



Bereavement in the Secure Setting

Delivering Every Child Matters for bereaved young people in custody

The majority of young people in secure settings have experienced the death of someone close to them, either before they came into custody or while they were there. Bereavement brings change and challenge into young people's lives, and can be devastating. Its effects can make them very vulnerable in the secure setting. Timely support and a safe environment helps young people to manage the impact of death on their lives, both in the secure setting and on release.

Introduction

This briefing supports the National Children's Bureau's Healthier Inside programme. The programme's toolkit (NCB 2008) provides a framework for secure settings to deliver Every Child Matters and related national policies and standards that aim to improve outcomes for young people¹. The toolkit consolidates key elements of existing policies to establish a set of health and well-being entitlements: 27 of these relate to the needs of young people, and three relate to staff. A working group of staff across key departments in a secure establishment can use the toolkit to involve young people, review progress on each entitlement and collate their evidence for service reviews and inspections.

Practical suggestions to help implement the entitlements relevant to bereaved young people and the staff working with them are set out in this briefing. Young people who have experienced the death of someone close to them are over-represented in the criminal justice system (Vaswani 2008) and have particular barriers to achieving the five outcomes, yet many staff feel bereavement is an overlooked issue in the secure setting (Mooney and others 2007). Many staff have their own experiences of loss (Fitzpatrick 2006).

This briefing is for staff and managers working with bereaved young people under 18 in secure settings including Young Offender Institutions (YOIs), Secure Training Centres (STCs) and Secure Children's Homes (SCHs), along with staff from key partner agencies including Primary Care Trusts, Children's Trusts, Youth Offending Teams (YOTs) and community childhood bereavement services.

Some of the material in this briefing outlines recommendations made in Prison Service Orders (PSOs). Although these do not apply to secure training centres or secure children's homes, staff in these settings may find it helpful to consult the relevant PSOs (HM Prison Service 2005a and b, 2007, 2008) to inform policy and practice development.

Background

Young people may have experienced bereavements before they came into custody, and they may experience deaths while they are there. These include the deaths of parents, siblings, grandparents, extended family members, partners, friends and children. The roles that different people play in young people's lives vary from family to family: if a grandparent has been involved in caring for a young

person or providing rare stability, then their death is likely to be very significant.

Some young people are affected by deaths of people on the inside: both staff members and peers.

In a small number of cases, young people's own offences have resulted in a death, sometimes of someone very significant in the young person's life such as a partner or friend.

How we produced this briefing

We reviewed the literature to inform this briefing, and consulted widely across the secure estate. We sent questionnaires to all secure settings and received 24 back, completed by a wide variety of staff. We spoke to 21 young people and 27 staff members at HMYOI Wetherby, the Rivendell Unit at HMP/YOI New Hall, HMP/YOI Cookham Wood, the Atkinson Secure Unit and Aldine House Secure Children's Centre to get further ideas. Young people and staff had many helpful suggestions to make and we are grateful to them for talking so openly about this difficult subject.

How many children and young people are affected?

Bereaved children and young people are over-represented in the criminal justice system. Studies suggest that about 4 per cent of the current general population of 11- to 16-year-olds have been bereaved of a parent (Harrison and Harrington 2001), compared to:

- 10 per cent of prisoners who were convicted of a grave crime when they were children² (Boswell 1996)
- 13 per cent of young people under supervision by YOTs (Youth Justice Trust 2003)³
- at least 17 per cent of persistent young offenders⁴ (Vaswani 2008).

When the deaths of other significant people are taken into account, the figures are much higher: 78 per cent of 11- to 16-year-olds in the general population have been bereaved of a close relative or friend (Harrison and Harrington 2001).

Studies suggest that many of the bereavements experienced by young people who offend are traumatic and violent, such as murder, suicide and drug overdose (Vaswani 2008).

More work is needed to identify why bereaved young people are over-represented among some groups of young offenders. For a discussion, see Ribbens McCarthy (2006).

Some of the family and community factors that increase young people's risk of being involved in offending behaviour (Youth Justice Board 2005b) also increase the risk of family members or friends dying early. These include family conflict, poor housing, living in a disadvantaged neighbourhood, availability of drugs and firearms, and friendships with peers involved in crime and drug misuse. So high rates of offending and premature death may both be associated with underlying risk factors.

However, some studies suggest a causal link. Especially in circumstances that are already disadvantaged, bereavement increases young people's vulnerability to mental and emotional health difficulties (Green 2005) and disrupted education (Worden 1996). Bereaved young people report being

bullied (Cross 2002) and are more likely to leave home early (Kiernan 1992). A Swedish study found them to be over-represented among children in public care (Franzen and Vinnerljung 2006). Many young people and those working with them have identified significant bereavements as an important feature of their criminal histories: suggesting that when grief is left unsupported it can contribute to some young people getting involved in offending behaviour, particularly drug related or more serious crime (for example, Allen, Kyng and Springings 2003; Boswell 2007; Barnardos 2008).

Bereavement and young people

Grief reactions

Bereavement is a profound experience that affects children and young people's lives in physical and practical as well as emotional ways. Its effects can be felt for many years, and across the five Every Child Matters outcomes.

Dyregrov (2008) identifies that initial reactions to the news of a death can include shock and disbelief, dismay and protest, apathy and being stunned. Some young people will want to continue quickly with normal activities.

He outlines common grief reactions (p.241):

- anxiety
- vivid memories
- sleep difficulties
- sadness and longing
- anger and acting-out behaviour
- guilt, self-reproach and shame
- school problems, such as difficulty concentrating or bullying
- physical complaints.

Other possible grief reactions include (p.40):

- regressive behaviour
- social isolation
- fantasies
- personality changes
- pessimism about the future
- preoccupation with thoughts about cause and meaning of life and death
- maturing and growing.

CASE STUDIES

We discussed scenarios with young people, asking them how they thought the young person in the story might react to bereavement and how they could best be supported.

Case study 1: Amanda

Amanda is 16. She is on remand, and usually lives with her mum and stepdad. Her stepfather was diagnosed with lung cancer before Amanda came into custody. Her mum has come to visit her today and has had to tell Amanda that her stepdad has died.

We asked young people how they thought Amanda might feel. They described a range of feelings:

- shocked, upset, devastated
- depressed, unhappy, sad, down, crying
- angry
- relieved because he is out of pain
- might even feel suicidal.

Depending on her relationship to her stepdad, they thought Amanda might have more complicated feelings: 'she could be happy if she doesn't like him'.

Understanding bereavement: the 'dual process' model

Dealing with the death of someone close involves thoughts and feelings about the person who has died, what has happened, and what has been lost. This 'grief work' has been described as a series of stages or tasks, or more recently as 'loss-oriented' activity (Stroebe and Schut 1999).

A death can bring additional changes and losses, and bereaved people have to deal with these stressors too: such as managing new roles and responsibilities within the family and developing new relationships. People also need to take time off from the pain of their loss, by distracting themselves or avoiding grief. Collectively, these can be seen as 'restoration-oriented' activities (Stroebe and Schut 1999).

They also felt that being in a secure setting would add extra dimensions to Amanda's feelings. She might wonder if he 'died feeling disappointed in her' and could feel upset that she didn't get a chance to say goodbye. She might feel very anxious for her mum and frustrated because she is powerless to support her. They suggested that these strong feelings would have a profound impact on Amanda's behaviour, and that this could vary depending on her personality and circumstances.

The responses they suggested included:

- not wanting to do anything
- self-harm or attempting suicide, 'try and do something to herself'
- not listening to anyone, keeping herself to herself
- feeling mad
- being violent
- crying
- being withdrawn
- wanting to try and forget all about it and be normal
- being cheeky and disruptive to staff and other trainees.

Some of the young men felt a boy in this situation might become out of control – smashing things up, 'kicking off', and 'fighting with people cos he doesn't care anymore'.

Young people thought Amanda might find it particularly difficult to deal with the pressures of being inside. She might want to phone home and talk to her family, and not talk to anyone except her mum. She might overreact to jokes and things that people say, and might kick off. She might just want to stay in her cell but 'they take away your TV if you don't come out – might make it even worse'.

Case study 2: Carl

Carl is 17 and on a six-month sentence. He used to live with his gran. She died when he was 13, and he went to live with foster carers. The foster carers used to drive him to visit his gran's grave on special days like her birthday and the anniversary of the day she died. Today is his gran's birthday.

Young people described a range of feelings that Carl might have today:

- sad, upset, down, 'gutted cos he couldn't go [to the grave]'
- 'He'd feel heartbroken wouldn't he, because he'd come to jail?'
- trapped
- angry at himself, guilty and ashamed, 'feels like he's let down the family'
- angry at the people who'd sent him to custody
- lonely
- reflective
- worried about the rest of his family 'Makes you think "who's going to die next?"'
- suicidal
- intimidated.

They saw that these different feelings could lead Carl to behave in a variety of ways:

- want to give up and not come out of his cell
- be quiet 'not say owt'
- start talking a lot
- determined to succeed: Think in his head "she'd want me to be good"
- being aggressive, disruptive and destructive
- self-harming
- crying and letting it out
- less tolerant of those around.

A healthy response to bereavement seems to involve being able to alternate between both aspects: expressing and controlling feelings at different times (oscillating between loss-oriented and restoration-oriented activities). Both are important coping behaviours and, over time, most people seem able to find a balance that allows them to move forward with their changed lives. Studies suggest that teaching adults to cope in a way which is less familiar to them is helpful (Schut 1997) (e.g. showing safe ways of expressing feelings to those who tend towards restoration activities; helping those who tend to focus on their loss to think about some practical ways of dealing with their new situation).

Concentrating so much on one aspect of coping (loss- or restoration-oriented

activities) that the other is neglected can complicate grief. Some people are so overwhelmed by the pain of loss that they find it impossible to manage everyday life. Others may use drugs or alcohol to avoid ever thinking about the person who has died.

Factors affecting bereavement

Although some reactions are common, grief is a personal reaction to the death of an individual person. Many factors will influence an individual young person's resilience and how they cope with bereavement (Ribbens McCarthy with Jessop 2005). These include their own characteristics, their family, the resources available to them from wider social contexts and the circumstances of the death. As they get older and develop their understanding of the meaning that a death has in their lives,

young people are likely to revisit their grief, experiencing and expressing it in new ways, particularly at times of further change or loss (Christ 2000).

Amanda's 'dual process' (Case study one, continued)

For Amanda, loss-oriented activity might include looking at photographs of her step-dad, talking on the phone to her mum about him and feeling angry. Restoration-oriented activity might include changing her resettlement plans, distracting herself from sad feelings by talking with friends, helping her mum to deal with things her stepdad used to do for the family.

A number of factors are known to make young people's bereavement more difficult. These include having an ambivalent relationship with the person who has died (Dyregrov 2008) and having little support available (Worden 1996). Following a traumatic bereavement such as suicide or murder, young people can develop a variety of traumatic stress reactions that may inhibit their grief, including intrusive thoughts about what has happened, flashbacks, separation difficulties, problems concentrating, difficulties talking with parents and friends, and heightened fears and anxieties (Yule 2005).

What support do bereaved young people need?

Based on his study of 125 children bereaved of a parent, William Worden (1996) suggested that following a death, most children and young people will need:

- adequate information about the death and what has happened
- reassurance of their fears and anxieties about who will care for them – and about the safety of their surviving relatives
- reassurance that they are not to blame for a death
- people to listen carefully to their fears and questions
- their individual feelings to be acknowledged and respected as valid
- help with overwhelming feelings which might emerge in behaviour
- involvement and inclusion in the rituals and discussions around a death
- continued routine activities
- modelled grief behaviours – to see other people grieving
- opportunities to remember the person who has died, both after the death and as they go through life.

For young people who are already disadvantaged, bereavement can bring longer-term risks to health and well-being (Ribbens McCarthy with Jessop 2005). Bereaved young people can develop a range of physical symptoms and visit their GP more often (Lloyd-Williams 1998). Young people with a range of mental health difficulties are more likely to have experienced the death of a parent than those with no such disorders (Green 2005). They may have lower self-esteem and lower feelings of control over life's circumstances (Worden 1996). One study found that bereaved girls are more likely to have experimented with drugs (Sweeting 1998).

Bereavement is a particular challenge for young people who have experienced multiple losses (Ribbens McCarthy with Jessop 2005) such as being taken into care or dealing with mental illness in the family. Some young people will have experienced disrupted attachments through neglect or abuse, and can have difficulty developing healthy, trusting relationships. These prior losses can have an influence on their feelings and behaviour, and affect how they cope with the death of someone close (Penny 2007).

Bereavement in the secure setting

While coming into custody can provide young people with a chance to improve their lives, staff and young people tell us it also brings additional challenges to coping with bereavement.

Losing freedom involves many other losses, which can include losing contact with family members and friends; losing familiar environments; losing accommodation; and losing self-respect, dignity, privacy and identity. Young people may have had considerable responsibilities, such as caring for their own children or for younger siblings, which they can no longer fulfil when they come into custody.

Bereaved young people often feel anxious about their safety and that of their surviving relatives (Worden 1996) and this can be made more acute by being apart from their family. If a family member or friend dies when a young person is in custody, they sometimes feel intensely worried that their offending behaviour put such a strain on the person that they died, or feel guilty that they weren't there to help care for them. For the first time, they may have time to dwell on painful experiences which they had previously been able to sideline or mask with drugs or alcohol. Young people report being bullied as a direct result of their bereavement (Cross 2002) and may be anxious about showing sadness and vulnerability in the secure setting.

It's harder being locked up because... you don't know who to talk or turn to because you don't know who to trust.

(Young person)

Why address bereavement in custody?

- Common reactions to bereavement such as sadness or anger can lead to behaviour that is difficult to manage in the secure setting, for example self-harm, aggression or withdrawal. Staff will find it easier to respond to this behaviour if they understand something of its cause.
- For young people whose bereavement is an underlying factor contributing to their offending behaviour, supporting them to find healthier ways of coping could help reduce their risk of re-offending.
- If a family member or friend dies while a young person is in custody, it sometimes doesn't hit them until they are released and understand what the loss of this relationship means to them. Helping young people to accept the reality of the death while inside can help them prepare for some of the difficulties they might encounter on release.
- The secure setting can be an opportunity to introduce vulnerable young people to a range of services, which can continue to offer support on their release.

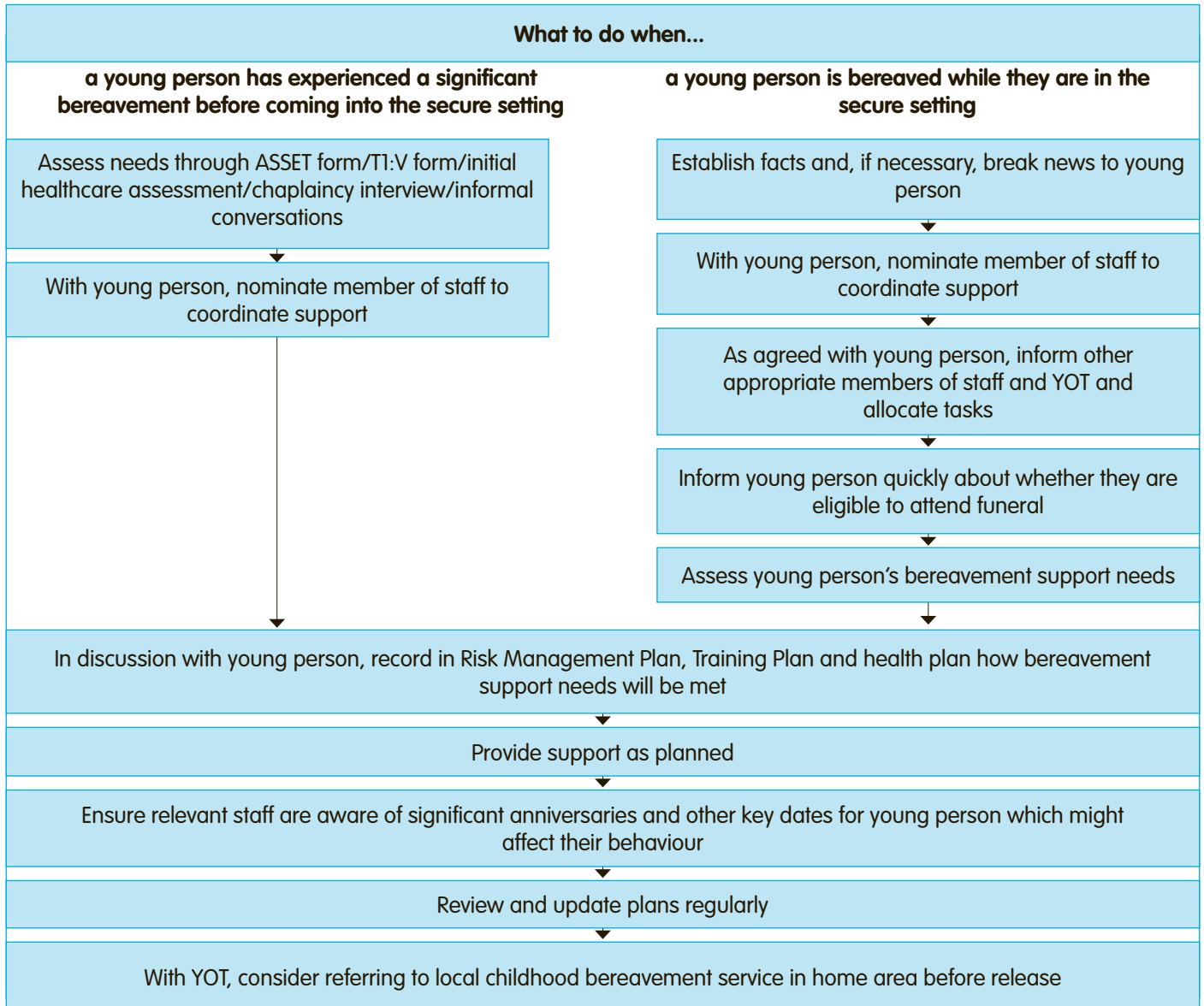
A 'whole system' approach

Bereavement affects many aspects of young people's lives, including their health, behaviour, learning and relationships. A wide range of staff are likely to be involved in helping any one young person manage the impact of bereavement and it is vital for their approaches to be coordinated. Effective support involves early and ongoing assessment of needs, coordinated planning, direct support and wider support.

Evidence suggests that a strong supportive relationship with an adult outside the family is helpful for young people experiencing separation or divorce, and similarly could help those who are bereaved (Ribbens McCarthy 2006).

The personal officer, chaplain or other caseworker can offer helpful ongoing support to a young bereaved person and organise interventions on their behalf.

This person can also manage the sharing of information about the bereavement with those that need to know. Young people may have strong views about how information is shared with staff and peers, and it is important that these are listened to. If staff need to share this information with colleagues to safeguard the young person or others in the secure setting, this should be explained to the young person. *When to share information* (Department of Health 2008) provides useful practice examples.



Assessing needs and planning support

If a young person has experienced bereavement that has a significant impact on their life, their needs should have been identified long before they came into custody: through children's services, in educational settings, at the point of entry into the Youth Justice System

or at the very latest when Pre-Sentence Reports are being prepared. The ASSET form should include information about bereavements that are impacting on a young person's vulnerability and/or their risk of offending behaviour. Reception staff should also assess the impact of bereavement on a young person's risk of self-harm and bullying through

the T1:V form, and outline support in a Risk Management Plan if appropriate.

Bereavement can increase young people's risk of mental and physical health difficulties and healthcare staff should explore this in the initial healthcare assessment. If any risks are identified, these should be followed up using the ASSET Mental Health

Screening Tool (Squifa and SIFA) (Youth Justice Board, 2005a), including screening for trauma and involving other In-reach staff if appropriate.

The chaplaincy team, keyworkers and other staff can contribute to a broader holistic assessment of young people's bereavement support needs. The T1:A form can be used to outline objectives relating to addressing bereavement.

The initial planning meeting should include a summary of information gathered from these assessments, and detail how the young person's bereavement support needs will be addressed through the Training Plan or other contributions that the secure setting can make.

Bereavement while in custody

As well as assessing a young person's bereavement support needs on reception and induction, staff should explore needs that emerge following a significant death, such as that of a family member or friend, staff member or peer. This should involve reviewing the young person's Risk Management Plan and Training Plan. Prison Service Order 2710 sets out further information for YOIs in assessing young people's needs following a death in custody.

The death of a family member or friend

Visiting someone who is terminally ill

Having a chance to say goodbye to someone who is dying can be very important for young people. In YOIs, PSO 6300 (HM Prison Service, 2005b) section 2.7.2 makes provision for young people to visit close relatives who are terminally ill and who want them to visit. The YOT, local hospice or palliative care service may be able to offer information and advice about how to arrange a visit: www.hospiceinformation.info has a directory of services.

Hearing about a death

Deaths where there has been some warning and time to prepare have been seen as easier to grieve for than those which are sudden and unexpected. But even when some people in the family are expecting a death, adults sometimes do not share this information with young people, and so they may not have anticipated the death. Difficulties with contact and hearing important news from the outside can make this worse for young people in secure settings.

Young people may hear about the death of a family member or friend in different ways. Sometimes family members will inform staff at the secure setting, but other times, young people will be told through a letter or phone call, or on a visit. Visits staff can talk to the family, inform the chaplain and personal officer with the young person's consent, and begin to plan support.

Sometimes staff have to break the news of a death to a young person. This should be done by a trusted person in a safe space that offers some privacy. The news should be given sensitively, using clear language and avoiding confusing euphemisms, keeping to the facts which are known. Staff should check that the young person understands what they have been told and has an opportunity to express their emotions. Plans for attending the funeral can be made, and the young person given choices about the immediate support they would like.

Staff will sometimes come across news of a bereavement through monitoring a young person's post. If the young person has not disclosed this already, this situation needs to be handled with sensitivity to avoid feelings of intrusion. Staff should ensure that the young person is aware of the support available to bereaved young people in the establishment, and that they have someone they feel comfortable talking to who can help them to access this support if appropriate.

Finding out more about the death

Sometimes young people and staff will be uncertain about the details of a death, or will even need to verify whether a rumoured death has actually happened. The young person's YOT, or funeral directors local to where the person died, should be able to help: try the National Association of Funeral Directors www.nafd.org.uk or the Society of Allied and Independent Funeral Directors www.saif.org.uk.

If it is known that a young person is bereaved, helping them to come to terms with this is given priority within the care plan. Unfortunately within referrals this is often not acknowledged (SCH staff member)

What to include in plans

Depending on when the bereavement occurred, the Risk Management Plan, Training Plan and Healthcare Plan could include:

- practical arrangements for attending a funeral
- alternative ways of marking the death
- details of who to tell and how – whether the young person wants peers to be told what has happened, and who will do this
- suggestions for managing regime constraints, e.g. what will the young person do if they feel overwhelmed in an education session or cannot sleep?
- a record of significant dates, including the anniversary of the death, religious festivals, Mothers' Day, etc; how the young person wants to mark these dates (if at all); how relevant staff will be made aware so that they can manage potential behaviour changes sensitively
- revised resettlement plans including how continuing support will be provided in the community
- one-to-one support
- group support
- particular religious and cultural needs and how these will be met
- an identified keyworker – the personal officer, chaplain or someone else the young person feels comfortable with
- links to relevant offending behaviour programmes if assessment suggests that offences are related to bereavement.

Attending the funeral and observing rituals

For YOIs, PSO 6300 section 2.7.2 makes provision for young people to be released on temporary licence to attend the funeral of a close relative. This includes those who have been in *loco parentis* to the young person, and 'other close caring relationships that occur in extended families'. Some staff expressed concern that establishments defined this differently, and some young people weren't able to go to the funeral of people who were very close to them.

Taking into account the security and staffing implications, it is very important that young people have a choice about taking part in the rituals around a death. Attending a funeral helps young people to understand that someone really has died, to be involved with the rest of their grieving family and to feel that they have paid their respects. Young people we talked to said how important it was to have a chance to say goodbye to the person who had died. Many young people who have been prevented from attending funerals have deeply regretted this.

Young people may not know how to arrange release on temporary licence (ROTL) on compassionate grounds and will need support with this. In some communities, burial will take place within 24 hours of the death and so the decision on the application will need to be taken very quickly.

They may also need suitable clothes to wear and information about what will happen at the burial or cremation. All cultures have beliefs about death and bereavement, and this influences rituals. Young people who are away from their families and who have not previously experienced a death may be particularly concerned about how to behave and mark a death appropriately. The chaplaincy team will be able to offer information and advice about bereavement customs in different faiths, as will some of the publications listed under Useful resources. The funeral director (see the National Association of Funeral Directors www.nafd.org.uk or the Society of Allied and Independent Funeral Directors www.saif.org.uk) may also be able to provide information.

Some young people will face tension or hostility from others attending the funeral and may need support from staff in preparing for this or discussing it afterwards.

If young people choose not to attend the funeral or are not allowed to, staff can help them find alternative ways of being involved in rituals around the death.

Contact with friends and family

Following a death, young people are often very concerned about the safety and well-being of other people affected by the death. Being apart from them

can make young people feel frustrated and helpless and this can emerge in behaviour.

Many young people pointed out how important phone calls, letters and visits from family and friends would be following a death. This could help the young person to feel involved with the shared grieving experience, and reassured about how other members of the family were coping, as well as getting support for themselves. Extra visits or extra credit on PIN phones may be helpful. Young people may need help writing letters.

Resettlement

The death of a family member or friend may affect a young person's resettlement plans. This will need sensitive discussion with the young person and their wider network of support, including their YOT, to update plans and support the young person in working towards release.

The death of a peer or staff member

The death of a young person in custody is intensely distressing to families, staff and other prisoners, especially if the death is due to suicide or murder. Investigations into such deaths can take months or years and will affect the grief of all those involved.

Following the death of a peer in custody, young people will need sensitive support and observation, especially if they feel some responsibility for the death, were close to the person who died or identify with them in some way. Studies suggest that young people who have experienced a suicide are themselves at increased risk of suicide (Dyregrov 2008).

For YOIs, PSO 2710 (HM Prison Service 2005) sets out how Governors and Directors of contracted prisons must have a protocol in place explaining how support will be offered to staff and prisoners following a death in custody. This includes information; vigilance for increased vulnerability; and opportunities to remember the person who has died, such as a memorial service in the appropriate faith tradition.

The funeral and alternatives (Case study 1 continued)

When discussing case study 1, staff and young people were uncertain about whether Amanda would be allowed to attend her stepfather's funeral.

Young people felt that if Amanda was allowed to go, the funeral could be difficult for her as she would be wearing handcuffs and accompanied by staff from the secure setting. They thought she might be anxious 'just about being outside' but also about the reception she would get from the rest of the family. One young person felt that it could be difficult not being able to fulfil responsibilities such as being able to carry the coffin.

Young people and staff had many suggestions about things Amanda could do if she wasn't allowed to go to the funeral. These included:

- making something to be put in the coffin, e.g. a poem or artwork
- writing a prayer or song for the funeral
- getting someone on the outside to sort out some flowers
- keeping some things to remember him by
- having a memorial service, saying some prayers or lighting a candle in the chapel at the same time as the funeral is happening.

Support for bereaved young people

The bereaved have a number of potential needs. Often the young people just need to be reassured that their range of feelings including, for example, anger are normal. Sometimes they have not had the opportunity to grieve at the time. Sometimes the grieving has turned in on itself and the anger has been expressed by offending behaviour.

(STC staff member)

Who should provide support?

Bereavement support takes many forms and is provided at a number of levels. Young people say adults don't need to be bereavement experts to help in some way: any member of staff can hold an informal, supportive conversation with a young person who has been bereaved, acknowledging what has happened and showing they care. Knowing something about how young people grieve can help the young person understand and normalise their reactions.

To feel confident in doing this, staff will need to know how and where to refer the young person on for specialist, direct bereavement support within the secure setting, which might involve staff from healthcare, substance misuse teams and CAMHS (Child and adolescent mental health services).

Many young people and staff mentioned support from the chaplaincy following bereavement. They valued both the supportive relationships that could be built with members of the team, but also the physical space where young people could light a candle, listen to music, reflect or pray. Contact with the chaplaincy can also allow young people to explore some of the 'big' questions about the meaning of life and death which can be triggered by bereavement.

External specialist childhood bereavement services can also be brought in to provide one-to-one and group support, and to train and support staff in this work.

What does support involve?

Direct support for young people involves:

- understanding more about the death and its impact
- exploring feelings and behaviour and developing positive coping strategies
- remembering the person who has died (this may include difficult and painful memories, including of abuse and neglect).

A variety of creative activities can be used to open conversations and provide support. These include making a memory box or book to keep precious items relating to the person who has died; making salt sculptures to preserve memories; releasing balloons with messages to the person who has died; writing letters, poems or songs; and holding a memorial service. See Useful resources for workbooks detailing these and other activities.

Young people may want to keep precious things in their room relating to the person who has died. This might be photographs, something that belonged to the person, or something they have made such as a memory book or box. Copies can be taken, where possible, and items kept safely and treated with respect as they are likely to be very significant to the young person.

Managing anger

Anger is a very common response to bereavement, but young people we talked to said there were few opportunities for them to express these feelings in a safe way. They expected that this could lead some people to behave aggressively and destructively, and risk being disciplined.

Young people can be helped to channel their angry feelings through physical exercise and creative activities such as painting, music or poetry. Many bereavement services use 'anger walls' where young people write or draw the things that make them angry on a piece of paper, attach it to a wall and hurl clay, water balloons or other objects at it. This is accompanied by a discussion of safe, appropriate ways of managing anger.

Managing sadness

Sadness is also very common, and young people and staff gave examples of how bereaved young people had been treated with sympathy and sensitivity by their peers. However, this is not always the case, and young people identified how difficult it can be to show sadness in the secure setting for fear of appearing vulnerable and weak. This can be a particular issue for boys. They felt this could lead to people trying to manage their feelings alone, and in some cases to harming themselves and attempting suicide.

In line with the establishment's anti-bullying policy, staff should be alert to the signs of bullying among bereaved young people and challenge bullying behaviour quickly.

Young people may need safe spaces and time to express their sadness, including creative activities. At other times, distraction techniques can be helpful, such as books, games, puzzles, DVDs, music and physical exercise, as long as there are opportunities to be sad sometimes.

Managing self-harm

Some young people's feelings of distress at bereavement are expressed in self-harming behaviour and suicide attempts. For YOIs, PSO 2700 (HM Prison Service 2007) outlines policy and good practice examples in assessing young people's risk of self-harm, managing their behaviour and linking in to other strategies such as violence reduction and child protection.

Managing substance misuse

Some young people and adults who have offended have identified how bereavement was a trigger for getting involved in substance misuse, sometimes in an attempt to dull the pain of grief (Finlay and Jones 2000; Allen, Kyng and Sprigings 2003). Effective substance misuse programmes explore young people's individual needs and goals (Youth Justice Board 2008c), including a careful assessment of bereavement where it is an underlying factor.

How can support be provided?

Assessing young people's support needs helps to determine whether support should be provided individually, in groups or in a combination of the two. Many of the activities can be adapted for use in both formats.

Individual support (Case study 1, continued)

When discussing case study 1, many young people felt Amanda would benefit from one-to-one support following her stepdad's death. They suggested this could be provided by her caseworker or personal officer, the chaplain, an advocate, mental health workers, Samaritans or simply a member of staff 'she feels comfortable talking to', or staff could arrange counselling for her from outside organisations.

We asked how Amanda might feel about accessing support if she knew she might be moved or released soon. The two young women who discussed this with us both felt that one-to-one support would still be valuable: 'maybe she would seize the opportunity'. One young person thought the timing of support would be significant:

If I lost someone I don't think I'd want to talk to someone [straight away] but weeks after if it's still bubbling away then maybe. Straight after it's happened they will feel like being on their own and crying.

Group support following bereavement is common in the community and growing in schools and some adult prisons (e.g. Olsen and McEwen 2004, Hammersley and Ayling 2005). It has not been widely used in secure settings for bereaved young people. However, it has been shown to reduce distress for young people in custody who have been bereaved through violent deaths (Rynewson and others 2002).

Several young people mentioned how Amanda and Carl in the scenarios

could have been helped by talking to a peer who had experienced bereavement themselves. However, staff are often concerned that peer support places too much responsibility on young people in secure settings. By facilitating peer support in a group setting – less intense than one-to-one schemes – staff can help young people to understand that they are not alone and that some of their overwhelming feelings are shared by others.

Many of the guidelines for running groups in schools can be adapted for secure settings (see Useful resources). These can be used to work with young people who have experienced different bereavements, and with young people affected by the same death of a staff member or peer. Group support must be carefully facilitated to keep participants safe, including agreeing ground rules for sharing information.

Timing of support

When during the week

Individual or group support should be timed so that young people feel comfortable about returning to the wing or activities after exploring difficult subjects.

When during the sentence

Staff may be concerned that it would be difficult or even damaging to start addressing bereavement if a young person is likely to be moved or released soon. However, young people were clear that even a single session with someone prepared to listen carefully could be helpful. One bereavement worker in a secure setting described how she approaches each session as if it is a one-off, carefully acknowledging the end of the session and making sure the young person has some sustainable strategies to take with them wherever they go. Sessions should never be withdrawn as a punishment.

Establishments can develop working relationships with local childhood bereavement services and those near young people's homes so that those who have begun to address their bereavement in custody receive continued support when they are released and experience a new context for their loss. See www.childhoodbereavementnetwork.com.

Group support following a death in custody

Dyregrov (2008) outlines a structured framework for school classes to meet and discuss a death that affects everyone as a way of dealing with some of the group effects of bereavement such as rumours and misleading information. This could be adapted for use with established groups of young people in the secure setting, using some of the creative activities outlined in the *Healthier Inside* toolkit (NCB 2008).

The framework includes the following stages:

- Introduction: setting out the meeting's purpose and ground rules.
- Facts: young people say how they heard about what happened and work with staff to establish what is known about the event.
- Thoughts: young people identify what they did in response to the news, stimulating coping.
- Reactions: young people describe their impressions and reactions to the news, helping them to understand that others have felt the same.
- Information: staff give information about typical grief reactions, helping to normalise young people's experiences, and help young people to identify coping strategies which have worked for others.
- End: staff summarise the session and young people and staff agree what will happen next, such as a collective creative activity or further meeting.

Staff observe young people carefully during the session and identify those who may need particular follow-up and support, including screening for trauma. They can use the session to check that young people know where to go to get support for themselves or for someone else they are concerned about.

Ongoing support

Bereavement is not something that is over in a matter of weeks or months. Young people often revisit their grief and can experience it in new ways, especially at times of further change. Birthdays, anniversaries of the death and other significant dates can trigger a response.

Anniversaries (Case study 2, continued)

Young people came up with a range of ideas for how Carl could commemorate his gran's birthday now that he can't visit her grave. He could do one or more of the following:

- ask his foster carers or a friend to visit the grave on his behalf, perhaps taking flowers or reading something he had written; they could then visit him to tell him how it went
- light a candle or say a prayer 'if he was religious oriented'
- write a letter or draw a picture: 'What you're feeling, you can put it into a picture. You can tell a story in pictures'
- sing her favourite song
- talk to someone: friends or family; someone else this had happened to; a staff member; peers
- keep a feelings diary
- have some time alone in his room or try and keep himself occupied
- 'Keep something of hers in his pad'.

Wider support

Helplines

Speaking to someone outside the secure setting can be helpful to young people. Many secure settings provide clear displays of helplines, including those for young people who are bereaved (see Useful resources: Websites and helplines for suggested organisations). However young people may be reluctant to use helplines where they can be overheard, so staff should provide opportunities for them to call in private.

Resources

Some young people agreed it could be useful to have books and leaflets available in the library about bereavement, including details of helping organisations and stories of how others had coped. Young people 'can relate to the characters and work through some of their own feelings as they work through the story' (YOI staff member). The Useful resources section gives details of publications that can be used to develop a booklist in this area.

Support for staff

Bereavement is an emotional subject and can be difficult to approach both for young people and the adults working with them. Adults may have their own painful experiences of bereavement and loss (Fitzpatrick 2006) or may simply feel inadequate and worried that they will make things worse by approaching the topic. Adults sometimes believe that not talking about a death protects young people from its effects or helps them to put the event behind them. But this closes down potential opportunities for support, and leaves young people to deal with overwhelming feelings alone.

Many staff we spoke to identified that they would welcome training on bereavement and some establishments were providing this, sometimes as part of a wider training programme on emotional health and well-being. Training can improve staff confidence and skills in talking about bereavement, assessing young people's support needs and providing information and help. As part of the *Common Core of Skills and Knowledge for the Children's Workforce* (DfES 2005), all staff should have a basic awareness of bereavement; with specialist staff able to offer more in-depth support, often from a particular professional background. Training can be accessed from local and national childhood bereavement services (see Useful resources).

Staff working with bereaved young people need ongoing support as well as high quality training. Members of the mental health team and the chaplaincy may be able to offer supervision to staff doing this work.

Like young people, staff will be profoundly affected by any death in the secure setting. Opportunities for ongoing support and supervision should be made available, as outlined in PSO 2710.

Partnerships with outside agencies

Local childhood bereavement services can offer a range of specialist services to secure settings including:

- direct support for young people
- training, support and consultancy for staff
- ideas for memorial or fundraising activities
- resources.

As with any voluntary and community organisation, local childhood bereavement services will need induction into the secure setting and a clear service level agreement setting out the expectations of both parties. CLINKS can offer information and support for voluntary organisations and secure settings working together (see Useful resources).

What should be included in a general bereavement training course?

Staff at Aldine House secure children's home identified that a training course to meet staff needs in supporting bereaved young people should include:

- developing an awareness of young people's feelings and needs
- touching on staff members' personal awareness and needs
- exploring the skills of working with individuals and groups around bereavement topics
- developing shared concepts and language
- jointly developing shared guidelines and best practice
- increasing staff confidence in areas of bereavement and loss.

Case study 3: The Atkinson Secure Unit, Devon

Recognition by staff at the Atkinson Secure Unit that loss and bereavement are common experiences for many of the young people in secure accommodation led to the development of:

- a policy and guidelines for responding to loss and bereavement (Atkinson Unit 2005)
- the appointment of a part-time bereavement worker
- training for all the staff at the unit.

The unit staff were aware of the significant loss young people experience simply by being in a secure unit – the loss of their freedom, close relationships, privacy, choice, home, family and friends, and also losing the love and intimacy of their relationships as there is no one to share a touch, hug or kiss with. This can add to, and intensify, the pain and feelings of grief about other losses and bereavements and, as noted earlier, these children and young people are likely to have experienced this more than most. Staff recognised that many young people were, for the first time, coping with their emotions and feelings without the influence of drugs or alcohol and of course bereavements and losses may occur while the young person is in the unit.

The bereavement worker carried out a brief study of the losses experienced by young people in the unit, which at the time of the study included 15 young people aged 12 to 16 years. **All** of the young people had experienced a loss or bereavement in the last five years, and none of them had ever done any work on loss or bereavement. As well as being placed in secure accommodation, the losses that they had experienced included:

- mother dying
- grandparents dying (the main carer in four cases)
- being taken into care
- nephew dying
- brother murdered
- parents divorced
- not seeing any of their family.

The unit's policy and guidelines on bereavement and loss explain that this is something that can affect us all; that death and loss are not unmentionable subjects, but part of life that we all learn to cope with and that carers have a responsibility to help children understand and deal with this. The policy helps to identify when support may be necessary for a child or young person and gives some guidance on how to provide support – such as finding a child a private place to cry. It briefly covers the stages of grief, signposts key resources – some of which are available at the unit for staff to borrow, and offers a 'do and don't tips' list for staff. The policy also includes a case study of how a young person was supported over the death of a foster carer, and a section on recognising parental separation, divorce and family break-up as significant losses for children and young people.

The bereavement worker, trained in adolescent bereavement, is available to work with any young person who has experienced bereavement or loss and often receives referrals of young people from key workers. The aim is to work with the young person when they feel ready to do so and it is usually based around six sessions:

- 1) Getting to know me
- 2) Telling my story
- 3) Feelings and self-esteem
- 4) Memories
- 5) Coping strategies
- 6) The future and goodbyes.

Every session is tailored around the individual young person's needs. The sessions are optional and there is no pressure for the young person to attend – it is important for the young person to have control over sharing their emotions and to feel safe to talk at a time that's right for them. The bereavement worker has found that memories can be very mixed for young people as they may have very few happy memories. The sessions also explore how that young person can develop strategies to help them

manage feelings and emotions now and in the future when they have left the unit. She comments:

It can be the first time a young person has ever had to deal with their feelings without alcohol or drugs or peers, it may be the first time they have ever been in a safe place. It can be very hard for some young people to face their feelings – one young person with a very difficult background could only focus on the loss of his pet, so that is where we started.

The unit tries to ensure that young people affected by bereavement can attend the funeral of the person who has died. This is not always possible as the final decision is made by social workers or youth justice workers. The unit will work with the young person to prepare for the funeral and will hold religious services at the unit. The bereavement worker has noted how important anniversaries of deaths are for young people and helps them to mark the occasion. The unit also has access to a play therapist and a drama therapist, and the bereavement worker works closely with the drugs project staff.

Staff at the unit have all undertaken training on bereavement and loss to help them identify behaviour that may be sparked by loss issues and to recognise the importance of bereavement and loss. There are plans for some staff members to undertake further training, for example, in the diploma in young people and adolescent bereavement.

For more information about the work on bereavement and loss at the Atkinson Unit please contact: Tina Parker, Bereavement Worker.

Email: tina.parker@devon.gov.uk

Health and well-being entitlements for bereaved young people in custody

The *Healthier Inside* toolkit (NCB 2008) sets out 27 health and well-being entitlements for young people and three for staff. This audit tool provides additional markers of good practice to help meet the entitlements particularly relevant to bereaved young people and the staff supporting them. For details of setting up a working group of staff, completing the audit tool and planning action, and to download a free version of this tool with extendable margins visit www.ncb.org.uk/healthierinside.

HEALTH AND WELL-BEING ENTITLEMENTS	MARKERS OF GOOD PRACTICE	Not met	Just started	Making good progress	Fully met	Evidence to date and action points
Be healthy						
<p>1. Well coordinated range of high quality healthcare services that meet assessed individual needs</p> <p>4. An early and ongoing assessment to identify their mental health needs, including risks of self-harm and suicide, and access to comprehensive Child and Adolescent Mental Health Services (CAMHS)</p>	<p>Young people's support needs stemming from bereavements in their past are assessed on reception – through reading the ASSET form, completing the Ti:V and Ti:A forms, and conducting the initial healthcare assessment and chaplaincy interview</p> <p>The ASSET mental health screening tool (SQUIFA and SIFA) is used to follow up on more complex mental health issues including trauma</p> <p>If a young person is affected by a death occurring while they are in the secure setting (e.g. of a family member, friend, peer or staff member), their support needs are assessed</p> <p>The Risk Assessment Plan, Training Plan and Healthcare Plan outline a coordinated approach to meeting a young person's bereavement support needs and these are reviewed and updated regularly</p>					
<p>5. An environment that promotes their emotional well-being, including positive and caring relationships with staff and a committed relationship with a personal carer</p>	<p>All staff have an awareness of the impact of bereavement on young people and on staff</p> <p>A young person's personal carer or other named person takes responsibility for organising bereavement support and sharing information</p>					
<p>6. A clean, stimulating and comfortable physical environment that promotes their personal hygiene, health and well-being</p>	<p>Young people are helped to keep safe their possessions relating to the person who has died (e.g. photographs, memory books)</p>					
<p>9. A comprehensive assessment to identify their needs in relation to substance misuse, and access provided to a range of high quality education, treatment and support services tailored to their individual needs</p>	<p>Bereavement is assessed as a potential underlying factor in substance misuse. Interventions to address this are coordinated within a wider package of support</p>					
Stay safe						
<p>10. A safe and secure environment that treats them with dignity and prevents harm</p>	<p>Bereavement is assessed as a potential underlying factor in self-harming behaviour. Interventions to address this are coordinated within a wider package of support</p> <p>If a young person is affected by a death occurring while they are in the secure setting (e.g. of a family member, friend, peer or member of staff), their support needs are assessed, recorded and addressed</p> <p>Young people have a safe space to express difficult feelings and have opportunities to distract themselves</p> <p>Relevant staff are aware of key dates which may trigger difficult behaviour and de-escalate situations appropriately</p> <p>Telephone numbers for helplines, including ChildLine and the Cruse Bereavement Care Young People's project, are prominently displayed</p>					

HEALTH AND WELL-BEING ENTITLEMENTS	MARKERS OF GOOD PRACTICE	Not met	Just started	Making good progress	Fully met	Evidence to date and action points
<p>12. Proactive measures to prevent bullying, and effective interventions to support victims of bullying and promote positive behaviour</p>	<p>Bereavement is assessed as a potential underlying factor making young people vulnerable to bullying. Interventions to address this are coordinated within a wider package of support</p>					
<p>14. Services and support to help young people maintain and strengthen their social networks, including their relationships with their parents, carers, families, partners and other suitable adults</p>	<p>Young people are able to visit a terminally ill close relative</p> <p>Young people are told of a death sensitively and swiftly</p> <p>Young people are quickly given a choice about attending the funeral of any close caring relative and supported appropriately to do this</p> <p>Following a death, young people receive particular support in maintaining contact with family and friends</p>					
Enjoy and achieve						
<p>15. High quality education, training and employment opportunities that are suitable to their individual needs, abilities and aspirations</p>	<p>Books and resources on bereavement are available in the library for young people to borrow</p>					
Make a positive contribution						
<p>20. A diverse range of opportunities to support the local community and environment</p>	<p>Partnership working with local childhood bereavement agencies includes opportunities for young people to raise awareness and funds</p>					
<p>22. A tailored plan that outlines the services and support they need while in custody and upon release into the community to prevent re-offending, delivered in partnership with a wide range of agencies</p>	<p>Bereavement is assessed as a potential underlying factor contributing to offending. Interventions to address this are coordinated within a wider package of support and recorded in the Training Plan</p> <p>Individual bereavement support is available to young people</p>					
<p>23. A range of high quality programmes to build their confidence and self-esteem, support their emotional and social development, and address offending behaviour</p>	<p>Staff develop partnerships with local childhood bereavement services</p> <p>Staff work with YOTs to refer young people to childhood bereavement services from their home area</p>					
Achieve economic well-being						
<p>26. Relevant support so they leave custody with finalised arrangements for suitable housing, either with their family or carer or in an appropriate supported housing scheme</p>	<p>Young people who experience a bereavement affecting their resettlement plans receive extra support to finalise arrangements</p>					
Staff health and well-being						
<p>1. Appropriate training so they are confident and skilled in working effectively with vulnerable young people to promote their health and well-being</p>	<p>All staff receive awareness training on the impact of bereavement on young people and staff, and on ways of managing grief-related behaviour sensitively</p> <p>Key staff receive in-depth training on supporting young bereaved people</p> <p>Ongoing clinical supervision is available to staff supporting bereaved young people</p> <p>The needs of staff following the death of a young person or colleague are assessed and met</p> <p>Staff are supported following the death of a family member or friend</p>					
<p>3. A working culture that actively supports staff to manage stress and positively promotes their physical, mental and emotional well-being</p>						

Useful resources

Books, films, postcards

A death in the lives of... (2002) *You'll always remember them, even when you're old* (2003) *It will be ok* (2004). Series of films with young people talking about their experiences of bereavement and what helped. London: Childhood Bereavement Network. Available from www.childhoodbereavementnetwork.org.uk

Beyond the Rough Rock: Supporting a child who has been bereaved through suicide (2001) Practical advice for parents and families following a suicide. Cheltenham: Winston's Wish.

Death and Bereavement across Cultures (1997) Pittu Laungani, Colin Murray Parkes and Bill Young. Describes the death and bereavement rituals and beliefs of major world religions.

Delivering Every Child Matters in Secure Settings (2008) Ellie Lewis and Baljinder Heer. A practical toolkit for improving the health and well-being of young people. London: National Children's Bureau

Good Grief 2: Exploring feelings, loss and death with over 11s and adults (1996) Barbara Ward. Workbook including activities to explore and demystify loss, piloted with children and young people of different abilities and backgrounds. London: Jessica Kingsley Publishers.

Grief in Children: A handbook for adults (2008) Atle Dyregrov. A helpful guide detailing young people's grief reactions and outlining techniques for support. Sections on traumatic bereavement, including explaining suicide, and running group interventions. London: Jessica Kingsley Publishers.

I can...You can... (2002) Set of postcards for young people bereaved of someone close, to use as prompts for support from parents, carers, friend and teachers, and to remind themselves of positive coping strategies. Available from Childhood Bereavement Network at www.childhoodbereavementnetwork.org.uk

Improving the Emotional Health and Well-being of Young People in Secure Care (2005) Julia Bird and Lynn Gerlach. Training pack for staff in secure children's homes, includes section on bereavement and loss. London: National Children's Bureau.

Need2talk (2005) Booklet for young men in secure settings about coping with negative feelings, designed to promote well-being, and to help prevent/manage self-harm and suicidal feelings. London: Papyrus.

Straight Talk About Death for Teenagers (1993) Earl Grollman. Reassuring the reader that grief is normal, this book covers a range of feelings and reactions in response to different deaths. Beacon Press.

Talking with Children and Young People about Death and Dying (2006) Mary Turner. Covers concepts of death and dying and aspects of bereavement, including anger, fear, dreams and ways of remembering. Can be used as a basis for opening discussions between a bereaved child and adult. London: Jessica Kingsley Publishers.

The Grief Game (1996) Yvonne Searle and Isobel Streng. Therapeutic board game for children and young people to play with a bereavement support worker, which explores their thoughts and feelings following a death. London: Jessica Kingsley Publishers.

The Hardest Job of All (2008) Ben Bending and Tim Malone. Article outlining role of family liaison following a death in custody. Includes case study of follow-up to young man's death, including the family meeting other young people. *Prison Service Journal*, issue 172.

The Lost Boys' Appreciation Society (2004) Alan Gibbons. When Gary and John's mother dies suddenly, the boys and their father are thrown into turmoil. John feels responsible for Gary who starts hanging out with the wrong crowd. London: Orion Children's Books.

Vicky Angel (2001) Jacqueline Wilson. After Vicky was run over and died, her best friend Jade is confused to find that Vicky is an even more distracting presence than when she was alive. Covers the power of friendship and the overwhelming feelings around a sudden death. London: Corgi Children's Books.

Websites and helplines

Childhood Bereavement Network
www.childhoodbereavementnetwork.org.uk

National network offering directory of local and national support services providing direct support to young people and training to professionals; DVDs, postcards and other resources; practice development and information.

Child Bereavement Charity
www.childbereavement.org.uk

Resources, information and support for young people, families and professionals. Wide reading list. Schools pack can be adapted for use in the secure setting.

CLINKS
www.clinks.org

Membership charity supporting involvement of voluntary and community agencies in prisons and probation services. Directory of services, advice about building relationships between agencies.

Cruse Bereavement Care
www.crusebereavementcare.org.uk (general website)

www.rd4u.org.uk (young people's website with information, activities and active message board)

National charity with local branches offering bereavement support and information, including some prison work, and training. Day by Day helpline for adults 0844 477 9400. Young people's helpline 0808 808 1677.

Healthier Inside

www.ncb.org.uk/healthierinside

Programme based at the National Children's Bureau aiming to improve health and well-being outcomes for young people in custody. Downloadable resources to support implementation include magazines, toolkit and young people's charter.

INQUEST

www.inquest.org.uk

Advice and information for bereaved people following a death in custody. Casework service, information pack, campaigning and policy work.

Papyrus

www.papyrus-uk.org

Suicide prevention charity; focusing on emotional well-being of children, teenagers and young adults. Resources for parents and carers, professionals and young people. Also helpline: HOPElineUK 0870 170 4000.

Samaritans

www.samaritans.org

Confidential, non-judgemental support, 24 hours a day, for people experiencing feelings of distress and despair, including those that could lead to suicide. Also responds to emails and letters. Telephone helpline: 08457 909090.

Winston's Wish

www.winstonswish.org.uk

Practical support and guidance for families, professionals and anyone concerned about a grieving young person. Books and activities for young people, resources for parents and carers. Website for young people with interactive resources and suggestions for activities.

Telephone helpline: 0845 20 30 40 5.

Youth Justice Trust

www.youth-justice-trust.org.uk

Works to promote just and effective solutions to the prevention and reduction of offending by young people. Has explored the impact of grief and loss on young people's resilience and offending behaviour.

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Endnotes

- 1 *Delivering Every Child Matters in Secure Settings: A practical toolkit for improving the health and well-being of young people* is available to download from www.ncb.org.uk/healthierinside
- 2 Based on a random sample of one third of the total mid-1993 Section 53 population
- 3 Based on a random sample of one seventh of all cases under supervision by four YOTs between August 2002 and April 2003
This figure includes young people bereaved of a parent or other adult who cared for them
- 4 Based on a sample of all persistent young offenders in one city in 2005/6

The Childhood Bereavement Network (CBN)

CBN is a national, multi-professional network of organisations and individuals working in the field of childhood bereavement. CBN promotes the interests of bereaved children, young people and their families and encourages the development of quality support for them. CBN's Grief Matters for Children campaign calls for

appropriate information and support to be available to all bereaved children, young people and their families, wherever they live and however they have been bereaved. The campaign is funded by the Diana Princess of Wales Memorial Fund. For more information, visit www.childhoodbereavementnetwork.org.uk