

No Joke!

Domestic Abuse Schools' Education Pack



Thames Valley
Partnership
Working for safer communities



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Foreword

Domestic Abuse is No Joke!

The invitation to be a contributor to this No Joke! programme was well received on my part since all teachers at my own school and other schools across the whole of the United Kingdom are committed to promote all that is good about human relationships.

Domestic abuse and violence has a significant impact on adults, young people and children. The No Joke! programme has given opportunities to adults and young people at our school to consider this social problem. Staff training has been facilitated and community links with expertise in this field of work have been expanded.

Most importantly we have, where appropriate, embraced learning opportunities via Personal, Social and Health Education (PSHE) programmes and our regular Immersion Day learning events. The lesson plans within this pack tackle a number of issues associated with relationship education. Take a look at the summary grid within the pack – this useful overview may be helpful to other teachers who may be planning more learning about a subject that is a challenge to tackle in the classroom.

Our starting point has been our commitment to helping young people to develop and value respectful relationships. Thanks to the No Joke! sponsors, Comic Relief, for supporting this programme and facilitating publication of this pack that will assist teachers and other professionals in their work.

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Section 1 Introduction

Domestic abuse is a widespread social problem which can have both short-term and long-term damaging effects. It is becoming increasingly talked about by central government, and is appearing more in the media. Figures from the Thames Valley Police show a total of 26,837 domestic abuse incidents for the year from April 2008 to March 2009¹. Studies across the country have shown the reporting of domestic violence incidents has increased over recent years, in some areas by over 30%².

Behind these figures are the 'hidden victims'. An approximated 750,000 children at least witness domestic violence each year³, which can have a significant impact on their health and well-being.

This pack gives you an overview of domestic violence and abuse and how it impacts on children and young people. It will enable you to understand the issues and how to deal with any disclosures. It will direct you to a range of flexible and tried and tested resources to be used in the classroom. It also gives details of local domestic abuse experts who will be able to assist you with any concerns.

This pack has been produced to address a gap in provision for schools and to help those working in education to raise awareness of domestic violence and promote healthy and respectful relationships. It also contains a directory of services in your area with additional support and resources you can access.



Domestic abuse can be summarised as an abuse of power to exert control over another person. Controlling behaviour may not always be physical violence, which is why the terms 'domestic violence' and 'domestic abuse' can be used interchangeably.

It is also important to note that in this pack, the perpetrator of domestic abuse maybe characterised as a male, and the victim as a female. Whilst research has proven that the majority of domestic violence is by men against women, it is also important to acknowledge that domestic abuse can also be perpetrated by women against men, or may occur in same-sex relationships. The definition can also include abuse perpetrated by several members of a family or by children on parents.

¹ The Co-ordinated Community Response to Domestic Violence

² Thames Valley Police Performance figures, April 2008-March 2009

³ Safer Bristol Press Release (2004)Department of Health (2002)

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Section 2 Importance of Addressing Domestic Abuse in Schools

Children and young people who witness or experience domestic abuse may be vulnerable to developing behavioural issues, attendance problems, ill health, anti-social behaviour (including bullying) and mental health issues particularly depression, self-harm or drug and alcohol misuse⁴. These types of behaviour can be very disruptive in a school environment, not only to the individual involved, but to those around them. Schools need to address these issues and it is important for them to be aware of the impact of domestic abuse which may underlie these behaviours. Research also shows that some children who are experiencing domestic abuse can alternatively be 'model' children or high achievers.

Research has proven that early interventions with children and young people experiencing domestic abuse can have a huge positive impact in reducing or eliminating adverse long term behavioural or emotional difficulties. Schools play a key part in this work, as teachers have authority as a strong learning mentor and are able to challenge negative attitudes, or those promoting violent or abusive behaviours.



Young people want to discuss and learn more about interpersonal and domestic abuse and their peers often provide an important source of support – talking together may be their preferred way of learning⁵ or finding information. Lesson time can often be seen as a non-threatening, neutral environment where young people can express their opinions, which they may not feel as comfortable discussing with a parent/carer or other relative. Awareness training in schools can facilitate student knowledge about the impacts of domestic abuse and support services available, which in turn enhances their ability to provide good advice amongst their peers or in a peer mentoring capacity.

⁴ HM Government (2006) Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children

⁵ National Union of Teachers (2005) Silence is not always golden

What Can Schools Offer?

- Create an environment for long-term prevention of domestic abuse, by helping children and young people grow up with the understanding that no one should be abused
- Promote a no-tolerance attitude towards domestic abuse across the board
- Encourage gender equality, empowerment and respectful relationships
- Challenge behaviours and opinions which promote violent or controlling relationships
- Promote understanding that domestic abuse may be a crime
- Give young people a chance to talk about their feelings and opinions about domestic abuse in a safe, neutral environment with their peers
- Be a sanctuary for a child
- Be a safe place to disclose
- Reassure children who may be experiencing domestic abuse that they're not alone, and it's ok to talk about it
- Offer practical and emotional support to those who are worried about domestic abuse
- Give information about sources of help



Responsibilities

As schools are a statutory service they have the capability to address all children and young people across the board, including BME groups, or those who may otherwise be classified as 'hard to reach' by other services or community groups.

From a legal perspective, schools have a duty of care and certain responsibilities towards young people in their care. Legislation such as the Education Act 2002 (Section 175), Every Child Matters Agenda (2003) and Working Together to Safeguard Children (2005) reinforce this and the important role schools have to safeguard and promote healthy social and moral well-being of children and young people.

Schools are also in a position to provide support and practical help to the whole family to address other issues which may be occurring as a result of domestic abuse, for example if the family are living in a refuge.

Disclosures

It is also important to recognise that where a school is raising awareness of domestic abuse, there may be increased incidents of disclosure, both by pupils and parents. Teachers and schools need to be prepared to respond appropriately if domestic abuse is disclosed and ensure this links in with Child Protection policies. Further information about what to do if a child or a parent discloses information about domestic abuse is covered in Section 6.

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Section 3 How To Use This Pack

This pack has been put together as part of a Thames Valley wide initiative to raise awareness and promote the prevention of domestic violence, following three years work in the region under the **No Joke!** project.

Aims of the Pack

- To address a gap in service provision for schools
- To provide a set of lesson plans for each year group
- To provide support and guidance for school staff
- To highlight referral routes in the event of disclosure
- To provide links for staff to find out more information on the subject
- To seek to intervene to prevent abuse continuing



In sections 4 to 8 we provide information around domestic abuse, the impact on adolescents and give details about how to deal with disclosure. You are advised to read these sections before using any of the suggested lesson plans so that you feel confident of your role following a disclosure of domestic abuse

Section 9 outlines the resources available, namely:-

1. A grid of the No Joke! lesson plans. The lesson plans may be downloaded from the Thames Valley Partnership website at www.thamesvalleypartnership.org.uk
2. Brief advice about the lesson plans.
3. Details of the names and email addresses of the local Domestic Violence Co-ordinators who will be able to answer your queries about this manual, domestic abuse services and provide general information.
4. Information about where to download your local directory of resources.

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Section 4 What Do We Know About Domestic Violence?

Domestic abuse isn't a new topic, however it is only fairly recently that it has become more widely recognised as a social issue that needs to be addressed in more detail by a wider range of organisations, one of the most important being schools.

Definition

Domestic abuse can be categorised as the misuse of power to exert control over another person. The Home Office (2004) definition of domestic abuse is as follows:

'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial, or emotional) between adults, who are or have been intimate partners or family members, regardless of gender or sexuality'



This includes issues of concern such as so called 'honour based violence', female genital mutilation (FGM) and forced marriage.

- Domestic abuse occurs at similar prevalence levels among all people at all income levels and among people from all black, white and minority ethnic backgrounds⁶
- 1 in 4 women and 1 in 6 men will experience domestic abuse during their lifetime⁷
- At least 750,000 children a year will witness domestic violence⁸
- Domestic violence accounts for approximately 25% of all violent crime⁹
- 54% of UK rapes are committed by a woman's current or former partner¹⁰
- In any one year, there are 13 million separate incidents of physical violence or threats of violence against women from partners or former partners¹¹
- 90% of domestic abuse occurs whilst children are in the same or next room¹²
- Three quarters of children on the Child Protection register live in homes where there is domestic violence¹³
- Over 30,000 children spend at least one night in a refuge in England in a year¹⁴

⁶ British Medical Association (1998) Domestic Violence : A Health Care issue?

⁷ British Crime Survey (2004)

⁸ Department of Health (2002)

⁹ British Crime Survey (2004)

¹⁰ Walby and Allen (2004)

¹¹ Walby and Allen (2004)

¹² Hughes (1992)

¹³ Department of Health (2002)

¹⁴ Stanko (2000)

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Domestic abuse isn't just limited to physical abuse, but includes a range of abusive behaviours as outlined.

Physical Violence

Hitting; slapping; kicking; burning; stabbing; use of weapon/ implement; pushing into danger; strangulation; suffocation; murder; destroying property; forcing children/family members to take part in the abuse.

Sexual Violence

Rape; forcing sex with others/ in front of others; sexual assault using objects; forced to watch or mimic pornography; taking photographs or videos of sexual acts; forcing sex without protection; abusing in front of children; keeping constantly pregnant; being forced into prostitution.

Psychological and Emotional Abuse

This can take many forms including:-

Isolation – not being allowed to contact family or friends; not being allowed out of the house to work, learn English; not allowed to access medical support/withholding medication; always being checked up on; being accompanied everywhere

Threats – to harm/kill victim, victim's children, pets, family members; to kill him/herself (perpetrator); to abduct children/pets; to report victim for being bad parent and have children taken away; to have victim sectioned; to find/kill victim if they leave; threats of reporting to authorities; threat of deportation

Degradation – constant criticism; humiliation in front of others/children/family members; using racial abuse; being made to beg for money/clothes/food etc

Displays of Total Power – not allowing access to phone, car; making trivial demands such as re-cooking food; responding to every need; boasting about abuse; unreasonable time-keeping

Distorted Perspectives – telling victim it's their own fault, they 'like it really', abuse happens 'because I love you', abuse is normal

Occasional Indulgences – apologising for behaviour; buying gifts; lavishing attention/affection; making promises of change; periods of non-abuse

Stalking

Financial Abuse

Withholding money; passport; driving licence; not being allowed to work, or being forced to do multiple jobs to support the family; not being allowed enough money to buy essentials; being forced to beg, perform sexual acts or allow physical/sexual violence to obtain money.

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The Home Office also recognises that domestic violence includes culturally specific forms of harm which can impact highly in BME communities. Types of abuse (amongst others) may include:

- Forced Marriage – is different from an arranged marriage. In forced marriage, one or both parties do not give consent or are forced to give consent under physical or emotional pressure.
- Female Genital Mutilation (FGM) – female circumcision involving partial or total removal of the external female genitalia and/or other injury to the female genital organ.
- 'Honour Based Violence' – defined as a threat to someone's wellbeing because they have not, according to family and local community members, conformed to religious or cultural expectations¹⁵. For example asking for a divorce or being in a relationship deemed as 'unsuitable' e.g. outside the ethnic, cultural, religious or caste group could result in violence or abuse to protect the family 'honour'. Individuals may be forced to marry, be kidnapped, be physically or mentally abused and in the worst case scenario murdered. This may involve individuals from within or outside the family or community group.



Who Experiences Domestic Abuse?

Domestic abuse occurs across all backgrounds, regardless of ethnicity, religion, class, disability, gender, age, marital status or sexual preference. Domestic abuse may occur within families, between parents or between siblings, by children against parents or grandparents or by grandparents against parents or grandchildren. Extended families may also be involved in the abuse, with uncles, aunts, cousins or 'in-laws' actively taking part in abuse or knowingly allowing or encouraging it to occur.

¹⁵ Ministry of Justice definition (2008)

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Women are more likely to experience domestic abuse by a male perpetrator:

- 80 to 90% of domestic violence incidents involve women as the victims of their male partners.
- Where there were 4 or more incidents of domestic violence (i.e. ongoing domestic or sexual abuse) 89% of victims were women.
- The domestic abuse women experience is more likely to have a sustained psychological/emotional impact or result in injury or death.
- Violence against women has been proved to escalate at the point of separation, with women at greatest risk of homicide during or shortly after separation from a violent partner.
- Domestic violence has also been proven to start or intensify during pregnancy.
- Routine enquiry about domestic violence is now a statutory requirement for health professionals in a maternity setting.

Men can also experience violence from female partners, although generally the rate of repeat victimisation is lower, the severity of violence is less and men are less likely to experience intense fear. In addition, violence by women perpetrators against male partners usually ends upon separation. Up to 1 in 6 men may be a victim of domestic abuse in their lifetime, with 1.7% of men being victims of 'severe force'¹⁶.

Gay, lesbian, bi-sexual or transgender individuals experience domestic abuse in approximately the same proportions as in heterosexual relationships.

However there are more barriers to accessing support, including discrimination and fear of their sexuality being made public or used against them if they report domestic abuse. Male victims of domestic abuse from a male partner may experience specific forms of abuse such as threats to reveal sexuality to family or colleagues¹⁷.

BME communities may also experience similar barriers to accessing support and in some cases domestic violence may be exacerbated by their experience of racism. Obstacles facing victims may be practical, such as language problems, but also may be linked to cultural or religious beliefs which would see reporting domestic violence or seeking outside help or support as dishonouring the family. In addition, immigration status may be used as a threat against the victim or as a reason for children being taken away.



¹⁶ Walby, S. and Allen, J. (2004)

¹⁷ Stone Wall, 2008

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Although domestic abuse is more prevalent amongst women between the ages of 16-24¹⁸, older women also suffer domestic violence. They may feel unable to tell anyone about the abuse as it may have been happening for many years. In addition, they may also be fearful of reporting the offender, for fear of losing their home or being ostracised by their family or community. Research has shown that disabled women experience abuse at least twice as often as non-disabled women¹⁹.

Increasingly we are seeing incidents of violence by young people, either against each other or towards siblings, parents, or other family members. More information about adolescents and domestic violence is covered in section 7.



¹⁸ Home Office Study 191 (2004) Domestic Violence: Findings from a new British Crime Survey self-completion questionnaire

¹⁹ Women's Aid Making the Links, Disabled Women and Domestic Violence, 2008.

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Section 5 Impact of Domestic Violence on Children and Young People

All types of domestic abuse will have some kind of an effect on an adult's parenting skills. As part of the abuse a parent will experience their own emotional or psychological difficulties, which may affect their behaviour or ability to look after their children.

Impact on Parent

- Acute or chronic fear, anxiety and panic - resulting in self harm or suicide attempts
- Guilt, shame, humiliation, alienation, loss of trust or loss of identity - resulting in a lack of self confidence, self respect and low self esteem, helplessness, despair, depression
- Psychological abuse by the perpetrator may also create or enforce feelings of guilt over being a bad parent, feelings of powerlessness or worthlessness, dependency on the abuser, increased isolation and lack of means or confidence to escape

Some perpetrators may intentionally break down the relationship between a parent and a child, using the child to reinforce emotional or psychological abuse that the victim is a bad parent. In some cases the child or children may be forced or encouraged to take part in the physical abuse of the victim.

In a home where domestic abuse is occurring, factors such as stability, consistency, love, understanding and trust - all essential for a child's well-being and healthy development - are eroded. Even when children do not directly witness domestic abuse they may hear the abuse and will be aware of tensions and fear within the home. This can be extremely traumatic, especially if the children are confused about what is happening and will not know who to turn to for support. Children of all ages who witness domestic abuse being perpetrated towards their mother may try some form of passive or active support to protect their mother²⁰.

The effects of domestic abuse on children can be varied over both the short and longer term.



²⁰ Hester & Radford, 1996

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The following examples are inclusive, but not exhaustive:

Physical: If the child is subject to abuse directly this could result in death; brain damage; physical injury e.g. broken bones or bruises. Other physical symptoms caused by domestic violence may be bedwetting; stress related illness e.g. asthma; sleep problems e.g. nightmares or too afraid to sleep; eating disorders; self-harm or suicide attempts; weight loss.

Educational: Difficulty concentrating; disrupted schooling; truanting; drop in academic performance e.g. no safe place to complete homework or coursework; academic success and hard work aimed towards escape; memory problems.

Attachment: Research on attachment in infancy has shown that the more serious the level of partner violence, the higher the likelihood of insecure, specifically disorganised, attachments. This leads to them being 'primed to be reactive', what has been described as hyper-vigilant, that is always on the outlook for danger. As they grow up, this may be protective for children living with violence, but it means they are hyper-reactive and oversensitive to the possibility of danger at school, this may make them inclined to be aggressive in readiness to defend themselves and therefore unpopular with classmates.

Emotional: Fear, nervousness and anxiety; anger; guilt; confusion; low self-esteem; depression; blame and self-blame; post-traumatic stress; tension; torn loyalties; lack of trust.

Behavioural: Hyperactivity; withdrawal; running away; aggressive behaviour; alcohol or drug misuse; mood swings; risk taking behaviour; over dependant; eager to please. Developmental delay is also marked in younger children and milestones may be missed; speech delay is a common feature.

Relational: Isolation; withdrawal; lack of trust; advanced maturity and sense of responsibility; secretive; vulnerability; lack of experience of intimacy; poor or highly developed social skills; confusion over relationship boundaries; gender roles or use of sex/power/violence; confusion over who to contact for help.

Domestic abuse may also affect other areas of a child's life. If a parent is experiencing financial abuse the child may not have provisions for school uniforms, books, other materials or lunch money. They may not be allowed to take part in schools trips or after school activities. These experiences will also impact on the child's extra-curricular activities. If a parent is being isolated by their abuser, the child may be travelling to and from school unaccompanied or with an older sibling. They may be dropped off early and picked up late. Children or young people may be staying at home to try and protect their abused parent, to hide their own injuries or because they are prevented from attending by the abuser. Alternatively, young people may be coming into school even when unwell to try and escape what is happening at home.

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If a parent does decide to flee domestic abuse, they may stay in a refuge. Living in a refuge is a very different experience for a child (and an adult) – usually they will only have a single or a couple of rooms to themselves, other areas such as kitchens, living spaces and bathrooms will be shared with other women and children living in the refuge.

If a family are living in a refuge, it is important to protect the confidentiality of the non-abusing parent by keeping their address, phone number and whereabouts strictly confidential. Always ensure that the child is picked up from school by the non-abusing parent or another adult only with express permission from the non-abusing parent. **If the non-abusing parent is still living with the abuser - it is important not to send letters home or leave phone messages raising concerns about abuse, as the abuser may have access to these and you could put the family at further risk.**

- Parents who flee domestic violence with their children will often not be able to take many possessions or belongings with them (especially at first). This may mean that school uniforms, school books, homework or coursework may be left behind.
- The family may be staying or living further away from school, which may cause problems with travel arrangements meaning children may arrive late or need to leave early
- There may be difficulty finding a quiet place and time to complete school work or they may not have access to a desk, computer or the internet.
- Finances may be tight, so the school may want to offer support for school lunch, schools trips or after school clubs
- Children may feel very unsettled. Leaving their family home, pets and familiar surroundings such as their previous school, friends and normal activities is very traumatic and often a confusing experience which may happen very suddenly
- There is also the added confusion and emotion over leaving the abusive parent, which some children will experience as a bereavement

Links Between Domestic Abuse and Child Abuse

Domestic abuse is a major indicator of risk to children and young people.

- Nearly three quarters of children on local 'at risk' registers live in households where domestic violence occurs²¹
- In many cases, if a child is aware of domestic abuse happening to their mother they will try some form of passive or active support to protect their mother. This may result in the child being injured themselves if they physically try to protect the mother or being directly subjected to abuse
- Research has shown that perpetrators who are violent to their female partners are also frequently violent to their children, especially post separation²²
- The link between child physical abuse and domestic violence is high, with estimates ranging from 30% to 66% depending on the study²³.
- Some perpetrators will abuse children as a way of abusing and controlling the non-abusive parent
- 'Men abuse mothers to hide their sexual abuse [of the child] – by isolating and/or otherwise incapacitating the mother so that she is not available to the child as a source of help²⁴

²¹ Department of Health (2002)

²² Department of Health (2002)

²³ Humphreys & Thiara, 2002

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Section 6 Domestic Abuse Dynamics

Why Don't They Leave?

On average, a victim will be attacked 35 times before reporting the abuse to the police²⁵. There are often many barriers to reporting domestic abuse, both real and perceived. As domestic violence is an abuse of control many victims will feel unable or too afraid to leave.

- The perpetrator has threatened to find them if they do, with possible threats of further violence or murder
- Emotional and psychological control - they don't believe they have the power to leave or feel that anyone will believe them
- Unaware of the services or support available
- They may feel unable to leave due to cultural or religious boundaries/shame or for fear of honour based violence
- Fear of homelessness
- Nowhere to go
- Financial worries and constraints
- Worries about leaving the family home, pets or belongings behind
- Worries about their immigration status or language problems as a barrier to accessing support
- Worries about how the children will react and the deprivation of their father figure
- Fear of children being taken away
- Guilt, fear, confusion, shame, lack of confidence and self esteem, fear of racial harassment or discrimination
- Uncertainty of what will happen if they leave/report abuse
- Belief that the perpetrator will change
- Wanting the abuse to stop, but not the relationship



²⁴ Kelly, L (1994) The Interconnectedness of Domestic Violence and Child Abuse: Challenges for Research, Policy and Practise

²⁵ Bewley S, Friend J & Mezey G (eds) (1997) Violence against women

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The perpetrator may convince their victim that the abuse is their fault or that all men treat their partners this way and therefore they will not be believed if they report the abuse. There is also the stigma attached to domestic abuse - the idea that domestic abuse only happens to certain social, ethnic or religious groups or that victims 'bring it upon themselves'.

Homelessness is also a real possibility for those experiencing domestic violence, which may prevent many from leaving, especially if there are children involved. 40% of all homeless women stated that domestic violence was a contributor to their homelessness²⁶.

What Causes Domestic Abuse

Professionals are still not certain about the root causes of domestic abuse. There is also a lot of evidence to show that children who experience or witness domestic violence do not grow up to become violent adults.

A very common myth surrounding domestic abuse, in particular physical violence, is that the abuse occurs as a result of 'losing control' rather than a misuse of power. In fact, perpetrators are often very calculating about the ways in which they abuse their victim, including the time and place of their attacks. Perpetrators will often use the excuse of violence resulting from a lack of control, as a way of refusing to accept responsibility for their actions and a way of blaming others.



Perpetrators of domestic abuse will use different actions to control their victim in different ways. Some abusers may only use physical violence against their victim, whilst others may control their victim using words and emotions to create dependency, destroy self esteem and self worth. Perpetrators will often be very clever and manipulative in not only the way they abuse their victim, but by the way they behave towards others, including family members, community groups, teachers etc.

Abusers may:-

- Project the image of a caring, concerned parent
- Minimize the effects of their behaviour on their victim
 - Blame others, especially their victims
 - Manipulate their children

²⁶ Cramer and Carter (2002) Homelessness: what's gender got to do with it? (from study by Shelter)

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Perpetrators are also usually experts at hiding their behaviour from professionals. They may minimise what they have done, saying the victim is exaggerating, or may cite actions or inactions of the partner as the cause or a provocation for the abuse. In a school environment the perpetrator may use these methods to destroy confidence in the mother, describing her as a bad mother to other parents or teachers and using methods which focus on her behaviour and his feelings - 'It is so difficult to live with her now that she is depressed.' 'Is it so unreasonable to expect her to put my needs above her going out with her friends?' The perpetrator will be very unlikely to talk about his behaviour and actions.

Parenting Programmes

It is important to note here that offering parenting work in schools for domestic abuse especially for the non-abusive parent is inappropriate. It may reinforce the mothers view that it is her fault and that she is a 'bad mother' and collude with the perpetrators tactics of control. Any service offered has to be sensitive to the domestic abuse and work around supporting and empowering the mother before it looks at specific parenting issues. This is particularly relevant when looking at the new extended schools programme.



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Section 7 Domestic Abuse and Adolescents

Increasingly we are being made aware of violence taking place in teen-dating relationships. Recent research has shown worryingly high levels of acceptance of abuse amongst young people in the UK. As many as 45% of teenagers believe that, in some circumstances, it is acceptable for a boy to assault his girlfriend and 16% of young women report they had been hit by a boyfriend²⁷. This tolerance of violence and abuse is linked to gender inequality and gender stereotyping, which schools can help to re-address from an early age. Teachers are in a position to spot and address any worrying behaviour between dating students.

During adolescence young people are experiencing a time of great biological, social and psychological change, all taking place at a time when they are looking to separate from their family and identify with their peer groups. Young people will be looking to experiment with the boundaries of relationships and their roles in them.

There is also a high incidence of sexual abuse, sexually coercive practice and sexual bullying within teenage relationships. Increasingly young people are experiencing puberty earlier, becoming more aware of their bodies and sexualisation at a younger age.

All lessons which address dating violence should include the issues of consent, power and exploitation.

Consent

'Consent is based on choice. Consent is active not passive. Consent is only possible where there is equal power. Going along with someone because of wanting to fit in with the group is not consent. If you can't say 'no' comfortably then 'yes' has no meaning. If you are unwilling to accept 'no' then 'yes' has no meaning.' Adams 1984 – NSPCC.

Young people's violence towards other family members or their parents is also becoming more frequently reported. However it is difficult to get a full perspective of how prevalent this is, as many parents are reluctant to use the law to protect themselves and feel they should be able to manage their child's behaviour within the family or are ashamed to seek support. Research from the USA indicates that mothers are five times more likely than fathers to experience severe physical abuse from their children and that the highest rate of parent abuse may occur in families with single mothers.³¹



²⁷ NSPCC & Sugar Magazine survey of 2000 teenagers (2005)

³¹ Pagani, Larocque, Vitaro, & Tremblay (2003)

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Section 8 Disclose of Domestic Abuse

Before using the lesson plans included in this pack it is important that staff are fully prepared and understand the issues surrounding domestic violence. The information in this pack is just an introduction and there may be a need to do some more reading around the subject. A list of some references and resources is included at the end of this pack. In addition, it is strongly recommended that staff attend a training course run by professionals in the field of domestic violence.

It is also important to acknowledge that school staff may themselves be experiencing or have experienced domestic violence in the past, either directly or otherwise, and may not feel able to facilitate lessons at this time. You may therefore want to offer support or counselling services to staff whilst awareness raising of the issue in schools.

If a child (or a parent) discloses domestic violence, it is important to respond in an appropriate way:

DO

- Listen carefully to everything the young person has to say
- Use neutral questions such as 'what happened next?', but do not ask for detail
- Assure the young person that you believe them
- Reassure the young person that it is not their fault
- Tell them they have done the right thing by telling someone and acknowledge how hard it must have been to do so
- Stay positive, tell them you can help, and that you will work through it together

Things to Say

- I believe you
- I am glad you have told me this
- I am sorry this has happened to you
- It is not and will never be your fault
- What would you like to happen next?
- We will work through this together

DON'T

- Panic, get angry, look shocked or disbelieving
- Dismiss the disclosure
- Ask probing questions, such as 'who, where, why, when?' etc, let the young person tell you in their own time
- Don't ask leading questions such as 'is that when he hit you?' or 'had he been drinking?'
- Tell them how they should be feeling or how you feel
- Promise that you won't tell anyone
- Promise that things will change
- Criticise the abuser or the non-abusing parent
- Say anything that will make the child feel bad, such as 'why didn't you tell me before?'

Things to Think About

- Is the child being harmed?
- Is the child currently at risk?
- Is anyone else currently at risk?
- Does the child need medical attention?
- What are the overall needs of the young person?
- What is important to the young person?

No Joke!

It is important to deal with disclosure in the right way. **Do not promise the child or young person confidentiality**, as this could be a possible child protection case where others may need to be involved. Even if you think the child is not currently at risk - it may be a situation for a CAF to be completed. It is important to know your school's child protection policies and when to report to social services or use the CAF procedure.

Always make sure you record the information given to you with the date and time. If the child shows you any bruises, cuts, scratches or other injuries they have sustained make sure you make a careful note of these too, as this could be used as evidence. It is therefore also important to use only the information and the words the child has given you – do not try and interpret it in your own way or fill in any gaps. Explain to the young person what will happen next and make a record of what you told them and the actions you took. Always make sure that what you do is in line with your school's policies and procedures for dealing with domestic violence or child protection issues. Talk to the child protection lead for your school about your concerns and also make sure you receive support for yourself – dealing with disclosure can be distressing.



Depending on the policies and procedures regarding child protection you have at your own school, you may want to conduct a risk assessment or carry out safety planning with the children or young people involved. A list of useful resources for conducting such activities is included at the end of this introduction.

Forced Marriage – What To Look For:

Young people rarely feel able to disclose their feelings about forced marriage. However there are some warning signs that may indicate the possibility of an impending forced marriage:

- Extended absence from school/college, truancy, particularly not returning from school holidays.
- Drop in performance, low motivation
- Excessive parental restriction and control of movements and history of siblings leaving education to marry early
- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- Evidence of family disputes/conflict, domestic abuse/child abuse or running away from home.

FMU education staff guide <http://www.fco.gov.uk/resources/en/pdf/FMarriageGuidance-Education>

Risk Identification

Barnardos Multi Agency Domestic Violence Risk Identification Threshold Scale gives a clear idea of what factors might indicate a raised risk of harm to a child or young person. The recommendation is to use this in conjunction with 'What To Do Next: Following Completion of Domestic Abuse Risk Identification Scale' developed by the ODVSG – Children's Strategy Group and is reproduced here with their permission. The Barnardos Risk Assessment Matrix can be downloaded from:

www.londonscb.gov.uk/files/procedures/dv/dv_risk_assessment_matrix_final.pdf

Moderate - Scale 1 Children & families with additional needs. CAF completed- Single practitioner - targeted support	Moderate to Serious - Scale 2 Children & families with additional needs. CAF completed - Lead professional - integrated support	Serious - Scale 3 Children aged under 7yrs or children with special needs can raise threshold to scale 4	Severe - Scale 4 Child in need of Protection - Children's Service consider if Section 47 enquiry and core assessment required. Children may be at risk of being 'looked after'.
<p>Children under 7yrs or with special needs increases risks higher the risk to their safety. Consider protective factors.</p> <p>Evidence of DV Y N S</p> <p>1- 3 minor incidents of physical violence which were short in duration</p> <p>Victim did not require medical treatment</p> <p>Intense verbal abuse</p> <p>Risk factors/Potential vulnerabilities Y N S</p> <p>Children were not drawn into incidents</p> <p>Control of abuser is not intense</p> <p>Protective factors Y N S</p> <p>Child/mother relationship is nurturing, protective and stable</p> <p>Significant other in child's life - positive and nurturing relationship</p> <p>Presence of children was a resiliant for the abuser</p> <p>Abuser accepts responsibility for abuse/violence</p> <p>Abuser willing to engage in services to address his abusive behaviour</p> <p>Victim has positive friends from family/ friends & community</p> <p>Victim appears emotionally strong (not worn-down by the abuse)</p> <p>Victim sought appropriate support and/or is willing to accept help from other agencies</p> <p>Y= Yes N=No S=Suspected</p>	<p>Children under 7yrs or with special needs - at higher risk of emotional/ physical harm - limited self-protection strategies - can raise threshold to Scale 3. Consider protective factors of physical violence-short duration</p> <p>Evidence of DV Y N S</p> <p>Victim received minor injuries- medical attention not sought</p> <p>Evidence of intimidation/ bullying behaviour - pushing/ finger poking/ shouting to victim but not towards children - Destruction of property</p> <p>Intense verbal abuse-consistent use of derogatory language</p> <p>Risk of isolation- Abuser attempts to control of victims activities, movements & contact with others</p> <p>Risk factors/Potential vulnerabilities Y N S</p> <p>Children were present in the home during an incident but did not directly witness</p> <p>Potential likelihood of emotional abuse of children</p> <p>Cultural issues: Language barriers- Non-immigrant, unaware of support services and official processes</p> <p>Victim minimising abuse due to fear of statutory services - and/or unwilling to disclose abuse due to allegiance to own community, faith family. Can raise threshold to scale 3</p> <p>Disability issues within family - positive support networks</p> <p>Mental health issues - abuser & or victim seeking appropriate help</p> <p>Age of abuser and/ or victim - resourceful not isolated</p> <p>Protective factors Y N S</p> <p>Child/mother relationship is nurturing, protective & stable. In spite of abuse, victim was not prevented from seeing to the needs of her children</p> <p>Significant other in child's life - positive and nurturing relationship</p> <p>Older children used coping/ protective strategies</p> <p>Victim attempted to use protective strategies with older children</p> <p>Victim is prepared to take advice on safety issues</p> <p>Victim has insight into the risks to her children posed by the abuse</p> <p>Victim has positive support from family/friends and community</p> <p>Abuser willing to engage in services to address his abusive behaviour</p>	<p>Incident(s) of serious and/or persistent physical violence in family</p> <p>Increasing in severity/frequency and/or duration - History of previous assaults</p> <p>Victim and/or children indicates that they are frightened of abuser - put in fear by looks, actions, gestures and destruction of property (emotional & psychological abuse)</p> <p>Recent separation - repeated separation/reconciliation/ongoing couple conflict</p> <p>Stalking/harassment of mother/child/children</p> <p>Abuser breaching bail conditions/civil protective orders/ non- contact orders</p> <p>Victim required medical treatment but not sought/ or explanation for injuries implausible</p> <p>Recurring or frequent requests for police intervention</p> <p>Incidences of violence occur in presence of children - consider duration of exposure</p> <p>Threats of harm to mother/and or children</p> <p>Excessive jealousy/possessiveness of abuser - dominating in relationship</p> <p>Financial control maintained by abuser</p> <p>Abuser has history of domestic abuses in previous relationships</p> <p>Risk factors/Potential vulnerabilities Y N S</p> <p>Mental health issues - abuser and/or victim - raises concern</p> <p>Substance abuse by abuser and/or victim - raises concern</p> <p>Strong likelihood of emotional abuse of children - may display behavioural problems</p> <p>Children unable to activate safety strategies due to fear or intense control of abuser</p> <p>Lack of significant other as a positive support to child</p> <p>Child contact issues - consider risks to child</p> <p>Adolescent - increased risk of intervening in abuse and emerging concerns re self harm</p> <p>Abuser suspected of using physical discipline towards children</p> <p>Abuser shows lack of insight/empathy into how his abusive behaviour is affecting child/ victim</p> <p>Abuser minimisation of abuse/lack of remorse/guilt</p> <p>Abuser is step-father/family unit has step-siblings</p> <p>Abuser's abuse of pets/animals</p> <p>Emerging concerns about emotional stability/care of abuser's relationship with children- limited parenting capacity & no protective abilities due to his abusive behaviour</p> <p>Emerging concerns about emotional stability of child/mother relationship (parenting capacity and protective concerns)</p> <p>Abuser use of avoidance/resistance to engage in services increases risk level to children</p> <p>Victim fears statutory services - avoidance & resistance to engage increases risk to children</p> <p>Family/Relatives/Neighbours domestic concerns re victim/children</p> <p>Victim has experienced domestic violence in previous relationships</p> <p>Cultural issues - possible language barriers/ new immigrant/minimisation due to fear of racism and restriction on movement/accommodation by family members to appointments/speaking for victim</p> <p>Immigration constraints- No recourse to public funds/ threats of deportation/ no legal status</p> <p>Abuser's interpretation of cultural faith used as a form of control, to curtail woman's autonomy</p> <p>Extended family support of abuser and may perpetrate abuse themselves</p> <p>Family honour - transgression of traditional forms of acceptable female behaviour results in punishment i.e. controlling/coercive behaviours, emotional abuse, social ostracism, harassment</p> <p>Victim feel prevented from leaving abusive situation due to threats of such forms of punishment of her children</p> <p>Disability issues within family - isolation</p> <p>Age disparities or Abuser/victim - under 25 with limited support - personal vulnerabilities</p> <p>History of childhood abuse/disruptive childhood experiences- abuser and/or victim</p> <p>Recent life crisis/ stress factors - i.e unemployment, financial problems, illness, death</p> <p>Protective factors Y N S</p> <p>Older children use protective strategies</p> <p>Victim will seek positive support from significant other</p> <p>Victim attempted to use protective strategies but abuser's violence & control is intense</p> <p>Victim will engage with supportive services and seek safety advice - but abuser's control interferes with her level of commitment to engage</p> <p>Limited protective factors are present - serious level of violence and psychological abuse of victim/ emotional abuse of children and DV risk factors/ predict recidivism</p> <p>Use of kinship placements as a protective factor - be alert to domestic abuse having occurred or occurring in extended families</p>	<p>Repeated serious and/or severe physical violence - life threatening violence</p> <p>Attention to the <i>duration</i> and <i>severity</i> of violent behaviour children exposed to</p> <p>Use/assault with weapons</p> <p>Abuser's violation of protective orders and/or child contact and non-contact orders</p> <p>Criminal history of abuser - assault of ex partners/others/use of violence or suspected - military/gangland connections of abuser</p> <p>Intense stalking/harassment behaviour of abuser</p> <p>Recurring or frequent requests for police intervention</p> <p>Victim requires treatment for injuries sustained-</p> <p>Medical attention required but not sought for injuries explanation is implausible</p> <p>Threats to kill or seriously injure victim and/or children</p> <p>Victim is very frightened of abuser - believes intent of threats</p> <p>Mother is intensively controlled/compliant/ may be submissive - worn down by abuse</p> <p>Confirmed emotional/psychological/ abuse of mother</p> <p>Victim is pregnant/mother is abused post natal</p> <p>Sexual assault/suspected sexual abuse of victim</p> <p>Incidences of violence witnessed & occurred in presence of children - distressed</p> <p>Children have directly intervened in incidences</p> <p>Children have been physically assaulted/abused</p> <p>Confirmed emotional abuse of children</p> <p>Cultural issues - possible language barriers/immigration constraints/fear of racism and House arrest and/or severe restrictions on movements</p> <p>Suspected/confirmed sexual abuse of children</p> <p>Substantial risk of confirmed, so called, 'honour' based violence/HBV (Perceived transgressions results in threats of serious violence & or acts of violence-killings</p> <p>Substantial risk of confirmed forced marriage/EM, history of forced marriage/early marriage in family, prolonged/unexplained absences from school, siblings that have runaway from home</p> <p>Extended/or birth family support DV/HV/F-M-Call/sexual/active involvement of the community</p> <p>Risk factors/Potential vulnerabilities Y N S</p> <p>Mental health issues - abuser and/or victim - raises significant concern</p> <p>Substance abuse by abuser and/or victim - raises significant concern</p> <p>Substantial risk of serious physical violence in the family</p> <p>Threats or attempts to abduct children</p> <p>Children exhibit sexualised behaviour and/or sexually harmful behaviour</p> <p>Adolescent - increased risk of intervening in abuse and self harm-emerging concerns re mental health issues</p> <p>Physical discipline of children by abuser</p> <p>Victim uses physical discipline on children as an alternative to harsher physical abuse by abuser</p> <p>Recent suicidal or homicidal ideation/intent by abuser</p> <p>Victim suicidal/ attempted suicide/self harming, especially BMER victims</p> <p>Victim minimising risks to children/remains in abusive relationship, protection orders not sought, or activated</p> <p>Victim has poor general health</p> <p>Abuser-lack of empathy/insight into how his abusive behaviour is affecting child/victim</p> <p>Abuser minimisation of abuse-lack of remorse/guilt</p> <p>Frequent moves by family - making it difficult to engage</p> <p>Abuser/victim use of avoidance/resistance to engage in services-increases risks to children</p> <p>Abuser uses threatening aggressive behaviour towards supportive professionals</p> <p>Social care/supportive agencies unable to work constructively with family - social work paralysis</p> <p>Disability issues within family - raises significant concern</p> <p>Age disparities - Abuser and/or victim - under 25 with limited support- personal vulnerabilities</p> <p>History of childhood abuse/disruptive childhood experiences abuser and/or victim</p> <p>Protective factors Y N S</p> <p>Limited protective factors are present - severe level of violence and psychological abuse of mother and children, DV/high risk factors predict recidivism</p> <p>Use of kinship placements as a protective factor - be alert to domestic abuse having occurred or occurring in extended families</p>

What To Do Next: Following completion of Domestic Abuse Risk Identification Scale
AT ALL STAGES OF PROCESS DO CONSULT WITH COLLEAGUES / LINE MANAGERS

		Comments	Actions Agreed	Date
Severe – Scale 4	<ul style="list-style-type: none"> ▪ Consider immediate safety planning for victim/children ▪ Complete assessment form and inform manager / senior colleague as appropriate ▪ Refer to Assessment Team (CYP&F) ▪ Liaise with DAU / other agencies as appropriate ▪ Record all actions and rationale for sharing information ▪ Refer to MARAC 			
Serious – Scale 3	<ul style="list-style-type: none"> ▪ Consider nature of safety planning e.g. separation, direct work with victim / children and perpetrator* (when safe to do so) ▪ Consult manager and Domestic Abuse expert (eg: Champion/Designated teacher etc. ▪ Consider and confirm referral options / MARAC / Child Protection enquiry / other. ▪ Share information with relevant multi-agency professionals. ▪ Record all actions and contact information and rationale for sharing it. 			
Moderate to Serious – Scale 2	<ul style="list-style-type: none"> ▪ Consult with CYP&F for further relevant information ▪ Initiate a CAF ▪ If non abusing parent does not consent to CAF being initiated consider a referral to CYP&F ▪ Ensure safety planning is incorporated - including family and professionals as appropriate. ▪ Consider engaging with or referring on perpetrator. 			
Moderate - Scale 1	<ul style="list-style-type: none"> ▪ Initiate engagement with family re: domestic abuse awareness and effects (with or without CAF process). ▪ Consult with CYP&F if family are minimising domestic abuse to check for further relevant information ▪ Undertake safety planning and gain consent to share information with other supporters / professionals ▪ Consider whether to engage with or refer on perpetrator following the necessary assessments. ▪ Consider discussion with Locality Co-ordinator. ▪ Consider liaison with Domestic Abuse Unit. ▪ Consider whether a CAF is appropriate 			

NB. Information sharing with CYP&F will not prompt any further assessment/action by them unless a formal referral is made

This document has been developed by the Oxfordshire Domestic Violence Steering Group – Children’s Strategy Group and is used with their permission.

Lesson Plans and Advice
Section 9

PSHE – Outline Lesson Plans

YEAR	Lesson Plans			
7	Role Models	Role of The Media	Non-Verbal Communication	Non-abusive behaviour
8	Healthy Relationships 1	Power & Control	Cyber-bullying	Gender Stereotypes
9	Healthy Relationships 2	Dating Violence 1	Peer Pressure	Domestic Violence Awareness
10	Domestic Violence Reality	Conflict Resolution 1	Conflict Resolution 2	Dating Violence 2
11	Sexual Exploitation	Sex trafficking	Offside – Consent/Non consent	Offside – Consequences of getting it wrong
12 and 13	Sexual Bullying	Effect of Violence on Children	Domestic Violence Global View	Student Relationships

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Lesson Plans and Advice Section 9

The method of delivering PHSEE lessons varies between schools and lessons may be delivered by different members of the teaching staff. Staff may wish to deliver sessions on some of the more challenging topics but not have access to or time to develop the resources required. This section aims to enable staff to tackle these topics.

The grid outlines the suite of PHSEE lessons, which are available to download from the website. They have been piloted in the project's participating schools by the Thames Valley Partnership and teaching staff. Marlborough school, in particular, has trialled many of the lessons. The topics selected fall within the PHSEE curriculum and the materials can be easily downloaded. Each lesson topic consists of a lesson plan, teacher information, any other paper materials required and handouts. Some of the lessons require the playing of a DVD and it is stated clearly from whom these DVDs can be obtained. On the grid four topics have been allocated to each year. However they can be used flexibly and may be suitable for both younger and older age groups.

If you require any further information about the content of the lesson plans please contact Julia Worms - Julia@thamesvalleypartnership.org.uk



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Additional Educational Resources

Bwise2 Sexual Exploitation – Barnardo’s 2007 – barnardospublications@barnardos.org.uk

Challenging Violence Changing Lives – Womankind – www.womankind.org.uk

Northern Ireland Women’s Aid Federation: Helping Hands www.niwaf.org

Offside Workbook and DVD - barnardospublications@barnardos.org.uk

Spiralling Education Toolkit - www.bristol.gov.uk

Westminster Domestic Violence Forum: Domestic Violence Prevention Pack for Schools - www.westminsterdomesticviolenceforum.org.uk/wdvm_schoolsproject.htm

Women’s Aid (2008) Expect Respect Education Toolkit www.womensaid.org.uk

Useful References

Bristol Domestic Violence Forum - Safer Bristol Press Release (2004) - www.bdaf.org.uk/pressrelease2.doc

Cheshire County Council: Safety Planning for children and young people living with domestic abuse

Department of Health (2002) Women’s Mental Health: Into the Mainstream – Strategic Development of Mental Health Care for Women - <http://www.dh.gov.uk>

Home Office (2004) Domestic Violence: Findings from a new British Crime Survey self-completion questionnaire - <http://www.homeoffice.gov.uk/rds/pdfs/hors191.pdf>

Thames Valley Police Performance figures, April 2008 – March 2009 – www.thamesvalley.police.uk/aboutus/aboutus-operf/aboutus-operf-figs.htm

Extra information: http://news.bbc.co.uk/newsbeat/hi/health/newsid_7878000/7878801.stm

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Local Information

For more information about local domestic abuse initiatives contact the Domestic Abuse Coordinator for your area:

- Buckinghamshire – Sue Moss – smoss@buckscc.gov.uk
- East Berkshire – Sophie Wing-King – sophie.WingKing@thames.pnn.police.uk
- Milton Keynes – Caroline Knowles – caroline.knowles@milton-keynes.gov.uk
- Oxford City – Liz Jones – ejones@oxford.gov.uk
- Oxfordshire – Michelle Plaisted-Kerr - michelle.plaisted-kerr@oxfordshire.gov.uk
- Reading – Louise Crow – louise.crow@reading.gov.uk
- West Berkshire – Jo McIntyre – JMcIntyre@westberks.gov.uk

Local Directory of Services Can Be Downloaded:

Buckinghamshire -

www.buckscc.gov.uk/bcc/community_safety/domestic_violence/living_with_abuse.page

East Berkshire – www.slough.gov.uk/services/13358.aspx

Milton Keynes – www.safermk.com

Oxford City and Oxfordshire – www.saferoxford.org.uk/dvgethelp.asp

Reading – Please contact Louise Crow – louise.crow@reading.gov.uk

West Berkshire - www.westberks.gov.uk/index.aspx?articleid=2108



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