

Children & Young People's Services
Personalised Learning

DOMESTIC ABUSE

A Guide to Supporting Preventative Work in School

Gaynor Thomas
Jeannie Osmond

JANUARY 2007



INDEX

Domestic Abuse – A guide to supporting preventative work in schools	2
What is Domestic Abuse?	3
What does this have to do with Education?	3
How is Domestic Abuse relevant to my day to day life in school? ...	3
Where are there opportunities to provide preventative work within the existing curriculum?	4
Where can I provide other opportunities for preventative work?	4
When is it appropriate to use the term “Domestic Abuse” with children and young people?	5
What about the members of the school community who have experienced Domestic Abuse?	5
How does this fit in with child protection responsibilities?	5
How can I make gender issues relevant to this preventative work?	5
What can I do to ensure that I take into account varying cultural backgrounds?	6
References	6
Appendix 1	7
Appendix 2	16

Domestic Abuse – A guide to supporting preventative work in schools

This document should be used in conjunction with
“Domestic Abuse: Guidelines for School Staff in North
Somerset”

December 2005

Both documents should be used by all school staff.

Domestic Abuse – a guide to supporting preventative work in school

1. WHAT IS DOMESTIC ABUSE?

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

it can include:

- Psychological - being told you're a bad parent, being told that the children will be taken off you, being deliberately isolated from friends and family.
- Physical - being hit, punched, kicked, slapped.
- Emotional - being called names, being made to feel bad about yourself, being stopped from going out, being told what you can or can't wear
- Sexual - being forced to have sex against your will.
- Financial - being deprived of money.

Essentially, it's one partner in a relationship trying to control the other against their wishes.

www.endabuse.org.uk

2. WHAT DOES THIS HAVE TO DO WITH EDUCATION?

- Domestic Abuse has gone on for centuries – preventative work that we can do can change this.
- Schools have a role to play – in building the relationships of the future and ensuring that no children become victims or perpetrators of domestic abuse in their adult lives.
- Safeguarding, Every Child Matters, DfES – also see Every Child Matters Thames Valley Partnership 2005.
- National Healthy Schools Standards.

3. HOW IS DOMESTIC ABUSE RELEVANT TO MY DAY TO DAY LIFE IN SCHOOL?

Domestic abuse prevention work can have immediate benefits for school life

- Giving school staff enhanced skills to deal with inter-personal conflict, such as bullying.
- School community recognises the personhood and dignity of both adults and children.
- Helping children and young people to recognise domestic abuse and bullying. Empowering them to take action against it.
- Helping to improve the co-operation and negotiation skills of the children and young people.
- Helping children and young people to understand the impact of their behaviour on others.
- Helping children and young people to take responsibility for their own behaviour, know they have choices.
- Helping children and young people to think about the links between this and other areas of their learning, such as bullying policies and conflict resolution in general.
- Helping children and young people to develop skills in conflict resolution.

There has to be a whole school approach, embedding and reinforcing messages:

- modelling positive, healthy relationships between staff and with pupils
- developing and following policies and procedures
- challenging gender stereotyping
- recognising the impact of violence and abuse see “Domestic Abuse: Guidelines for School Staff in North Somerset Dec 2005 and CPD website.

4. WHERE ARE THERE OPPORTUNITIES TO PROVIDE PREVENTATIVE WORK WITHIN THE EXISTING CURRICULUM?

Initiatives are less successful if they are tacked on – this needs whole school cross-curriculum approach.

- National Curriculum – see **Appendix 1** for examples.
- Research into the attitudes of children and young people shows we must start early! This is not a KS3/4 issue only.
- Incorporate this into Child’s Rights work.

5. WHERE CAN I PROVIDE OTHER OPPORTUNITIES FOR PREVENTATIVE WORK?

- Visitors, meeting and greeting.
- Parents meeting.
- Extended schools
- Playground/lunch time/dining area.
- Peer mediation/school council/Mentors.
- Visits.
- Staff room.
- Parenting skills programmes - see **Appendix 1** re SEAL for an example.

6. WHEN IS IT APPROPRIATE TO USE THE TERM “DOMESTIC ABUSE” WITH CHILDREN AND YOUNG PEOPLE?

- You have to feel comfortable using the term.
- Know your children’s maturity and sensitivity within the class.
- In recent years soap operas and other programmes have brought knowledge of domestic abuse to children and young people – they may know more than you think!

You might use: “Abusive relationships are when people are hurting others physically, emotionally and in other ways”

7. WHAT ABOUT THE MEMBERS OF THE SCHOOL COMMUNITY WHO HAVE EXPERIENCED DOMESTIC ABUSE?

Evidence shows that rather than being upset, children, young people and adults in school benefit from:

- A safe school environment where:-
- Emotions are allowed
- Support is available
- Affects are acknowledged and empathy encouraged.

8. HOW DOES THIS FIT IN WITH CHILD PROTECTION RESPONSIBILITIES?

- Domestic Abuse is a Child Protection issue:
See... Safeguarding Children in Education DfES
Working Together to Safeguard Children HMG
Child Protection Procedures – ask your Designated Teacher.
- Education and Inspections Act 2006: Places a clear duty on governing bodies of maintained schools to promote the well-being of their pupils.
- Adoption and Children Act 2005 definition of harm includes “impairment suffered from seeing or hearing the ill treatment of another”.
- Disclosures: child/young person, parent: see **Guidelines for Schools staff and Appendix 2.**

9. HOW CAN I MAKE GENDER ISSUES RELEVANT TO THIS PREVENTATIVE WORK?

- Allow the children and young people to explore perceptions of what it means to be a boy or girl.
- Model and encourage co-operation, negotiation and mutual respect in relationships
- Research advises to be wary of encouraging girls to approve assertive models of behaviour which encompass violence.
- Use Citizenship and PSHE materials, and remember cross curriculum work.
- Model and teach managing aggression/emotions/behaviour.
- Boys value the involvement of a male facilitator who can communicate the message about respecting equality in relationships while conveying an image of masculinity.
- Challenge the condoning of gendered violence.

10. WHAT CAN I DO TO ENSURE THAT I TAKE INTO ACCOUNT VARYING CULTURAL BACKGROUNDS?

Even though in some cultures power and control are embedded more than in others, in the UK:

- Domestic Abuse is illegal
- Domestic Abuse is never acceptable

In the UK domestic abuse survivors and perpetrators come from all races, classes, education background, religions and cultures.

References

- Addressing Violence in Schools through transforming their organisational culture**
Early Childhood Matters June 2006 p16-20
- Does sex make a difference**
Women Equality Unit, DTI 2003
- Domestic Abuse: Guidelines for School Staff in North Somerset**
Dec 2005
- Domestic Violence and Child Protection**
ed. Humphreys & Stanley Jessica Kingsley 2006
- Every Child Matters and Domestic Abuse**
Thames Valley Partnership Oct 2005
- Home Safe Project: Domestic violence prevention education – curriculum for primary and secondary**
www.islingtonschools.net
- Safeguarding Children in Education**
DfES/0027/2004
- Safe Learning: How to support the education needs of children and young people affected by domestic violence**
Mill & Church, Save the Children, Women's Aid 2006
- Silence is Not Always Golden: Tackling Domestic Violence**
NUT 2005
- Social and Emotional Aspects of Learning (SEAL)**
www.bandapilot.org.uk
- Vision for Services for Children and Young People Affected by Domestic Violence**
Guidance to local commissioners of childrens services LGA Publications Oct 2005
- Westminster Domestic Violence Prevention Schools Pack**
Thangham Debonnaire 2002
- Working Together to Safeguard Children**
HM Government 2006

APPENDIX 1

One in four women will experience Domestic Abuse in their lives. Two women lose their lives each week in this country through abuse. This abuse harms our children. At some point children in every school in North Somerset will be suffering from the effects of domestic abuse.

Schools have a vital role to play in both recognising signs of domestic abuse and in providing learning situations that will help prevent the abuse in future years. Alongside a whole school approach there are particular curriculum areas to back up preventative work.

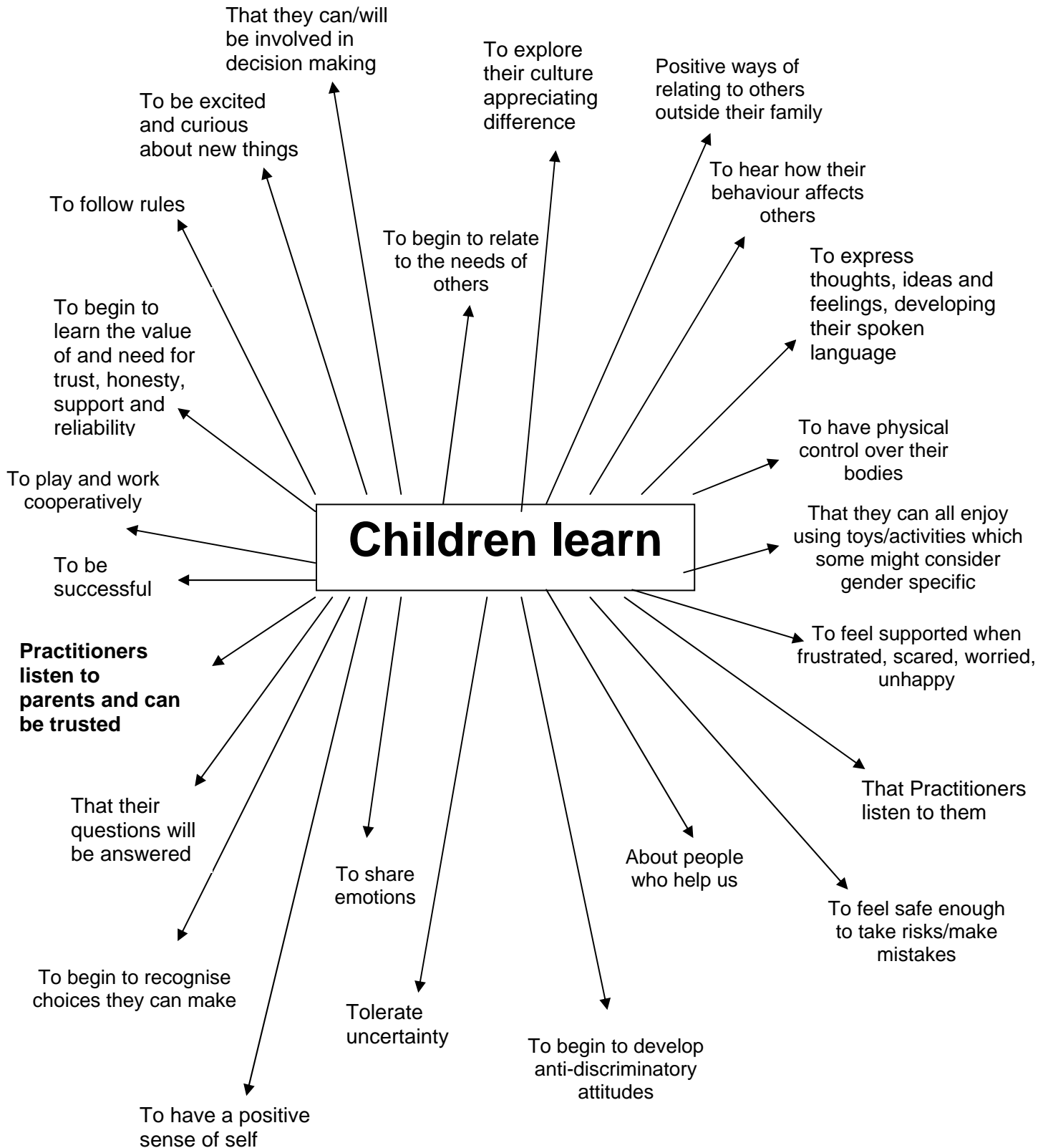
Schools using the Citizenship P.S.H.E. and S.E.A.L. materials to plan their curriculum will already be covering the basics of preventative work for domestic abuse.

The units of work identified within the Citizenship and P.S.H.E. documents cover many of the headings needed to offer our children comprehensive preventative learning experiences from KS1 to KS4. Foundation KS1 and KS2 now have added whole school approach scheme of S.E.A.L. which is an excellent support for the work.

On the following pages there are diagrams and explanations of how you can link preventative work to all three programmes and schemes.

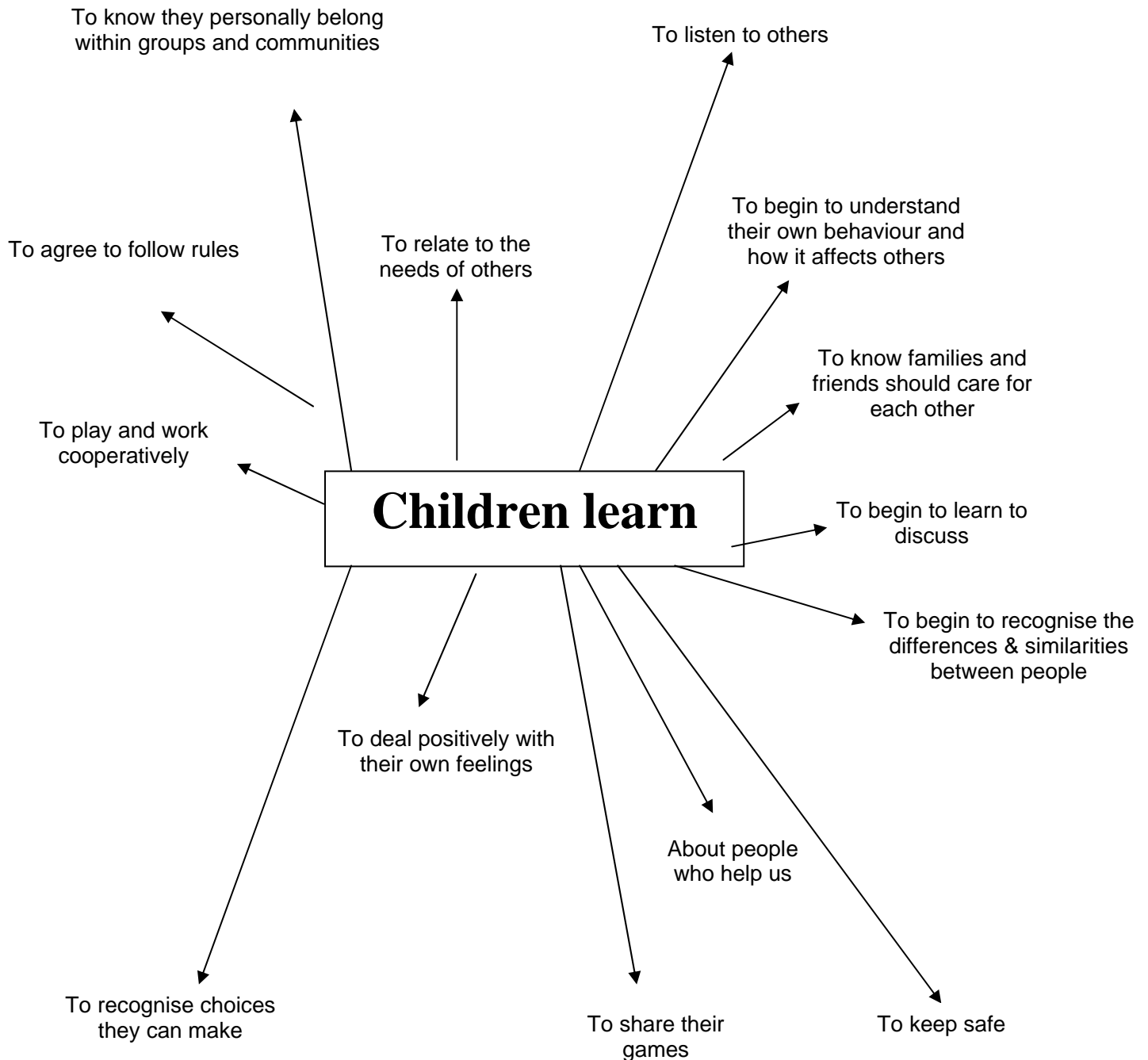
FOUNDATION STAGE

From: Curriculum Guidance of the Foundation Stage



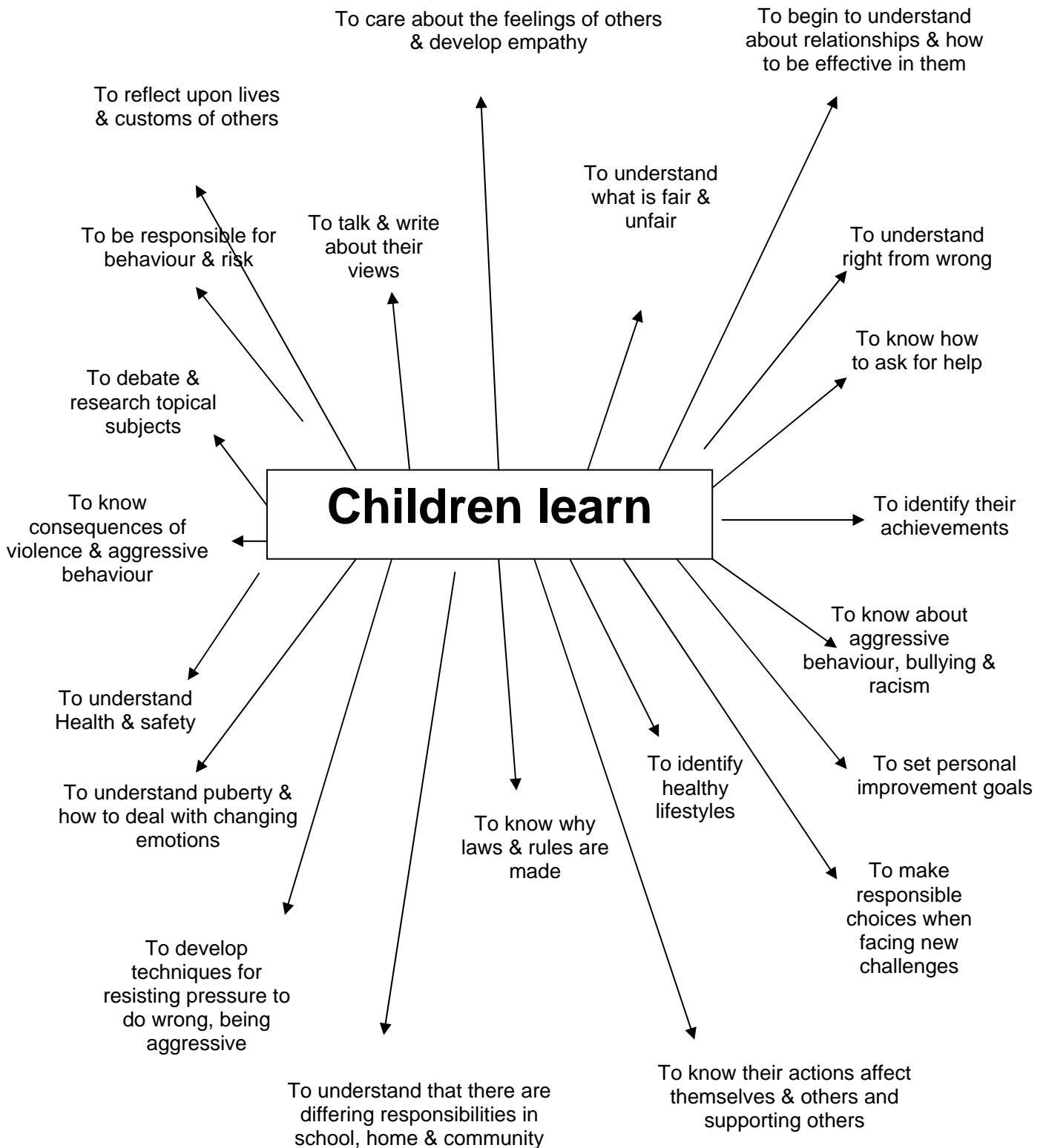
Key Stage 1.

Unit references 1a – c, 2a – f, 3a – g & 4a – e.

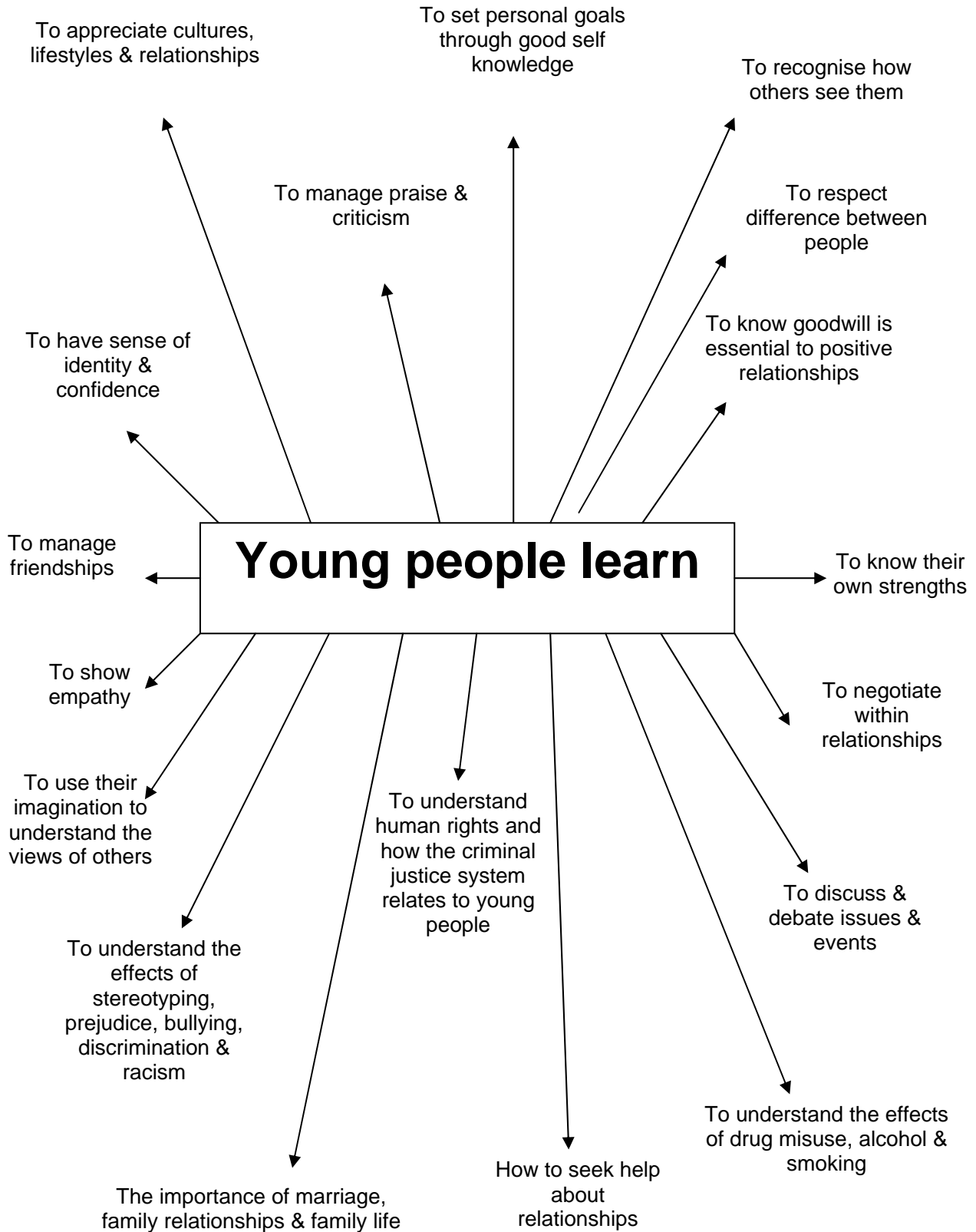


Key Stage 2

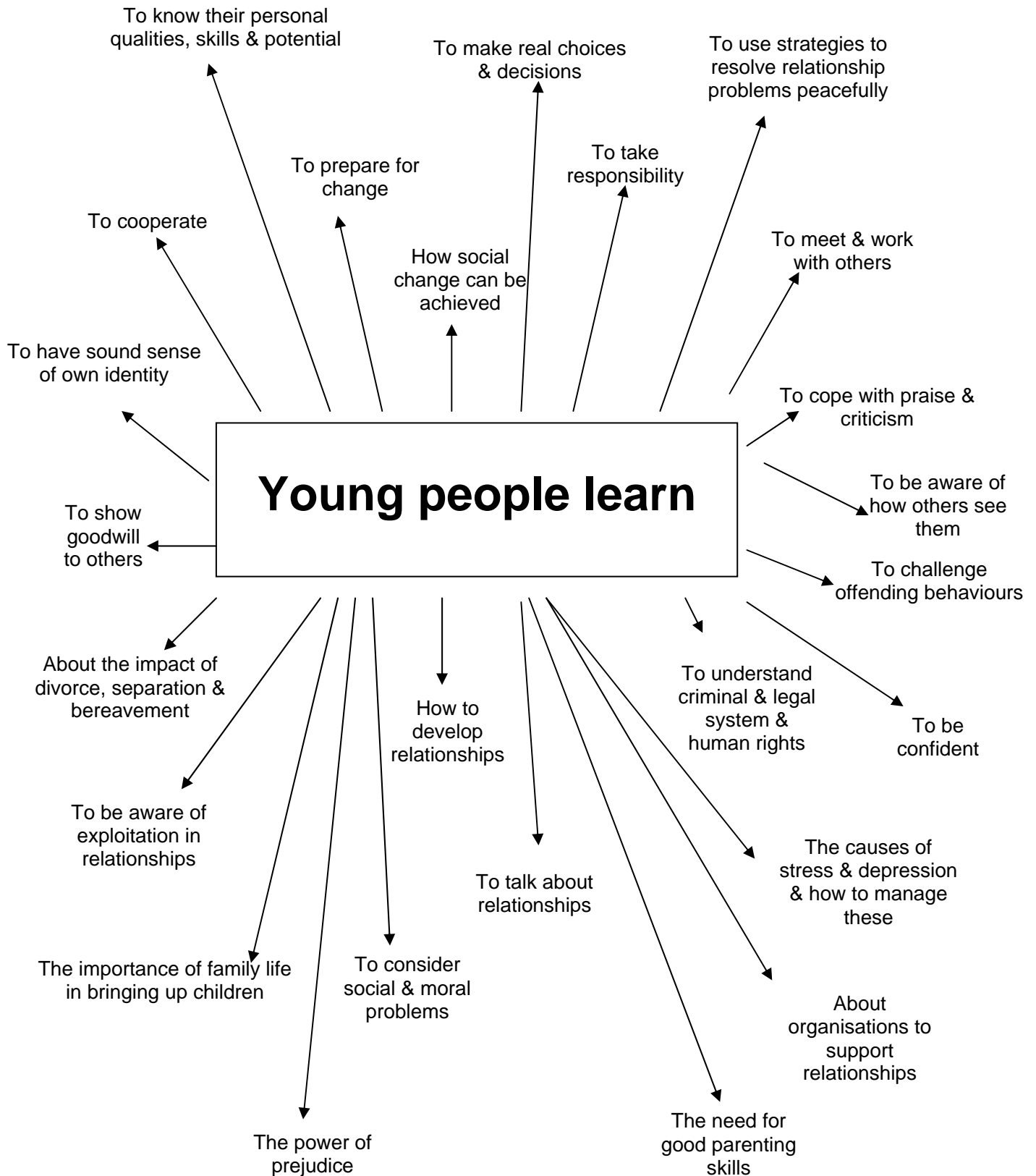
Unit references 1a – d, 2a – f, 3a,e, g, f & 4a – g



Key Stage 3
Units P.S.H.E., 1a – c, g, 2c,d, 3a – k, 4a – l



Key Stage 4
P.S.H.E. 1a – I, 2a – c, 3a – K, 4a – I



Schools with **Foundation, Infant & Junior** aged children now have a superb support within the **S.E.A.L.** programme.

This is an excellent tool to ensure the development of social, emotional and behavioural skills.

The scheme is divided into seven subject headings and each set offers considerable support for red-foundation stage, blue for years 1&2, yellow for years 3&4 and green for years 5&6.

- 1) The getting started theme covers:
Belonging
Self-awareness
Understanding my feelings and those of others
Managing my feelings
Social skills
Making choices
Rights and responsibilities
- 2) The Getting on and Falling out theme covers:
Friendship
Seeing things from another point of view
Working together
Managing feelings – anger
Resolving conflict
- 3) The Bullying theme covers:
Likes and dislikes
Sharing opinions
Goal setting
Recognising strengths
Rules
Being part of a group
Behaviour and how it affects others
To listen
Cooperative play
Caring
- 4) The Going for Goals theme covers:
Knowing myself
Setting realistic goals
Planning to reach a goal
Persistence
Making choices
Evaluation and review
- 5) The Good to be Me theme covers:
Understanding my feelings
Managing my feelings
Standing up for myself
Making choices
- 6) The Relationship theme covers:
Knowing myself
Understanding my feelings
Managing my feelings
Understanding the feelings of others
Social skills
Making choices

- 7) The Changes theme covers:
- Knowing myself
 - Understanding my feelings
 - Understanding the feelings of others
 - Managing my feelings
 - Planning to reach a goal
 - Belonging to a community
 - Making choices

In addition to these themes are the Gold and Silver books.

The Silver series provides intervention work for small groups at years 1 & 2, although it can be adapted to foundation and year 3 needs. The work aims to target children who need additional support in developing their social, emotional and behavioural skills.

The Gold series is designed for Parent/Carer use.

There are also many topics and themes for staffroom discussion groups, thus encouraging a vital whole school approach to this work.

Family Seal offers 8 sessions of parent workshops enabling parents to learn to develop their child's social, emotional and behavioural skills.

www.bandapilot.org.uk/pages/seal/ws_familyseal.html

APPENDIX 2

PROTOCOL between Police and North Somerset schools

Any incident where a school-aged child or young person is a family member will be relayed by the Police to the Duty Education Welfare officer in the Town Hall. The Duty EWO will, in turn, contact schools by telephone to inform them that this incident has taken place. Schools should be aware that this information is also sent by the Police to Intake Team Managers at Social Services. Social Services colleagues will then make the decision, based on their protocols, whether or not to act upon this information.

June 2005