

domestic abuse: presenter notes

Requirements:

- You will need to have downloaded the presentation to the computer that you are using.

Please note – where there are comments in square brackets these are suggestions about exercises you can do with your staff or other resources you can link to.

Presentation:

<p>1.</p>	 <p>domestic abuse safeguarding children refresher</p> <p>safeguarding network</p>	<p>Welcome participants and set out the nature of this update.</p>
<p>2.</p>	 <p>any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.</p> <p>safeguarding network HM Government</p>	<p>The definition of domestic abuse has changed recently and has a number of aspects:</p> <ul style="list-style-type: none"> Domestic abuse can be one incident, or it can be a number of incidents. There is no fixed number of incidents that need to take place before a situation is classed as being domestically abusive. Domestic abuse does not just mean physical abuse or violence. There are a number of ways in which one person can be abusive to another – some of these will be considered on the coming slides. The definition has lowered the age range where incidents in relationships will be considered domestic abuse. This also brings the definition into line with the age at which a young person can be in an officially recognised relationship (such as marriage), living independently and is recognised in law as having capacity to make decisions. The definition recognises that domestic abuse does not just happen in intimate relationships (i.e. partnerships of any form), but can also occur within families

		<p>(adolescent to parent violence and abuse which will be covered later), so called honour-based violence and issues such as female genital mutilation. [note: so called honour-based violence and female genital mutilation are covered as a separate area, refer to the website for more details]</p> <ul style="list-style-type: none"> • Domestic abuse can happen in any relationship, and it is important that we do not label it solely as a male to female issue. Those in same sex or relationships seen as different may face additional barriers due to their sexuality and societal perceptions about their relationship – it is therefore important that we maintain an open mind.
3.	<div data-bbox="217 1323 735 1615" style="border: 1px solid black; padding: 5px;"> <p>types of domestic abuse</p> <ul style="list-style-type: none"> • physical abuse - being kicked, punched, pinched, slapped, choked and bitten. Use or threats of use of 'weapons' for example knives. • verbal abuse - constant yelling and shouting. Verbal humiliation either in private or in company. Constantly being laughed at and being made fun of. Blaming family members for their own failures. • financial - totally controlling the family income. Not allowing spending of any money unless 'permitted'. Not paying off bills deliberately.  </div>	<p>We will consider several types of domestic abuse, however as with child abuse it is often the case that the abuse does not just fall into one type. Equally the examples discussed here are not an exhaustive list, instead indications of the sort of things the title covers. Again if something doesn't seem right, ask yourself why you are thinking that way and look at what it is you are seeing or hearing.</p> <ul style="list-style-type: none"> • Physical abuse – this is often the type of abuse that we most commonly think of when we think of domestic abuse as it is the most visible. It includes any form of physical violence including the use of weapons which can be guns and knives (what we traditionally think of as weapons) but can also be household implements such as irons, picture frames, lamps, etc. Victims may also be burnt. In some cases the injuries may not be on parts of the body which are easily seen. • Verbal abuse can be either a public or private thing, or be both. It could be picking up in every little thing that is not done right through to shouting and swearing constantly at the victim, making them feel worthless and unable to please the perpetrator. • Financial control is having complete control over spending. One pattern is that a

		<p>perpetrator will develop a situation where the victim becomes completely financially dependent on the perpetrator and then the perpetrator will make them account for every penny that is spent. Some will deliberately give the victim too little money to cover the bills and the shopping meaning that the victim then has to make difficult choices as to what to spend the money on and what to go without. The other end of the spectrum can be not paying off bills and deliberately running up debts to keep the victim trapped in the cycle of the relationship.</p>
4.	<div data-bbox="220 1272 735 1563" style="border: 1px solid black; padding: 5px;"> <p>types of domestic abuse</p> <ul style="list-style-type: none"> • psychological abuse – intimidation, withholding affection, turning people against a family member. Constantly being insulted. • sexual abuse – Sexual harassment/pressure. Forcing sex after physical assaults. Sexually degrading language. Rape. • coercive behaviour - act or pattern of acts of assault, threats, humiliation and/or intimidation used to harm, punish, or frighten their victim. • controlling behaviour – isolation, subordination, constant checking up whereabouts.  </div>	<ul style="list-style-type: none"> • Psychological abuse (also known as emotional abuse) can involve the deliberate manipulation of situations, whether intimate relationships or wider networks. It can also involve deliberately depriving the victim of their sleep. Perpetrators may take control of the victims social media accounts, use technology to track their victims and then make them account for their movements. Perpetrators may use things such as contact with children as a means of manipulation. • Sexual abuse is any sexual act that involves unwanted force and can include rape, forced sexual acts (including being made to have sex with others or being forced into prostitution) and sexual humiliation. Sexual abuse happens whenever there is sex without consent, regardless of the status of the relationship between the adults (e.g. regardless of whether they are married or not). • Coercive behaviour is, as the definition on the slide states, acts that mean that the victim feels that they have no choice but to follow what is being demanded of them by the perpetrator, even if doing the act humiliates or degrades them. • Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from

sources of support, exploiting their personal resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

In December 2015 an offence relating to coercive or controlling behaviour came into force and carries a maximum 5 years' imprisonment, a fine or both. Through this, victims who experience coercive and controlling behaviour that stops short of serious physical violence, but amounts to extreme psychological and emotional abuse, can bring their perpetrators to justice. The offence closes a gap in the law around patterns of controlling or coercive behaviour that occurs during a relationship between intimate partners, former partners who still live together or family members.

5.

facts and figures

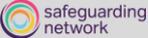
- Each year nearly **2 million people** in the UK suffer some form of domestic abuse
- More than 100,000 people in the UK are at high and imminent risk of **being murdered or seriously injured** as a result of domestic abuse
- 2017 saw an **increase of 10%** of domestic abuse incidents on the previous year in England and Wales
- **62% of children** living with domestic abuse are **directly harmed** by the perpetrator of the abuse, in addition to the harm caused by witnessing the abuse of others



- Of the almost 2 million victims of domestic abuse each year, 1.3 million are female victims, equating to around 8.2% of the population, and 600,000 male victims (around 4% of the population). Due to the hidden nature of domestic abuse it is widely recognised that these figures are likely to be significantly higher, as this relies on self-reporting. Often there can be barriers, emotional, cultural and otherwise that will prevent a victim from talking about what is really happening for them.
- Again through available statistics we know that at least 13% of men and 26% of women aged 16 to 59 have experienced domestic abuse since the age of 16. That equates to 1 in 4 women being a victim of domestic abuse and 1 in 13 men. Police reports show that 2017 saw an increase of 10% in domestic abuse incidents on the previous year in England and Wales.
- Each year more than 100,000 people in the UK are at high and imminent risk of being murdered or seriously injured as a result of domestic abuse, and on average seven

		<p>women a month are killed by a current or former partner in England and Wales.</p> <ul style="list-style-type: none"> 62% of children living with domestic abuse are directly harmed by the perpetrator of the abuse, in addition to the emotional harm caused by witnessing the abuse of their parent or others. We know that at least 130,000 children live in households where there is severe domestic abuse. <p><i>Source – SafeLives and Victim Support</i></p>
6.	 <p>“ I don't feel safe at school 'cos my dad says he's going to come and take me away. I just try and stay with friends, near teachers and near buildings where teachers are. ”</p> <p><small>Peter (name changed) SafeLives (formerly CAADA)</small></p> <p><small>safeguarding network</small></p>	<p>This quote comes from research completed by SafeLives (some of you may know SafeLives by their former name CAADA). Schools are meant to be safe places, however the effects of domestic abuse can reach children here – no school, including ours would be exempt from this.</p> <p>What might this mean in our school and how can we as staff be more aware of the needs of children? What can we do to provide more positive and safe environments? [This can either be a discussion point of a question that is left for the staff group to think over individually or in their form / key stage groups]</p>
7.	 <p>effects of domestic abuse on children</p> <ul style="list-style-type: none"> Physical and mental health consequences. Behavioural problems. Difficulties adjusting at school. Feeling responsible for negative events. Exhibiting abusive behaviours. Becoming isolated and watchful. <p><small>safeguarding network</small></p>	<p>The effects of living in a home where there is domestic abuse can therefore be wide ranging.</p> <p>Children are suffering multiple physical and mental health consequences as a result of exposure to domestic abuse. Amongst other impacts, over half (52%) had behavioural problems, over a third (39%) had difficulties adjusting at school, and nearly two thirds (60%) felt responsible for negative events. This can therefore have a significant impact on their ability to learn on a daily basis and can also lead to us as staff potentially labelling them but the issue ultimately being what they are seeing at home.</p> <p>Abusive behaviour amongst affected children was most common amongst 15 to 17 year olds, with the behaviours most frequently directed towards the child's mother, sibling or friend, and rarely</p>

		<p>towards the main perpetrator of the domestic abuse.</p> <p>Research also suggests that children will continue to display abusive behaviour after the abuse in the home has ended. This can be due to the emotional impact of the abuse, but may also be related to learnt behaviour of how to react in certain situations.</p>		
8.	<div data-bbox="220 607 735 898" style="border: 1px solid black; padding: 5px;"> <p>general risk factors</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Risks linked to the perpetrator</p> <ul style="list-style-type: none"> • history physical or sexual assault • escalation and use of weapons or strangulation • previous child or animal abuse • possessiveness, jealousy or stalking • substance abuse • mental ill health </td> <td style="vertical-align: top;"> <p>Risks linked to the victim</p> <ul style="list-style-type: none"> • isolation of from friends or family • current or imminent separation • child disputes • pregnancy • disability • poor mental or physical health • substance misuse </td> </tr> </table> <p> safeguarding network</p> </div>	<p>Risks linked to the perpetrator</p> <ul style="list-style-type: none"> • history physical or sexual assault • escalation and use of weapons or strangulation • previous child or animal abuse • possessiveness, jealousy or stalking • substance abuse • mental ill health 	<p>Risks linked to the victim</p> <ul style="list-style-type: none"> • isolation of from friends or family • current or imminent separation • child disputes • pregnancy • disability • poor mental or physical health • substance misuse 	<p>These are some of the broad risks that are associated with perpetrators and victims. Therefore when working with either victims or perpetrators (both of whom may be parents of children and young people in the school) we need to be aware of what underlying issues and risks there may be.</p>
<p>Risks linked to the perpetrator</p> <ul style="list-style-type: none"> • history physical or sexual assault • escalation and use of weapons or strangulation • previous child or animal abuse • possessiveness, jealousy or stalking • substance abuse • mental ill health 	<p>Risks linked to the victim</p> <ul style="list-style-type: none"> • isolation of from friends or family • current or imminent separation • child disputes • pregnancy • disability • poor mental or physical health • substance misuse 			
9.	<div data-bbox="220 1151 735 1442" style="border: 1px solid black; padding: 5px;"> <p>adolescent to parent violence and abuse</p> <ul style="list-style-type: none"> • No current legal definition. • Abusive behaviours can involve violence, damage to property, emotional abuse and financial abuse. • Siblings may be abused or abusive as well. • May be a history of abuse between parents. • Many barriers to getting support. <p> safeguarding network</p> </div>	<p>We also need to be mindful that not all violence is adult to adult. APVA is a hidden form of domestic violence and abuse that is often not spoken about, and where it is it may not be recognised for what it is and may be badged as poor parenting, not applying boundaries. It is however important that we are aware of the potential for adolescent to parent violence – and that this may not be with violence perpetrated by children / young people in our school but by their siblings. The impact of APVA is potentially just as significant as adult perpetrated domestic abuse.</p> <p>It is hoped that by raising awareness around this issue, we can provide better protection to victims and apply an appropriate safeguarding approach</p>		
10.	<div data-bbox="207 1704 726 1995" style="border: 1px solid black; padding: 5px;"> <p>what to look for... ...and what to do</p> <p> safeguarding network</p>  </div>			

<p>11.</p>	<div data-bbox="220 387 735 678" style="border: 1px solid black; padding: 5px;"> <p>signs and symptoms (young people)</p> <ul style="list-style-type: none"> • wary of adults • aggression, acting out witnessed events • difficulty concentrating • difficulty developing relationships • eating disorders • reduction in attendance and/or attainment • low self-esteem, depression or anxiety • self-harm • substance misuse • inappropriate relationships  </div>	<p>As with any matter which falls into the safeguarding / child protection arena, essentially we know the children that we work with and if there are changes in their behaviour that are out of the ordinary then this should be flagged. As with other forms of abuse it may be that there are other pieces of information available which help to create a bigger picture of what is happening for the child or young person. As you can see many of the signs and symptoms listed here (this list not being an exhaustive list) could be signs and symptoms of other forms of abuse as well.</p> <p>If you have concerns flag them using our schools procedures.</p>
<p>12.</p>	<div data-bbox="220 1323 735 1615" style="border: 1px solid black; padding: 5px;"> <p>The adults around us...</p> <ul style="list-style-type: none"> • The need for support is not just in young people. • Colleagues may be going home to domestically abusive relationships. • Need to be mindful of changes in colleagues behaviour. • What would you do if you had concerns?  </div>	<p>It is important that we also recognise that colleagues who we work with either day to day or on a less frequent basis may be victims of domestic abuse. We should therefore also be mindful that they may need support, and due to the close working relationships that we have within school, we may identify changes in them and their behaviour. Do you know what to do if you had concerns? We will look at this over the next few slides. [It may also be appropriate for you to think about how any local procedures / supports can be introduced / discussed over this and the coming slides]</p> <p>A question often asked of victims (regardless of who they are) is why don't they leave / why don't they tell?</p> <p>Abuse often gets worse over time. By the time somebody decides they no longer want to be in a relationship, it can be very difficult to get out. They might stay because they:</p> <ul style="list-style-type: none"> • are too scared to leave; • don't have money or anywhere else to go; • worry about taking their children out of school and moving them; • no longer have the strength to leave; • hope that the abuse will stop.

13.

Domestic abuse does not only affect those in homes where there is abuse taking place. The perceptions of roles and rights, often linked to sexual stereotypes means that there is a far wider impact.

As we have already mentioned, domestic abuse is a largely hidden crime by its nature. However underlying this there are many stereotypes and cultural perceptions linked to what are “men's” roles and what are “women's” roles in the home and in the relationship. We have already seen why victims may not say what is happening / leave their relationships, however there specific groups can experience additional pressures. For example, men who are victims of domestic abuse can find it more difficult to disclose what is happening, often believing that being a man they should be able to sort it out, and this sort of thing doesn't happen to real men. For disabled people, people in same sex relationships and those who define themselves as transgendered there can be additional barriers to overcome around their perceived difference before they can disclose that they are victims of domestic abuse.

The impact of this is far reaching and there is a need to consider how we are addressing stereotyping and cultural perceptions in our school. A Girl Guiding survey found that 67% of girls aged 11-21 say that they change their behaviour because they don't feel safe out alone and experience intimidation by groups of boys, unwanted sexual comments and street harassment. How do we address this through the curriculum and through the culture within the school?

What we do know is that there is often a significant level of contact between victims and professionals (including schools) before effective support is provided, and that 85% report having at least 5 different contacts around domestic abuse before they got effective help.

The **hidden** nature...

- Domestic abuse is a largely hidden crime.
- Cultural perceptions linked to sexual stereotyping play a huge role.
- 85% of victims of domestic abuse in contact with professionals numerous times before getting effective help.
- Remember – domestic abuse is not just physical abuse / violence.



14.

If a child either discloses domestic abuse in the home, or you are concerned about changes in their behaviour / presentation, then you must follow the usual procedure for dealing with disclosures and reporting concerns. As always, it is not your job to prove the disclosure is true – leave that to the relevant authorities.

Do not tell the alleged abuser, however unlikely the story seems to you – follow school procedures and a decision will be made on available information.

As set out in Part 1 of Keeping Children Safe in Education – there are three potential outcomes to a concern being identified:

- managing any support for the child internally via the school or college’s own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

If it is a an adult or a colleague who talks to you about their experiences, it is important that we remember the bullet points shown here. It is not our place to judge, make excuses for either the victim or the perpetrator or demand that they end the relationship. We know from research with victims that in the first instance it is about talking and then over time they may consider moving to doing something about it. They do not expect you to have the answers, but to listen.

If someone is worried about their partner then they can make a request under Clare’s Law. Active from 8 March 2014, the domestic violence disclosure scheme was implemented across England and Wales. Under the scheme an individual can ask police to check whether a new or existing partner has a violent past. This is the ‘right to ask’. If records show that an individual may be at risk of domestic violence from a partner

How do you respond?

If a child discloses	If a colleague / adult discloses
<ul style="list-style-type: none">• Deal with it as with any other disclosure:<ul style="list-style-type: none">• Let the child talk• Don't lead them• Keep calm and reassure• Don't judge• Follow safeguarding policy and report to your designated lead.	<ul style="list-style-type: none">• Be honest;• Don't offer opinions;• Don't criticise / blame the abuser;• Let them retain control of what they want to tell you;• You don't need to have all the answers;• Listening is important.



		<p>the police will consider disclosing the information. A disclosure can be made if it is legal, proportionate and necessary to do so.</p>
15.	 <p>keep learning for more information visit https://safeguarding.network/domestic-abuse safeguarding network</p>	<p>Any questions about how this relates to your school?</p>

Comments / Feedback:

We welcome your comments and feedback and will use these to help improve the services that we provide. Please email us at contact@safeguarding.network.