



Domestic abuse: experiences of children and young people

Safe Young Programme Leads:

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We are SafeLives



We are SafeLives, the UK-wide charity dedicated to ending domestic abuse, for everyone and for good.

We work with organisations across the UK to transform the response to domestic abuse. We want what you would want for your best friend. We listen to survivors, putting their voices at the heart of our thinking. We look at the whole picture for each individual and family to get the right help at the right time to make families everywhere safe and well. And we challenge perpetrators to change, asking ‘why doesn’t he stop?’ rather than ‘why doesn’t she leave?’ This applies whatever the gender of the victim or perpetrator and whatever the nature of their relationship.

Last year alone, nearly 13,500 professionals received our training. Over 70,000 adults at risk of serious harm or murder and more than 85,000 children received support through dedicated multi-agency support designed by us and delivered with partners. In the last four years, over 2,000 perpetrators have been challenged and supported to change by interventions we created with partners, and that’s just the start.

Together we can end domestic abuse. **Forever. For everyone.**

Ending domestic abuse

What is domestic abuse



- [The UK government's definition of domestic abuse](#) is “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. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, emotional.”
- The Domestic Abuse Act 2021 recognises children as being victims in their own right
- Young people also experience abuse in their own relationships

Ending domestic abuse

Domestic abuse in the UK

Every year, **over 2 million adults aged 16-59 in the UK** suffer some form of domestic abuse.



85% of victims of domestic abuse seek help **five times** on average before they get effective support.



Only **one in five victims** of partner abuse calls the police



On average, **victims wait three years** before getting the support they need.

Two women a week are killed by a current or ex-partner in England and Wales.



Ending domestic abuse

Domestic abuse affects the whole family - children do not just 'witness' domestic abuse, they are victims in their own right

At the time they start school at least **one child in every classroom** will have been living with domestic abuse **since they were born.**

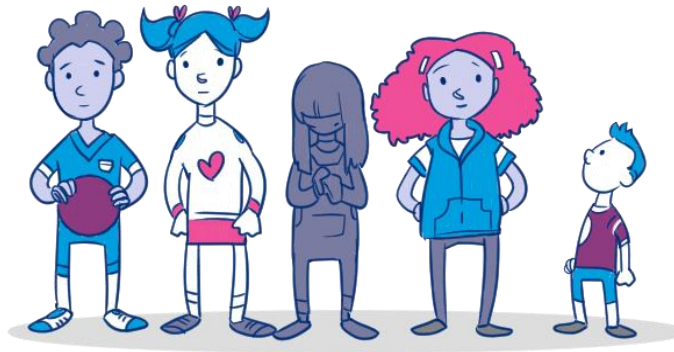
On average children/ young people will have **experienced domestic abuse** at home for **6 years and 2 months.**

831,000 children in England are living in households with domestic abuse.

44% per cent of children experiencing domestic abuse in the home were also **directly abused**, with the average duration of direct abuse being **four years and ten months**

One in five children and young people are exposed to domestic abuse during their childhood

Around 40% of children in households supported by an **Idva were not known to children's services.**



In a fifth of cases (19%) **the child tried to intervene** to stop the abuse.

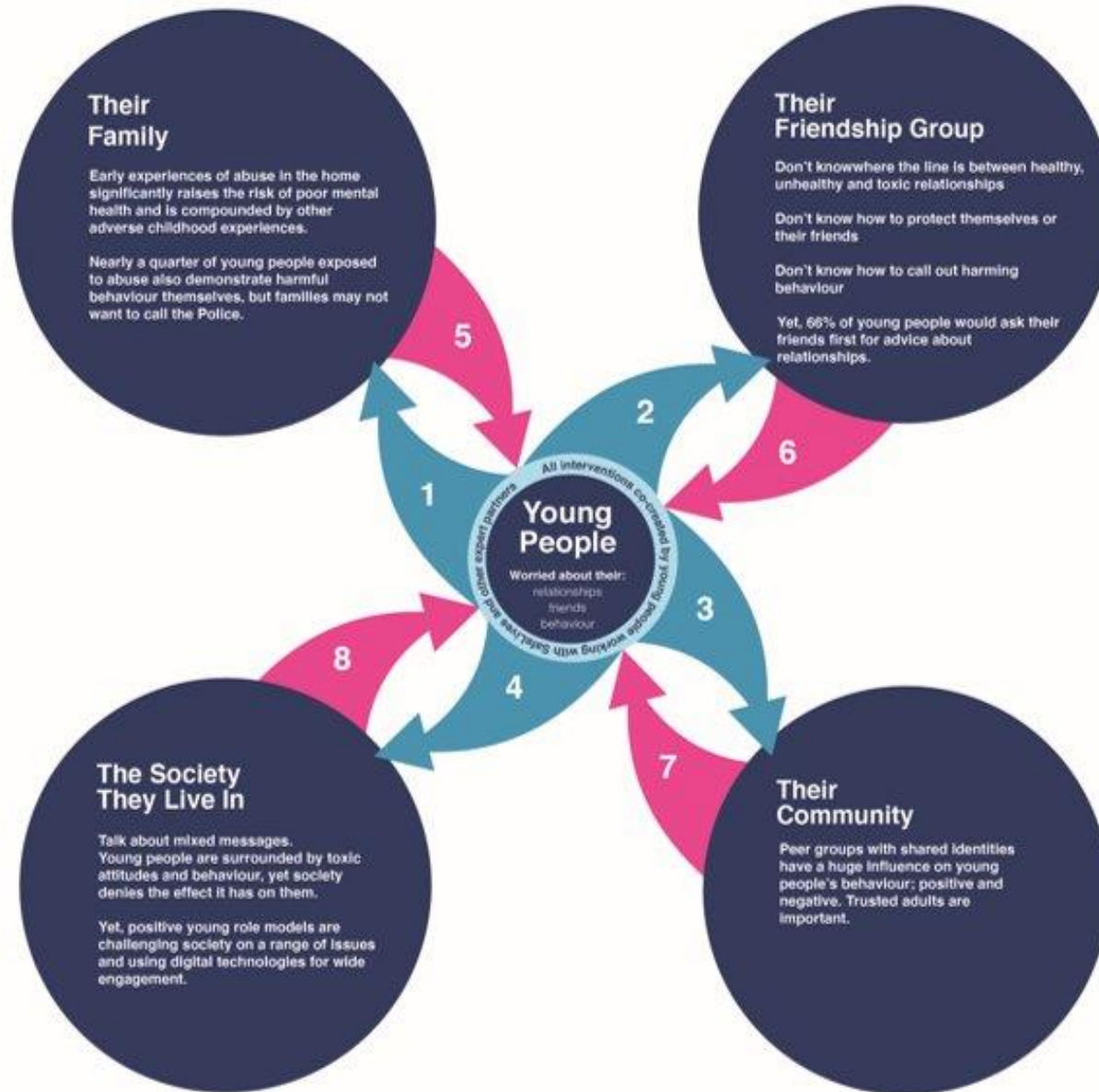
Ending domestic abuse

The Whole Picture



The whole person:
domestic abuse is never
all of someone's
experiences or situation.

Ending domestic abuse



1
Roll out effective early intervention work, tailored to all age groups 0-24 years. Ensure parents who are harmed by adolescent children have support. Make the case for properly funded support for child victims and survivors.

2
Your Best Friend toolkits created by and for young people

3
Build story-telling platforms so young people can find more people like them and learn from them. Co-create services tailored to hidden groups of young people.

4
Work with retail, arts, sport and music brands and popular online sites to place messages where young people already are.

Provide platforms and support so Young Changemakers can speak truth to power.

5
Increased empathy of parents/guardians to the child who has experienced abuse. Shared understanding of healthy relationships break cycles of abuse, repair damage done to child/adult relationships and enable parents to spot early warning signs.

6
Young people have the knowledge and confidence to keep themselves and their friends safe

7
There's buy-in from schools, universities, online communities and other youth groups for more young people-led healthy relationships and bystander initiatives

8
Youth culture becomes a positive channel for messages about healthy relationships, and for challenging abuses of power in relationships, particularly from male influencers. Young voices are heard and have weight in calling for holistic, tailored services for young people.



Safe Young Lives projects



Voices of men and boys

Ending

Ending domestic abuse

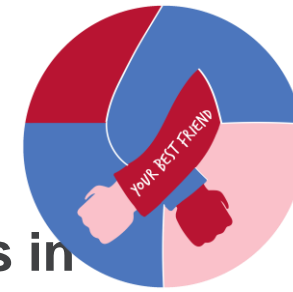
Young people are telling us:

- **Where's the line?** Young people don't know the point at which a relationship starts to become unhealthy or toxic.
- **What can I do?** Young people lack the confidence or self-esteem to say "that's not okay" to the person abusing them, or in response to a friend's actions.
- **My experience is unique** The abuse that young people experience looks different to the abuse that adults experience. I need my own response.
- **Young people don't identify with the term 'domestic abuse'** – yet they are having to use adult domestic abuse services which are not equipped to meet their unique needs.
- **I am more than just one thing!** Domestic abuse often comes hand-in-hand with other adverse experiences – inside and outside the home, from mental health issues, to racism, homophobia, or poverty.



Ending domestic abuse

Your Best Friend: What young people told us



- Help to de-normalise coercive and controlling behaviours in young people's relationships
- They want advice and guidance to keep themselves safe when connecting with people, and starting relationships online
- Take a non-judgemental and non-pressurising approach with friends to help them identify toxic behaviours
- Know the barriers: damaging their friendships, self-doubt and fear are key barriers to young people talking to their friends
- Place resources & support where young people are, make them accessible – www.yourbestfriend.org.uk
- Create a clear route to a 'trusted adults' where they can raise concerns at the earliest opportunity and seek advice

Ending domestic abuse

How can we help?

- [SafeLives Spotlight #3: Young people and domestic abuse](#)
- Link into Your Best Friend project & Peer Champions networks which will include schools' packs - <https://yourbestfriend.org.uk/>
- Draw the Line resources for schools
- Research into implementation of RSE curriculum – surveys for [young people \(11-18\)](#) and [teachers delivering RSE curriculum](#) teachers
- Verge of harming

Ending domestic abuse

Keep in touch



www.safelives.org.uk



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[@safelives.uk](https://www.facebook.com/safelives.uk)



[@safelives_](https://www.instagram.com/safelives_)



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Ending domestic abuse

Teaching about domestic abuse through PSHE education

Bethan Miller

Teaching about domestic abuse

- Physical or sexual abuse
- Violent or threatening behaviour
- Controlling or coercive behaviour
- Economic abuse
- Psychological, emotional or other abuse

Economic abuse is any behaviour that has a substantial effect on someone's ability to **acquire, use or maintain money or other property, or obtain goods and services**

Towards a person or through their child

Abuse from one person towards another in which both are **over 16** and **personally connected**

Children who see, hear or experience DA are identified as victims of child abuse

Distinct from child abuse

Any gender or sexuality

- Married
- Civil partnership
- Agreed to either of the above
- Intimate personal relationship
- Parental relationship to the same child
- Relatives

What is PSHE education's role?

PSHE education can...

- help pupils to recognise domestic abuse in all its forms and unhealthy relationship behaviours in early relationships
- help pupils to seek help and access support in-school and through external organisations
- support the development of respectful relationship behaviours, and develop pupils' awareness of their rights
- challenge attitudes and stereotypes that might support harmful behaviours

PSHE education is not...

- encouraging public disclosures
- group or individual therapy
- intended to react to incidents or events in the news

L2. to recognise there are human rights, that are there to protect everyone

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

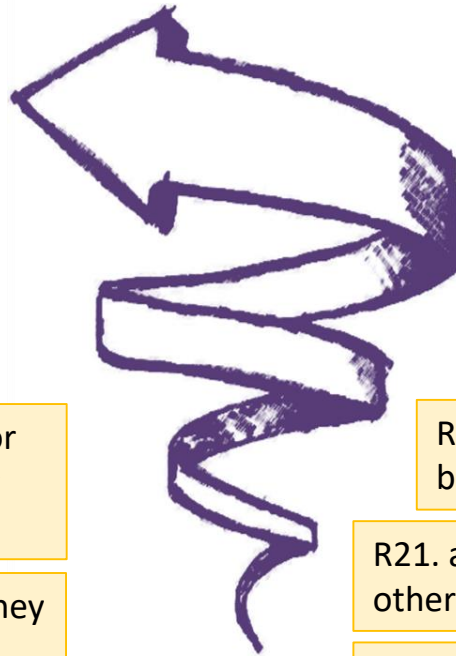
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried



R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

L1. about what rules are, why they are needed, and why different rules are needed for different situations

R22. about how to treat themselves and others with respect; how to be polite and courteous

R21. about what is kind and unkind behaviour, and how this can affect others

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R8. simple strategies to resolve arguments between friends positively

R6. about how people make friends and what makes a good friendship

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

R30. to recognise when a relationship is abusive and strategies to manage this

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

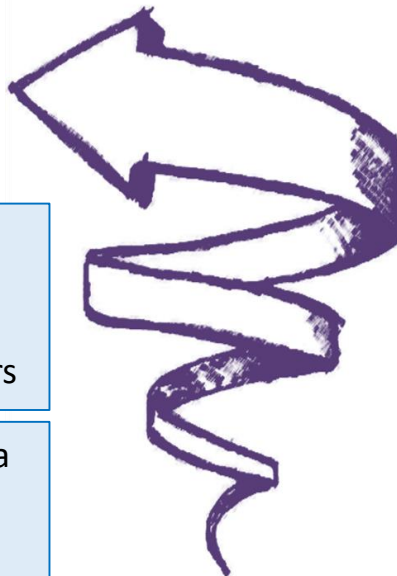
R29. the law relating to abuse in relationships, including coercive control and online harassment

R11. strategies to manage the strong emotions associated with the different stages of relationships

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R17. ways to access information and support for relationships including those experiencing difficulties

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others



R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

R19. to develop conflict management skills and strategies to reconcile after disagreements

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



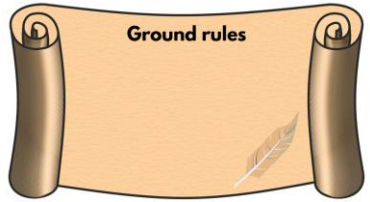
SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

11-12 years old

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



Top tips for teaching challenging topics safely

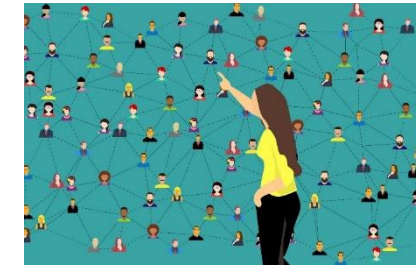


Establish a safe teaching and learning environment

Protect students who may have higher vulnerability



Ensure inclusivity



Signpost further help and support



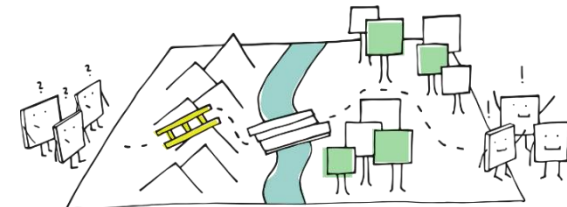
Consider imagery and media



Avoid instruction or inspiration



Consider your responses to questions



Take a positive approach



Close the lesson safely

Distancing

Discuss a character or generic 'someone' rather than asking students about their own lived experiences.



Kyle likes to hold hands in the playground. Sonya doesn't like holding hands with anyone. When Kyle tries to hold Sonya's hand she pulls it away.



What could Kyle do next?

- Keep holding her hand
- Ask to hold her hand and wait for Sonya to say yes or no
- Feel sad and run away
- Something else?

PSHE Association:
Teaching about consent - KS1

www.pshe-association.org.uk

Lesson 3: Resource 1 Hayley's Story

Hayley's Story Part A

Jack and Hayley met on holiday and couldn't believe how much they had in common and how easy it was to hang out with each other - the 7-year age gap didn't seem a problem at all. They spent the entire 2 weeks of the holiday together and discussed how they would see each other when they got back to the UK. It was a whirlwind romance and Hayley had never felt happier.

Hayley noticed that Jack had a habit of commenting on what she wore - most of the time he said nice things but a few times he suggested Hayley change her shirt or shoes "to bring out her beautiful eyes". Hayley had laughed and said it wasn't a big deal if she didn't look "perfect" but somehow Jack had convinced her to get changed anyway. She didn't think anything of it as Jack always sounded supportive and like he wanted to help Hayley look her best, but for some reason she felt a bit weird about it.

She was also slightly worried when Jack was really rude to the waiter in the restaurant on their last night but thought this was probably just down to them having had a drink or two and him being upset it was their last night together.

It was hard to continue to get to know each other when they got back to the UK as Jack lived in London while Hayley was finishing her degree in Manchester. Jack had a 9-year-old daughter (Saskja) from a previous relationship so it often meant Hayley travelled to London to visit rather than Jack travelling to Manchester. This started to affect Hayley's studies - she was getting behind with all the reading and essays she needed to do as she was often really tired after so much travelling - so Jack suggested she quit university and move to London with him. Jack hinted that he was worried the relationship might not last unless she moved. Hayley was so caught up in how much Jack must love her to suggest they live together that she set aside any worries and decided to move to London - after all, wasn't love more important than a degree?

Hayley's Story Part B

Hayley and Jack had been living together for three months. Hayley had found it difficult to get a job when she arrived in London so Jack was paying all the bills. This made things a little awkward as Hayley didn't really have a lot of money of her own. She'd been a student for the previous year so her savings had gone on course fees. She didn't even have jobseeker's allowance as Jack said it would affect the child benefit he got for Saskja if Hayley registered using their address. So she was relying on Jack to pay for her to socialise or buy anything. Jack had started to be quite rude if she ever asked to borrow some money which meant Hayley hadn't really felt able to build a life in London outside of their relationship.

Hayley helped look after Saskja and they got on really well. Over their time living together, she noticed how scared she sometimes was if Jack raised his voice. One day they were eating dinner together when Jack got angry about the food not being hot enough. He threw his plate at the wall and stormed off, leaving Hayley and Saskja feeling shocked and scared by Jack's behaviour.

Part D continued...

hadn't been able to visit Saskja yet but she'd spoken to her online. When they had spoken at the weekend, Hayley knew she'd made the right choice - Saskja was still 'shell-shocked' but seemed less on-edge and she smiled more.

Hayley had managed to get a message to a university friend who'd offered her a place to stay while she not settled. Jack had tried to look for her there but thankfully he didn't know where to look - Hayley'd got a new phone so Jack couldn't find her on his own. Hayley applied to

Hayley's Story Part C

One of Hayley's university friends came to visit and immediately noticed things weren't quite right. Hayley seemed a lot quieter and less outgoing than when they'd known each other in Manchester. Despite Jack complaining about it, Hayley went out for a coffee with her friend on their own. When they spoke about the relationship, Hayley told her friend they were happy and gave what she thought were really reasonable reasons for Jack's behaviour. Her friend felt strongly that something was wrong but didn't want to ruin their friendship so let it go. But the conversation made Hayley think

of the window. When Hayley realised, saying he only acted that way when she was drunk.

carefully. He took Hayley and Saskja but Hayley didn't really know her friend's name and no money to travel to London. She'd noticed that Jack sometimes said what she'd said which would

ask for advice. Over the course of the week, Jack's behaviour was consistent and she saw what her options were. She'd been with Jack for a long time. She'd not been with Jack for a long time. But the helpline helped her

She was worried about what would happen if she contacted most of her friends.

She'd not been with Jack for a long time. But the helpline helped her

One day, it had hurt her to see Jack's behaviour. She wasn't able to treat her (or Saskja) the way she wanted to.

Things and hadn't had much time to leave - for both her safety and for Saskja's. She'd missed Jack. The person who was normal but that it was impossible to have fun, loving times again.

She found the best way to help, but she wasn't sure if she felt right to leave without someone who had contacted social services. Her extended family who arranged things for her, Hayley

impacted by everything that had happened. She wanted to help her finish her degree - but she wasn't the right option in case of anything and transferring her

while she was in a relationship with Jack. She really liked how

Medway Public Health Directorate:
Managing Healthy and Unhealthy
Relationship Behaviours - KS4

Inclusivity

Do resources reflect that domestic abuse can affect people regardless of gender or sexual orientation?

Young people of any gender may need to seek support regarding domestic abuse towards a parent or carer.

Scenario 2

Lance moved in with his boyfriend Sam during lockdown. It was rushed — they'd only been going out for a few months — but it felt right in the circumstances. But Sam started acting oddly — he really didn't like Lance speaking to friends, saying he needed to study, so loud conversations were distracting. He also made lots of negative comments about Lance's appearance, but then was always kind to him afterwards. This felt really odd and upsetting, but Sam kept telling him that he loved him, even though everyone else was always talking about Lance behind his back. Lance had planned to move back home after lockdown, but Sam keeps telling him that his parents won't want him back. Lance is starting to think that Sam is right and that he should be glad that at least Sam wants him.

Home Office:

"Something's Not Right" - KS3-5

www.pshe-association.org.uk

Person A: 'Go on, it'll be ok.'

Person B: 'I'm not sure ...'

Person A: 'I am. It'll be great!'

Person B: 'I'm not sure ...'

Person A: 'Look, you know I really care about you, and everyone is doing it. Don't you trust me?'

Person B: 'I do... I just... I don't want to.'

Person A: 'That's not normal, you're not normal!'

Person B: 'I just don't want to! I don't like it!'

Person A: 'I'll tell everyone there's something wrong with you!'

Person B: 'Why would you do that?'

Person A: 'It's your fault! You're making me angry!'

Person B: 'I'm sorry.'

Person A: 'I don't care - I'm not going to keep your secret any more.'

Person B: 'No, please don't!'

Person A: 'So are you saying yes...?'

PSHE Association:

Teaching about consent - KS4

PSHE
Association

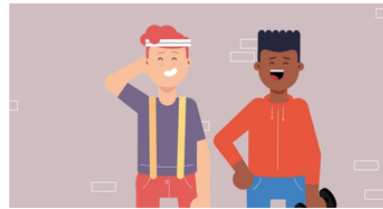
Avoiding shock, fear, shame and considering imagery

WORKING OUT RELATIONSHIPS – VIDEO

What are the key strengths of a healthy relationship? How do you keep your relationship 'fit'? As you watch this video make a note of the four things that it suggests are needed to keep a relationship strong.



Working Out Relationships?



University of Exeter:
Working out relationships - KS4

Include media that models positive relationship behaviours, not just harmful examples.

- Consider what the tone of media used in lessons assumes about pupils.
- Is it likely to cause shock or fear?
- Is it safe for someone with lived experience?

Signpost support

Home Office:
"Something's Not Right" - KS3-5

Resource 2: Pros and cons

Think about all the different ways you have experienced. What are the pros and cons of each?

Look at the ideas that have been suggested. What are the pros and cons of each?

Option

Reporting it to a parent/carer, family member, friend, teacher, or other trusted adult

Reporting it to the police

Reporting it online, for example to Childline, NSPCC, CEOP

Seeking support online through charities/other organisations

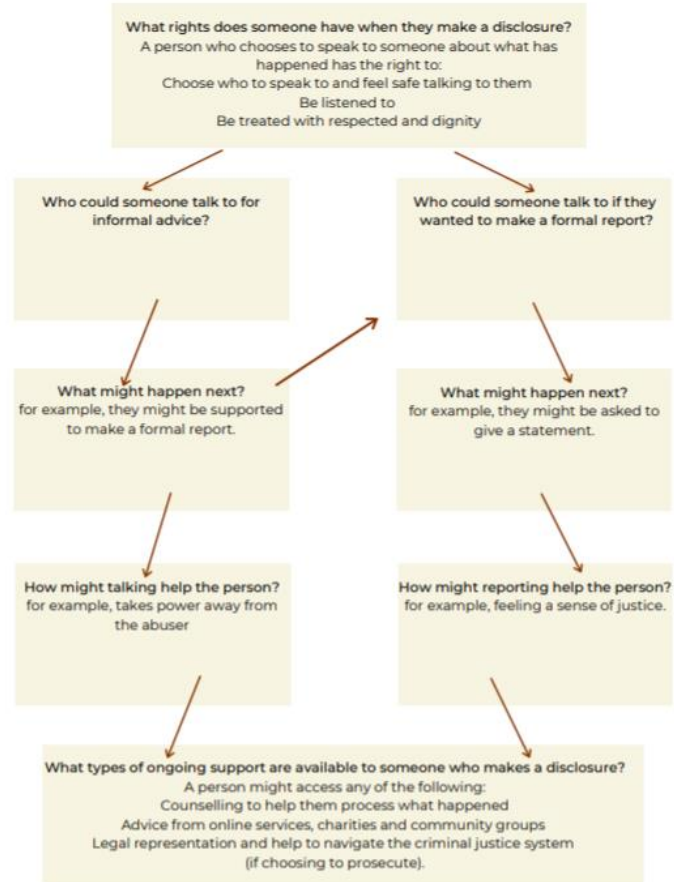
Ignoring it

Confronting the abuser

Removing self from the situation

Resource 2: Disclosure flowchart

What happens when someone chooses to make a disclosure?



- What support is available?
- How can it be accessed?
- What happens next?

At school - tutors, school nurse, counsellor

Police - 999 or 101

National Stalking Helpline - 0808 802 0300 email support & online tools www.stalkinghelpline.org

24-hour National Domestic Violence Freephone Helpline - 0808 2000 247

Respect - support those exhibiting controlling behaviours 0808 802 4040

Men's Advice Line - supports men with controlling partners 0808 801 0327

The Mix - search crime and safety

SOURCES OF SUPPORT



Alice Ruggles Trust:
"Relationship Safety" - KS4-5

Top tips for schools

Whole school approach

The approach can't be curriculum-only.

Consider what pastoral support is in place and what safe spaces are available.

Consider the whole school ethos and values.

Consider what services the school connects with in order to support pupils.

Make staff aware

Make teaching staff aware about when this topic is being taught. This gives time for staff to discuss with the PSHE lead/their line manager if they have lived experience of this topic.

All staff should be aware when this is being taught in case of disclosure (for example, lunch-time assistants).

Have a plan for pupils with lived experience

Talk to safeguarding and pastoral teams before teaching this topic.

Schools may not be aware of every pupil with lived experience of domestic abuse.

Consider how pupils can leave the classroom safely if needed.



PSHE Association case study for DfE Norwood Green Junior School (Hounslow, West London)

At Norwood Green Junior School we aim to reduce the incidence of domestic violence by teaching:

1. Skills to recognise what is and what is not a positive relationship.
2. About female role models and empowering skills.
3. Children to know their rights off by heart.
4. Potential future perpetrators and victims about the meaning and nature of bullying and domestic abuse.



School context

- Stand alone single academy closely linked to Hounslow Local Authority and neighbouring schools. Y3-6. Four class intake. Approx. 460 children
- Extremely high % DV cases
- Employed Pastoral/Safeguarding lead Feb 2019 to support families
- Pastoral leader and DHT members of multi-agency anti-DV grp
- Hounslow LA have asked Norwood Green to be a lead school to share best practice around domestic violence with other local schools as part of Hounslow's 'Learning to Respect' programme.

Norwood Green Approach to anti-domestic violence and gender equality

Two main strategies:

1. Learning to Respect
2. Significant Individuals

1. 'Learning to Respect' Autumn programme of lessons

(3-4 anti-domestic violence lessons in each year group)

Aim 1: Further developing positive relationship skills and understanding

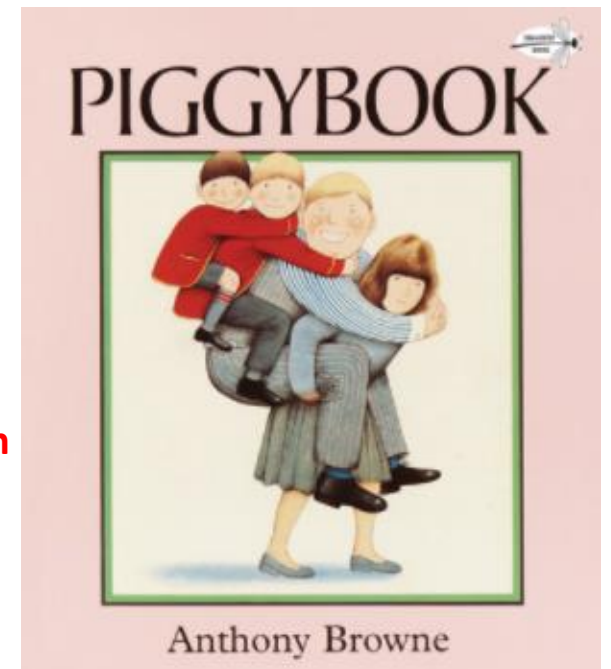
Example Year 3 lesson: PIGGYBOOK ANTHONY BROWNE **Impact: Pupils understand that men and women are equal and everyone needs to contribute equally.**

Aim 2: Knowledge, understanding and skills relating to conflict and bullying

Example Year 4 lesson: SHARE ANTI - BULLYING POLICY **Impact: Pupils know what a healthy friendship is, can identify feelings associated with being left out and know what to do if you suspect bullying.**

Aim 3: Empowerment: Further development of gender equality & raising self esteem

Example Year 5 lesson: PLAY GAMES AND ANALYSE **Impact: Pupils further develop skills needed to be an effective team member and understand that playing cooperative games helps us to practise working together in real life.**



Aim 2: Knowledge, understanding and skills relating to conflict and bullying

Example Year 6 lesson: To identify what domestic violence is and possible consequences of it

(Home Truths – Animation actors speaking words of real cases)

Lessons which directly address domestic violence taught by senior member of staff in age appropriate way.

Parents informed.

Impact: Every child in Year 6, both those who live with domestic violence and those that don't have trusted adults in their lives who clearly articulate that this behaviour is unacceptable and illegal.

What is domestic violence? What are the consequences of it?

1. Which Norwood Green Junior school Values are not being shown by Sidra's father?

- | | |
|-----------------------------|-------------------------------|
| 1) Respect | 4) Kindness and inclusiveness |
| 2) Honesty | 5) Responsibility |
| 3) Determination/Resilience | 6) Friendship |

2. What are the different types of domestic violence? How are they similar?



3. How did Sidra's and Jamie's father's choices make them feel?

Sidra:

Sidra's mum:

Jamie:

Jamie's mum:



4. What should we do if we see this happening around us?

1.

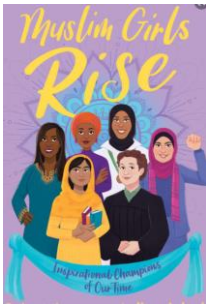
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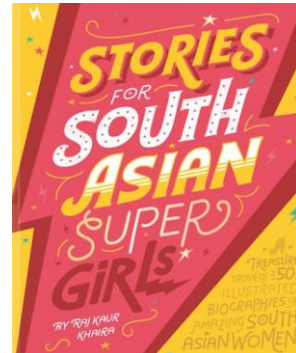
2. Significant Individual lessons – term topic

Domestic violence is a form of bullying where one party has more power and exploits that power. To ensure that both boys and girls develop an understanding of gender equality of opportunity we teach this topic.

Domestic violence is about gender inequality these lessons directly tackle that.



1. As part of an English topic the teacher models research and how to write a biography about a female role model. Role models reflect the ethnicity of the schools catchment. Children write a biography of this role model.
2. The second biography children write following this, is in pairs – written about a female role model chosen from a provided list.
3. Along side these lessons, pupils have lessons about learning skills e.g. public speaking, cooperation, resilience and resourcefulness. They also have lessons about metacognition.
4. They culminate the topic with a speech about their chosen role model. **Impact: Pride, confidence and developed understanding of future possibilities and how to achieve them.**



2. Significant Individual lessons

We have videos of young women who once went to the school or local schools and were successful. They talk about their successes and overcoming barriers. **Impact: Children see that they have a variety of opportunities in their futures.**

Other strategies

- Pupils Causing Concern weekly meeting **Impact: Children who require help are less likely to slip through the net**
- Rights Respecting Schools **Impact: every child knows their rights off by heart**
- White Rose & International Women's Day Impact: **Impact: All parents are aware of the schools position on domestic violence Every child knows that men and women are equal**
- Weekly PSHE lessons from published scheme & twice weekly Circle time **Impact: Every week pupils improve social skills and understanding**
- Friday Celebration & Well being Lessons **Impact: Improved self esteem and kindness**
- Lessons at start of academic year **Impact: positive relationships, learning behaviour, pride in identity.**
- Sports coaches at lunchtimes **Impact: team skills & cooperative skills taught through play**