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Connections: A review of learning from the Winston Churchill Memorial Trust Prison Reform Fellowships

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KEY POINTS

From 2010-2015, the Winston Churchill Memorial Trust funded Travelling Fellowships with a particular focus on prison reform across the world. These Fellowships, arranged in partnership with the Prison Reform Trust, were established at a time when the prison population in England and Wales had all but doubled in twenty years. With over 84,000 people currently in prison¹ the Fellowships offer a way of learning about how other countries respond to crime and whether a similar approach could be taken here. This brief overview highlights some of the learning from these Fellowships.

The theme of this series of briefings is 'connections'. Many Churchill Fellows visited interventions which seek to forge strong, positive connections among and between individuals, groups and organisations – including individuals' sense of self and connection to their own actions. Whether explicitly or implicitly, the forging of these connections is seen as central to efforts to prevent offending, reduce reoffending and tackle the harms associated with offending.

Family connections were the focus of some Fellowships which, for example, reviewed interventions aimed at:

- Helping people in prison to maintain their family relationships through specific programmes or facilities for family visits to prisons;
- Providing practical and emotional support to family members of prisoners, including through the mitigation of trauma and other difficulties faced by prisoners' children.

Many Fellows visited interventions seeking to harness the power of **peer relations** towards positive goals, including:

- Peer court programmes promoting diversion from prosecution, the use of restorative approaches, and peer pressure to exert positive influences over behaviour;
- Peer mentoring initiatives in prisons and supporting the transition from custody to the community.

Other Fellows explored **problem-solving approaches** to criminal justice which connect individuals to the range of services they need and build connections between the services themselves – for example, in the form of:

- Holistic, multi-disciplinary work with children in custody;
- Problem-solving courts working with dependent drug users, those with mental health problems, and the homeless;
- Collaborative working between the police and mental health services.

The building of **a sense of self and responsibility** was central to some interventions visited by Fellows. These interventions seek to help offenders and others to feel a sense of connectedness to themselves, and to their own actions, and variously focus on:

- The building of positive gender and cultural identities;
- The development of responsibility and self-sufficiency among prisoners;
- The use of restorative approaches to justice.

Some Fellows looked at **arts and media** projects providing opportunities for people who might otherwise have little voice to express themselves creatively and assertively, and thereby to reach out to others. Such projects include:

- Arts-based, community projects with young offenders;
- Performance and creative arts programmes in prisons;
- Film-making projects addressing complex issues which affect young people.

Introduction

The Winston Churchill Memorial Trust (www.wcmt.org.uk/) funds British citizens to travel overseas in order to find out about innovative policies and practices which can be applied to their own sphere of work back home. Over the period 2010-2015, more than 50 Winston Churchill Fellows undertook visits to a range of penal reform programmes and initiatives in many parts of the world. Fellows come from a variety of professional backgrounds and include prison officers, prison governors, civil servants, artists, barristers, police and academics. Many Fellows are already applying the learning in a range of local and national settings.

With the highest imprisonment rate in Western Europe, at 146 people incarcerated per 100,000 of the national population, England and Wales has much to learn from other countries about how to respond to crime and offending.² This summary of what Fellows saw on their visits, and subsequent more detailed briefings, are being produced to highlight some of the learning derived from the penal reform Fellowships and to inform the government's wider prison reform agenda.

As these Fellowships were diverse – not only having a wide geographic scope, but also covering many different aspects of criminal justice systems and penal policy – the briefing focuses on a single theme that cross-cuts many of them: namely, the theme of 'connections'. A short series of follow-up briefings will explore in greater detail some specific topics linked to this overarching theme.

Social connections

Most people live within complex webs of social connections and relationships which shape and give meaning to their lives. Much offending takes place in a context in which such connections – whether at interpersonal or intergroup levels – are non-existent, fragile or conflictual. In other words, a profound sense of disconnect underlies a great deal of day-to-day criminal behaviour.

It follows that the establishment of meaningful social relations and a sense of belonging to wider society plays a critical part in the prevention of offending and in the process of desistance from crime.

It is therefore no surprise that most of the penal reform WCMT Fellowships, whether explicitly or implicitly, explored the broad theme of 'connections'. The Fellows looked at ways in which

the forging of strong, positive connections among and between individuals, groups and organisations – including the building of individuals' sense of self and connection to their own actions – can help to prevent offending, reduce reoffending and tackle the harms associated with offending.

In this briefing, we consider the issue of ‘connections’ with reference to five sub-themes addressed through the WCMT Fellowships:

- Family
- Constructive peer relations
- Problem-solving approaches to justice
- A sense of self and responsibility
- Arts and media

Family

It is within family groups of one kind or another that individuals tend to have their most elemental relationships. While the emotionally laden nature of family bonds can make them a significant catalyst for (or even the very focus of) offending, these bonds can, conversely, be a vital resource and form of protection against pressures to offend or re-offend. The importance of maintaining connections between family and close friends is already recognised in England and Wales.³ Prison inspectors have found that good relationships with family and friends are a very important factor in enabling successful resettlement on release from prison. Yet despite this, families are rarely involved in sentence planning, even when a prisoner says that s/he was relying on them for support after release. Furthermore, only around a third of prisoners interviewed by inspectors said they had been helped by staff to maintain family ties whilst in prison.⁴

A number of WCMT Fellows looked at how prisoners can be supported to maintain links with their families during their incarceration. Visiting arrangements were a source of interest, as in one women’s prison in Norway which has a special flat available to prisoners for overnight stays with their children once a month.⁵ Another Fellow reported on extended family visits in Portugal where, every three months and subject to risk assessment, prisoners can spend a few hours with their family in a private visiting suite.⁶ Similar arrangements were also seen in Sweden.⁷ Some Fellows looked at activities which allow parents in prison to bond with their children, including a prison project in Connecticut, US. Here, a group of women in prison are allowed to spend two full days with their children every July, engaged in arts activities, as a way of sustaining family bonds.⁸ Other initiatives in the US use technology to connect parents and children: letting them read and play together through tele-visiting.⁹ Projects which support the role played by families at the end of prisoners’ sentences included one at a Louisiana prison, where graduation ceremonies are held for prisoners who have completed re-entry programmes and are about to be released. The ceremonies, to which families are invited, are a formal celebration of the prisoners’ achievements.¹⁰

In England and Wales over 200,000 children are estimated to be affected each year by the imprisonment of one of their parents. This includes almost 17,000 children separated from their mothers by imprisonment. In a given year, more children will experience the impact

of parental imprisonment than divorce in the family yet this is a largely overlooked area of social policy.¹¹ The recent decline of almost 40% in the use of release on temporary licence in England and Wales in the last two years (despite the extraordinarily low failure rate of 0.05%) has had the effect of reducing opportunities for people to reconnect with their families as they prepare themselves for life on release.¹²

Fellows looked at initiatives to mitigate the trauma experienced by the families, particularly children, of people caught up in the criminal justice system. For example, police training in San Francisco looks at ways of shielding children from the effects of seeing a parent arrested.¹³ Other Fellows reported on work, largely in the US, aimed at helping children of prisoners to deal with feelings of shame and isolation arising from their experiences. Such projects include one in Connecticut which brings such children together to share activities and discuss the pressures they are facing. Similarly, a Brooklyn-based project provides a sanctuary for young people battling the effects of parental incarceration, by offering educational support, mentoring, therapy, summer camps and other activities. Another New York initiative brings groups of children together to travel to see their parents in prison. The effects of imprisonment on other family members were also explored through a project working with grandparents of children whose mothers have been imprisoned.¹⁴

One Fellow visited an organisation in New York which has developed training on the impacts of parental imprisonment for teachers and others working with children and young people. Similarly, an organisation based in Melbourne, Australia, has developed training for schools and other services which covers ways of identifying and engaging families affected by imprisonment, strategies for helping these families to navigate the criminal justice system, and the resources available to assist with this work.¹⁵

Peer relations

‘Peer pressure’ is routinely evoked as a factor in offending behaviour, especially among young people, but the influences exercised by peer groups over their members can work in diverse ways. Many criminal justice interventions seek to harness the power of peer relations towards positive goals.

In England and Wales the growing use of peer support across the prison estate has been recognised by inspectors.¹⁶ Mentors have a role that is distinct from that of paid staff, and the positive benefits are felt by both the peer supporters and the prisoners they support. At their best, prisoners who become involved in mentoring are offered a clearly defined role, training, supervision and support to positively assist their peers. Mentoring roles might include provision of emotional support, advising, and facilitating self-help or learning.¹⁷

Several Fellows looked at peer-based interventions at various stages of the criminal justice process. One Fellow focused on peer courts in the US; these take different forms,

but tend to promote diversion from formal prosecution and to use restorative approaches. Peer court programmes utilise positive peer pressure to exert influence over behaviour, in striving to nurture respect for the rule of law and civic participation, and holding young people to account for their unacceptable behaviour.¹⁸ Another Fellow looked at work in New York City aimed at helping young fathers in trouble with the law, and particularly those from disadvantaged backgrounds, to fulfil their potential. Group work and peer support are a key part of this, with many involved in the programme reporting the benefits of making friends with other younger dads facing similar challenges.¹⁹

The importance of positive peer relationships in prison was also addressed by Fellows. One looked at a programme in Louisiana in the US in which life-sentenced prisoners act as ‘social mentors’ to help new prisoners adjust.²⁰ Another visited a similar programme in Canada, in which former prisoners work with those facing very long sentences, for example by helping them to maintain family relationships and to develop essential skills, and ensuring that they do not become alienated from the changing world outside the prison.²¹ One Fellow learned about an initiative led by former prisoners and implemented in 37 states of the US which provides for the peer-led and grassroots education of prisoners. More than 10,000 prisoners are engaged as students in the programme, which promotes positive decision-making and prison culture.²²

Fellows also looked at the importance of peer and community support on release from prison: as provided, for example, by a self-supporting community for ex-prisoners which operates in a number of US cities. There are no paid staff and everyone is a ‘resident’: that is, someone who has come through the process him or herself. There is a focus on working and the development of marketable skills through learning from one another.²³ Another Fellow visited a programme in Finland in which former prisoners act as mentors to those who are making the transition from custody to the community.²⁴

Problem-solving approaches to justice

It is widely recognised that tackling crime and criminality in isolation from its wider context achieves little. In broad terms, problem-solving approaches to criminal justice can be defined as those which target environmental and psychosocial factors bound up with offending behaviour as well as the behaviour itself. In England and Wales, research shows that reoffending rates for people who secure employment on release, are helped to break addictions, and are given the supportive interventions that they need are lower than those for individuals who do not receive such support.²⁵ Problem-solving therefore entails integrated, multi-disciplinary approaches to justice and the building of connections not only between individuals and relevant services, but between the services themselves.

Multi-agency approaches to dealing with children in custody were the focus of two Fellows’ reports. One described the situation in Finland, where the vast majority of children involved in criminal behaviour are dealt with by the child protection system because their health and

development are regarded as being at risk.²⁶ Another Fellow found a similar approach in Norway, Sweden and Finland, where institutions for young offenders emphasise treatment over punishment, and staff are trained and employed as social workers, counsellors and therapists.²⁷ Many of these findings by Fellows are likely to support the anticipated recommendations of Charlie Taylor's forthcoming review of youth justice.

A number of Fellows were interested in problem-solving courts, and found examples of these – including specialist drug or 'sobriety' courts and mental health courts in many parts of the US and Canada. The Fellows' experiences of these courts will be of interest to the Lord Chief Justice who is leading a review of the scope of problem solving courts in England and Wales. These courts operate a collaborative model whereby the judiciary actively engage with a range of agencies within and beyond the criminal justice system, and offenders are helped to enter community-based treatment wherever possible, and are supported and reviewed during treatment programmes.²⁸ Liaison with local communities is another core element of the work of many problem-solving courts. A 'street outreach court' in Detroit works in a local kitchen and supports homeless offenders into stable accommodation.²⁹ In Vancouver, a Fellow visited a 'community court' set up to deal holistically with petty, repeat offenders. The court provides systematic interventions, both pre- and post-sentence, from agencies including the police, probation, legal and court services, and charitable organisations working with drug users and homeless people.³⁰ At the other end of the judicial process, one Fellow visited a re-entry court in Louisiana working with those about to be released from prison to facilitate access to treatment and support services.³¹

Also of interest was work being done by police forces to divert people suffering mental health crises from the criminal justice system. This is an approach strongly endorsed by Theresa May when Home Secretary.

England is seeing a gradual expansion of liaison and diversion services, which work with criminal justice staff to identify people with mental health problems, learning disabilities and other support needs. This development should help to ensure that those who have such needs receive the necessary support and assistance during the criminal justice process and, where appropriate, are diverted into treatment and care. Currently 50,000 people a year are assessed by liaison and diversion services following arrest, and almost 70% require mental health support.³²

Several examples of specialist mental health training for police officers were studied in the US. Initiatives that involved collaborative working between the police and mental health services were also visited, including a scheme in Los Angeles in which incidents are attended jointly by mental health professionals, and joint police-mental health work is also undertaken on a longer-term, problem-solving basis with respect to individuals who are frequently in contact with the emergency services and are engaging in high risk behaviour.³³

Sense of self and responsibility

Thus far in this document we have considered initiatives visited by WCMT Fellows that, variously, concern the building, nurturing or reconfiguring of connections between offenders and their families, peers and the services available to them, and between the services themselves. But it is also interesting to consider the scope for helping offenders and others to feel a sense of connectedness to themselves, and to their own actions.

Gender identity was a theme of visits by a Fellow to Sweden. The projects visited included one for girls and young women which seeks to challenge stereotypes, to build on the strengths and aspirations of each individual, and to help the girls and young women to develop healthy female identities. Another project provides educational materials on gender equality and violence prevention for teachers and others working with young people, with a focus on changing oppressive social norms and ideas of masculinity.³⁴ Another Fellow was struck by the importance of supporting young people to develop safe identities within the communities to which they belong, as a means of preventing violence. In New Zealand this was demonstrated through work to help those of Maori, Tongan and Samoan descent to understand their cultural history; in Australia, those working with Aboriginal young people use resources drawing upon cultural points of reference, including symbols and imagery, to engage young people in anti-violence education.³⁵ The ground has been laid by Dame Sally Coates' recent review for a broader and more innovative approach to prisoners' education in England and Wales.

Work to develop a sense of responsibility and self-sufficiency in prisons was also reviewed. Several Fellows visited prisons in Norway where this ethos permeates the institutions – as in one, for example, where the prisoners are responsible for raising animals for meat, growing fruit and vegetables and cutting wood for heating.³⁶ Another Fellow visited a Healing Village in Canada: this is a minimum security establishment established around the traditions and teachings of Aboriginal peoples. The prisoners, who live in small units, sign an agreement on entry to the institution to abide by its rules and are encouraged to have ownership of the standards and goals set.³⁷ In a very different setting, a prison in the Netherlands has introduced a pilot wing for life and other long-term prisoners in which they are allowed to live as autonomously and self-sufficiently as medium-secure conditions allow: for example, the wing is completely unstaffed, and the door connecting it to the rest of the prison has a call bell which staff answer to let the prisoners on and off the wing.³⁸

Restorative justice, and its core theme of encouraging perpetrators to take responsibility for their actions and for the harms that have been caused, was explored through a number of Fellowships. In England and Wales, despite the introduction of many initiatives aimed at promoting the use of restorative justice, the scale of its implementation has so far been limited. There are clearly lessons to be learnt from other countries where

restorative justice is more embedded. Research into its effectiveness in England and Wales showed that 85% of victims and 80% of offenders surveyed were either 'very' or 'quite' satisfied with their restorative conference.³⁹ Furthermore, there is evidence that offenders' experiences of restorative conferencing have some positive impact on reoffending levels.⁴⁰

Fellows looked at a range of restorative approaches including work being undertaken with juveniles in South Africa,⁴¹ with gang members in Chicago⁴² and with those convicted of sex offences in Canada.⁴³ Another Fellow looked at 'whole school restorative approaches' in Australia.⁴⁴ The use of restorative practices drawing on indigenous traditions in Canada and the United States was also studied - involving, for example, the use of 'Circles' as a democratic means of resolving disputes and engaging victims and offenders in dialogue along with family and community members.⁴⁵ The concept of 'judicial rehabilitation' in France also concerns the taking of responsibility. This permits offenders to have their criminal convictions expunged by the courts where they can demonstrate that they have completely ceased offending.⁴⁶

Arts and media

As evidenced by a number of Fellowships, arts and media projects provide opportunities for people who might otherwise have little voice to express themselves creatively and assertively, and thereby to reach out to others. One such example was a New York initiative working alongside the courts to divert young people from the criminal justice system into community-based group activities which use innovative methods of engagement. These methods include 'arts-based transformative justice programs' with the goal of empowering young people to use their own creative voices to help transform the criminal justice system. One such programme culminates in a public art exhibition created by participants, addressing a social justice issue which matters to them.⁴⁷

A number of arts-related initiatives in prisons were visited. One Fellow looked at a programme in five New York prisons which undertakes volunteer-led programs in theatre, dance, creative writing, and voice and visual art. A prisoner-led steering committee oversees the work. The same Fellow also learned about an artistic partnership which aims to establish a network of creative music conservatories within US prisons.⁴⁸ Another Fellow visited a project in Connecticut which places a team of teaching artists into a women's prison to work on a creative project with a group of prisoners which culminates in a performance using spoken word, music and movement.⁴⁹ Featuring in another Fellowship was a music studio in a Norwegian prison in which prisoners produce a range of CDs and create a regular radio show broadcast outside the prison on a local radio station.⁵⁰

Two Fellows visited projects in the US which use film-making to address complex issues affecting young people. One learnt about the production of a DVD by the Autism Society of America which teaches young people with disabilities how to interact safely with the police

in everyday encounters. The DVD is screened at interactive events bringing together local police, young people with disabilities and their parents, carers and teachers.⁵¹ Innovative film-making was also seen in New York where a project works with children of prisoners to give them the skills, training, tools and confidence to tell their stories and reflect on their experiences of the criminal justice system through film.⁵²

Conclusion

In this short briefing, we have sought to provide a flavour of the range of initiatives visited by the WCMT Fellows in many parts of the world and their relevance to the current situation in England and Wales. In so doing, we hope to have demonstrated something of the breadth of practice that falls under the heading of prison reform, and the scope for creativity and innovation in this work. We structured this overview briefing around the theme of 'connections' because this, we feel, was at the heart of so many of the Fellowships, and bears examination from a variety of angles. The briefings to be published as follow-ups to this one will address specific aspects of this theme in greater depth.

Endnotes

- ¹ Ministry of Justice (2016) Population and capacity briefing for Friday 29 July 2016, London: Ministry of Justice
- ² Institute for Criminal Policy Research's World Prison Brief website, www.prisonstudies.org/highest-to-lowest/prison_population_rate?field_region_taxonomy_tid=14 , accessed on 4 August 2016
- ³ Ministry of Justice (2013) Transforming Rehabilitation: a summary of evidence on reducing reoffending, London: Ministry of Justice, p11
- ⁴ HM Chief Inspector of Prisons (2015) Annual Report 2014–15, London: The Stationery Office
- ⁵ Steve Urquhart: <http://www.wcmt.org.uk/users/steveurquhart2013>
- ⁶ Eleanor Butt: <http://www.wcmt.org.uk/users/eleanorbutt2015>
- ⁷ Angus Mulready-Jones: <http://www.wcmt.org.uk/users/angusmulready-jones2010>
- ⁸ Jess Thorpe: <http://www.wcmt.org.uk/users/jessthorpe2014>
- ⁹ Owen Gill: <http://www.wcmt.org.uk/users/owengill2014>
- ¹⁰ Mark Goodfellow: <http://www.wcmt.org.uk/users/markgoodFellow2014>
- ¹¹ Wilks-Wiffen, S. (2011) Voice of a Child, London: Howard League for Penal Reform
- ¹² Table A3.7, Ministry of Justice (2016) Offender management statistics prison releases 2015, London: Ministry of Justice
- ¹³ Sam Hart: <http://www.wcmt.org.uk/users/samhart2015>
- ¹⁴ Owen Gill: <http://www.wcmt.org.uk/users/owengill2014>
- ¹⁵ Sarah Roberts: <http://www.wcmt.org.uk/users/sarahroberts2012>
- ¹⁶ HM Chief Inspector of Prisons (2015) Annual Report 2014–15, London: The Stationery Office
- ¹⁷ HM Inspectorate of Prisons (2016) Life in prison: Peer support, London: HMIP
- ¹⁸ Mark Walsh: <http://www.wcmt.org.uk/users/markwalsh2013>
- ¹⁹ Vicki Helyar-Cardwell: <http://www.wcmt.org.uk/users/vickihelyar-cardwell2013>
- ²⁰ Andy Laidlaw: <http://www.wcmt.org.uk/users/andylaidlaw2015>
- ²¹ Eleanor Butt: <http://www.wcmt.org.uk/users/eleanorbutt2015>
- ²² Ronald McMaster: <http://www.wcmt.org.uk/users/ronaldmcmaster2015>
- ²³ Lynn Jolly: <http://www.wcmt.org.uk/users/lynnjolly2013>
- ²⁴ David Martin: <http://www.wcmt.org.uk/users/davidmartin2011>
- ²⁵ Ministry of Justice (2014) Prisoners' experience of prison and outcomes on release: Waves 2 and 3 of SPCR, London: Ministry of Justice
- ²⁶ Diane Hart: <http://www.wcmt.org.uk/users/dianehart2015>
- ²⁷ Helen Kidson: <http://www.wcmt.org.uk/users/helenkidson2013>
- ²⁸ Penelope Gibbs: <http://www.wcmt.org.uk/users/penelopegibbs2014>; Paula Reid: <http://www.wcmt.org.uk/users/paulareid2013>; Mark Bolt: <http://www.wcmt.org.uk/users/markbolt2013>
- ²⁹ Penelope Gibbs: <http://www.wcmt.org.uk/users/penelopegibbs2014>
- ³⁰ David Martin: <http://www.wcmt.org.uk/users/davidmartin2011>
- ³¹ Andy Laidlaw: <http://www.wcmt.org.uk/users/andylaidlaw2015>
- ³² Provided by Department of Health
- ³³ Alex Crisp: <http://www.wcmt.org.uk/users/alexcrisp2015>; Mark Bolt: <http://www.wcmt.org.uk/users/markbolt2013>
- ³⁴ Stephanie Waddell: <http://www.wcmt.org.uk/users/stephaniewaddell2013>
- ³⁵ Carlene Firmin: <http://www.wcmt.org.uk/users/carlenefirmin2014>
- ³⁶ Steve Urquhart: <http://www.wcmt.org.uk/users/steveurquhart2013>; Angela Allcock: <http://www.wcmt.org.uk/users/angelaallcock2015>
- ³⁷ David Martin: <http://www.wcmt.org.uk/users/davidmartin2011>
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Angela Allcock: <http://www.wcmt.org.uk/users/angelaallcock2015>

Sara Lee: <http://www.wcmt.org.uk/users/saralee2015>

Jess Thorpe: <http://www.wcmt.org.uk/users/jessthorpe2014>

Steve Urquhart: <http://www.wcmt.org.uk/users/steveurquhart2013>

⁵¹ Ronald McMaster: <http://www.wcmt.org.uk/users/ronaldmcmaster2015>

⁵² Sam Hart: <http://www.wcmt.org.uk/users/samhart2015>

Appendix

The following is a list of the 51 participating Fellows who contributed to this report with a link to their online profile on the WCMT website, which includes the option to download their full report where available. All of the Fellows' findings contributed to the development of the overall themes and approaches described.

Angus Mulready-Jones

Support services for prisoners' children and families, in Sweden and the USA, 2010

<http://www.wcmt.org.uk/users/angusmulready-jones2010>

David Martin

From custody to community: a more realistic & helpful approach, in Canada and Finland, 2011

<http://www.wcmt.org.uk/users/davidmartin2011>

Rebecca Rogerson

Legal & community responses to domestic violence in the Americas, in Belize, Brazil, Honduras, Nicaragua, Peru and the USA, 2011

<http://www.wcmt.org.uk/users/rebeccarogerson2011>

Laura Baynton

Seen from the other side: exploring youth justice innovation in Denmark in Brazil, the USA and Denmark, 2012

<http://www.wcmt.org.uk/users/laurabaynton2012>

Sarah Beresford

The Role of Schools in Supporting Families Affected by Imprisonment in Australia and the USA, 2012

<http://www.wcmt.org.uk/users/sarahroberts2012>

Bonita Holland

Inclusive Restorative Justice practices in Australia, 2012

<http://www.wcmt.org.uk/users/bonitaholland2012>

Mark Bolt

Mental Health and Criminal Justice in the USA, 2013

<http://www.wcmt.org.uk/users/markbolt2013>

Marina Cantacuzino

Learning from other restorative justice programmes in custodial settings in Canada & the USA, 2013

<http://www.wcmt.org.uk/users/marinacantacuzino2013>

Vicki Helyar-Cardwell

Young fathers in the criminal justice system - a hook for desistance? In the USA, 2013

<http://www.wcmt.org.uk/users/vickihelyar-cardwell2013>

Lynn Jolly

Comparing practice in the support of learning disabled offenders in Canada and the USA, 2013

<http://www.wcmt.org.uk/users/lynnjolly2013>

Helen Kidson

Reducing recidivism in serious / violent offenders through welfare lead rehabilitation in Finland, Germany, Norway and Sweden, 2013

<http://www.wcmt.org.uk/users/helenkidson2013>

Yvonne Kramo

Community involvement in detention oversight: An international perspective in Malawi, South Africa & USA, 2013

<http://www.wcmt.org.uk/users/yvonnekramo2013>

Harriet Laurie

Investigate other equine-assisted interventions to inform best practice in Australia and Canada, 2013

<http://www.wcmt.org.uk/users/harrietaurie2013>

Jessica Magson

Assessing the impact of drug decriminalisation policies on the efficiency and integrity of the criminal justice system in Czech Republic, Portugal and Uruguay, 2013

<http://www.wcmt.org.uk/users/jessicamagson2013>

Paula Reid

Diverting offenders with mental illness from the criminal justice system in Canada and the USA, 2013

<http://www.wcmt.org.uk/users/paulareid2013>

Lynn Saunders

Sex offender Treatment and Rehabilitation in Canada and the USA, 2013

<http://www.wcmt.org.uk/users/lynnsaunders2013>

Steve Urquhart

Reducing offending: listening to Europe, broadcasting to the UK in Belgium, Netherlands and Norway

<http://www.wcmt.org.uk/users/steveurquhart2013>

Stephanie Waddell

European approaches to addressing youth violence in custody and the community in France, Netherlands and Sweden, 2013

<http://www.wcmt.org.uk/users/stephaniewaddell2013>

Mark Walsh

Peer Courts UK: 'Restorative Justice for youths administered by youths' in the USA, 2013

<http://www.wcmt.org.uk/users/markwalsh2013>

Zoe Adamson

Releasing danger? Indeterminate sentences and the journey towards parole in Australia and Canada, 2014

<http://www.wcmt.org.uk/users/zoadamson2014>

Debbie Addlestone

Effective interventions for shoplifters in Canada and the USA, 2014

<http://www.wcmt.org.uk/users/debbieaddlestone2014>

Helen Collins

Research programmes that integrate and promote positive identities for offenders in Canada and the USA, 2014

<http://www.wcmt.org.uk/users/helencollins2014>

Carlene Firmin

Exploring the impact of gender-sensitive approaches to youth offending in Australia, Brazil and New Zealand, 2014

<http://www.wcmt.org.uk/users/carlenefirmin2014>

Penelope Gibbs

The decision to imprison: how training and engagement influence judges in the USA, 2014

<http://www.wcmt.org.uk/users/penelopegibbs2014>

Owen Gill

Agencies working together to identify and support children of prisoners in the USA, 2014

<http://www.wcmt.org.uk/users/owengill2014>

Mark Goodfellow

Role of family and community in supporting desistance from offending in the USA, 2014

<http://www.wcmt.org.uk/users/markgoodfellow2014>

Christine Hunter

Restorative interventions in a probation setting in United Kingdom, Canada and the USA, 2014

<http://www.wcmt.org.uk/users/christinehunter2014>

Robert Jones

A study to develop alternatives to women's imprisonment in Wales in the USA, 2014

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