

Domestic Violence: Guidance for Schools



Version 3: Updated February 2013

Domestic Violence Guidance for Schools

This guidance was compiled as part of a project with schools involving the Ealing Healthy Schools team, the Community Safety team, the Extended Schools team and Relate, the relationship counsellors. The guidance is based on similar guidance developed by Tameside Metropolitan Borough and references guidance from the Home Office and information from Women's Aid. Local information has also been taken from the Ealing Health Related Behaviour survey (HRBS) and 'Supporting Families with Children aged under 5 affected by Domestic Violence' a report produced by Ealing, Early Years Childcare and Play.

Version 3 was updated in February 2013.

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1. Foreword

Domestic violence has an enormous impact on children and young people. We hope that by producing Domestic Violence Guidance for Schools, schools will feel more confident to contribute towards preventing the issue of domestic violence and supporting those young people who may be living with this issue. This document is intended to be used by the whole school and, when relevant, in conjunction with the schools own Safeguarding policy and the London Safeguarding Children's Board policy Safeguarding Children Abused through Domestic Violence.

We hope you find the guidance useful in approaching what is often a complex and difficult topic.

2. What is meant by domestic violence?

The Government defines domestic violence as: "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 to black and minority ethnic (BME) communities such as so called 'honour based violence', female genital mutilation (FGM) and forced marriage.

An adult is defined as any person aged 18 years or over. Family members are defined as mother, father, son, daughter, brother, sister, and grandparents, whether directly related, in laws or stepfamily.

Domestic abuse is rarely a one-off incident, and should instead be seen as a pattern of abusive and controlling behaviour through which the abuser seeks power over their victim. Typically the abuse involves a pattern of abusive and controlling behaviour, which tends to get worse over time. The abuse can begin at any time, in the first year, or after many years of life together. It may begin, continue, or escalate after a couple have separated and may take place not only in the home but also in a public place.

Domestic abuse occurs across society, regardless of age, gender, race, sexuality, wealth, and geography. The figures show, however, that it consists mainly of violence by men against women. Children are also affected, both directly and indirectly and there is also a strong correlation between domestic violence and child abuse suggesting overlap rates of between 40-60%.

There are different types of domestic abuse, including emotional, psychological, physical, sexual, and financial abuse. Many abusers behave in ways that include more than one type of domestic violence, and the boundaries between some of these behaviours are often quite blurred.

Emotional or psychological abuse can be verbal or nonverbal. Its aim is to chip away at the confidence and independence of victims with the intention of making her compliant and limiting her ability to leave. Emotional abuse includes verbal abuse such as yelling, name-calling, blaming and shaming, Isolation, intimidation and threats of violence and controlling behaviour.

Many abused women define the psychological effects of domestic abuse as having a 'more profound effect on their lives- even where there have been life threatening or disabling physical violence. Despite this, there is almost always pressure to define domestic abuse in terms of actual or threatened, physical violence.

There are a broad range of behaviours that come under the heading of physical abuse including actions such as punching; slapping; hitting; biting; pinching; kicking; pulling hair out; pushing; shoving; burning and strangling. It should be noted that strangulation is the most common method of intimate partner homicide.

Rape and sexual abuse is common in abusive relationships because a women's right to consent is likely to be ignored. In fact evidence suggests that current partners commit 45% of all rape and these incidents are less likely to come to the attention of the police than those committed by strangers. Any situation in which an individual is forced to participate in unwanted, unsafe or degrading sexual activity is sexual abuse. In addition, women whose partners abuse them physically and sexually are thought to be at a higher risk of experiencing multiple and escalating assaults. Research also indicates that women who are raped by their husbands or partners are likely to suffer severe psychological affects because of the prolonged level of fear they are likely to experience.

Economic or financial abuse aims to limit a victim's ability to access help. Tactics may include controlling the finances; withholding money or credit cards; making someone unreasonably account for money spent/petrol used; exploiting assets; withholding basic necessities; preventing someone from working; deliberately running up debts; forcing someone to work against their will and sabotaging someone's job.

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code, which it refers to, is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties.

Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder.

It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

Female genital mutilation (FGM), sometimes referred to as female circumcision, involves females, usually under the age of 16, undergoing procedures wrongly believed to ensure their chastity and marital fidelity. Health professionals are often best placed to identify women who have experienced FGM.

The procedure can range from impairment to complete removal of the labia and clitoris. This is often done without the young women's consent, anaesthetic or with regard for infection. It is estimated that every year two million women will undergo genital mutilation. FGM occurs in parts of Africa, the Middle East, Indonesia, Malaysia, Pakistan and Iraq. Many girls living in Britain will be affected as they are taken from their homes to other countries to undergo this procedure. This practice is against the law under the Female Genital Mutilation Act (2003) even if the procedure is undertaken abroad. See Appendix 4 p.26 for relevant guidance and support details.

Domestic abuse can include elder abuse. This is where harm is done, or distress caused, to an older person within a relationship where there is an expectation of trust. Most victims of elder abuse are older women with a chronic illness or disability. Again, the most typical abusers are partners, adult children, or family members.

Domestic abuse is not limited to adults; there is an increasing awareness of domestic violence within teen relationships.

Domestic abuse can happen to anyone regardless of whether they are heterosexual, gay, lesbian, bisexual or transgender.

Every individual's experience of domestic abuse will be unique. However gay, lesbian, bisexual and transgender individuals are likely to face additional concerns around homophobia and gender discrimination. They may also be concerned that they will not be recognised as victims or believed and taken seriously. Abusers may also be able to control their victims through the threat of 'outing'.

3. Impact upon children living in households with abusers

Children have historically been considered as the "hidden victims" of domestic abuse as many agencies focus upon the needs of adults. However, evidence has shown that there are significant implications for children in the household.

- In households where domestic violence occurs 50% of children are also being directly abused by the same person.
- In families with children where domestic violence occurs 90% of children are in the same or next room during an incident.
- 75% of children on the 'at risk' register live in households where domestic violence occurs.
- Mothers who are beaten are more likely to physically abuse their children than mothers who are not abused. Sometimes this is to avoid the perpetrator from punishing their children more severely.
- Domestic abuse can be perpetrated by wider family members through forced marriage, female genital mutilation and honour-based violence.

There is a direct correlation between domestic abuse and child abuse, which means that professionals should always consider the possibility of the co-existence of both types of abuse if one is identified.

4. Safeguarding Children

If it is believed that children are at risk, Child Protection Guidelines must be adhered to, and the need to follow these procedures should be discussed with the non-abusive parent and their consent obtained, if possible. However, the interests of the child are paramount, and initiating child protection procedures is not conditional on obtaining consent. Contact details are available (Appendix One) and the Barnado's Assessment Matrix can be linked from details in Appendix Three. (FURTHER INFORMATION ON WHAT TO DO TO KEEP A CHILD SAFE CAN BE FOUND IN SECTION 10 ON PAGE12)

5. Living with Domestic Violence & the Impact on Children & Young People

Living with domestic violence has an effect on the children who witness it:

'My eldest child was affected. Any time he (partner) raised his voice or approached me she looked confused and ran into the corner and started screaming. I never fought him back because I saw my child. He said, "Look what you've done to the child." (LBE, 2008)

Living in a household with domestic violence can mean living in fear on a daily basis for those involved. It can lead to feelings of anxiety, distress and extreme emotional suffering. There is a strong link between domestic violence and child abuse.

663 of primary and 197 of secondary school pupils said that there had been violence at home between adults that frightened them at least once a week. 120 of primary and 49 of secondary pupils said this happened every day or almost every day.

(Ealing HRBS, 2011)

Domestic violence has an enormous effect on the children in the family. Nearly three-quarters of children considered 'at risk' by Social Services are living in households where one of their parents/carers is abusing the other. A high proportion of these children are themselves being abused - either physically or sexually - by the same perpetrator. (Estimates vary between 30% to 66% depending upon the study) (Women's Aid)

The experience of domestic violence can have a damaging effect on health, educational attainment and emotional wellbeing and development of children and young people. The DfES Consultation Document: Safeguarding Children (Jan, 2004) states that; "The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being subjected to it is not only traumatic in itself but likely to adversely impact on a child's behaviour and performance at school".

'They see everything when my husband was at home. They worry about me. I was managing but my children were suffering. My eldest daughter started holding her head and said she couldn't handle it any more. She was screaming. I felt the children's future wasn't good. She asked me, "Why is dad fighting with you every time. You don't do anything."

Now we are here they just forget.'

(LBE, 2008)

It is worth stressing that the effects of domestic violence on a child will vary, as it will depend on their age, gender, maturity, personality and family circumstances. However, many children affected by domestic violence report that they feel:

- Stress
- Confusion
- Lack of trust
- Guilt
- Isolation
- Shame
- Anger
- Loss of confidence
- Anxiety

6. Help for Adults who may be Experiencing Domestic Violence

For many women, the school might be the only place they visit without their abusive partner. It would help if schools displayed posters with information about domestic abuse and contact details for useful agencies. If you are in a position where you need to support an adult suffering from domestic violence then make the adult/parent aware that the school is a supportive and safe place. Explain they can use the school to find avenues of help, and offer to provide them with contact details of agencies that may be able to help and support them.

See Appendix One for the contact details of a range of organisations that are able to help.

7. Warning Signs of Domestic Violence

As a result of living with or witnessing domestic abuse, children or young people may:

- Exhibit signs of physical abuse (either inflicted by self or others)
- Become a victim or perpetrator of bullying
- Present violent and disruptive behaviour
- Experience difficulty in concentrating on school work
- Focus on school and attaining good results as a way of blocking out difficulties at home
- Experience difficulty in making friends at school
- Become withdrawn
- Use drugs or alcohol as a way of escaping from their problems at home
- Become involved in inappropriate or exploitative sexual relationships in an attempt to find comfort and security
- Develop an eating disorder

The indicators above are not conclusive evidence that a child is affected by domestic violence but the presence of one or more should alert staff to the possibility that domestic violence may be the root cause.

Parents have a duty to ensure their child attends school regularly. Poor attendance can be one of the first signs that a child is experiencing abuse or neglect as a result of domestic violence. It is important that any concerns about absence are referred to the home school liaison worker (if your school has one) or the educational social worker.

If you suspect that a child or young person is being abused, either directly or indirectly, such as witnessing the abuse of their parent, you should report the matter to the designated child protection officer who will make the appropriate referrals.

8. Universal Prevention: Keeping Children Safe - a Role for Schools

Schools will primarily be involved in universal prevention which includes the Personal, Social and Health Education (PSHE) curriculum, circle time activities, assemblies etc. although teachers will also often be in a position to identify children and young people in need of primary and secondary interventions. In such cases schools will need to be aware of other domestic violence services in their area that are able to provide specialist support (Home Office, 2005). See appendices for local services and support for schools.

It is important to make children and young people aware that violent behaviour towards them or around them is not acceptable and teach them how they can keep themselves safe.

Schools can support individual children and young people by:

- Improving the self-esteem and confidence of children and young people by:
- Offering them opportunities to take on new roles and responsibilities;
- Offering tasks which are achievable and giving praise and encouragement;
- Monitoring their behavior and setting clear limits;
- Criticizing the action, not the person;
- Helping them to feel a sense of control in their school lives;
- Involving them in decision making;
- Helping them to be more assertive;
- Respecting them as individuals;
- Encouraging involvement in extra-curricular activities.

Cross Curricular Approach

Preventative learning should be integrated into all aspects of school life and addressed at appropriate points in the curriculum for example PSHE, Citizenship, SEAL and also through Drama, Literacy and Religious Education. Appendix 3 contains examples of learning resources for schools.

Schools should consider displaying information that is aimed at children and young people on the subject of child protection and domestic violence. Help line numbers could be listed in any items that are regularly handled by pupils, for example homework diaries. Schools should be aware that targeted work could lead to an increase in disclosures, and be prepared for this.

Domestic Violence Prevention Education KS1 and KS2

Key Resources for Schools:

- Ealing scheme of work for PSHE/SEAL/Citizenship (avail. on MLE)
- Expect Respect Education Toolkit (Woman's Aid)
- Westminster Domestic Violence Forum Prevention Pack for Schools

In 2010 the Ealing Healthy Schools Team introduced a new scheme of work incorporating PSHE, SEAL and Citizenship.

Background and Rationale to the Scheme of Work:

The original version of this scheme of work was developed by the Brent School Improvement team in collaboration with 6 of their primary schools over a two year period, it is based on the original scheme of work that was developed for both Brent and Ealing schools in 2005-2006. This new version has been adapted by the Ealing Healthy Schools team and recognises that most schools already provide a broad PSHE education programme and this Scheme of Work is designed to support and extend that good practice. This document is a response to the positive impact that SEAL has had over the last five years and the need in many primary schools to find a way to embed and sustain this focus in school life. The format of the scheme is a reminder that a comprehensive PSHE education and Citizenship curriculum is much wider than SEAL and needs to encompass work on a range of relationships, from personal to social, individual to collective and local to international levels. As such, key features of each of the SEAL themes have been identified as being supportive of, and therefore integrated into, the wider PSHE education and Citizenship focus.

Domestic Violence Preventative Education within the Ealing scheme of work:

The PDF link below 'Domestic Violence Primary Curriculum' provides a comprehensive list of topics to cover as part of a domestic violence prevention programme within your curriculum. The Ealing scheme of work covers the vast majority of these topics in an age appropriate way.



domesticviolence_pri
mary_curriculum.pdf

The Ealing Scheme of Work follows the SEAL model of a whole school spiral curriculum with each year group looking at the same theme each half-term. It is laid out in a two year programme to allow for a wider and deeper coverage of PSHE education and Citizenship and is divided into twelve half-termly topics, six in Year A and six in Year B. The focus in Year A is mainly on personal and

interpersonal relationships and health issues. This is widened out in Year B to include social and economic relationships, including international relationships. The range of topics ensure a comprehensive coverage of most PSHE education and Citizenship issues which would include community and participation, safety (including e-safety), health education (inc. SRE and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

The colour-coded curriculum overview (table 1) shows the balance of PSHE education, Citizenship and SEAL over the two years. The SEAL themes have been adhered to in calendar order and are intended to be supportive of, and therefore integrated into, the wider PSHE education or Citizenship focus rather than a stand-alone topic. Where possible, the topics have been linked to whole school/calendar events which might be taking place and which provide a further opportunity to link with and reinforce the PSHE education focus of the half-term. Schools may wish to start each half-term's topic with a whole school assembly, in line with the SEAL model, and could decide whether to use the assemblies from the SEAL resources or develop their own.

**Table 1: EALING LA SCHEME OF WORK FOR PSHE, CITIZENSHIP AND SEAL
A WHOLE SCHOOL, SPIRAL CURRICULUM OVER TWO YEARS: CURRICULUM OVERVIEW**

		Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
A	PSHE/CIT/SEAL topic	<p>WE'RE ALL STARS!</p> <ul style="list-style-type: none"> Community Rights and responsibilities Getting to know each other Working together 	<p>BE FRIENDLY, BE WISE</p> <ul style="list-style-type: none"> Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors 	<p>LIVING LONG, LIVING STRONG</p> <ul style="list-style-type: none"> SRE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation 	<p>DARING TO BE DIFFERENT</p> <ul style="list-style-type: none"> Identity and self esteem Difference and diversity Peer influence and assertiveness 	<p>DEAR DIARY</p> <ul style="list-style-type: none"> Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support 	<p>JOINING IN AND JOINING UP</p> <ul style="list-style-type: none"> Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities
B	PSHE/CIT/SEAL topic	<p>IT'S OUR WORLD</p> <ul style="list-style-type: none"> The wider community and local democracy Rights and responsibilities Environmental awareness and sustainability issues 	<p>SAY NO!</p> <ul style="list-style-type: none"> Drugs Education: medicines and legal drugs Drugs Education: illegal drugs and risk-taking behaviour Feeling safe Anti-bullying 	<p>MONEY MATTERS</p> <ul style="list-style-type: none"> Understanding finance and money Shopping and budgeting Risk and debt Goal-setting and motivation 	<p>WHO LIKES CHOCOLATE?</p> <ul style="list-style-type: none"> Fair trade Globalisation Inequalities Hunger and poverty Media and stereotyping 	<p>PEOPLE AROUND US</p> <ul style="list-style-type: none"> Global citizenship Different identities around the world Challenging prejudice Support networks – relationships and families 	<p>GROWING UP</p> <ul style="list-style-type: none"> SRE: Differences; Growing up; Puberty & reproduction Managing change Preparing for transition
	Whole school focus/ diary dates	<ul style="list-style-type: none"> Rewards and consequences, school rules Setting up a School Council Black History Month One World Week 	<ul style="list-style-type: none"> National Anti-Bullying Week Bonfire Night Road Safety Wk Sustainable Development Day International Children's Day Human Rights Day 	<ul style="list-style-type: none"> Unicef Day of Change Walk to School Week Recycling Week Holocaust Memorial Day Martin Luther Day 	<ul style="list-style-type: none"> International Women's Day Mother's Day Red Nose Day Fairtrade Fortnight International Book Day 	<ul style="list-style-type: none"> Father's Day Family Week National Children's Day Disability Awareness Day Jeans for Genes Day 	<ul style="list-style-type: none"> Refugee Week World Environment Day Summer Fayre International Week My Money Week

Domestic Violence Prevention Education KS3, KS4 & KS5

Key Resources for High Schools:

Domestic Violence Education in the Ealing PSHE Scheme of Work:

To find out what to teach and when, we recommend you use the Ealing PSHE scheme of work. With reference to DV, the following is a general guideline of what is covered at Key Stage 3 & 4.

KS3 Yr 7	Relationships: Relationship with self & others Personal Safety
KS3 Yr 8	Healthy Friendships and Relationships How do we deal with conflict Making a Positive Contribution: Anti social behaviour
KS3 Yr 9	Sexual relationships, sexual violence and gender bullying
KS4 Yr 10	Staying Safe: Domestic Violence Challenging racism and discrimination
KS4 Yr 11	Sexual health: relationships Anti-social behaviour

Please refer to the scheme of work for full references, if your school would like a copy of the scheme then please go to: Ealing Healthy Schools page www.fronter.com/ealing

Additional Resources Available on the MLE

- Expect Respect Education Toolkit (Women's Aid)
- Expect Respect Teen Violence Toolkit (Women's Aid)

Hard copies of the following pack were previously available in all schools (ask your PSHE coordinator if they have a copy). Some copies are available at the EEC or via the Health Improvement Team.

- Westminster Domestic Violence Forum Prevention Pack for Schools

Contact: Anne Steventon / Sonita Pobi, Health Improvement Officers
steventona@ealing.gov.uk spobi@ealing.gov.uk
020 8825 9916 / 07912 580 156 / 0208 825 7656/ 07545 412 390
healthyschools@ealing.gov.uk

9. Universal Prevention: Gender Role Differences and Bullying

Although males are victims in a minority of domestic violence cases, negative attitudes towards women and girls by men and boys lie at the heart of most domestic violence. Schools are encouraged to engage with pupils of all ages to explore the issues surrounding domestic violence and work at changing attitudes and challenging gender stereotypes. Society's expectations around gender roles help to set the stage for domestic violence. Addressing gender stereotypes within your PSHE lessons can help to address this (see Appendix 3 for resource information).

Bullying and Domestic Violence:

When developing anti-bullying initiatives, it is important to consider the issue of domestic violence as the two issues are closely linked.

- Both issues are about the exploitation of power differentials
- Both issues can have a profoundly negative impact on children's emotional and physical wellbeing, which in turn can negatively affect their educational attainment.
- Bullying in childhood or adolescence may be early practice for later behaviour.

Experiencing negative consequences for bullying behaviour can act as a powerful deterrent to its continued use.

- Experience in London schools has shown that addressing the issue of domestic violence in schools has a significant impact on reducing bullying.

(Home Office, 2005)

10. What to do if you are concerned about a Pupil's Safety

All schools in Ealing are required to have a Child Protection Policy, which explains how to deal with cases of suspected abuse and a designated person responsible for child protection. The Child Protection Policy should be consistent with section 7 of the London Safeguarding Children Board's 'Safeguarding Children Abused Through Domestic Violence' (March, 2008).

Remember that a child may confide in any member of staff and won't always go to a teacher. All staff and parents therefore, should be fully aware of the school's Child Protection Policy and to whom they should report any concerns.

School staff are in an ideal position to notice early signs and symptoms of abuse and may become involved because:

- Staff may see an injury that cannot be explained
- A child may want to tell a teacher about what is happening to him or her
- Another person may express concern for a child's well-being
- A teacher may not have noticed significant changes in the way a child performs at school
- A teacher may have noticed significant changes in the way a child behaves at school

Where a professional is concerned / has recognised the signs of domestic violence, the professional can approach the subject with a child with a '**framing question**'. This should help the subject to be introduced carefully; for example:

"We know that many mums and dads have arguments, does that ever happen in your family?"

Staff must not doubt any suspicion that a child or young person may be at risk, they should **always** pass their concerns to the designated persons responsible for child protection.

For further guidance on enabling a disclosure please refer to London Safeguarding Children Board's 'Safeguarding Children Abused Through Domestic Violence', your schools Child Protection Policy and the 'Domestic Violence in Schools – It's a Whole School Issue' flowchart.

9. Dating Violence

Domestic abuse is not limited to adults; there is an increasing awareness of domestic violence within teen relationships.

- 1 in 5 teenage girls have been assaulted by a boyfriend.
- Young women are more likely to experience sexual violence than other age groups.
- Young women with older partners are at increased risk of victimisation.
- Recent surveys (including Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years.

Dating violence, or teen violence as it is also known, occurs between partners in teenage relationships. It mirrors adult domestic violence in that it transcends all social classes, and relies on

power differentials to thrive. Again, girls are the most likely victims. Evidence has shown that there is a link between girls seeing abuse at home and then going on to be hit by a boyfriend themselves.

Victims of teen dating violence are often emotionally and socially impeded by their experiences. Being at a critical time in their development, they typically have problems achieving new relationships with peers and their social role development is often hindered. Because teenagers lack experience with relationships, those in abusive relationships often have difficulty in defining abuse as problematic. Young people may also perceive possessive jealousy and controlling behaviour as romantic.

11. Warning Signs of Teenage Dating Violence

Common clues that indicate a teenager may be experiencing dating violence include:

- Physical signs of injury
- Truancy or poor attendance
- Poor performance
- Changes in mood
- Changes in personality
- Pregnancy
- Emotional outbursts
- Isolation

12. Preventing Teenage Abuse – A Role for Schools

Teenagers can choose better relationships when they learn to identify the early warning signs of an abusive relationship, understand that they have choices, and believe they are valuable people who deserve to be treated with respect. In addition to displaying relevant domestic violence information and support group details, schools can raise awareness through the PSHE curriculum. This could include sessions on:

- Defining healthy and respectful relationships
- Defining healthy and respectful friendships
- Challenging gender stereotypes and homophobic views
- Exploring how teens can help themselves or their friends
- Defining teen abuse in teen dating relationships including indecent assault

Please refer to 'Where is The Love?' DVD resource for activities to use with KS3 students around dating violence. Or Women's Aid Teenage abuse toolkit for Key stages 3, 4, 5.

13. Cultural Understanding

The prevalence of domestic violence is similar in all communities. It is important that schools realise that domestic violence is unacceptable in any culture. The Victoria Climbié tragedy shows that cultural misunderstandings can be very dangerous. Stereotyping communities or individuals could mean that victims of domestic violence are overlooked.

"There can be no excuse or justification for failing to take adequate steps to protect a vulnerable child, simply because that child's background would make the necessary action somehow inappropriate".

(Victoria Climbié Inquiry)

In addition, cultural dynamics of certain communities may discourage disclosure from victims. For

example, in some households, the extended family and the wider community, may be involved in or collude with domestic violence.

'When the police came to the house the first time they were called they asked her if there was anywhere she could go and she contacted a woman who she knew who came from the same village as her. She stayed with the woman's family for 2 ½ months. The perpetrator put pressure on her family in India to encourage her to go back to him. He said he was sorry. The family then put pressure on her to return. She went back to him....'

(LBE, 2008)

A child or a young person who is living within such a 'tight-knit' community is unlikely to tell anyone about their experience of abuse. It is important therefore that schools promote themselves as a safe environment where it is ok to talk. Displays of helpful information and advice or example "true life" scenarios in accessible places (e.g. on timetables or in cloakrooms etc.) can encourage pupils to share concerns. Schools should similarly be prepared to act on any subsequent disclosures using their Child Protection Procedures.

14. Forced Marriage

In a forced marriage you are coerced into marrying someone against your will. You may be physically threatened or emotionally blackmailed to do so. It is an abuse of human rights and cannot be justified on any religious or cultural basis.

It's not the same as an arranged marriage where you have a choice as to whether to accept the arrangement or not. The tradition of arranged marriages has operated successfully within many communities and countries for a very long time.

An arranged marriage is where there is a free and valid consent of both parties. In arranged marriages the families of both spouses take a leading role in choosing the marriage partner but the choice of whether or not to accept the arrangement remains with the young people. A forced marriage is where one or both parties do not consent to the marriage or consent is extracted under duress.

Parents who force their children to marry often justify their behaviour as protecting their children, building stronger families and preserving cultural or religious traditions.

They often do not see anything wrong in their actions. Forced marriage cannot be justified on religious grounds; every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages.

Often parents believe that they are upholding the cultural traditions of their home country, when in fact practices and values there may have changed. Some parents come under significant pressure from their extended families to get their children married. In some instances, an agreement may have been made about marriage when a child is in their infancy. Many young people live their entire childhoods with the expectation that they will marry someone their parents select – some may be unaware that they have a fundamental human right to choose their spouse.

While it is important to have an understanding of the motives that drive parents to force their children to marry, these motives should not be accepted as justification for denying them the right to choose a marriage partner and enter freely into marriage. Forced marriage is a breach of children's rights under the UN Convention on the Rights of the Child (UNCRC) as well as an abuse of human rights.

Some of the key motives that have been identified are:

- Controlling unwanted sexuality (including perceived promiscuity, or being lesbian, gay, bisexual or transgender) – particularly the behaviour and sexuality of women.
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a “westernised manner”.
- Preventing “unsuitable” relationships, e.g. outside the ethnic, cultural, religious or caste group.
- Protecting “family honour” or “izzat”.
- Responding to peer group or family pressure.
- Attempting to strengthen family links.
- Achieving financial gain.
- Ensuring land, property and wealth remain within the family.
- Protecting perceived cultural ideals.
- Protecting perceived religious ideals which are misguided.
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfill that role.
- Assisting claims for UK residence and citizenship.
- Long-standing family commitments.

Duress can involve anything from emotional and social pressures, to assaults, threatening behaviour, imprisonment, abduction and in a few extreme cases, suicide and murder. Abduction can involve deceiving or forcing a woman or girl to go abroad and subject them to forced marriage and other abuses once they arrive.

Most cases involve young women and girls between the ages of 13 and 30. In many cases, women within a forced marriage suffer violence from their husband and also from their husband’s family. Women in a forced marriage may also be raped by their husband. Men too, can also be victims of forced marriage and may leave the marital home. These situations can have a detrimental effect on the children of forced marriages.

The government regards forced marriage as an abuse of human rights and a form of domestic abuse and, where it affects children and young people, child abuse. It can happen to both men and women although most cases involve young women and girls aged between 13 and 30. There is no “typical” victim of forced marriage. Some may be under 18 years old, some may be over 18 years old, some may have a disability, some may have young children and some may be spouses from overseas.

14a) Warning Signs of Forced Marriage

Young people at risk of forced marriage are usually subject to strict controls from family members. School is often the only place they are allowed to visit outside the family home. They may be accompanied to and from school and even watched at break times. Schools are perhaps the only place that such pupils can be identified or offered essential advice. The Government’s Forced Marriage Unit asks that education professionals be alert to potential warning signs and consider (whilst being careful not to assume) that a forced marriage may be being planned for a pupil. The Forced Marriage Unit is the Government’s central unit that deals with forced marriage casework, policy and projects. Contact details are available in Appendix Four

The warning signs can include:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins

- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home
- Not allowed to attend extracurricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education
- Truancy from lessons – it provides an escape from virtual imprisonment at home
- Conflicts with parents over continued or further education
- Excessive parental restrictions and control
- Working hard to achieve educational attainment – in an attempt to avoid marriage
- Attempted suicide
- Not attending extra-curricular activities
- Eating disorders
- Low self-esteem
- Substance misuse
- Running away from home
- The early marriage of siblings
- Other young people within the family reported missing
- Criminal behaviour e.g. shoplifting
- A history of domestic violence within the family
- Extended absence through sickness or overseas commitments
- Depressive behaviour including self-harming
- A history of older siblings leaving education early and marrying early.

Although staff working in schools should be alert to these warning signs they should also be mindful that many of these signs are not linked solely to forced marriage and may be indicative to other forms of abuse or neglect. Forced marriage can happen to pupils from all backgrounds. School staff should not automatically assume that pupils who may be exhibiting any of these signs and who are also from an ethnic minority background are at risk of forced marriage.

NB: forced marriage is not necessarily restricted to school pupils and can also affect teachers, trainees and other staff working in schools.

14b) How Education Professionals Can Make A Difference

Students who fear they may be forced to marry often come to the attention of, or turn to, an education professional before seeking help from the police or social services. Often the student's friends report it to the education professional. Education professionals are in an ideal position to identify and respond to a victim's needs at an early stage. They can offer practical help such as referring the student to social services or to support groups, counselling services and black and minority ethnic women's groups (Appendix 3/4) but also by providing them with information about their rights and choices.

Educational establishments should aim to create an "open environment" where students feel comfortable and safe to discuss the problems they are facing – an environment where forced marriage is discussed openly within the curriculum, and support and counselling are provided routinely. Students need to know that they will be listened to and their concerns taken seriously.

Schools, colleges and universities can create an "open" and supportive environment by:

- Displaying relevant information e.g. details of the NSPCC Asian Child Protection Helpline, Child Line, Careline and appropriate black and minority ethnic women's groups.
- Circulating and displaying copies of the Forced Marriage Unit leaflet on forced marriage.

- Ensuring that a private telephone is made available should students need to seek advice discreetly.
- Educating education professionals about the issues surrounding forced marriage (see Appendix 4 for a brief summary of the issues. This page can be photocopied and distributed to all education professionals).
- Referring students to an education welfare officer, pastoral tutor or learning mentor as appropriate.

Schools can introduce forced marriage into the curriculum by:

Discussing different types of marriage (love matches, arranged and forced marriages) within personal health and social education (PHSE), citizenship and religious knowledge classes or within drama, history and sociology classes. Introducing discussions about marriage within English literature classes for example when reading "Romeo and Juliet".

Making books available such as:

- Brick lane by Monica Ali
- (Un)arranged marriage by Bali Rai
- Arranged marriage by Chitra Banerjee Dikakaruni
- Sold: Story of Modern-Day Slavery by Zana Muhsen and Andrew Crofts

14c) What to do if you are Concerned that a Pupil is Being Forced to Marry

School staff need to be aware that pupils in this situation may be too frightened to tell anyone.

"I mustn't be seen talking to the pastoral teacher because my brother might see and tell my parents"

(Forced Marriage Unit, 2005)

In all cases, if there is an immediate concern for the safety of a pupil under 18 years of age, local child protection procedures should be activated.

Any concern that a pupil may be forced to marry should be discussed with the child protection lead in your school. At this stage it is advisable to seek advice from the Forced Marriage Unit (see Appendix Four page 26)

APPENDIX ONE

SUPPORT SERVICES

Ealing Police

In an emergency always Dial **999**

Non-emergency Dial **101**

Ealing Police Community Safety Unit

Ensures the safety and support of domestic violence victims, arrests and prosecutes perpetrators
020 8246 1112

Ealing Children's Integrated Response Service (ECIRS)

ECIRS should be contacted if it is identified that a child/young person may benefit from multi-agency support. The ECIRS will gather relevant information and complete basic details on a Single Assessment Enquiry form. They will support the referrer in identifying appropriate professionals to attend the Team Around the Child (TAC).

The service includes a specialist health visitor, staff from Children's Social Care and Child Protection Advisors. Ealing Borough Police Public Protection Desk also sits with the team.

Referrals can be made by telephone on **(020) 8825 8000** or in writing to:

Ealing Children's Integrated Response Service
Perceval House
2nd Floor blue area
14-16 Uxbridge Road, Ealing, W5 2HL

Referrals can also be made by fax on 020 8825 5454

Ealing Women's Aid

Services for women and children fleeing domestic violence. Drop-in service for women in the community needing advice, support, information and advocacy due to domestic violence. Also offers emergency temporary housing.

Tel: 0845 702 3468.

Emergency out of hours, tel: 0808 2000 247

National Women's Aid website: [Women's Aid](#)

ASRA

The Floating Support Service is a project aimed at: providing advice, information and support to Asian Women experiencing domestic violence.

Supporting and advocating on behalf of Asian Women in relation to housing, welfare rights and legal matters including matrimonial and immigration cases

ContactTel: 07595071312

EASE/ Ealing Survivors Group

Provides group work counseling over 10 sessions to English speaking victims/survivors of domestic violence (provided in Northolt three times a year, in Hanwell four times a year, and in other places if requested). Whilst mixed gender groups were tried, these groups were now just focused on women.

ContactTel: 07842117916

Eastern European IDVA (Independent Domestic Violence Advocate) service

Increase safe choices for women and children from Eastern European communities who are living with domestic violence.

Promote independence and empowerment of women living in or leaving abusive relationships by reducing social isolation, increasing access to education and employment, developing English language skills, and promoting awareness of their rights as black and minority ethnic women located in wider societal frameworks.

Contact Laura Krzyszczyk; 07833240313 Laura.Krzyszczyk@refuge.org.uk

Pukaar

A project of EACH, a unique project in London, provides therapeutic support (one-to-one and group) to (primarily South Asian) women through a part-time counsellor who works with women for a maximum of 21 weeks though usually for between 10-14 weeks.

ContactTel: 020 8577 6059

Refuges (Ealing)

Two refuges run by Hestia (12 bed spaces; provide support to 2 no recourse women) and Housing for Women (18 bed spaces – including 6 for second stage) providing a total of 30 bed spaces.

ContactTel: 020 8538 2940

Southall Black Sisters

SBS provides a range of advice and support services to enable black and minority women to gain the knowledge and confidence they need to assert their human rights. We provide general and specialist

advice on gender-related issues such as domestic violence, sexual violence, forced marriage, honor killings and their intersection with the criminal justice, immigration and asylum systems, health, welfare rights, homelessness and poverty.

Our advice and advocacy work is also supported by a range of other support activities to help women overcome their isolation and build their self-esteem and skills.

ContactTel: 0208 571 9595

United Ummah

We are a Registered Charity set up to deliver a community one stop shop for consultation, advocacy and signposting: on a wide range of issues such as housing, education, play, legal, benefits, counselling, stress, entitlement and domestic violence to hard to reach families within the South Asian community; including support to the most vulnerable families with children and elderly throughout the borough

ContactTel: 07557 919998 / 07557919997

Victim Support

Victim Support provides a three-pronged service which includes a co-located Advocate at the police Community Safety Unit (CSU) in Southall who provides crisis intervention and signposting to victims across the Borough and is also part of the ABC Project; an IDVA providing court-based support to victims pursuing prosecution; and a Children's advocate providing therapeutic support to children. All three services report supporting a diverse group of service users.

ContactAdult's IDVA (Independent Domestic Violence Advocate)

Tel :(020) 7259 2424

Children's IDVA Mob: 07758347325

West London Rape Crisis Centre-Women and Girls Network

The West London Rape Crisis Centre's therapeutic work is aimed at promoting total and sustainable recovery from sexual violence. This will be achieved through an integrated provision of the following services:

Individual counseling of varying contract lengths from 15 sessions – 1 year

Group work including themed groups and an ending group for women completing their individual counseling

Access to body therapies

ContactTel: 020 8567 7347

Helpline: 020 7610 4345

SAFE 0-18 Supportive Action for Families in Ealing

The SAFE service is a partnership between Ealing Council, West London Mental Health Trust, Ealing Primary Care Trust and Ealing Youth Counselling and Information Service. The team is made up of health visitors, therapists, counsellors, pupil/ school workers, family workers and other experts. They also have links with other support groups and services in Ealing. They can offer information and

advice and help to access the appropriate services and support to help with problems or a situation before it becomes bigger and more difficult to solve.

'Self-Referral' To get in touch with SAFE, children, young people, parents and carers can call their local team:

Each SAFE 0-18 team has a designated Family Safety Worker for Domestic Violence

Acton, Central Ealing and Hanwell	Tel: (020) 8825 5080	Linda St Louis
Northolt, Greenford and Perivale	Tel: (020) 8842 0220	Patricia Chapman
Southall	Tel: (020) 8825 9800	Vivienne Townsend

Professionals working with families should call [Ealing Children's Integrated Response Service](#) on 020 8825 8000 in order to access help from SAFE and all other appropriate support.

Relate:

Relationship Counsellors 020 8427 8694

Family Lives:

Family Lives offers a confidential helpline service which is free from landlines and most mobiles for information, advice, guidance and support on any aspect of parenting and family life (open 7am – midnight). If you need to speak to someone during the night your call can be diverted to the Samaritans who are available to offer emotional support.

Tel: 0808 800 2222, 24 hours every day. Website: <http://familylives.org.uk/>

Family Rights Group:

Confidential advice for families whose children are involved with Social Services. The group has a number of information leaflets available on its website, and it offers an advocacy service for parents. Freephone 0808 731 1696

Monday - Friday 10am - 12 noon and 1:30pm - 3:30pm. Email: advice@frg.org.uk. Website: www.frg.org.uk

Mind

Produces a useful booklet, 'How to parent when you're in crisis'. You can print a copy from the website or buy it from the online shop. Website: www.mind.org.uk

Young Minds Parents' information service:

Help for parents concerned about a young person's mental health. Offer a variety of leaflets and

booklets, including how divorce and separation affect children and young people. Phone: 0800 018 2138

Monday - Friday 10am - 1pm; Tuesday and Thursday 1pm - 4pm; Wednesday 1pm - 4pm and 6pm - 8pm. Website: www.youngminds.org.uk

For men who are victims of domestic violence:

For support please call the Men's Advice Line on 0808 801 0327 or visit www.mensadviceline.org.uk.

Ealing Family Services Directory:

Choose 'family services' then 'relationships/family conflict'.

<http://fiso.ealing.gov.uk/publicenquiry/>

APPENDIX TWO

NATIONAL SUPPORT FOR CHILDREN AND YOUNG PEOPLE

ChildLine 0800 1111

You could suggest your children ring ChildLine, calls are free and confidential

<http://www.childline.org.uk/pages/home.aspx>

Women's Aid website for children and young people, The Hideout: Women's Aid website for children and young people living with domestic violence www.thehideout.org.uk

Bursting the Bubble:

Website for teenagers living with family violence

<http://www.burstingthebubble.com/>

Get Connected:

Free email and telephone helpline that finds young people the best help whatever the problem.

<http://www.getconnected.org.uk/>

0808 808 4994

National Youth Advocacy Service:

Information and advocacy service for children and young people up to 24 years.

<http://www.nyas.net/>

Young Minds:

Mental health charity for young people

<http://www.youngminds.org.uk/>

APPENDIX THREE

RESOURCES FOR SCHOOLS

Safeguarding Issues including Barnado's Matrix:

London Safeguarding Children Board's 'Safeguarding Children Abused Through Domestic Violence' (March, 2008) http://www.londonscb.gov.uk/domestic_violence/

Ealing PSHE Scheme of Work

Available to download from the Ealing Grid for Learning OR via the Healthy Schools (PSHE) page on the MLE

<http://www.egfl.org.uk/categories/teaching/curriculum/subjects/pshe/index.html>

Women's Aid:

Women's Aid have resources about domestic violence to use with young people,

'Expect Respect' leaflets and information cards for young people are available from Women's Aid national office on 0117 944 4411 (for cost of post and packaging) or are free to download from www.womensaid.org.uk.

Westminster DV pack

This pack makes a major step towards the prevention of domestic violence using a range of activities that link to the PSHCE curriculum requirements and anti-bullying work for key stages 2, 3 and 4

Teaching SRE with Confidence:

Lessons and resources for years 1 to 11. Including lessons on 'Challenging Gender Stereotypes'. All available on the MLE (Healthy Schools/PSHE/SRE pages).

TENDER – TRUST Project:

Tender is a charity that works to promote healthy relationships based on equality and respect. Using theatre and the arts to engage young people in violence prevention, enabling them to recognise and avoid abuse and violence. Tel: 0207 431 7247 www.tender.org.uk

Chance Arts for Children & Young People:

'Making a difference through the creative arts'. Music programmes for children and young people and adults around them; Art groups for girls who have experienced domestic abuse; Art groups to address bullying and violence; Individual sessions for children and family members including counselling for young people and adults; Support for families of sex offenders; Training and supervision programmes.

London, W5 1ND 5 Helpline: 0870 112 1589

London Only: 020 8997 5831

Ealing Health Improvement Team

Contact the Ealing Health Improvement Team for further advice or support around the resources mentioned here.

Anne Steventon / Sonita Pobi, Health Improvement Officers

steventona@ealing.gov.uk spobi@ealing.gov.uk

020 8825 9916 / 07912 580 156 / 0208 825 7656/ 07545 412 390

healthyschools@ealing.gov.uk

APPENDIX FOUR

FORCED MARRIAGES & FGM – GUIDANCE AND SUPPORT

Forced Marriage Guidance for Local Authorities and Relevant Third Parties

<http://www.justice.gov.uk/protecting-the-vulnerable/forced-marriage>

Karma Nirvana

Supporting all victims of honour based abuse and forced marriage

<http://www.karmanirvana.org.uk/useful-resources>

Forced Marriage Unit

If you are worried you might be forced into a marriage or worried about someone else who may be you should contact

020 7008 0151 Email: fmf@fco.gov.uk

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/information-for-victims>

FGM Multi-Agency Practice Guidelines

www.fco.gov.uk/fgm

Foundation for Women's Health Research & Development (FORWARD)

020 8960 4000 www.forwarduk.org.uk

Acton Health Centre

Self referral for free confidential services

35 – 61 Church Road, Acton, W3 8QE Tel: 020 8383 8761

Contact: Julia Albert (Midwife) Juliet.albert@nhs.net

Hayat Arteh (Health Advocate) Hayat.arteht@nhs.net

African Well Women's Clinic -

Antenatal Clinic, Central Middlesex Hospital, Acton Lane, Park Royal, London, NW10 7NS

Tel: 020 8963 7180 Open: Friday, 9am – 12pm (appointments only) Contact: Jackie Dehan

APPENDIX FIVE

REFERENCES

Domestic Violence: Guidance for Schools Tameside Metropolitan Borough (2006)

Supporting Families with Children aged under 5 affected by Domestic Violence: Domestic violence victims' views on their support needs.

A report produced by: London Borough of Ealing, Early Years Childcare and Play, May 2008 (LBE, 2008)

Health Related Behaviour Survey Report for Ealing (HRBS, 2011)

London Safeguarding Children Board's 'Safeguarding Children Abused Through

Domestic Violence' (March, 2008) (www.londonscb.gov.uk)

<http://www.womensaid.org.uk/>

<http://www.homeoffice.gov.uk/crime-victims/reducing-crime/domestic-violence/>

<http://www.crimereduction.homeoffice.gov.uk/dv/dv01.htm>

<http://www.crimereduction.homeoffice.gov.uk/dv/dv08e.pdf>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.domesticviolencelondon.nhs.uk/>

<http://www.domesticviolencelondon.nhs.uk/1-what-is-domestic-violence-/22-teen-dating-abuse.html>

<http://www.homeoffice.gov.uk/crime/violence-against-women-girls/>