



# Home Safe

## Domestic Violence Prevention & Support Project for Schools

Annual Report

Presented to Islington Domestic Violence Project Team Children and Young People's Sub Group  
May 2005.

### Background:

The Home Safe : Domestic Violence Prevention and Support Project for Schools was introduced in April 2004 with funding from the Neighbourhood Renewal Fund (NRF) until March 2006. The project is part of the Islington Domestic Violence Strategy, which, through the Islington Domestic Violence Project Team (IDVPT) Children and Young People's Sub Group, identified preventative work in schools as a priority. This is in line with the Greater London Domestic Violence Strategy.

In recent years, particularly since the inception of the Greater London Authority and their Domestic Violence Strategy, London has seen a renewed focus on the pervasive crime of domestic violence and the formation of multi-agency partnerships working to bring down the rates of repeat offending and ultimately of victimisation in the city. All boroughs now have a Domestic Violence Co-ordinator and a Forum made up of the different voluntary and statutory agencies with a responsibility for tackling this crime. It is recognised by all the agencies involved in this work that prevention is better than cure, and it is with this in mind that schools work has been prioritised within the capital. The Westminster Domestic Violence Forum produced a schools pack in 1998 and following the success of this, was funded by the Association of London Government (ALG) to provide the pack, along with specialised 'Train The Trainer' courses on delivering prevention education, to all London boroughs. The Islington Project Officer has secured copies of the Westminster pack free of charge for all schools in the borough and has attended and completed the 'Train The Trainer' course.

The full-time Project Officer was employed in November 2004 within CEA@Islington, the company providing the borough's Local Education Authority services, in the Pupil Services Division. The post is based at Lough Road in the Social Inclusion offices and is managed by the Advisory Teacher for PSHE and supervised by the Manager of the Education Social Work Team, as well as being overseen by, and accountable to, the IDVPT C&YP Sub Group.

Islington has a strong history in tackling domestic violence and indeed was the first local authority to employ a full-time Domestic Violence Co-ordinator. This is not the first time that Islington has provided support and resources to schools on this issue and under the late LBI Women's Equality Unit, produced the influential 'STOP' (Striving To Prevent domestic violence) Activity Pack for working with children and young people, issued in 1995, which was distributed to schools in the borough and widely sold to schools throughout the country for use in their own domestic violence prevention work.

## **Introducing The Project**

### **Doing the groundwork:**

Prior to the Project Officer taking up post a consultant was employed to carry out a needs analysis of domestic violence prevention and education with pupils and staff in schools throughout the borough at primary and secondary level. This research informed a clear Action Plan for the project, which was completed and agreed by the IDVP C&YP Sub Group in December 2004.

The whole project is now running in accordance with the Action Plan. A letter introducing and explaining the project has been sent out to all Schools, Pupil Referral Units and Early Years Centres in the borough, along with a Sample Curriculum of Domestic Violence Prevention Education with full links to the National Curriculum, researched and drawn up by the Project Officer (See Appendix 1).

### **Finding a place in schools:**

The Project Officer has met with Headteachers and support staff at nineteen schools to date, to promote the project and detail the services and support available. As a result of these meetings three schools have already completed domestic violence awareness training, and three more schools have booked training dates. At the time of writing the remaining schools have all indicated their interest in the project and are in the process of setting meeting dates and of researching available INSET dates for training as soon as possible.

Presentations on the project have been given at the team meetings of Education Welfare Officers, Education Social Workers, Primary and Secondary Outreach Teams, Home School Liaison Workers, Child Psychology Service and also a PSHE Co-ordinators meeting. Presentations have been booked for Primary and Secondary Learning Mentors and School Nurses. Formal training on domestic violence awareness has already been delivered to the Primary and Secondary Outreach Teams. The Project Officer is also working closely with the services for Young Parents in the borough, the project is referenced in the teenage pregnancy strategy and an information session on domestic violence awareness and where to find help has already been delivered to the Young Parents group held at Lough Road.

### **Research and resources:**

Child protection guidelines on how to respond to domestic violence disclosures have been drawn up by the Project Officer and verified by senior child protection staff in LBI and CEA. These have been given to schools already working with the Project Officer but are due to be mailed out to all schools by the end of May.

Other information on how to respond to disclosures, briefings on changes in the law pertinent to this issue around the legal definition of harm to a child and parental responsibility, affects of domestic violence on children and the rights of survivors for example, has been produced and given to schools already engaged in the project. This information is currently being compiled into a booklet and pack, which, it is hoped, will be designed, printed and distributed to all schools before July. The views of teachers and school staff have been consulted on the best format and content.

Content for dedicated domestic violence information pages, within CEA@Islington's home website, has been written. This is located in the Pupil Services & Support section of the website and also a small piece in the Healthy Schools section, it can be found on [www.islingtonschools.net/Services/dmv/](http://www.islingtonschools.net/Services/dmv/). This section covers child protection guidelines, how to respond to disclosures, useful websites, national and local contacts and advertises the free training and support available to schools through the project.

As knowledge of the existence of the project has grown telephone calls and e-mails to the Project Officer seeking advice on individual cases have commenced and begun to increase. Advice has been given on such matters as how to know whether a parent has legal parental responsibility, what the legal definition of harassment includes and where a survivor could seek legal advice on injunctions for example. It is anticipated that as awareness of the project is raised further this advisory service will become a key part of the intensive support package for schools.

### **Training Programs**

Following successful award of the Certificate for the 'Train The Trainers' course run by Westminster Domestic Violence Forum the Project Officer is now fully trained in delivery of domestic violence awareness courses for teachers and education professionals, as well as domestic violence prevention education practical skills courses for teachers.

Through research and personal contacts with similar posts and projects, past and present, in London and Internationally the Project Officer has many resources, schools packs, book lists and videos for example, for use in delivering training to teachers, school and education support staff at all levels. The Project Officer has designed and produced games and activities on how to ask open questions when suspecting abuse, how to respond to a disclosure, how to respond as a school to cases of domestic violence and protect confidentiality etc.

The Project Officer has designed a quiz titled 'Culture Quiz' as a warm-up and contextualising exercise to open each training session (See Appendix 2). This has proven a light way to cover the shocking statistics on the prevalence of domestic violence in the UK and Internationally as well as tackling some of the common myths and false assumptions surrounding this crime. There are two main myths, which affect understanding of and responses to the crime of domestic violence. Firstly, the false assumption that this crime only happens in other countries, or is worse in certain communities, such as Black and Minority Ethnic communities has to be confronted and corrected. Secondly, the myth that domestic violence affects men and women in equal numbers also has to be dealt with. The awareness training addresses the fact of the gender specificity of this crime, demonstrating that it is most often committed by men against women, and provides a comfortable way to discuss this issue in the opening session of a training program thereby reducing misunderstanding or unconstructive conflict during the training day itself.

See Appendix 3 for examples of training programs delivered to date, to schools and education staff complete with aims and objectives. Evaluation feedback from training delivered so far has been positive, with support staff stating that they feel this project is vital, that the training has given them a greater awareness of what domestic violence is and that schools are the ideal place to run work on domestic violence prevention.

### **Partnerships**

Partnerships have been formed with Islington Women's Aid (IWA) and also with a new joint education project on how responses to domestic violence can be influenced by cultural factors, from Islington Refugee Integration Services (IRIS) and Islington Victim Support (IVS). IWA have recruited education workers who will work in partnership with the Project Officer to deliver domestic violence awareness training to teachers, specific one to one and group work for children affected by domestic violence and also to provide domestic violence prevention activities for pupils through PSHE and Citizenship. The Project Officer supported IWA in the drawing up of job descriptions for these posts ensuring that they complemented rather than replicated that of the Home Safe project, and also shortlisted and sat on interview panels. The same checks were made with IRIS and IVS on their new project, again these services will complement and support each other rather than replicate in isolation. Schools will be identified for this partnership work by the Project Officer. Through CEA@Islington's monitoring department schools can be targeted specifically by their

communities for the joint IVS/IRIS project. This will ensure that trainers and translators can focus their work on the needs and cultures of that community and work with the Project Officer to raise awareness on where culture stops and violence against women begins. These partnerships will ensure that the project is relevant to all sections of the diverse community of Islington. It is hoped that this work will be able to begin to challenge the racist stereotypes and assumptions that exist in society as a whole, and therefore our schools, around so-called 'cultural issues', where those assumptions only serve to justify violence against women and children or to stigmatise often already isolated communities.

Strong links have been made with the lead worker on domestic violence in Islington Social Services Department (SSD) and this has brought great benefit to the project. Schools now have a direct link to SSD through the Project Officer, for information on specific cases they have referred as well as general information on the procedures of social services and what to expect when they make referrals. This will improve awareness in schools generally on child protection duties and hopefully serve to improve the image of social services and therefore increase referrals to SSD on all matters, including domestic violence. SSD and IWA have agreed to monitor referrals from schools on domestic violence issues and thus the project can be measured in terms of raising awareness and increasing referrals.

The Project Officer has provided information to the consultant hired by the Domestic Violence Co-ordinator at the Community Safety Partnerships Unit (CSPU) as part of the Islington Domestic Violence Strategy to compile and produce an agency directory of services relevant to survivors of domestic violence, their children and families. Details of this project will be included in the directory and the Project Officer will also be involved in checking the content of the directory as a whole and then ensuring the finished guide is disseminated to all schools and education support teams via the relevant members of staff.

The Project Officer has been in contact with staff at the 'Miss Dorothy' initiative, which has produced a very successful pack on personal safety and community safety for children of all ages. It is hoped that joint training will be delivered, for teachers, in the use of these packs by staff from 'Miss Dorothy' along with the Project Officer, to demonstrate how the pack can help to address the issue of domestic violence with pupils of all ages. Dates for this joint training are being planned for June or July.

### **Islington and beyond**

The project has kept up to date on national strategies, good practice and pan London initiatives by attending the Greater London Domestic Violence Strategy Education Sector meetings and several conferences on domestic violence prevention. Such as, Womankind Worldwide's national conference on their new pack for secondary schools, launch of NUT guidance for schools "Silence Is Not Always Golden" and a national conference on initiatives around information sharing and good practice in Cardiff. Such research has informed the materials produced for schools in Islington and provided extra, up to date resources and activities, which will be tailored to schools enabling them to run domestic violence prevention education.

The Project Officer has also attended and observed domestic violence training with the Metropolitan Police and borough health professionals including Midwives. This is an ideal way to keep up to date on new policies and procedures that will inform the advice and signposting teachers can offer to parents and children who disclose domestic violence. Such networking further increases a sense of partnership and successful multi-agency working within the borough.

Personal contact has also been made by the Project Officer with similar posts in other boroughs, as well as the link domestic violence workers within statutory agencies in the borough, such as SSD and Health Services and an informal support network has grown out of these contacts for the sharing of information, resources and ideas.

The Project Officer responded to a national consultation by Save The Children to draw up good practice guidelines for schools around domestic violence, this resulted in an invitation to take part in the next formal stage of the consultation process, attending a meeting with senior staff from Women's Aid UK, Association of London Government, Greater London Authority and Save The Children UK Projects. As a result of this the Project Officer will have input into the content and will be consulted at a follow-up meeting on the drafts.

### **Theatre In Education**

Through contacts made with the borough Metropolitan Police, funding was secured to run a Theatre In Education project on domestic violence prevention. 'Futures Theatre Company', who are an established educational theatre company with strong links to and a good record in Islington, have been contracted and will be running a program of four sessions, one per week, in three Primary schools, including the Pupil Referral Unit (PRU) on conflict resolution, gender stereotypes and dealing with anger. This will run in the latter part of the Summer term 2005. The Project Officer is also working closely with another theatre in education company 'Theatre ADAD' who are running a play dealing with issues around domestic violence with and for young people in secondary schools called 'Behind Closed Doors'. It is hoped that through working together more secondary schools can be involved in this work, which was showcased for Drama and PSHE teachers through an open performance at Elizabeth Garret Anderson Language College (EGA) Secondary School in early May.

### **Evaluation**

In order to monitor the standard and success of training programs delivered by the Project Officer, clear evaluation forms have been drawn up and are in use at all training events. These have been adapted from the evaluation forms designed by the Westminster Domestic Violence Forum for use in their schools project. They will measure how the training delivered meets the aims of raising awareness of domestic violence and enabling teachers to teach domestic violence prevention education.

Participant monitoring is being covered by attendance sheets to gather all the required NRF information. These sheets are being filled out by participants at all training delivered. An Excell spreadsheet has been designed so that this information can be stored, measured and retrieved quickly in order to meet regular reporting dates for NRF.

### **The year ahead**

The emergence of a variety of new projects tackling domestic violence, many of which are aimed at children, and the links and partnerships that have already been made between these different agencies can only bode well for the future of each project in Islington. It is a fact that children are often overlooked in the provision of services addressing domestic violence and it is rapidly becoming the case that Islington is yet again leading the way in tackling this crime in our borough by addressing this gap. To launch three new services, made up of statutory and voluntary sector projects, which are all focussed around protecting children and aiming to ensure that none of our children grow up to be the victims or perpetrators of this crime in the future is a pioneering and commendable example to other boroughs in our city.

At the hub of many of these ventures is the Home Safe schools project and the position of the Project Officer, further demonstrating the necessity of this project and the growing focus on the importance of working with children and young people on this issue. Partnership with each scheme will ensure not only that those children affected by domestic violence receive a growing and exemplary service both within and outside of school provision, but that this client focussed work informs the provision from other services. For example, teachers providing domestic violence prevention education as part of the whole school curriculum and also the overall support given by schools and school staff to families affected by this crime. Through empowering and supporting our

teachers to address and respond to this issue confidently with all their pupils the project can begin to foster a school environment where the silence surrounding this crime is broken, where children feel sanctioned to talk about it, to ask for help and where all children are taught that they have the right to be safe and free from violence and abuse, not only in the public sphere but in that place where they should feel safest – at home.

Finn Mackay

Project Officer – Home Safe: Domestic Violence Prevention & Support for Schools

April 2005

**Table of activity for Home Safe Project : Domestic Violence Prevention & Support for Schools**

<b>School or Education Support Service</b>	<i>Briefings with HT &amp; other staff</i>	Briefings with PSHE leads/co-ords	<i>Pupil needs analysis</i>	Staff needs analysis	<i>Whole school DV awareness training</i>	DV Prevention Education Training for PSHE staff	<i>Theatre In Education</i>	No: HT's	<i>No: Teachers</i>	No: Support Staff	<i>No: Pupils</i>
Primary School 1	√	√	√	√	√		Booked	1	15	10	48
Primary School 2	√				√	Booked		1	30	10	
Primary School 3	√				Booked	Negotiating	Booked	1	1	2	
Primary School 4	√		√	√				1	20	6	67
Primary School 5	√				Negotiating			1			
Primary School 6	√							1	2	1	
Primary School 7	√								1		
Primary School 8	√							1	1	1	
Secondary School 1	√	√	√	√	Negotiating			1	10	5	16
Secondary School 2	√							Deputy	2	1	
Secondary School 3			√	√				1	3	1	25
Secondary School 4	√								1	1	
Secondary school 5	√									1	
Secondary school 6	√									1	
PRU 1	√		√	√	Booked		Booked	1	3	2	6
PRU 2	√		√	√				1	5		

<b>School or Education Support Service (continued)</b>	<i>Briefings with HT &amp; other staff</i>	Briefings with PSHE leads/co-ords	<i>Pupil needs analysis</i>	Staff needs analysis	<i>Whole school DV awareness training</i>	DV Prevention Education Training for PSHE staff	<i>Theatre In Education</i>	No: HT's	<i>No: Teachers</i>	No: Support Staff	<i>No: Pupils</i>
Primary & Secondary Outreach Teams	√				√					15	
Education Welfare Officers	√									20	
Education Social Workers	√									10	
Home School Liaison team	√										
Early Years Sure Start 1	√			√					3		
Nursery School 1	√	√			√			1	2		

## Appendix 1

### Domestic Violence Prevention Education. KS1-2. The Project Officer can provide you with materials and resources to cover all the following topics.

(Adapted from the Westminster Domestic Violence Forum Schools Pack, written by Thangam Debonnaire)

<b>Topic Title:</b>	<b>Learning Intentions:</b>	<b>Skills acquired by pupils:</b>	<b>National Curriculum references: PSHE</b>
1) <u>Making a safe environment and establishing groundrules for your group/class.</u>	<p>Children learn: To start using methods of working together that promote fairness, negotiation and collectivity.</p> <p>To negotiate in their group their own set of groundrules, and agree to work by them. (There is an example of a set of groundrules on page 38 of the pack , section 3).</p>	<p>Working as a group</p> <p>Expressing views</p> <p>Respect for others</p> <p>Listening</p> <p>Communicating</p>	<p><b>2d-f (KS1) 2</b> – Pupils should be taught: D: To agree and follow rules for their group and classroom, and understand how rules help them. E: To realise that people and other living things have needs, and that they have responsibilities to meet them. F: That they belong to various groups and communities.</p> <p><b>4 a-d (KS1) 4</b> – Pupils should be taught: A: To recognise how their behaviour affects other people. B: To listen to other people and play and work cooperatively.</p>



			<p>C: To identify and respect the differences and similarities between people. D: That family and friends should care for each other.</p>
<p><u>2) Identity &amp; connections with others</u></p>	<p>Children learn: To develop a sense of their own identity.</p> <p>To develop connections between individuals, beyond established friendships.</p>	<p>Sharing feelings</p> <p>Communication and listening</p> <p>Feeling good about themselves</p> <p>Recognising own uniqueness</p>	<p><b>1a-c (KS1)</b> 1 - Pupils should be taught: A: To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. B: To share their opinions on things that matter to them and explain their views. C: To recognise, name and deal with their feelings in a positive way.</p> <p><b>1a-c (KS2)</b> 1 – Pupils should be taught: A: To talk and write about their opinions, and explain their views, on issues that affect themselves and society. B: To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. C: To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p><b>2a; 2e (KS1)</b> 2 – Pupils should be taught: A: To take part in discussions with one other person and the whole class. E: To realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p><b>4c (KS1)</b> 4 – Pupils should be taught: C: To identify and respect the differences and similarities between people.</p>
<p><u>3) Building self-esteem &amp; group support</u></p>	<p>Children learn: To help each other feel good about themselves as individuals.</p> <p>To be aware of non-verbal communication, their own &amp; others &amp; its affects.</p> <p>Or improve drama skills, which will be used in other activities across this subject.</p>	<p>Empathy</p> <p>Self-esteem</p> <p>Sharing feelings</p> <p>Recognising own uniqueness</p> <p>Working in imaginary situations</p>	<p><b>4b-d (KS1)</b> 4 – Pupils should be taught: B: To listen to other people and play and work cooperatively. C: To identify and respect the differences and similarities between people. D: That family and friends should care for each other.</p> <p><b>4a (KS2)</b> 4 – Pupils should be taught: A: That their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view.</p>
<p><u>4) Rules</u></p>	<p>Children learn: What rules are for and how they can work.</p> <p>That there are rules of different sorts, some forbidding the use of violence.</p>	<p>Following instructions</p> <p>Respecting others</p>	<p><b>2a,c,d (KS1)</b> 2 – Pupils should be taught: A: To take part in discussions with one other person and the whole class. C: To recognise choices they can make, and recognise the difference between right and wrong. D: To agree and follow rules for their group and classroom, and understand how rules</p>

		<p>Working in a group</p> <p>Co-operating</p> <p>Making choices</p>	<p>help them.</p> <p><b>2a,b, d (KS2) 2</b> – Pupils should be taught:  A: To research, discuss and debate topical issues, problems and events.  B: Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.  D: That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p><b>1a-c (KS2)</b> as above</p> <p><b>3g (KS2) 3</b> – Pupils should be taught:  G: School rules about health and safety, basic emergency aid procedures and where to get help.</p>
<p><u>5) Good friends</u></p>	<p>Children learn:  About friendships and how to treat others.</p> <p>What makes a good friend</p> <p>About how principles of friendship work in practice and what friendship means.</p> <p>The principles for safe relationships.</p>	<p>Respecting others</p> <p>Empathy</p> <p>Recognising similarities and differences</p> <p>Caring for others</p> <p>Sensitivity to others feelings</p> <p>Resolving differences</p> <p>Keeping safe</p>	<p><b>1d (KS1) 1</b> – Pupils should be taught:  D: To think about themselves, learn from their experiences and recognise what they are good at.</p> <p><b>1d (KS2) 1</b> – Pupils should be taught:  D: To recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p><b>4a-e (KS1) 4</b> – Pupils should be taught:  A: To recognise how their behaviour affects other people.  B: To listen to other people and play and work cooperatively.  C: To identify and respect the differences and similarities between people.  D: That family and friends should care for each other.  E: That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> <p><b>4a-e (KS2) 4</b> – Pupils should be taught:  A: That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view.  B: To think about the lives of people living in other places and times, and people with different values and customs.  C: To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.  D: To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.  E: To recognise and challenge stereotypes.</p>

<u>6) Fairness, negotiation &amp; compromise</u>	<p>Children learn: The importance of listening to each other &amp; the effect not listening can have.</p> <p>What is meant by fairness and how this applies to real life.</p> <p>To focus positively on other individuals in class that they may not usually work with, or like.</p>	<p>Listening</p> <p>Communication</p> <p>Resolving differences</p> <p>Co-operating</p> <p>Empathy</p> <p>Respecting others</p>	<p><b>1a (KS1/2)</b> as above</p> <p><b>2a-f (KS1)</b> 2 – Pupils should be taught: A: To take part in discussions with one other person and the whole class. B: To take part in simple debate about topical issues. C: To recognise choices they can make, and recognise the difference between right and wrong. D: To agree and follow rules for their group and classroom, and understand how rules help them. E: To realise that people and other living things have needs, and that they have responsibilities to meet them. F: That they belong to various groups and communities.</p> <p><b>2a-f (KS2)</b> 2 – Pupils should be taught: A: To research, discuss and debate topical issues, problems and events. B: Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. C: To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. D: That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. E: To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. F: To resolve differences by looking at alternatives, making decisions and explaining choices.</p>
<u>7) Feeling angry</u>	<p>Children learn: What anger is and how it can be used positively.</p> <p>That individuals have a choice about how they deal with anger.</p> <p>That feeling angry is no excuse for using violence or abuse.</p>	<p>Expressing feelings</p> <p>Sharing feelings</p> <p>Coping with strong feelings</p> <p>Dealing with hurt feelings</p> <p>Conflict resolution</p> <p>Being assertive</p>	<p><b>2d, f (KS2)</b> as above</p>

		<p>Keeping safe</p> <p>Identifying risky situations</p> <p>Asking for help</p> <p>Responding to an emergency</p>	
<p><u>8) Girls and boys</u></p>	<p>Children learn:</p> <p>That there are socially constructed views &amp; assumptions about gender, at home, work &amp; leisure.</p> <p>That boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that 'boys do this' and 'girls do that'.</p> <p>What is a safe relationship &amp; what to expect of people they are in a relationship with.</p> <p>Correct information about rights women and men have.</p>	<p>Recognising similarities and differences</p> <p>Sharing experiences</p> <p>Expressing opinions</p> <p>Exploring hopes and aspirations for the future</p> <p>Recognising media bias</p> <p>Being able to resist pressure and persuasion</p> <p>Identifying risks</p> <p>Assertiveness</p> <p>Being able to access help</p>	<p><b>2a-c (KS2)</b> as above</p> <p><b>4e-f (KS2)</b> 4 – Pupils should be taught:</p> <p>E: To recognise and challenge stereotypes.</p> <p>F: That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>
<p><u>9) What is violence?</u></p>	<p>Children learn:</p> <p>What is meant by violence</p> <p>Some of the consequences of violence &amp; abuse of</p>	<p>Coping with strong emotions</p> <p>Compromising</p>	<p><b>2c, e (KS1)</b> as above</p> <p><b>2a-f (KS2)</b> as above</p> <p><b>3a, g (KS1)</b> 3 – Pupils should be taught:</p>

	<p>power.</p> <p>That using or threatening violence does not help them deal with their problems.</p> <p>That using or threatening violence or abuse is not acceptable and is often illegal as well</p> <p>What to do if they experience violence</p> <p>Where to go for help if they are experiencing violence or abuse</p>	<p>Tolerance</p> <p>Valuing people and animals</p> <p>Resolving conflict</p> <p>Identifying risks</p> <p>Keeping safe</p> <p>Assertiveness</p> <p>Practicing appropriate responses</p> <p>Dealing with violence</p> <p>Asking for help</p> <p>Responding to an emergency</p> <p>Using the telephone</p> <p>Being able to access help</p>	<p>A: How to make simple choices that improve their health and wellbeing.</p> <p>G: Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them stay safe.</p> <p><b>3a, e, f (KS2)</b> 3 – Pupils should be taught:</p> <p>A: What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>E: To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>F: that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p><b>4e (KS1)</b> as above</p> <p><b>4a-d (KS2)</b> as above</p>
<p><u>10) What is domestic violence?</u></p> <p>Suitable for years: 5 &amp; 6</p>	<p>Children learn:</p> <p>What is meant by domestic violence.</p> <p>How power can be abused in relationships to control someone.</p> <p>What the consequences of domestic violence are – for survivors and perpetrators.</p> <p>That domestic violence is illegal.</p>	<p>Identifying risks</p> <p>Asking for help</p> <p>Making informed judgements</p> <p>Dealing with violence</p> <p>Responding to an</p>	<p><b>4a-g (KS2)</b> a-e as above</p> <p><b>4f-g (KS2)</b> 4 – Pupils should be taught:</p> <p>F: That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>G: Where individuals, families and groups can get help and support.</p>

		<p>emergency</p> <p>Using the telephone</p> <p>Asking for help</p> <p>Being able to access help</p> <p>Keeping safe</p> <p>Assertiveness</p> <p>Empathy</p> <p>Supporting others</p> <p>Sharing sad experiences</p> <p>Valuing people and animals</p>	
<p>11) <u>Safe Relationships</u> suitable for years 5 and 6</p>	<p>Children learn:</p> <p>What is meant by 'relationship' and that there are different sorts.</p> <p>That many sorts of relationship are not chosen, like who we are at school with, who we work with, and some are the result of choice, like who we are friends with, who we marry and love.</p> <p>To compare and discuss their own individual ideas about expectations of relationships and what they individually want and expect from relationships</p> <p>The principles of safe relationships</p> <p>What is and is not acceptable in a relationship</p> <p>How to identify violence and abuse, especially when</p>	<p>Identifying risks</p> <p>Making informed judgements</p> <p>Keeping safe</p> <p>Assertiveness</p> <p>Empathy</p> <p>Supporting others</p> <p>Sharing sad experiences</p>	<p><b>4a-g (KS2)</b> as above</p>

	it is not physical		
	Where to go for help if they, or someone they know, are experiencing violence or abuse		

### Domestic Violence Prevention Education. KS 3 - 4. The Project Officer can provide you with materials and resources to cover all the following topics.

(Adapted from the Westminster Domestic Violence Prevention Pack for Schools, written by Thangam Debbonaire)

Topic Title:	Learning Intentions:	Skills acquired by pupils:	National Curriculum references:
<p><u>1) Making a safe environment and establishing groundrules for your group/class.</u></p> <p>Use some of these activities to open and close discussion (circle) time. Useful warm up and wind down exercises.</p>	<p>Pupils learn: To start using methods of working together that promote fairness, negotiation and collectivity.</p> <p>To negotiate in their group their own set of groundrules, and agree to work by them. (There is an example of a set of groundrules on page 38 of the pack section 3).</p>	<p>Working as a group</p> <p>Expressing views</p> <p>Respect for others</p> <p>Listening</p> <p>Communicating</p>	
<p><u>2) Identity &amp; connections with others</u></p>	<p>Pupils learn: To develop a sense of their own identity.</p> <p>To develop connections between individuals, beyond established friendships.</p>	<p>Sharing feelings</p> <p>Communication and listening</p> <p>Feeling good about themselves</p> <p>Recognising own uniqueness</p>	<p><b>1a-c (PSHE KS3)</b> 1 – Pupils should be taught: A: To reflect on and assess their strengths in relation to personality, work and leisure. B: To respect the differences between people as they develop their own sense of identity. C: To recognise how others see them, and be able to give and receive constructive feedback and praise.</p> <p><b>1a-c (PSHE KS4)</b> 1 – Pupils should be taught: A: To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals. B: To have a sense of their own identity and present themselves confidently in a range of situations. C: To be aware of how others see them, manage praise and criticism, and success and failure</p>

			in a positive way and learn from the experience.
<u>3) Building self-esteem &amp; group support</u>	<p>Pupils learn: To help each other feel good about themselves as individuals.</p> <p>To be aware of non-verbal communication, their own &amp; others &amp; its affects.</p> <p>Or improve drama skills, which will be used in other activities across this subject.</p>	<p>Empathy</p> <p>Self-esteem</p> <p>Sharing feelings</p> <p>Recognising own uniqueness</p> <p>Working in imaginary situations</p>	<p><b>1a-c (PSHE KS3)</b> as above</p> <p><b>1a-c (PSHE KS4)</b> as above</p>
<u>4) Rules</u>	<p>Pupils learn: What rules are for and how they can work.</p> <p>That there are rules of different sorts, some forbidding the use of violence.</p>	<p>Following instructions</p> <p>Respecting others</p> <p>Working in a group</p> <p>Co-operating</p> <p>Making choices</p>	<p><b>1a (Citizenship KS3)</b> 1 – Pupils should be taught about: A: The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people.</p> <p><b>1a (Citizenship KS4)</b> 1 – Pupils should be taught about: A: The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems.</p> <p><b>2d (PSHE KS3)</b> 2 – Pupils should be taught about: D: Basic facts and laws including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs.</p>
<u>5) Good friends</u>	<p>Pupils learn: About friendships and how to treat others.</p> <p>What makes a good friend</p> <p>About how principles of friendship work in practice and what friendship means.</p> <p>The principles for safe relationships introduced earlier.</p>	<p>Respecting others</p> <p>Empathy</p> <p>Recognising similarities and differences</p> <p>Caring for others</p> <p>Sensitivity to others feelings</p> <p>Resolving differences</p> <p>Keeping safe</p>	<p><b>2c (PSHE KS3)</b> 2 – Pupils should be taught: C: That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.</p> <p><b>2c (PSHE KS4)</b> 2 – Pupils should be taught: C: The causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.</p> <p><b>3 a-k (PSHE KS3)</b> – 3 Pupils should be taught: A: About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively. B: How to empathise with people different from themselves. C: About the nature of friendship and how to make and keep friends. D: To recognise some of the cultural norms in society, including the range of lifestyles and relationships. E: The changing nature of, and pressure, relationships with friends and family, and when and how to seek help.</p>



			<p>F: About the role and importance of marriage in family relationships.  G: About the role and feelings of parents and carers and the value of family life.  H: To recognise that goodwill is essential to positive and constructive relationships.  I: To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises.  J: To resist pressure to do wrong, to recognise when others need help and how to support them.  K: To communicate confidently with their peers and adults.</p> <p><b>3 a-k (PSHE KS4)</b> – 3 Pupils should be taught:  A: About the diversity of different ethnic groups and the power of prejudice.  B: To be aware of exploitation in relationships.  C: To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support.  D: To work cooperatively with a range of people who are different from themselves.  E: To be able to talk about relationships and feelings.  F: To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully.  G: About the nature and importance of marriage for family life and bringing up children.  H: About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life.  I: About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.  J: To know about the statutory and voluntary organisations that support relationships in crisis.  K: To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.</p>
<u>6) Fairness, negotiation &amp; compromise</u>	<p>Pupils learn:  The importance of listening to each other &amp; the effect not listening can have.</p> <p>What is meant by fairness and how this applies to real life.</p> <p>To focus positively on other individuals in class that they may not usually work with, or like.</p>	<p>Listening</p> <p>Communication</p> <p>Resolving differences</p> <p>Co-operating</p> <p>Empathy</p> <p>Respecting others</p>	<p><b>3h-k (PSHE KS3)</b> as above</p> <p><b>3h-k (PSHE KS4)</b> as above</p> <p><b>1g (Citizenship KS3)</b> 1 – Pupils should be taught:  G: The importance of resolving conflict fairly.</p> <p><b>3a,b (Citizenship KS3)</b> 3 – Pupils should be taught to:  A: Use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not their own.  B: Negotiate, decide and take part responsibly in both school and community based activities.</p>
<u>7) Girls and</u>	<p>Pupils learn:  That there are socially constructed views &amp;</p>	<p>Recognising similarities and</p>	<p><b>2a-c (Citizenship KS3)</b> 2 – Pupils should be taught to:  A: Think about topical political, spiritual, moral, social and cultural issues, problems and</p>

<u>boys</u>	<p>assumptions about gender, at home, work &amp; leisure and that most of these have little or nothing to do with biological sex; thus are not prescribed (eg: nobody should feel they can or can't do a certain job or activity just because they are male or female)</p> <p>What is a safe relationship &amp; what to expect of people they are in a relationship with.</p> <p>Correct information about rights women and men have</p> <p>About the Sex Discrimination Act and the fact it is illegal to discriminate against someone in employment or in the provision of goods and services simply because of their sex</p> <p>Where to go for help and advice about their rights</p>	<p>differences</p> <p>Sharing experiences</p> <p>Expressing opinions</p> <p>Exploring hopes and aspirations for the future</p> <p>Recognising media bias</p> <p>Being able to resist pressure and persuasion</p> <p>Identifying risks</p> <p>Assertiveness</p> <p>Being able to access help</p>	<p>events by analysing information and its sources, including ICT based sources. B: Justify orally and in writing a personal opinion about such issues, problems or events. C: Contribute to group and exploratory class discussions, and take part in debates.</p> <p><b>2a-c (Citizenship KS4) 2</b> – Pupils should be taught to: A: Research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics. B: Express, justify and defend orally and in writing a personal opinion about such issues, problems or events. C: Contribute to group and exploratory class discussions, and take part in formal debates.</p> <p><b>1f (Citizenship KS4) 1</b> – Pupils should be taught: F: The opportunities for individuals and voluntary groups to bring about social change locally, nationally and in Europe and Internationally.</p>
<u>8) What is violence?</u>	<p>Pupils learn: What is meant by violence</p> <p>Some of the consequences of violence &amp; abuse of power.</p> <p>That using or threatening violence does not help them deal with their problems</p> <p>Some of the physical/bodily signs/feelings of anger and aggression that could be a precursor to violence – in themselves or others; and how to deal with this</p> <p>That using or threatening violence or abuse is not acceptable and is often illegal as well</p>	<p>Coping with strong emotions</p> <p>Compromising</p> <p>Tolerance</p> <p>Valuing people and animals</p> <p>Resolving conflict</p> <p>Identifying risks</p> <p>Keeping safe</p>	<p><b>3 a-k (PSHE KS3)</b> as above</p> <p><b>3a-k (PSHE KS4)</b> as above</p> <p><b>4a-I (PSHE KS3) 4</b> – During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: A: Take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper). B: Feel positive about themselves (for example, by taking part in a public performance). C: Participate (for example, in developing and putting into practice school policies about anti-bullying, in an action research project designed to reduce crime and improve personal safety in their neighbourhood). D: Make real choices and decisions (for example, about options for their future, based on their own research and career portfolios). E: Meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers).</p>

	<p>What to do if they experience violence</p> <p>Where to go for help if they, or someone they know, are experiencing violence or abuse</p>	<p>Assertiveness</p> <p>Practicing appropriate responses</p> <p>Dealing with violence</p> <p>Asking for help</p> <p>Responding to an emergency</p> <p>Using the telephone</p> <p>Being able to access help</p>	<p>F: Develop relationships (for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group).</p> <p>G: Consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments).</p> <p>H: Find information and advice (for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe).</p> <p>I: Prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at KS4).</p> <p><b>4a-I (PSHE KS4) 4</b> – During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:</p> <p>A: Take responsibility (for example, by representing the school to visitors and at outside events).</p> <p>B: Feel positive about themselves (for example, by gaining recognition for the role they play in school life, such as organising activities for younger pupils or working in a resource centre).</p> <p>C: Participate (for example, in an initiative to improve their local community; in challenging activities involving physical performance, public performance or organised events outside the school).</p> <p>D: Make real choices and decisions (for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support).</p> <p>E: Meet and work with people (for example, through activities such as work experience and industry days; through having an employer as a mentor).</p> <p>F: Develop relationships (for example, by discussing relationships in single and mixed sex groups).</p> <p>G: Consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the law).</p> <p>H: Find information and provide advice (for example, by providing peer support services to other pupils).</p> <p>I: Prepare for change (for example, in relation to progression to further education and training).</p> <p><b>1a (Citizenship KS3)</b> as above</p> <p><b>1a (Citizenship KS4)</b> as above</p>
<p><u>9) What is domestic violence?</u></p>	<p>Pupils learn:</p> <p>What is meant by domestic violence.</p> <p>How power can be abused in relationships to control someone.</p>	<p>Identifying risks</p> <p>Asking for help</p> <p>Making informed</p>	<p><b>3a-k ; 4a-I (PSHE KS3/4)</b> as above</p>

	<p>What the consequences of domestic violence are – for survivors and perpetrators.</p> <p>That domestic violence is illegal.</p> <p>How to access help if they, or someone they know, are experiencing domestic violence</p>	<p>judgements</p> <p>Dealing with violence</p> <p>Responding to an emergency</p> <p>Using the telephone</p> <p>Asking for help</p> <p>Being able to access help</p> <p>Keeping safe</p> <p>Assertiveness</p> <p>Empathy</p> <p>Supporting others</p> <p>Sharing sad experiences</p> <p>Valuing people and animals</p>	
10) <u>Safe relationships</u>	<p>Pupils learn:</p> <p>To compare and discuss their own individual ideas about expectations of relationships and what they individually want and expect from relationships</p> <p>The principles of safe relationships introduced earlier</p> <p>What is and is not acceptable in a relationship</p> <p>How to identify violence and abuse, especially when it is not physical</p>	<p>Identifying risks</p> <p>Making informed judgements</p> <p>Keeping safe</p> <p>Assertiveness</p> <p>Empathy</p> <p>Supporting others</p>	<b>3a-k ; 4a-I (PSHE KS3/4)</b> as above

	Where to go for help if they, or someone they know, are experiencing violence or abuse	Sharing sad experiences	
--	--	-------------------------	--



**1 – Put these countries in order based on women’s parliamentary representation**

**Cuba**  **Rwanda**  **Britain**  **Sweden**  **Pakistan**  **United States**

(Insert numbers 1 – 6 in boxes, with 1 being the country with the best representation of women and 6 being the least)

**2 – A woman’s response to domestic violence will be affected, whether negatively or positively, by (please circle)**

*religion, age, sexuality, job, race, rural or urban, family, pets, education*

**a – What does the word ‘culture’ mean?** .....

**3 – What is an arranged marriage?** (Please circle)

*A - One where a woman’s family force her to marry a man they choose*

*B - Something the royal family might do*

*C - One where a woman and her family decide on a husband together*

*D - One where the couple have a wedding list at John Lewis*

**4 – Over 90% of the United Nations have ratified the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). Which of the following countries have not ratified this convention?** (Please circle)

**United Arab Emirates Britain Afghanistan United States Mexico France**

**5 – There is no country in the world where women’s wages are equal to men’s. Which of these countries are closer to equal pay for women?** (Please circle)

**Britain Vietnam Germany Sri Lanka France Tanzania**

**6 – Match these percentages of women who experience some form of domestic violence sometime in their lives, to their corresponding country**

<i>Japan</i>	<i>42%</i>
<i>Britain</i>	<i>59%</i>
<i>Kenya</i>	<i>54%</i>

**7 – Domestic violence is the leading cause of death for women worldwide. From general female homicide statistics for the period 1990-1994 in Britain, what percentage do you think were killed by their male partner?**

**20% 47% 50% 18%**

**8 – From the British homicide statistics for males, what percentage do you think are killed by their female partners every year?**

**17% 6% 24% 3%**

## **Primary School Domestic Violence Awareness Training 04/04/05 9am –12.00**

### **Training Schedule -**

**9 – 9.15 Introductions & Participant Attendance Sheet**

**9.15 – 9.30 Culture Quiz**

**9.30 – 10.15 What is domestic violence? – All about power and control**

**10.15 – 10.30 BREAK**

**10.30 – 11.15 Children's experiences of domestic violence**

**11.15 – 11.30 Reminder of Child Protection procedures: HT**

**11.30 – 11.55 Questions and Answers**

**11.55 – 12.00 \*\*\*\*\*EVALUATION FORMS PLEASE!!!!\*\*\*\*\***

### **AIMS -**

#### **Participants will:**

**Be able to explain what domestic violence is  
Understand the impact on survivors and be able to challenge myths  
Understand some of the ways children are affected and begin to  
develop ideas on school responses  
Be up to date on child protection procedures around domestic  
violence**

#### **Trainer:**

**Ms Finn Mackay  
Domestic Violence Prevention & Support Officer for Schools  
CEA@Islington  
Social Inclusion Office  
Lough Road  
N7 8RH  
Tel: 0207 527 5778  
Finn.mackay.cea@islington.gov.uk**



## **PRIMARY SCHOOL**

### **DOMESTIC VIOLENCE AWARENESS INSET X 2 SESSIONS**

**Monday 11<sup>th</sup> April & Monday 18<sup>th</sup> April. 3.45 – 5pm**

#### **Session One**

**3.45 – 4.05 - Attendance Sheets, Introductions & Culture Quiz!**

**4.05 – 4.45 - What is Domestic Violence? All about power and control**

**4.45 – 5.00 – Questions & Answers**

#### **Session Two**

**3.45 – 4.30 – Children's Experiences of Domestic Violence**

**4.30 – 4.50 – How Can You Respond to Domestic Violence?**

**4.50 – 5.00 - \*\*\*\*\*EVALUATION FORMS PLEASE!!\*\*\*\*\***

#### **AIMS – Participants will:**

- **Be able to explain what domestic violence is**
- **Understand the impact on survivors & be able to challenge myths**
- **Understand some of the ways children are affected**
- **Begin to develop teacher & school responses to domestic violence**

#### **Trainer =**

**Finn Mackay  
Domestic Violence Prevention & Support Officer for Schools  
Social Inclusion Office  
Lough Road  
N7 8RH  
Tel: 020 7527 5778  
Finn.mackay.cea@islington.gov**