peers. Additionally, prison visit hours are often during school hours, and prisons, especially female prisons, tend to be far away from where the child lives. As a consequence, children may be taken out of school to visit their parent and therefore miss classes. Some children decide to only visit their parent during school holidays, which reduces not only the frequency but also the quality of their contact given this lack of frequency.

### Tips for prisons:

- Provide visiting hours suitable for children who attend school to visit their parents outside school hours.
- Consider longer visiting hours for children who need to travel long distances to reach the prison.
- Provide the possibility for children to have contact with their parent through other means in addition to in-person visits, for example videocalls.





## Legislative Framework

### UN Convention on the Rights of the Child

Until recently, children's rights have rarely been used or mentioned in the context of children with imprisoned parents. Nevertheless, the rights of all children are guaranteed under the United Nations Convention on the Rights of the Child (CRC). The Convention was adopted in 1989 and, at present, is the most ratified human rights convention. A total of 196 countries ratified the CRC (the United States has signed it but has yet to ratify it). The key provision at the heart of the UNCRC is Article 3, stipulating that the best interests of the child shall be a primary consideration in all actions concerning children.

In addition, Articles 9 and 12 of the CRC are particularly relevant for children with an imprisoned parent. Article 9 states that children shall not be separated from their parents against their will and includes the child's right to maintain contact and personal relations with their parents if it is in their best interests. According to Article 12(2), children have the right to be heard in any judicial or administrative proceeding which affects them. The views of the child must be considered and given the due weight to which they are entitled in order for the best interests of the child to be appropriately assessed and determined.



**Article 3(1) CRC:** In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

**Article 9(3) CRC:** States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

**Article 12 CRC:** 1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.  
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.



The Committee on the Rights of the Child monitors the implementation of the CRC. In 2011, the Committee further examined the specific situation of children with imprisoned parents during its Day of General Discussion on the topic 'Children of incarcerated parents'. The Committee formulated several recommendations concerning children left outside when their parent is incarcerated.

## Council of Europe Recommendation CM/Rec(2018)5

In 2018 the Council of Europe (CoE) adopted its Recommendation CM/Rec(2018)5 of the Committee of Ministers to Member States concerning children with imprisoned parents. The Recommendation acknowledges that children with imprisoned parents are entitled to the same rights as all children and recognises that parental imprisonment has long-lasting effects on the wellbeing of many children in Europe. However, it is important to keep in mind that the Recommendation is not binding to CoE member states.

**Guiding principle:** Schools provide a major opportunity to support children of incarcerated parents and to help meet their needs.

**Recommendation:** Guidance should be prepared and training provided so that teachers and other adults in schools are aware of the particular needs of children of incarcerated parents and can appropriately support such children in their performance, attendance and behaviour.



The CoE Recommendation CM/Rec(2018)5 includes two articles which refer to schools:

27. Arrangements should be made to facilitate an imprisoned parent, who wishes to do so, to participate effectively in the parenting of their children, including communicating with school, health and welfare services and taking decisions in this respect, except in cases where it is not in the child's best interests.

49. The relevant national authorities should adopt a multi-agency and cross-sectoral approach in order to effectively promote, support and protect the rights of children with imprisoned parents, including their best interests. This involves co-operation with probation services, local communities, schools, health and child welfare services, the police, the children's ombudsperson or other officials with responsibility for protecting children's rights, as well as other relevant agencies, including civil society organisations offering support to children and their families.



## EU Strategy on the Rights of the Child

Recommendation CM/Rec(2018)5 is not binding, yet in the 2021 EU Strategy on the Rights of the Child the European Commission has called on EU-27 member states to implement it. Children who have a parent in prison receive several mentions in the Strategy. In particular, the COVID-19 pandemic is highlighted as amplifying the challenges related to children and justice: “the right to visit family members in prison has been affected”. The Strategy refers to the 2019 UN Global Study on children deprived of liberty, “when parents are imprisoned, policies and practices respecting the right of their children should also be fostered.”



## Examples of Good Practices



### Solrosen's Theatre Project in Sweden

A first example of good practice is Solrosen's Theatre Project in Sweden, which aims to highlight the rights of children with imprisoned parents through a theatre performance. The performance is given in schools and seeks to strengthen understanding, spread knowledge and mobilise groups that are close to the children in their daily lives. The performance is about moving countries, missing a parent, carrying difficult secrets and the importance of having someone to tell these secrets to. Additionally, one of the actors experienced parental imprisonment herself, however, this information is only shared with the students after the play, leaving room for the children's own associations and thoughts as they experience the performance.

To accompany the performance, the project provides a teacher's guide to support educators on how to prepare children before the performance and work further with the students afterwards.[5] The guide gives suggestions for ways to talk about the show in the classroom and proposes certain exercises around the topic "Growing up close to crime".

One of the recommended exercises involves giving the students the following statement: "Many children and young people who have a parent or sibling in prison do not dare to talk about it at school" with two accompanying questions:

1. Why do you think this is the case?
2. What would you do if you found out that your classmate had a parent or sibling in prison?

The students have to write their responses on post-it notes which have a different colour per question and put them on a board. Afterwards there should be an opportunity to talk and reflect together on the responses. This exercise allows for a difficult subject such as parental imprisonment to be broached with sensitivity, caring and understanding in class.

## School Zone in Wales and Homework Club in France



Another good practice is the "School Zone" initiative in Wales, which promotes imprisoned fathers' engagement with their child's school.[6] To support the relationship between the father and the child, School Zone takes a holistic approach consisting of four stages:

1. Contact between prison and family members in the community
2. Communication between school, family and prison
3. Father and child attend the "You and Me" Club together, once a month, enhancing the bond between father and child
4. Teacher, prisoner and family come together in the Children's Showcase intervention every school term within the prison visits hall.

This holistic approach allows imprisoned fathers to remain engaged with their child's education, while at the same time, teachers have the opportunity to gain a better understanding of the complexities facing a child with a parent in prison. These children are then better supported during their school day.

In a similar vein to the School Zone initiative, there have been positive responses to 'homework clubs', for example in Châteaudun, France.[7] The goal of this project was to restore the bond between the imprisoned father and their child, and to reinforce the support of all family members with a view to helping prepare the prisoner for release. This project demonstrates once again the importance of a holistic and multidisciplinary approach to strengthen the relationship between the imprisoned parent and their child.

Additionally, both initiatives, in Wales and in France, were launched by prison services. As a conclusion, it can be stated that in certain cases, prison services are open to these initiatives and see the benefits for both child and parent, and the positive impact on the whole family. Therefore, schools can try to collaborate with prison services, possibly with the help of specialised organisations.

### **Tips for prisons:**

- **Let parents communicate with schools about homework and other school activities of their children.**
- **Collaborate with schools to set up activities (such as homework clubs, theatre performances by the children) in a child-friendly area of the prison.**



# Recommendations for Schools

This briefing is primarily designed for schools, to help them better support these children who have a parent in prison, keeping their best interests central. When a parent's involvement in the child's education is considered within the best interests of the child, schools, prisons and NGOs (if needed) can cooperate to make this a reality and therefore provide a more holistic support system for children. This last part of the briefing will list some recommendations for schools.



## 1 Focusing on the child and the child-parent relationship

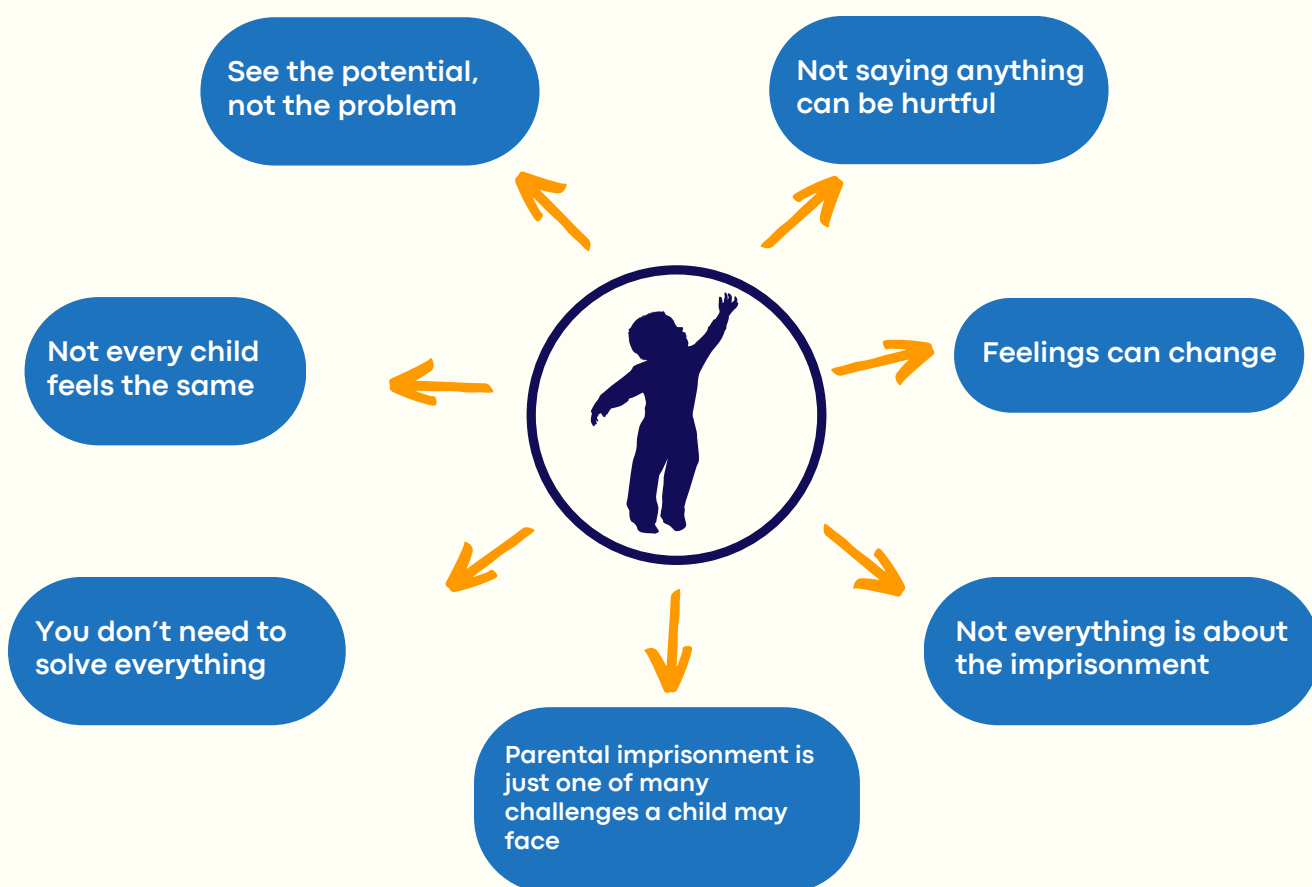
“It’s hard if they treat you differently, and if they keep asking you if you are ok, and that can stress you out more.”



Children react differently to the imprisonment of their parent and therefore need individualised support.[8] Communicating with the children concerned and involving them in identifying what would be most helpful for them is crucial. Moreover, it is important to focus on the relationship between the parent and the child, not the offence. In general, negative public discourse may influence the way people think about offending behaviour and imprisonment, which often extends to viewing children with imprisoned parents as prone to being incarcerated themselves one day, rather than as innocent children who are rights-holders and who need support.[9] Furthermore, it could also influence expectations with respect to this group of children. Some teachers, for example, have lower expectations when they know a student has a parent in prison.[10] Shifting the focus from the offence to the child will help children to feel less stigmatised. School staff should be able to listen to the child in a non-judgmental and informed way. Children have also indicated that one of the worst things a teacher can do is ask about the offence of their imprisoned parent.[11] It is important to remember that the child has not done anything wrong.

Additionally, teachers should keep in mind that having a parent in prison is not the only explanation for certain behaviour of children with imprisoned parents. They are not just children with a parent in prison, but there can be other factors, circumstances or experiences which may play a role in a child's feelings and behaviour. Children with imprisoned parents would like to be treated as equal to other children. Therefore, teachers should focus on normalising and talking about parental imprisonment as one of a number of possible family scenarios.

## THINGS TO REMEMBER



Source: [Reading between the lines: a toolkit to help schools support children with a parent in prison](#)

## 2 Awareness-raising in schools and training of school staff



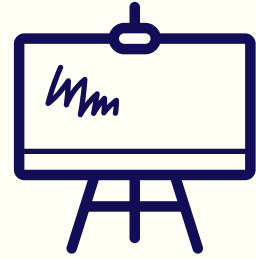
Schools can raise awareness in a number of ways, for example, developing a school policy which outlines how children with imprisoned parents will be supported, or organising a campaign or focus day.[12] Another way is to provide easily accessible information in a library or health and wellbeing space, such as books, posters and leaflets from organisations in the area. As noted above, children with imprisoned parents prefer subtle support and often do not want their family situation exposed to other students. Because of the stigmatisation, some families and children decide not to talk about the imprisonment at school. Schools should therefore create a culture which normalises parental imprisonment and where children and families feel comfortable discussing the parental imprisonment only when and if they are ready.

Staff need to receive adequate training to be able to reach out to children with imprisoned parents and to give them the support they need. This may include in-school training, in-prison training and/or training for student teachers. In-school training can be provided by specialised organisations, and it could either be part of a wider training for all school staff or a longer session for particular staff. Training of teachers onsite in prisons can help them imagine the various emotions children may feel at the different stages of a prison visit (including the visitor centre, security check and visit rooms). Local NGOs can help organise these trainings. Lastly, training for student teachers ensures that teachers are aware of the impact of parental imprisonment on children from the start of their career and can better support children in turn.

### Tips for prisons:

- **Make the time and space for teachers to follow in-prison training. This is best done in collaboration with prison staff and gives the opportunity for prison staff to learn about the needs of the children with imprisoned parents at the same time.**

# 3 Teaching within the classroom



“Teachers can help me with having a parent in prison by warning me if school topics might be upsetting (e.g., talking about family or crime and punishment).”

Teaching is about inclusion and not letting anyone feel left out. [13] Teachers do not always know which children are affected by parental imprisonment. Therefore, referring to the issues related to parental imprisonment and the criminal justice system in general within the curriculum (for example during classes of religion, philosophy, ethics, foreign languages, history or politics) can help children feel less stigmatised as well as more confident to reach out for support. Human Rights Education (HRE) is a teaching technique to help children learn about human rights through an interactive and participative approach. [14] It includes every member of the class and encourages both individual and group reflections and debates.

## Some HRE principles:

1. Allowing and encouraging each child to participate, vocally or by other means.
2. Using a variety of techniques (such as small group work or written contributions) to encourage less vocal or less confident children to contribute to discussions.
3. Listening to each child and respecting their views.
4. Encouraging reflection and debate, letting the children know that their opinion is valued and will be listened to.
5. Bringing discussions back to the idea of rights.
6. Using games and activities to involve all children so as to have them participate in a fun and interactive way, fostering their learning.
7. If appropriate, using videos and other tools, while ensuring that follow-up activities are interactive and participatory. [15]



When raising awareness within the classroom, teachers need to pay attention to the language they use. Referring to someone in prison as a 'criminal' might be hurtful for a child with a parent in prison; to the child, that person is simply their 'parent'. [16] When paying attention to the language, teachers can help children understand that a person is more than just the crime they have committed or are accused of having committed. Furthermore, when teachers are aware of children with an imprisoned parent in their class, they should inform them beforehand when topics in class might upset them and discuss in advance how they would feel about the issues being raised in class. [17] It is important to involve the child in the preparation of the lesson, so they can be prepared, and to preserve their anonymity, unless they specifically request otherwise. If children with imprisoned parents decide to share their story within the class, teachers must introduce a code of conduct in which they list a set of rules for the classmates to keep confidentiality. An example could be to not talk about their classmates' story outside the classroom, because it includes personal and sensitive information about someone else.

## **4** Supporting children to maintain contact with parents in prison



Mothers and fathers in prison remain parents of their children. For an imprisoned parent, it is important to maintain contact with their children and to retain a level of parental responsibility. Being involved in their child's development contributes to their wellbeing and rehabilitation process. Nevertheless, the child's best interests should be taken into consideration when deciding whether and which kind of contact with the parent should be provided. In cases where it is decided that children should not have contact with their parent, the most important thing is that children feel listened to.

In order for the child-parent relationship to be truly meaningful, it has to include the child's school life. Schools can easily send copies of school reports, newsletters and examples of good work to a parent in prison. However, schools should discuss these measures with the child's other parent or carer, so they can follow along and understand why this can be beneficial. Moreover, as shown by the above good practices, homework clubs in prison can be beneficial both for schools, as well as families.

The positive impact of homework clubs is enhanced even further when several teachers and other family members are involved. In addition, it is recommended that schools support children by authorising absence for prison visits.[18] Schools can help children prepare for a visit and debrief after a visit, however this should only take place when the child is open to talking about this.

— “ —  
“Prison visits would be better if I was fully prepared for what would happen.”  
— ” —

#### Tips for prisons:

- Make information booklets available for children to prepare for visiting their parent in prison (for example with pictures of the different areas of the prison where the child needs to go through). The language used should be adapted to the age of the children.

## 5 Working in partnership



Organisations can engage with schools to support children with imprisoned parents. They can help schools to work with a family in these situations, to consider what is in the child’s best interests, to provide trainings and school materials, and to provide guidance as to how to partner with prisons and reach out to prisons. Prisons and schools are two different worlds that do not naturally meet. Organisations can function as a bridge between these two worlds. Schools can find out whether there are local NGOs working with prisons and/or specifically supporting children with imprisoned parents.

In addition, COPE has a number of other resources which can be consulted by school staff:

1. [Reading between the lines: a toolkit to help schools support children with a parent in prison](#) (includes workshop suggestions)
2. [Schools Advocacy Pack: Considerations for Schools](#)
3. [European Journal of Parental Imprisonment, First port of call: The role of schools in supporting children with imprisoned parents, 2017](#)

# End Notes

[1] **Morgan, J. and Leeson, C.** (2019). "School Experiences of Children of Prisoners: Strengthening Support in Schools in England and Wales", in Hutton, M. and Moran, D. (eds.), *The Palgrave Handbook of Prison and the Family*, Palgrave Macmillan, pp. 503-518.

[2] **Gabelica Šupljika, M.** (2017). Kindergartens and schools as places of support for a child whose parent is in prison, *European Journal of Parental Imprisonment*, First port of call: The role of schools in supporting children with imprisoned parents, 6, p. 16.

[3] **Haines, T.** (2017). The importance of schools being aware and sensitive without discriminating further, *European Journal of Parental Imprisonment*, First port of call: The role of schools in supporting children with imprisoned parents, 6, p. 9.

[4] **Morgan, J. and Leeson, C.** (2019). "School Experiences of Children of Prisoners: Strengthening Support in Schools in England and Wales".

[5] **Solrosen.** Teacher's guide (in Swedish): [https://raddningsmissionen.se/sites/default/files/element-files/pedagoghandledning%202022\\_0.pdf](https://raddningsmissionen.se/sites/default/files/element-files/pedagoghandledning%202022_0.pdf).

[6] **Children of Prisoners Europe** (2022). "My parents have been arrested, what now? Public policies for the future", *Conference Outcome Report*, p. 13 <https://childrenofprisoners.eu/wp-content/uploads/2022/10/2022-Cascais-Conference-Report.pdf>.

[7] **Frenkiel-Pelletier, E.** (2017). Imprisoned parents and their children in school: Pilot project at Châteaudun prison, France, *European Journal of Parental Imprisonment*, First port of call: The role of schools in supporting children with imprisoned parents, 6, p. 12.

[8] See for example the following video which briefly highlights the fact that each child with an imprisoned parent is unique. The video is created by Families Outside UK in partnership with COPE and could be used within the classroom for teaching about imprisonment: <https://childrenofprisoners.eu/800000-voices/>.

[9] **Morgan, J. and Leeson, C.** (2019). "School Experiences of Children of Prisoners: Strengthening Support in Schools in England and Wales".

[10] Ibid.

[11] **Brookes, L. and Frankham, J.** (2021). The hidden voices of children and young people with a parent in prison: What schools need to know about supporting these vulnerable pupils, *International Journal of Educational Development*, 81, p. 6.

[12] **Children of Prisoners Europe** (2022). Reading between the lines: a toolkit to help schools support children with a parent in prison. [https://childrenofprisoners.eu/wp-content/uploads/2022/07/Reading-between-the-lines-toolkit-for-schools\\_11.07.2022.pdf](https://childrenofprisoners.eu/wp-content/uploads/2022/07/Reading-between-the-lines-toolkit-for-schools_11.07.2022.pdf), p. 18; **Morgan, J. and Leeson, C.** (2019). "School Experiences of Children of Prisoners: Strengthening Support in Schools in England and Wales".

[13] **Lynn, H.** (2017). Applying Human Rights Education principles when discussing parental imprisonment in the classroom, *European Journal of Parental Imprisonment*, First port of call: The role of schools in supporting children with imprisoned parents, 6, p. 5.

[14] Ibid.

[15] Ibid.

[16] **Children of Prisoners Europe** (2022). Reading between the lines: a toolkit to help schools support children with a parent in prison. [https://childrenofprisoners.eu/wp-content/uploads/2022/07/Reading-between-the-lines-toolkit-for-schools\\_11.07.2022.pdf](https://childrenofprisoners.eu/wp-content/uploads/2022/07/Reading-between-the-lines-toolkit-for-schools_11.07.2022.pdf), p. 28.

[17] **Haines, T.** (2017). The importance of schools being aware and sensitive without discriminating further, *European Journal of Parental Imprisonment*, First port of call: The role of schools in supporting children with imprisoned parents, 6, p. 10.

[18] **Brookes, L. and Frankham, J.** (2021). The hidden voices of children and young people with a parent in prison: What schools need to know about supporting these vulnerable pupils, *International Journal of Educational Development*, 81, p. 7.

Children of Prisoners Europe (COPE) is a pan-European network of non-profit organisations working with and on behalf of children separated from an imprisoned parent. The network encourages innovative perspectives and practices to ensure that children with an imprisoned parent fully enjoy their rights under the United Nations Convention on the Rights of the Child and the Charter of Fundamental Rights of the European Union, and that action is taken to enable their well-being and development.

Children of Prisoners Europe (COPE)

[contact@networkcope.eu](mailto:contact@networkcope.eu) <http://childrenofprisoners.eu/>

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