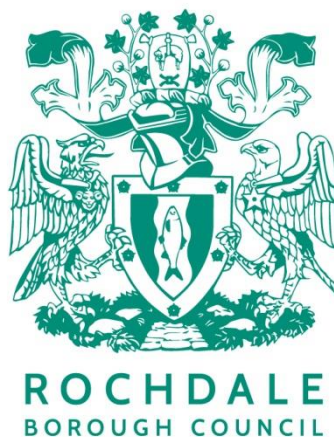


# Domestic Abuse Toolkit for Schools & Educational Settings in Rochdale

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**Developed by:**

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## **INTRODUCTION**

Domestic Abuse has a significant impact on children, families and our communities. It also has major implications for service providers and agencies across Rochdale and increases the demand on our services and organisations.

By working together in Rochdale we can:

1. Reduce the number of people in Rochdale who experience domestic abuse;
2. Reduce the length and severity of abuse for victims;
3. Reduce the number of perpetrators of domestic abuse through prevention and criminal justice interventions; and
4. Create a culture in the borough that never tolerates domestic abuse

This document provides all staff that work in schools with advice and guidance for identifying and responding to domestic abuse. That could include young people in unhealthy relationships, children\* and young people who affected by domestic abuse or parents who disclose abuse to a member of the school.

**The guidance outlined in this document recognises that our priority in this area is the safeguarding of children and vulnerable adults.** It does not replace existing safeguarding children or adults procedures. As such this protocol should be read in conjunction with;

- Keeping Children Safe in Education; Statutory Guidance for schools and colleges. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526712/Keeping-children-safe-in-education-2016.pdf)
- Rochdale Borough Safeguarding Children Partnership, Multi-agency procedures: [www.rochdalesafeguarding.com](http://www.rochdalesafeguarding.com)



## **WHAT IS DOMESTIC ABUSE?**

In April 2021 The Domestic Abuse Act became legislation and created a statutory definition of domestic abuse. It is important that all school staff have a shared understanding of domestic abuse in line with the following definition:

### **Definition of Domestic Abuse**

The statutory definition of domestic abuse is:

Behaviour of a person (“A”) towards another person (“B”) is “domestic abuse” if—

- (a) A and B are each aged 16 or over and are personally connected to each other, and
- (b) the behaviour is abusive.

Behaviour is “abusive” if it consists of any of the following—

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (see below)
- (e) psychological, emotional or other abuse;

It does not matter whether the behaviour consists of a single incident or a course of conduct.

“Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to—

- (a) acquire, use or maintain money or other property, or
- (b) obtain goods or services.

Two people are “personally connected” to each other if any of the following applies—

- (a) they are, or have been, married to each other;
- (b) they are, or have been, civil partners of each other;
- (c) they have agreed to marry one another (whether or not the agreement has been terminated);
- (d) they have entered into a civil partnership agreement (whether or not the agreement has been terminated);
- (e) they are, or have been, in an intimate personal relationship with each other;



(f) they each have, or there has been a time when they each have had, a parental relationship in relation to the same child (see subsection (2));

(g) they are relatives.

### **The Impact of Domestic abuse on children and young people**

#### **The Domestic Abuse Act recognises children as victims in their own right.**

The impact of domestic abuse on a child/young person can be devastating and can include physical injuries; psychological harm; can cause them to live in constant fear and manifest self-harming behaviours.

As school staff you get to witness these behaviours on a daily basis and can see the changes first hand. The table below shows some of these behaviours and symptoms that can affect a child/young person and some of the issues they may experience that require support.

<b>When living with domestic abuse</b>	<b>When leaving domestic abuse</b>
<b>Safety</b>	
<ul style="list-style-type: none"><li>• Injury/threats if attempts to intervene</li><li>• Having to leave the house to get help or be safe</li><li>• Running away</li><li>• Being injured before birth, or as a baby</li><li>• Self-harming in order to cope</li></ul>	<ul style="list-style-type: none"><li>• Heightened risk of harm and homicide</li><li>• Continued threat from the abusive person</li><li>• Continued contact with abusive parent/carer through a 'Contact Order'</li><li>• Greater risk to health and safety when in temporary accommodation</li><li>• At greater risk of being killed at this point or in the first few months</li></ul>
<b>Education</b>	
<ul style="list-style-type: none"><li>• Erratic school attendance</li><li>• Late to school</li><li>• Attending school when ill because they do not want to be at home</li><li>• Faking illness to stay at home to protect abused parent/carer</li><li>• Disturbed sleep pattern leading to a loss of concentration</li><li>• Unable to access learning</li><li>• Concentrating extra hard to escape</li></ul>	<ul style="list-style-type: none"><li>• Disturbed sleep pattern leading to a loss of concentration</li><li>• Not getting a new school place</li><li>• Late to school because of new accommodation</li><li>• Missing school for court appearances</li><li>• Unable to access learning</li><li>• Reduced finances affecting ability to buy uniform or take part in extra-curricular activities</li></ul>



<ul style="list-style-type: none"> <li>• Not being able to take part in extra-curricular activities</li> <li>• Changes to behaviour, displaying distressed behaviour/ dysregulation etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk to abduction because they can be found via the school or educational setting the child attends</li> </ul>
Emotional Health and Development	
<ul style="list-style-type: none"> <li>• Restricted access to health care</li> <li>• Restricted access to food and clothing</li> <li>• Unwilling or unable to bring friends home</li> <li>• Erratic school attendance</li> <li>• Disturbed sleep patterns</li> <li>• Altered brain development</li> <li>• Living with conflict and tension</li> <li>• Distorted vision of relationships</li> <li>• Being forced to take part in abuse of parent/carer</li> <li>• Upset at death/injury of pet</li> </ul>	<ul style="list-style-type: none"> <li>• Not being able to see friends and family</li> <li>• Possible loss of a pet, possessions and all that is familiar</li> <li>• Stigma of being in temporary accommodation</li> <li>• Loss of access to activities e.g. sport or drama</li> <li>• Finances can improve or get worse</li> <li>• Maybe subject to a child protection investigation</li> <li>• Disturbed sleep pattern</li> <li>• Stress related illness and/or behaviours</li> </ul>

**The impact of domestic abuse on children and young people cannot be undervalued and is different for each individual, the details above will not always demonstrate domestic abuse is occurring in that child/young person's life, however, use your professional curiosity to look at these individual cases to see if the cause to these symptoms are domestic abuse and then act accordingly.**

### **WHY SCHOOLS/EDUCATIONAL SETTINGS SHOULD RESPOND TO DOMESTIC ABUSE:**

Schools are often best placed to observe when children and young people are affected by domestic abuse as they have regular contact and are able to notice changes in behaviour and emotions. This may put you in the best position to refer young people to local services to support their mental health and well-being or to provide in-school support.

Schools can be a safe haven for those experiencing domestic abuse at home and a place of safety for the adult to receive support. Schools also have a number of legal requirements relating to domestic abuse. Where a family have chosen to Electively Home Educate (EHE), it is important that schools inform the local authority of this decision and identify any risk of domestic abuse known to them.



## **Safeguarding:**

Domestic Abuse is a safeguarding issue, thus schools have a duty of care for all its students to keep them safe from harm under the Education Act of 2002. The Department for Education **Keeping Children Safe in Education 2021** – [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) recognises domestic abuse as a specific safeguarding issue and therefore it is important that schools also identify it within their safeguarding policy and ensure all staff are aware of the procedures with regards to safeguarding children from domestic abuse.

## **Ofsted:**

As part of every school inspection, Ofsted will review and report on whether safeguarding arrangements are effective. Within the judgement on leadership and management, inspectors will consider the culture of safeguarding - how schools identify learners who may need early help or who are at risk; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.

## **PSHE Association:**

The PSHE Association have worked with the Home Office to further the work of the 'This is Abuse' Campaign in 2014 and produced the 'Disrespect Nobody' Campaign to cover Healthy Relationships, Consent and Sexting. All of which are safeguarding concerns for children and young people.

Details of how to order resources can be found here: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

## **School actions in relation to domestic abuse:**

In respect to all of the above it is expected that Rochdale schools will work towards the following with the support of the Education Safeguarding Officer and Safeguarding Partnership.

- Keep children as the focus in terms of any concerns about domestic abuse. Always act to safeguard the child as per school and Rochdale safeguarding procedures.
- Ensure that all disclosures, reports and indicators of domestic abuse is acted upon in accordance with this protocol and local safeguarding procedures (see Section on Risk Assessment)
- Audit compliancy with this toolkit (this could include an annual refresher for staff, dip checking how domestic abuse cases are dealt with in school etc.)
- Ensure that lessons are learned from Domestic Homicide Reviews, Children's Safeguarding Practice Reviews and Safeguarding Adults Reviews where domestic abuse is a feature;
- Share details within the school of new legislation, research and best practice;



- Work together with Rochdale Council and other schools on publicity campaigns;
- Develop and promote a Domestic Abuse Policy for employees and managers in schools.
- Complete a domestic abuse training needs analysis and ensure all schools staff receive the appropriate level of training in accordance to their role and responsibility. To be refreshed in line with local and statutory requirements.

### **Professional challenge and resolving disputes**

- If a school has safeguarding concerns in respect of domestic abuse, they must telephone EHASH for consultation in respect of the risk and impact on the child. In the event that school is not satisfied with the response received, it is essential that the professional uses the Rochdale professional challenge protocol to escalate this formally. Equally, if schools have concerns about multi agency partner response to domestic abuse, the same protocol must be used to raise this and escalate if necessary. The local protocol is as outlined via:  
[https://www.rochdalesafeguarding.com/assets/c31bdc8b/effective\\_challenge\\_and\\_resolving\\_professional\\_differences\\_guidance.pdf](https://www.rochdalesafeguarding.com/assets/c31bdc8b/effective_challenge_and_resolving_professional_differences_guidance.pdf)

### **Subject Access Requests:**

For all subject access requests please seek guidance from your Designated Safeguarding Lead as decisions will be made in relation to risk and how safe or appropriate it is to share information



## **Responding to domestic abuse flow chart:**

School is made aware of domestic abuse either by:

- 1. Operation Encompass notification**
- 2. Notification and telephone contact received from EHASH**
- 3. Child disclosure/professional concerns**
- 4. Adult disclosure**

### **1. Operation Encompass Notification**

- Review Operation Encompass notifications as priority
- Check school records for previous history of safeguarding issues
- Contact EHASH and relevant professionals if there are additional safeguarding concerns
- Inform relevant staff members of the notification
- Monitor and assess appropriate support for the child and add child to vulnerable childrens school list
- Update the Operation Encompass notification with actions taken including behaviour and attendance progress

### **2. Notification and telephone contact received from EHASH**

- Check school records for previous history of safeguarding issues
- Contact EHASH and relevant professionals if there are additional safeguarding concerns
- Inform relevant staff members of the notification
- Monitor and assess appropriate support for the child and add child to vulnerable childrens school list
- Add to child's school record

### **3. Child disclosure/professional concerns**

- Check school records for previous history of safeguarding issues
- Contact EHASH and relevant professionals for advice and decision making about next steps
- Explain to young person in sensitive and age appropriate manner reason for EHASH referral
- Explain confidentiality parameters



#### **4. Adult disclosure**

##### **Direct Disclosure:**

- Safeguarding Lead or Deputy to be informed of the disclosure
- Check school records for previous history of safeguarding issues
- Consider any immediate risk, contacting the police and safety planning
- Using flowcharts and family Service Directory (FSD) offer support to parent /child refer to appropriate agencies /encourage victim to seek support
- Consider victim /perpetrator dynamics if both have Parental Responsibility (PR)
- Use Children's Need Response Framework (CNRF) to assess risk
- Complete DASH if appropriate
- Contact EHASH and relevant professionals if there are additional safeguarding concerns
- Inform relevant staff members
- Monitor and assess appropriate support for the child and add child to vulnerable childrens school list
- Add to child's school record

##### **3<sup>rd</sup> Party Disclosure – this may be a concerned friend/family member etc.:**

- Safeguarding Lead or Deputy to be informed of the disclosure
- Check school records for previous history of safeguarding issues
- Speak to the child regarding the disclosure
- Speak to the potential victim/survivor as soon as possible and check it's safe to do so (i.e when they are alone and not with the perpetrator)
- Consider any immediate risk, contacting the police and safety planning
- Using flowcharts and family Service Directory (FSD) offer support to parent /child refer to appropriate agencies /encourage victim to seek support
- Consider victim /perpetrator dynamics if both have Parental Responsibility (PR)
- Use Children's Need Response Framework (CNRF) to assess risk
- Complete DASH if appropriate
- Contact EHASH and relevant professionals if there are additional safeguarding concerns
- Inform relevant staff members
- Monitor and assess appropriate support for the child and add child to vulnerable childrens school list
- Add to child's school record



## WHAT CAN SCHOOLS/EDUCATIONAL SETTINGS DO TO REDUCE THE RISK AND RESPOND TO DOMESTIC ABUSE:

### **Professional Curiosity**

Many Domestic Homicide Reviews and Serious Case Reviews refer to a lack of professional curiosity or respectful uncertainty. School Staff need to demonstrate a non-discriminatory approach and explore the issues and formulate judgements that translate into effective actions in their dealings with children, adults and families. This should be matched by an organisational culture which supports its staff in openness, constructive challenge and confidence to practice sensitive and challenging circumstances at the front line.

Professional curiosity is the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value.

School staff should never avoid asking the difficult questions, sharing concerns with colleagues or your supervisor as a "fresh pair of eyes" looking at a case can really help to maintain good practice standards and develop a critical mindset.

School staff should always try to see all parties separately; however when that is not possible and particularly when a victim is not being seen alone, professionals should also be alert to the following behaviours they may observe. If these signals are present the member of staff should find a way of seeing the suspected victim alone:

- The victim waits for her/his partner to speak first;
- The victim glances at her/his partner each time (s)he speaks, checking her/his reaction;
- The victim smooths over any conflict;
- The partner speaks for most of the time;
- The partner sends clear signals to the victim, by eye / body movement, facial expression or verbally, to warn them;
- The partner has a range of complaints about the victim, which (s) he does not defend.

School staff must be curious around children missing in education and aware that this is a potential indicator of abuse. Children missing from education can be so for many reasons with regard to domestic abuse, they could be choosing to stay at home to protect the non-abusive parent OR they could be kept at home by the parent/s to hide the abuse from teachers/professionals.

Concerns may be reported to school from the wider community such as a neighbour, extended family member etc. If any staff member suspects or becomes aware of domestic abuse they must notify their Designated Safeguarding Lead [DSL] with their concerns whether they work directly with the pupils/ their family or not.



## **Asking the Question**

Victims of domestic abuse are often too afraid or uncomfortable to raise the issue of abuse themselves. School staff should be prepared to ask questions sensitively, but directly.

The key principle is for staff to use their knowledge of the child/parent to broach the subject in a way that is appropriate to them. Some example questions may be:

- Can you tell me what's been happening?
- You seem upset. How are things?
- Are you frightened of someone / something?
- How are things at home?
- Did someone hurt you?
- How did you get those injuries?
- Are you in a relationship in which you have been physically hurt or threatened by your partner/girlfriend/boyfriend?
- Do you ever feel frightened by your partner/girlfriend/boyfriend or other people at home? For example, a family member.
- Are you (or have you ever been) in a relationship in which you felt you were badly treated? In what ways?
- Has your partner/girlfriend/boyfriend/family member ever threatened to harm your family? Do you believe that he/she would?
- What happens when you and your partner/girlfriend/boyfriend/family member disagree?

### **Basic Principles:**

Make sure that the time and place is appropriate when asking the question e.g. not when they have another appointment or when there are other people around. If you suspect domestic abuse, make sure that the perpetrator is not likely to interrupt you or come into the school. If you need to complete a DASH risk assessment, make sure you have plenty of time - there are 27 risk factors to go through (please see below).

## **Disguised compliance**

As part of professional curiosity school staff should be aware of disguised compliance and use their professional judgment to question what is really going on. In some cases domestic abuse victims/survivors may be reluctant to disclose full details due to fear. They may be trying to manage the risk from the perpetrator and in doing so do not want to share full details with professionals. In addition, they may not recognize the level of risk to them or the family. Children can also be involved in this, fearing to share with professionals for several reasons such as protecting themselves, the victim and/or the perpetrator.

Disguised compliance can take a number of different forms and parents, adults or perpetrators can use these techniques to avoid raising suspicions, to allay professional concerns and to delay or avoid professional intervention. Examples include:



- focus on engaging well with one member of staff to deflect attention from their lack of engagement with another.
- criticise others to divert attention away from their own behaviour.
- promise to take up support offered to them but then fail to attend.
- promise to change their behaviour and then avoid contact with those who have offered it.

If disguised compliance is suspected then appropriate action must be taken. Details must be recorded with examples and if where there is evidence of risk or harm school need to follow safeguarding procedures.

### **DASH Risk Assessment**

If you have evidence of domestic abuse or a disclosure or concern has been made to you relating to domestic abuse you, or a competent practitioner within your agency, (e.g. Designated Safeguarding Lead), should make every effort to complete a DASH risk assessment with the victim. This will help you to explore the risks to the victim and assess the level of risk. High risk cases must be referred to MARAC.

There may be occasions when it is not possible to undertake a DASH risk assessment e.g. victim denies there is any abuse or you don't have any evidence. In these circumstances you must ensure that you have tried to follow up any safeguarding concerns with the individual and, if required, followed Adult and Child safeguarding process. You should also provide information about support services and that you have carefully documented what you have done and the reason why the DASH has not been completed. Your decision needs to be defensible.

Practitioners must be aware that the responsibility for safeguarding and for managing risk does not end once a referral has been made to another agency or multi agency arena.

To book on our virtual, 60 minute training on completing the DASH please visit: [Courses | Book a course | Multi-Agency Training | Website | RBSCP](#) This training covers how to complete a DASH and the next steps in relation to referring to the MARAC.

### **MARAC (Multi-Agency Risk Assessment Conference)**

A MARAC is a **multi-agency risk assessment conference** that meets fortnightly in Rochdale. We also have a daily high risk domestic abuse meeting where cases are heard and immediate safeguarding actions are agreed.

The purpose of the MARAC is for agencies to share information about 'high' risk victims of domestic violence and abuse and for agencies to work collaboratively to safeguard, and reduce the victims risk by putting in place safety measures to support victims. It is attended by key partners such as: Police, Children's Social Care, Mental Health, Probation, Housing, etc. Victims are referred to the MARAC by a number of agencies following the completion of a DASH risk assessment tool.



## High Risk

- The DASH Risk assessment can be completed by any agency, including a member of staff at a school. There are 24 questions on the DASH Risk assessment.
- A victim is deemed high risk in any of the following :
- If a victim scores **14** or more on the risk assessment (yes responses)
- If there have been **3** or more police callouts in **12 months**
- If the abuse is escalating
- or professionals have concerns about the victims and family safety

Some head teachers /safeguarding leads/teaching staff who have a close supportive relationship with parents may be in a position to complete a DASH with a parent, where he or she is unwilling to seek support elsewhere.

You must tell the victim that you are making a referral to MARAC and that he/she will be contacted by an Independent Domestic Violence Advisor (IDVA). The role of the IDVA is to discuss risk and safety, provide information about options available and be the voice of the victim at the MARAC. **Under no circumstances should the perpetrator of domestic abuse be informed if a case involving them has been referred to MARAC. This includes Subject Access Requests.**

## Notification Process

In Rochdale there are two notification process for schools in relation to domestic abuse.

### **1. Operation Encompass**

Operation Encompass is a national police-led initiative to notify schools, prior to the start of the next school day, when a child or young person has experienced domestic abuse. An officer attending a domestic abuse incident will record at the scene the names and school of any children in the household. This will result in an email notification sent by Police to the school, prior to the start of the next school day. This information sharing will enable schools to take any appropriate action they see fit in order to overtly or covertly support the child.

Schools must ensure that encompass notifications are added to the child's safeguarding record so that these form part of school's chronology. If appropriate, the DSL may wish to seek advice from the Encompass Helpline on 0204 513 9990 for advice about how best school can support the child – if doing so, this must be on an anonymised basis and school must be aware that the helpline is not the appropriate route to discuss safeguarding concerns. If schools have safeguarding concerns in respect of DA incidents notified to them via encompass, they must consult with EHASH.

It is very important that we continue to monitor the effectiveness of Encompass in Rochdale. Therefore, if schools are made aware of a DA incident which was attended by Police but school has not received an Encompass notification, or if a notification is



incorrectly directed or poor quality, it is imperative that we alert Police colleagues to this using the established local pathway. If schools wish to seek clarification, they should contact the Education Safeguarding Officer, who will direct school to the relevant Police contact.

Operation Encompass Teacher's Helpline: [Teachers' Helpline : Operation Encompass](#)

## **2. Local Authority (EHASH) notification**

Local Authority notifications are generated when a domestic abuse case is referred into the EHASH. The case is triaged and next steps agreed. Within a week schools will receive a notification with details of the incident and agreed next steps.

### **Safety Advice and Planning**

**It is important that all agencies work with victims to plan ahead and stay safe so that in times of crisis decisions are made easier and safer.**

Victims of domestic abuse are at increased risk when they are planning to leave a relationship or have just left.

You should be very clear about who is at risk and consider other people in the household, other friends or relatives. If you have identified risks you should ensure that appropriate actions are taken to remove or reduce to the risk of harm. This may include:

- Contacting, or supporting the victim(s) to contact, the police
- Find suitable alternative accommodation either with a safe and trusted friend, relative or through emergency temporary housing or Refuge
- Referral to Rochdale Council Children's Services or Adult Safeguarding
- Liaising with partner agencies to share relevant information that may reduce the risks
- Referral to health agencies

Here is some safety advice that you could discuss with a victim.

- Dial 999 in an emergency and teach your children to call 999 in an emergency, and teach them what they would need to say (for example, their full name, address and telephone number).
- Ask her/him to plan in advance how they might respond in different situations, including crisis situations.
- Think about the different options that may be available.
- Does she/he have trusted neighbours, friends or family nearby where they could go in an emergency? If so, tell them what is going on, and ask them to call the Police if they hear sounds of a violent attack.



- Rehearse an escape plan, so in an emergency you and the children can get away safely.
- She/he should pack an emergency bag for themselves and their children and hide it somewhere safe, for example, at a neighbour's or friend's house. They should try to avoid mutual friends or family.
- She/he should try to keep a small amount of money on them at all times, including change for the telephone and for bus fares.
- She/he should ensure they have a safe mobile phone, try to keep it with them and charged up.
- She/he should keep credit on her/his phone.
- She/he should set up speed dials for emergency telephone numbers.
- She/he should try to memorise telephone numbers, or keep them in a place of safety.
- She/he to have Caller ID on their telephones where possible.

If appropriate, set up signals or codes with neighbours and friends, for example:

- Lights on/off in a certain room.
- Windows open/shut.
- Blinds/curtains half shut or half open.
- Sentences such as "I won't be able to come over for coffee as my Mum is here."
- Discuss with your neighbours when you would want them to call the Police (for example if they see your partner at your house).
- Pack a bag with important things that you would need if you had to leave in a hurry – this should include money, passport, medication, birth certificates and a change of clothes for children. Put the bag in a safe place or leave it with someone.
- Keep any court orders, injunctions and emergency numbers with you at all times.
- Diary/log any abuse including abusive calls, texts, emails, etc.

### Safety planning and children

- Talk to the children about what is going on – whatever you may think, children do know about it and do hear it. If you don't talk to them they will come to their own conclusions which may not be accurate.
- Try to be honest without frightening them.
- Talk to the children about why you have left, or why you haven't left – this is important as some children feel angry and upset when the victim does leave, but some children feel unprotected and let down when victims don't leave the abuse.
- Do not encourage children to join in with the abuse – this includes things like name calling.
- Do not tell children they are just like their father/mother when they are showing frustration or anger about the abuser.



**Remember:**

Children will feel more secure with one parent in a stable environment than with two parents in an unstable and violent environment.

Any plans undertaken with children must **NEVER** give them responsibility for anyone else's safety.

**Local and National Domestic Abuse Support Agencies****Local:****School Nurse:**

The school nursing service offers universal and targeted support to children and their families from 5-19 years. Each school in the borough will have a named or link school nurse.

**Mental Health Support Team (MHST)/#Thrive/CAMHS Support:**

MHSTs in schools can offer more preventative workshops to support young people, focusing on them looking after themselves e.g. 5 ways to wellbeing. Any mental health concerns for children and young people who are experiencing DA issues need to consult with SPOA in order to make a more informed approach as to what could be offered for them.

In Rochdale we have a range of support services for victims, perpetrators and children affected by domestic abuse. These include safe accommodation, one to one outreach support, group-work sessions and therapeutic services. For details of local provision please visit [www.rochdale.gov.uk/rochdale.gov.uk](http://www.rochdale.gov.uk/rochdale.gov.uk)

**SARC [Sexual Assault Referral Centre]:**

Provides a safe environment where victims of Rape, Sexual Assault or Sexual Abuse can get support and advice. They also provide the possibility of making a report to the police and undertaking a forensic examination. They are open to all victims, regardless of whether they want to report a crime to the police or not.

St Mary's Hospital Oxford Road, Manchester M13 9WL 0161 276 6515

**Open 24 hours**



### **National services:**

24-hour national Domestic Abuse Helpline <a href="http://www.nationaldahelpline.org.uk">www.nationaldahelpline.org.uk</a> 0808 2000 247	Shelter <a href="http://www.shelter.org.uk">www.shelter.org.uk</a> , 0808 800 4444
Forced Marriage Unit <a href="http://www.foc.gov.uk/forcedmarriage">www.foc.gov.uk/forcedmarriage</a> 020 7008 0151 9am to 5pm Mon – Fri	Samaritans <a href="http://www.samaritans.org.uk">www.samaritans.org.uk</a> , 113 123
Men's Advice Line <a href="http://www.mensadvice.org.uk">www.mensadvice.org.uk</a> , 0808 801 0327	Women's Aid <a href="https://www.womensaid.org.uk/">https://www.womensaid.org.uk/</a>
Mankind <a href="http://www.mankind.org.uk">www.mankind.org.uk</a> 01823 334244	National Stalking Helpline <a href="https://www.suzyplugh.org/pages/category/national-stalking-helpline">https://www.suzyplugh.org/pages/category/national-stalking-helpline</a> 0808 802 0300
Galop Support helpline for LGBT+ victims of domestic abuse <a href="http://www.galop.org.uk">www.galop.org.uk</a> , 0300 999 5428	Information for children and young people: <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a> <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> <a href="http://www.disrespectnobody.co.uk">www.disrespectnobody.co.uk</a>

### **Support for Perpetrators**

For details of local provision please visit [www.rochdale.gov.uk/rochdale.gov.uk](http://www.rochdale.gov.uk/rochdale.gov.uk)

#### **Respect Phone line**

The Respect Phone line is a confidential and anonymous helpline for domestic abuse perpetrators looking for help to address their behaviour. The main focus of the Respect Phone line is to increase the safety of those experiencing domestic abuse by engaging with the abusers to reduce the risk.

The Phoneline helps men and women in heterosexual or same-sex relationships who want to stop being violent and/or abusive towards a partner or ex-partner. It's also available for frontline workers who engage with domestic violence perpetrators in their work.



### Contact details of Respect

Opening hours: the Respect Phone line is open Monday - Friday 9 a.m. – 5 p.m. Call: free phone 0808 802 4040 Email: [info@respectphoneline.org.uk](mailto:info@respectphoneline.org.uk) (aim to reply within two working days). Website: [www.respectphoneline.org.uk](http://www.respectphoneline.org.uk)

### Resources for children and young people

See **Appendix 3** for resources for children and young people to explore their thoughts and feelings about domestic abuse. Other useful links are below:

'Making Sense of Relationships' – pre-planned workshops aimed at Key Stage 2, year 6 in Primary and Key Stage 3 & 4 in Secondary schools/settings, produced by the NSPCC in partnership with PSHE Association  
<https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>

'Alice Ruggles Trust Relationship Safety' – pre-planned workshops aimed at Key Stage 4, and above, produced by the Alice Ruggles Trust in partnership with the PSHE Association. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/alice-ruggles-trust-relationship-safety-resource>

'Love. Life.' aimed at 11- to 25-year-olds with learning disabilities, enables adults to start conversations with young people about feelings, privacy and boundaries, friendships, different kinds of love and online safety.

The NSPCC, in partnership with Elanor Stannage and Connecting Youth Culture, have developed a series of films and supporting resources about relationships and staying safe. Access to the resources is available via: [www.nspcc.org.uk/lovelife](http://www.nspcc.org.uk/lovelife)

### Training

Rochdale Borough Safeguarding Children Partnership delivers training on domestic abuse and related safeguarding topics. Training is free to people working or volunteering in Rochdale. For more details and to book please visit: [Courses | Book a course | Multi-Agency Training | Website | RBSCP](#)



## **FURTHER INFORMATION:**

### **Information Sharing**

#### **General guidance:**

Knowing when and how to share information is not always easy, but it is important to get it right. Families need to feel reassured that their confidentiality is respected.

If you are not sure, but in your view there is a risk of abuse to someone, you should speak to your supervisor, safeguarding professional or Information Governance Lead.

The seven golden rules for information sharing:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



## **Points for Consideration:**

- Is there a legitimate purpose for sharing information?
- Does the information enable a person to be identified?
- Is the information confidential?
- Is there a statutory duty or court order to share the information?
- Is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

For further details please refer to the school's privacy notice.

Victims of domestic abuse can find out more about what is available in their area by asking their domestic abuse support worker or contacting Rochdale Council.

## **Domestic Violence Disclosure Scheme (DVDS) Claire's Law**

The Domestic Violence Disclosure Scheme was launched in Rochdale in March 2014. A police led scheme, with two routes available 'Right to Ask' & 'Right to Know'. The applications are managed and held by Rochdale Police, with all applications processed and managed by the Protecting Vulnerable Persons Unit – Police Safeguarding Hub (PVP - PSH). Should a disclosure be agreed, the exact form of wording is agreed, and how that will be delivered is managed by a Sergeant.

The DV Disclosure Scheme has the following key principles:

- Introduce recognised and consistent procedures for disclosing information to persons with concerns about a current/ex-partner. It enables a current/ex-partner of a violent individual to make informed choices about whether, and how, to take forward that relationship.
- Disclosure is considered if it is lawful, necessary and proportionate to protect a potential person at risk from harm.
- Disclosure MUST be accompanied by a robust safety plan, based on all relevant information, which delivers on-going support to the potential person at risk.
- As a practitioner, if you believe someone you are working with, or know, is at risk of harm and could be eligible under the scheme, you should refer a person/case to Rochdale Police as follows:
  - Members of the public (person at risk, third party i.e. guardian, parent) telephone Rochdale Police on 101 (non-emergency).
  - Practitioners can also refer cases they are working on if they believe a disclosure may be required by Rochdale Police on 101 (non-emergency)



Should someone be at immediate risk of harm, always call 999 in an emergency. For further information on the scheme see the Greater Manchester Police (GMP) website [www.gmp.police.uk](http://www.gmp.police.uk)

**APPENDICES:**

1. Associated forms of domestic abuse
2. Domestic Abuse Policy Template
3. Resources for working with children or young people affected by domestic abuse



## **APPENDIX 1**

### **ASSOCIATED FORMS OF DOMESTIC ABUSE:**

#### **Young people's abusive relationships**

As with adults, abuse in adolescent relationships doesn't just cover physical violence. Other examples of this type of abuse include:

- Pressuring you into having sex.
- Controlling behaviour including what friends you can see or speak to and where you go.
- Jealousy or anger.
- Threatening to put lies, personal information, pictures on social networking sites.
- Constant name calling and comments.

Research completed by the NSPCC into partner exploitation and partner violence in teenage intimate relationships revealed that for girls in particular, having an older partner, and especially a "much older" partner, was a significant risk factor. Overall, three-quarters of girls with a "much older" partner experienced physical violence, 80 per cent emotional violence and 75 per cent sexual violence.

In those circumstances where the victim is under 18 years old and the perpetrator is 18 years or above, or if both victim and perpetrator are under 18 years, this should also be treated as a child safeguarding concern. A referral/signposting can also be made to specialist domestic abuse services when deemed appropriate. If the practitioner believes the child is at immediate risk then they should contact the police and initiate child protection procedures by contacting:

**The Early Help and Safeguarding Hub (EHASH) Telephone: 0300 303 0440**  
**Out of office hours - 0300 303 8875, E-mail: [ehash@rochdale.gov.uk](mailto:ehash@rochdale.gov.uk)** and reporting a safeguarding concern; e.g. a child involved in a relationship with a violent girlfriend/boyfriend.

#### **Abuse through technology**

As a professional, the case you are involved with may have elements of online / digital abuse. Many of us now use mobile, social media, email and shop online for example. If someone wants to upset, scare or intimidate another person they may use technology to do it.

This abuse can take various forms: bullying, harassment, stalking, domestic abuse, trolling, and/or hate campaigns.

Questions you may wish to consider:

- Is the victim being abused in multiple ways and means?
- How long has it been going on for?
- Is it escalating?



- What is the motivation of the abuser?
- What is the victim worried will happen?
- Mental state of the victim – are they afraid / suicidal?

### **Child Exploitation and Online Protection (CEOP)**

CEOP is a National Crime Agency department designed to pursue those who sexually exploit and abuse children, prevent people becoming involved in child sexual exploitation, protect children from becoming victims of sexual exploitation and sexual abuse, and prepare interventions to reduce the impact of child sexual exploitation and abuse through safeguarding and child protection work.

CEOP has a wealth of online resources to support the work of professionals to protect children from harm:

<https://www.ceop.police.uk/>

### **Child to Parent/Carer Violence or Abuse**

Child to Parent Violence & Abuse (CPVA) is an abuse of power through which the child or adolescent coerces, controls or dominates their parent or carer.

This is an under reported type of abuse with many parents hiding their child's behaviour for a number reasons. It is important when responding to a disclosure to CPVA to understand what the family want. Many parents report wanting a long term solution whereby the family can stay together.

In Rochdale there is support for families experiencing CPVA through programmes such as 'Break4Change' Adolescent to Parent Violence/Abuse relationship programme and also Early Help support.

For information around early help support contact your locality based Early Help Team:-

**Rochdale Early Help Team** - 01706 925200

[rochdale.earlyhelplocalityteam@rochdale.gov.uk](mailto:rochdale.earlyhelplocalityteam@rochdale.gov.uk)

**Pennine Early Help Team** - 01706 922600

[pennine.earlyhelplocalityteam@rochdale.gov.uk](mailto:pennine.earlyhelplocalityteam@rochdale.gov.uk)

**Heywood Early Help Team** - 01706 927500

[heywood.earlyhelplocalityteam@rochdale.gov.uk](mailto:heywood.earlyhelplocalityteam@rochdale.gov.uk)

**Middleton Early Help Team** - 0161 662 5100

[middleton.earlyhelplocalityteam@rochdale.gov.uk](mailto:middleton.earlyhelplocalityteam@rochdale.gov.uk)

**For information on 'Break4Change'** contact 01706 924691 or email

[parenting@rochdale.gov.uk](mailto:parenting@rochdale.gov.uk)

If you have concerns for a family experiencing CPVA please contact:-

**The Early Help and Safeguarding Hub (EHASH)** Telephone: 0300 303 044, Out of office hours - 0300 303 8875, E-mail: [ehash@rochdale.gov.uk](mailto:ehash@rochdale.gov.uk)

If it considered that the case is high risk to the parent then a MARAC referral should be made.



*Nb. If the child is 16 years and over then it falls under the definition of domestic abuse*

There is awareness training for professionals around CPVA which can be accessed via Rochdale Borough Safeguarding Children Partnership [Multi Agency Training Courses | Multi-Agency Training | RBSCP](#)

## **Stalking or Harassment**

Harassment is repeated unwanted behaviour that offends someone or makes them feel distressed, harassment generally arises out of a dispute and in some situations it may eventually be resolved.

Stalking is a pattern of unwanted and persistent behaviour which is intrusive, it is motivated by a fixation or obsession towards a person and that causes the victim to feel distressed or fearful.

Harassment and stalking have similar features however, a stalkers behaviour shows a fixation or obsession towards a person which is not the case with harassment.

Stalking can be carried out online or offline but often involves aspects of both.

Anyone can become a target, regardless of age, gender or social status – it is never the target's fault.

There are many forms of stalking, ranging from unwanted attention from somebody seeing a romantic relationship, to violent predatory behaviour.

The most common forms of stalking are:

- Frequent, unwanted contact e.g. appearing at the home or workplace of the victim.
- Telephone calls, text messages or other contact such as via the internet (i.e. social networking sites). This contact may or may not be abusive or threatening.
- Driving past the victim's home or work.
- Following or watching the victim.
- Sending letters or unwanted gifts to the victim.
- Damaging the victim's property.
- Burglary or robbery of the victim's home, workplace, vehicle or other.
- Threats of harm to the victim and/or others associated with them (including sexual violence and threats to kill).
- Harassment of people associated with the victim (e.g. family members, partner, and work colleagues).
- Physical and/or sexual assault of the victim and even murder.



## **Is someone at risk?**

Stalking may have no obvious trigger but often starts after a perceived rejection, an infatuation or perceived wrongdoing. Sometimes targets of stalking are slow to get help due to fear, not wanting to get the stalker in trouble, or worrying that the situation is not 'serious enough'. However, research suggests that the sooner a person acts decisively, the more likely that the undesirable behaviour will cease rather than escalate.

If you would like to make a report to the police, please dial 101, or use the LiveChat or online reporting at <https://www.gmp.police.uk/> If you feel you are in immediate danger then dial 999.

A referral should also be made to our local domestic abuse support services [www.rochdale.gov.uk/domesticabuse](http://www.rochdale.gov.uk/domesticabuse)

The National Stalking Helpline can help with advice and support on 0808 802 0300 <http://www.stalkinghelpline.org/> If someone is unsure that what is happening to them is stalking, then there are a set of questions which can be considered - Am I Being Stalked? | Suzy Lamplugh Trust

Other National Services are available -

- Paladin National Stalking Advocacy Service: <https://paladinservice.co.uk>
- Alice Ruggles Trust: PSHE approved Relationship Safety Resources - 3 lesson plans designed for Key Stage 4. <https://alicerugglestrust.org/>

## **Child Sexual Exploitation and Domestic Abuse**

A person under 18 is sexually exploited if they are coerced into sexual activities by one or more persons who have deliberately targeted them due to their youth, gender, inexperience, disability, vulnerability and/or economic or social position. The process usually involves a stage of 'grooming' involving the use of a variety of manipulative and controlling techniques to target a vulnerable person.

Like domestically abusive relationships, sexually exploitative relationships are characterised by an imbalance of power and the use of controlling behaviours to maintain a young person's subordinate or dependent position, and to regulate his or her everyday behaviour. Coercive behaviours are also extremely common including the use of assault, threat, humiliation and intimidation as a means of ensuring the compliance of a victim.

Child sexual exploitation can occur through the use of technology without the child's consent or immediate recognition. A central mechanism for offenders to extend their control of their victim is through the use of mobile technology.

If you are concerned that a child or young person may be a victim or at risk of Child Sexual Exploitation then you should consult with The Complex Safeguarding Team on 0300 303 0350 for advice prior to making a referral to the **Early Help**



**and Safeguarding Hub (EHASH) Telephone: 0300 303 0440, Out of office hours - 0300 303 8875, E-mail: [ehash@rochdale.gov.uk](mailto:ehash@rochdale.gov.uk).**

If you believe that a child/young person is at immediate risk this should be reported without delay to the Police:

- For emergencies use 999, or;
- For urgent/immediate reporting 101

### **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. This can happen to children of any age. The practice of Forced Marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

For forced marriage cases please follow guidance as detailed in the Greater Manchester Safeguarding Procedures Manual: 5.8.3 Forced Marriage and So-called Honour Based Violence

Additional support is available by contacting the Forced Marriage Unit: National Guidance – Forced Marriage Unit

Forced Marriage Protection Orders have been introduced to protect victims from being forced into marriage.

Other information and resources:

- RBSCP 7 Minute Briefing Forced Marriage:  
[https://rochdalesafeguarding.com/assets/c31bdc8b/forced\\_marriage\\_-\\_18.05.2021.pdf](https://rochdalesafeguarding.com/assets/c31bdc8b/forced_marriage_-_18.05.2021.pdf)
- RBSCP Honour Based Abuse and Violence web-page:  
[https://rochdalesafeguarding.com/assets/c31bdc8b/honour\\_based\\_abuse\\_violence\\_-\\_09.06.2021.pdf](https://rochdalesafeguarding.com/assets/c31bdc8b/honour_based_abuse_violence_-_09.06.2021.pdf)



## **Honour Based Abuse and Violence (HBAV)**

### **What is HBAV?**

There is no statutory definition of HBAV. However, the National Police Chiefs' Council (September 2019) have provided a definition which states that HBAV is:

*'an incident or crime involving violence, threats of violence, intimidation, coercion or abuse (including psychological, physical, sexual, financial or emotional abuse) which has or may have been committed to protect or defend the honour of an individual, family and/or community for alleged or perceived breaches of the family and/or community's code of behaviour'.*

### **Who is vulnerable?**

Girls and women are most at risk of HBAV and are vulnerable following a refusal or breakdown of an arranged or forced marriage, termination of an unwanted pregnancy or defying parents. HBAV can also affect boys and men. HBAV might also be committed against people who become involved with a boyfriend or girlfriend from a different culture or religion; and whose attitude and behaviour (clothes, activities, and career) might not be considered traditional within a particular culture. LGBTQ+ and disabled people are amongst the most vulnerable.

### **Forms of HBAV**

HBAV can take many forms: domestic abuse / violence, sexual harassment, assault and rape, psychological abuse, child abuse, kidnapping, false imprisonment, FGM, threats to kill, forced marriage, coercive and controlling behaviours, stalking, house arrest, servitude, isolation from family and community, denial of further education or employment, excessive restrictions on freedom, and social activities, abandonment or sending someone back to their country of origin, dowry abuse, forced suicide, and murder/"honour killing".

### **One Chance Rule**

Never turn a person away! You may only have ONE CHANCE to speak to a potential victim and may only have ONE CHANCE to save a life!

### **Responding to HBAV**

Take extreme caution, consider the one chance rule and seek specialist advice and guidance. Consider local tools, pathways and MARAC:

*Child – Early Help and Safeguarding Hub Contact 0300 303 0440*

*Immediate risk - Contact the Police on 999*



## Useful links and guidance:

[RBSAB / RBSCP HBAV 7 minute briefing](https://www.rochdalesafeguarding.com/p/news/7-minute-briefings) <https://www.rochdalesafeguarding.com/p/news/7-minute-briefings>

[RBSCP Honour Based Abuse and Violence WebPage](https://www.rochdalesafeguarding.com/p/what-is-abuse-and-neglect/honour-based-abuseviolence) - <https://www.rochdalesafeguarding.com/p/what-is-abuse-and-neglect/honour-based-abuseviolence>

## **Female Genital Mutilation [FGM]**

Female genital mutilation (FGM) is child abuse and violates the rights to health, security and physical integrity of the person and to be free from torture, cruel and degrading treatment. Professionals have a duty to safeguard everyone, including women and girls, which means tackling FGM is an integral part of their role. Effective action must be taken to do so, without allowing themselves to be inhibited by fear of doing or saying the wrong thing. FGM is sometimes known as 'female circumcision' or 'female genital cutting'.

FGM is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. Mandatory reporting of FGM has been in place since October 2015.

For FGM cases please refer to Greater Manchester's Safeguarding guidance and procedures:

[https://greatermanchesterscb.proceduresonline.com/chapters/p\\_fgm.html](https://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html)

If you know someone in immediate danger, contact Rochdale Police. If you believe a child or young person under the age of 18 years might be suffering, or is likely to suffer significant harm (including any mistreatment or abuse), contact the Children Services via our **Early Help and Safeguarding Hub (EHASH)**

**Telephone: 0300 303 0440, Out of office hours - 0300 303 8875, E-mail:**

[ehash@rochdale.gov.uk](mailto:ehash@rochdale.gov.uk).

For FGM specialist support locally please visit

[www.rochdale.gov.uk/domesticabuse](http://www.rochdale.gov.uk/domesticabuse)

## **Diversity:**

For some sections of society there will be additional barriers, risks or considerations for practice relating to diversity including:

- Cultural and language barriers
- Disability
- LGBT
- Male Victims
- Older people



## **Cultural and language barriers**

Consideration should be given by all agencies of cultural differences between people from communities within the UK and from other countries as they could impact on the recognition, disclosure and prevention of DA.

Appropriate advice should be sought by practitioners when dealing with cultural differences as these are significant to them seeking help. This may include traveller communities, different religions and a range of beliefs about marriage, divorce, gender, sexual orientation, and domestic abuse as a taboo issue. There may be a feeling of shame or stigma that causes a barrier to people accessing help.

Some families may need interpreters, be it physical (British Sign Languages) or verbal. Limited English language may also be a significant barrier for victims of abuse seeking assistance from support agencies. Where there are language barriers practitioners should always use an appropriate interpreter. Family and friends should not be used to interpret in domestic abuse cases.

## **Disability**

If a person has care and support needs (such as a physical health or mental health condition), whether male or female, their chances of experiencing domestic abuse are greatly increased:

- Both women and men with care and support needs are more than twice as likely to experience domestic abuse as non-disabled women or men (ONS 2020).
- Research shows that people with disabilities experience domestic abuse for longer periods of time and experience more severe and frequent abuse than non-disabled people (Public Health England 2015)

People with disabilities also encounter differing dynamics of domestic abuse, which may include more severe coercion, control or abuse from carers. Abuse can also happen when someone withholds, destroys or manipulates medical equipment, access to communication, medication, personal care, meals and transportation.

People with disabilities have also reported abuse through the form of intrusion and lack of privacy.

Certain disabilities, particularly physical disabilities, may decrease their ability to physically defend themselves and escape from abuse. Other disabilities can limit a person's ability to understand and recognise potential signs of abuse. Some disabilities can create social isolation via exclusion due to physical and environmental inaccessibility or via stigma discrimination in social activities. Therefore, many people with disabilities are left with a much smaller support network than those people without a disability. This makes it more difficult for family members and friends to recognise the



signs of abuse. It also means that there are less people for victims to confide in or go to for support. It also makes it difficult for people with disabilities to leave an abusive relationship as they are reliant on the carer (who is a partner or family member) for care and support. This reliance can create power inequalities within a relationship increasing the risk of domestic abuse.

People with care and support needs who are experiencing domestic abuse can be referred to Rochdale Adult Care for support:

Adult Care 0800 303 8886 or [adult.care@rochdale.gov.uk](mailto:adult.care@rochdale.gov.uk)

### **Lesbian, Gay, Bisexual, Transgender (LGBTQ+)**

For more information on LGBTQ+ visit the [Galop website](#)

There are a number of aspects that are unique to LGBTQ+ domestic abuse. The perpetrator may threaten to 'out' the victim to friends, family, colleagues, and others as a method of control. For some people they may have been made to believe that they are experiencing this abuse because they are lesbian, gay, bisexual, or transgender. In addition a lot of national publicity about domestic abuse has historically been about heterosexual relationships, which could mean that there is a lack of understanding of domestic abuse by people in same sex relationships. This lack of understanding means that some people may not:

- Believe it happens in LGBTQ+ relationships.
- Recognise their experience as domestic abuse if it does happen to them.
- Know how to respond if they see domestic abuse being experienced by their friends.

For LGBTQ+ specialist support locally please visit [www.rochdale.gov.uk/domesticabuse](http://www.rochdale.gov.uk/domesticabuse)

### **Male Victims**

There are myths about men being victims of domestic, with some people thinking that it doesn't happen to men, men who are victims are not 'real men' and that the law only protects women. These myths are of course completely untrue, but it is possibly why 29% of male domestic abuse victims do not tell anybody about the abuse (Crime Survey England and Wales). Local services support provide support for male victims including safe accommodation should they need to flee.



## **Older People**

Older people might not identify themselves as victims of domestic abuse, particularly if the abuser is not their husband/wife. There is an increase in adult child to parent abuse. Some research suggests in up to 25% of cases where older women are abused. Financial abuse is also a common factor, particularly when an adult child is the abuser.

There may be fewer services involved with older people and they could be more isolated making it difficult to report the abuse or have someone else who will notice and report the abuse.

Additional barriers facing older people could include:

- Abuser may also be their carer
- The victim may care for the abuser, making them feel additional guilt for leaving
- The abuser may be his/her child(ren) – additional barriers to reporting a child and criminalising a son or daughter
- Many older survivors have lived in the same area, or even house, for many years. It may be more difficult for them to access new social networks and facilities.
- Refuges are often not equipped to accommodate people with mobility problems or complex health problems

## **Perpetrators of domestic abuse**

Rochdale Safer Communities Partnership is committed to responding to the needs of all domestic abuse perpetrators through the development and delivery of training and interventions aimed to reduce interpersonal violence. Some perpetrators of domestic abuse may not be motivated to seek help. Risk needs to be considered at all times, with the safety of the victim and children coming first. We recommend schools seek professional advice from our EHASH service or local domestic abuse providers if trying to engage perpetrators.

For specialist support for perpetrators locally please visit

[www.rochdale.gov.uk/domesticabuse](http://www.rochdale.gov.uk/domesticabuse)



## Appendix 2 –Domestic Abuse Policy Template

### Domestic Abuse Policy *[Insert Name of School]*

#### Schools and Educational Settings in Rochdale

Name of Designated Safeguarding Lead / Head Teacher:	Date Policy Implemented:

#### 1. Policy Statement

***"Insert here a clear statement regarding what this Policy means to your educational setting and how you plan to respond to that statement."***

This Policy is also a point of reference for all employees who are involved in reports of domestic abuse in a work capacity. Employees can refer to this Policy for guidance purposes.

#### 2. Introduction

This policy is to support schools and educational settings work towards a safer community.

Schools and educational settings have a responsibility to respond to the safety and welfare of children they are working with and a duty to recognise that their employees may also be affected by domestic abuse.

#### 3. Aims of this policy

- a. To send out a strong message that domestic abuse will not be tolerated and that schools and educational settings will promote healthy and respectful relationships.
- b. To develop an effective and supportive response for all those affected by domestic abuse.
- c. To optimise the opportunity for disclosure of domestic abuse in a safe environment.
- d. To offer practical suggestions of further support available.
- e. To offer the Head Teacher guidance on how to support employees affected by domestic abuse



#### **4. Definition of domestic abuse**

In April 2021 The Domestic Abuse Act became legislation and created a statutory definition of domestic abuse.

The statutory definition of domestic abuse is:

Behaviour of a person (“A”) towards another person (“B”) is “domestic abuse” if—

- (a) A and B are each aged 16 or over and are personally connected to each other, and
- (b) the behaviour is abusive.

Behaviour is “abusive” if it consists of any of the following—

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (see below)
- (e) psychological, emotional or other abuse;

It does not matter whether the behaviour consists of a single incident or a course of conduct.

“Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to—

- (a) acquire, use or maintain money or other property, or
- (b) obtain goods or services.

Two people are “personally connected” to each other if any of the following applies—

- (a) they are, or have been, married to each other;
- (b) they are, or have been, civil partners of each other;
- (c) they have agreed to marry one another (whether or not the agreement has been terminated);
- (d) they have entered into a civil partnership agreement (whether or not the agreement has been terminated);
- (e) they are, or have been, in an intimate personal relationship with each other;
- (f) they each have, or there has been a time when they each have had, a parental relationship in relation to the same child (see subsection (2));
- (g) they are relatives.



## Coercive and controlling behaviour:

*Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.*

*Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.*

*This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group."*

### 5. **Discussing concerns of domestic abuse with parent / member of staff**

The member of staff who has the best working relationship with the parent/carer or member of staff should be the one who asks the questions about their concerns. This should occur in a safe and suitable environment, where the abuser or another inappropriate person is not expected to interrupt or overhear and respect given to that persons privacy and dignity.

**These conversations should never happen in the presence of the abusive person and/or any children involved**

OR any family member unless the individual states that it is safe to do so while the family member is not with them.

More helpful information on asking the question is available in the Domestic Abuse Resource Toolkit for Schools and Educational Settings

### 6. **Response following disclosure or concern**

When responding to domestic abuse employees are expected to adhere to flowchart in the Domestic Abuse Resource Toolkit for Schools and Educational Settings.

In those circumstances where the victim is under 16 years and the perpetrator is 16 years or above, or if both victim and perpetrator are under 16 years this should also be treated as a child safeguarding concern in line with school safeguarding policy. In the event that a child is known to be involved in a violent or abusive relationship, school should consult with EHASH for advice on next steps. If there are no safeguarding concerns, school need to consider the Early Help options and appropriate services that are available.

If the member of staff believes the child is at immediate risk then they should contact the police and initiate child protection procedures by contacting the **Early Help and Safeguarding Hub (EHASH)** Telephone: 0300 303 0440, Out of office hours - 0300 303 8875, E-mail: [ehash@rochdale.gov.uk](mailto:ehash@rochdale.gov.uk).

and report a safeguarding concern; e.g. a child involved in a relationship with a violent girlfriend / boyfriend.



## **Professional Curiosity**

The Domestic Abuse Resource Toolkit stresses the importance of professional curiosity. Employees must demonstrate a non-discriminatory approach and explore the issues and formulate judgements that translate into effective actions in their dealings with children, adults and families. This should be matched by an organisational culture which supports its employees in openness, constructive challenge and confidence to practice sensitive and challenging circumstances at the front line.

It is vital that employees understand the complexity of domestic abuse and are curious about what is happening in the child, adult and perpetrators life.

Professional curiosity is the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value.

Employees should never avoid asking the difficult questions, sharing concerns with your Designated Safeguarding Lead [DSL] as a "fresh pair of eyes" looking at a case can really help to maintain good practice standards and develop a critical mind-set.

Inform the individual who has disclosed to you or of whom you have concerns for of the local support services in your area, so they can contact them either with you or either directly at their convenience.

Support to staff who may be affected by domestic abuse could be offered additional leave for appointments with solicitors or doctors or support services for example, the school/educational setting should be as flexible as possible to be able to accommodate the employee's requests.

Extra security could be offered for example if the employee is being stalked or harassed, you could offer a different parking space and way of entering the work place, start or finish time to enable a change in work pattern. Maybe allow no mention of that employee's name or picture in publicity at the school/educational setting, all of which reduce the risk to that individual while at work.

## **7. Recording of information**

Information recorded on any individual either studying or working at the school or educational setting should be stored in a safe manner, so not to heighten the risk to that individual, i.e. the abusive partner/family member may see the note and increase the abuse.

For further information on how to manage the recording of information see page 26 of the Domestic Abuse Resource Toolkit for Schools and Educational Settings, link available at the end of this policy.



## 8. Staff Safety and Well Being

Employees are potentially at risk whenever they work with a family where one or more family members are violent. Employees should:

- Be aware that domestic abuse is present but undisclosed or not known in many of the families they work with.

Schools should ensure that employees have the appropriate training and skills for working with people experiencing Domestic Abuse; and use supervision sessions both to allow employees to voice fears about abuse in a family being directed at them; and also to check that safe practice is being followed in all cases where Domestic Abuse is known or suspected.

Employees and managers should also be aware of the emotional impact of working with victims and/or perpetrators of domestic abuse and information and procedures for reducing the risk of vicarious trauma.

## 9. Training

All school / educational setting employees are advised to complete domestic abuse training at some level.

Full details of local free domestic abuse courses can be found on Rochdale's safeguarding Children's Partnership's website: [Multi Agency Training Courses | Multi-Agency Training | RBSCP](#)

[Please insert below the agreed domestic abuse training requirements for your school / educational setting].

Name/Title of Staff	Training
<i>E.g. The Designated safeguarding lead [DSL]</i>	<i>E-learning and face to face domestic abuse training</i>
<i>E.g. All Teaching staff</i>	<i>E-Learning</i>
<i>E.g. All Support Staff</i>	<i>DA Awareness delivered via the DSL as part of in-service days</i>



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**10. Key Agencies and Resources**

Please refer to The Domestic Abuse Resource Toolkit for Schools and Educational Settings is available via the [Rochdale Domestic Abuse Website](#)

**11. Signatories**

Signed by:

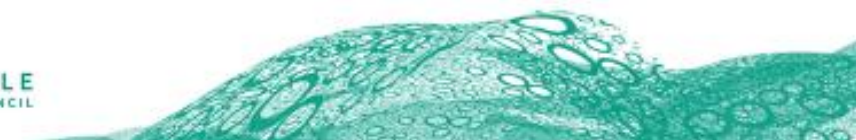
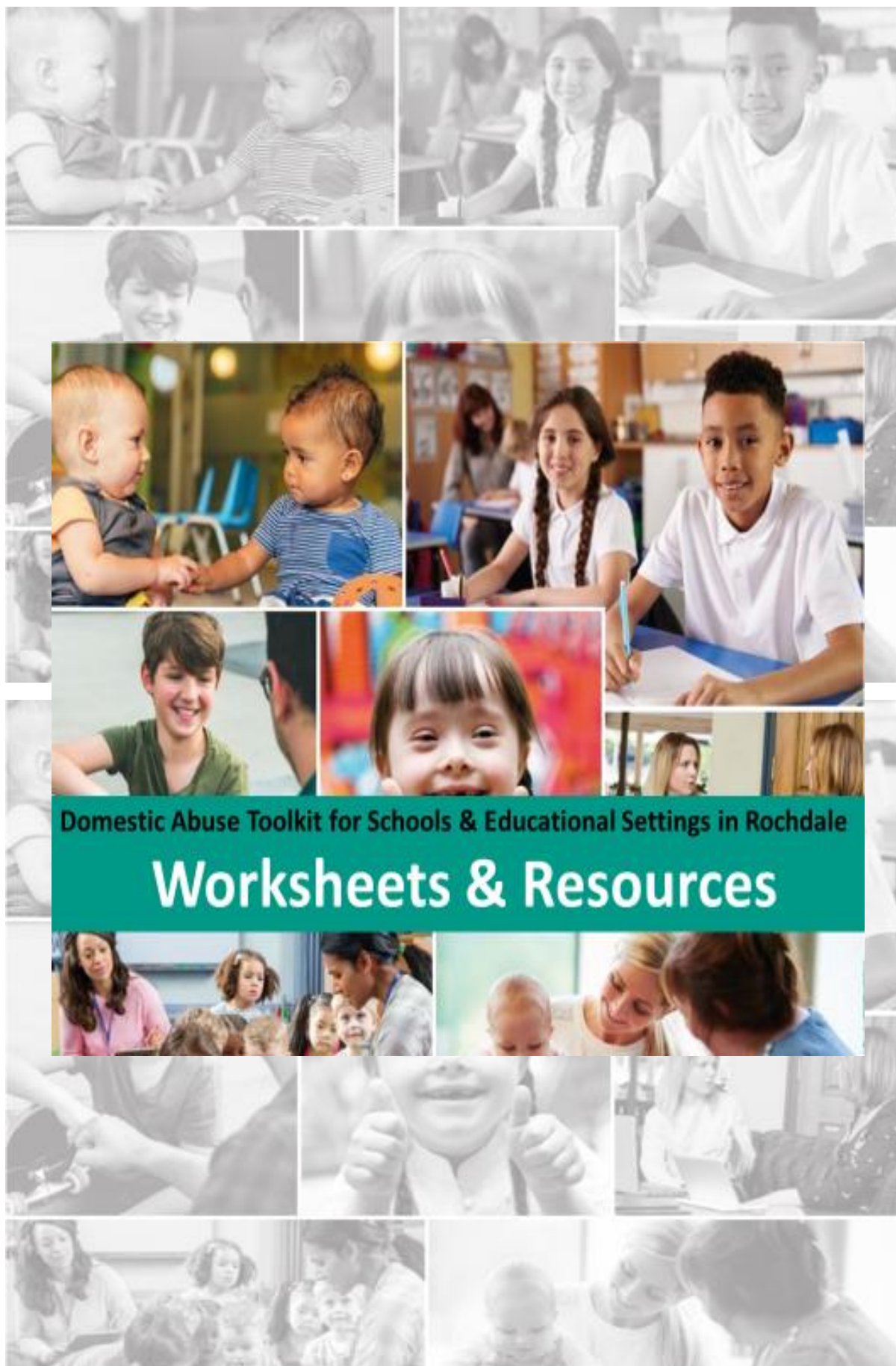
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Title:

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Dated:







## Acknowledgments

These resources are intended to be used with children and young people who are being affected / or have been affected by Domestic Abuse or Violence.

These sessions can form the outline for the child / young person to explore and understand their emotions, whilst also offering an opportunity and a safe space to talk about their experiences, understand their feelings and develop safety plans.

We have drawn on tools and resources that are being used widely within children's social work practice, family work and other agencies where direct work with children is carried out.

Rochdale have been working closely with Salford City Council in the development of a victim and perpetrator engagement strategy as well as in the development of our own Domestic Abuse Referral Pathway. This pathway is to support the effective risk assessment of perpetrators and victims of domestic abuse who are referred in to Children's Social Care. This resource pack is designed for use by schools in addition to the work undertaken by Children's Social Care and can also be undertaken as a stand-alone piece of work.

We would like to acknowledge Salford Safeguarding Children Partnership, Harbour Salford and TDAS who have provided access to similar resources.

A list of further resources and support can also be found at;

[Rochdale Safeguarding Partnership Board - Domestic Abuse](#)

[Toolbox | Childline](#) [Domestic abuse worksheets \(salford.gov.uk\)](#) [Domestic abuse worksheets \(salford.gov.uk\)](#)

[Feel safe at home: what to do if violence is happening around you \(knowsleyinfo.co.uk\)](#) [Domestic abuse worksheets \(salford.gov.uk\)](#)

### User Guide:

In each section you will find resources that are labelled as age specific, this is only a guide and will be reliant on the child / young person's level of understanding.

As a rough guide:

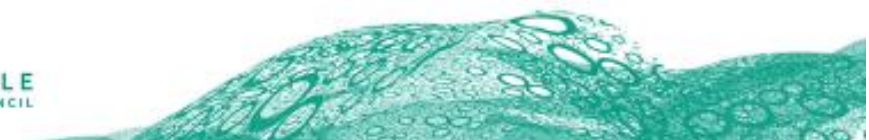
Primary age resources will be marked with:

Secondary age resources will be marked with:



**Check-in: At the end of each session, please make sure you ask the young person how they feel and what they want to do with their work. Ask them about what they have explored and discovered; do you need to follow anything up? (Referrals, visits, information sharing**

**This is emotional work, look after each other!**





## Contents:

### Section 1 - Getting to know you

All About Me 6-11

Who am I

All About Me 11

Mirror, Mirror on the wall

Best friend voice

### Section 2 - Feelings

Colour my feelings

Feelings Scale

Resilience Balloon

Things that make me feel

All about My day

What my week has been like

The way I cope

Helping Hand

Three Houses 6-11

Three Houses 11+

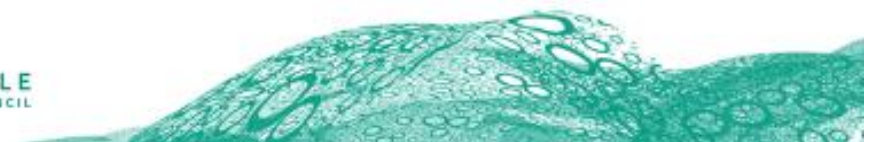
River of Life

Family Tree

What is Domestic Abuse 11+

Safety Planning 6-11

Safety Planning 11+







## Section 1

## Getting to know you

"These are great worksheets to use for the purpose of getting to know a young person and a tool to use to begin to build up trust and rapport with a young person. HINT: You can complete it alongside them and swap over when you're done".

# All About Me



## 5 of my favourite things:

- 1.
- 2.
- 3.
- 4.
- 5.

## 4 People I like:

- 1.
- 2.
- 3.
- 4.



## 3 Words that describe me:

- 1.
- 2.
- 3.

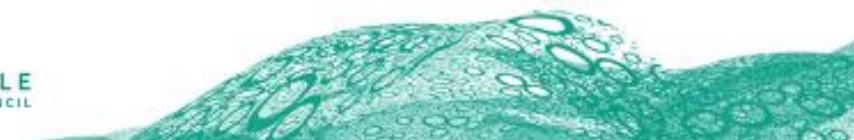
## 2 things I don't like:

- 1.
- 2.

## 1 Thing I would get rid of...

---

---







# Who Am I?

On this side, draw a picture of yourself.  
How you look on the outside.

On this side, draw a picture of your favourite  
things; food, TV, books, toys, animals, colours...

Get Squiggling!





# All About Me



## 5 Things about me you don't know:

- 1.
- 2.
- 3.
- 4.
- 5.

## 4 People I can talk to:

- 1.
- 2.
- 3.
- 4.



## 3 Words to describe me:

- 1.
- 2.
- 3.

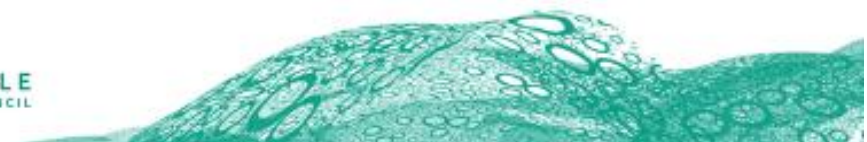
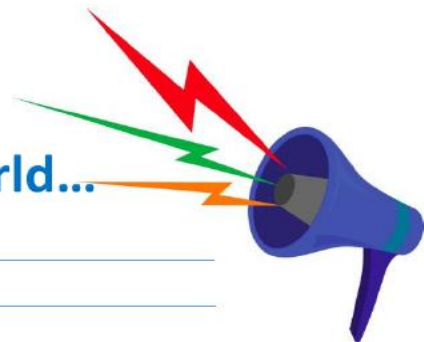
## 2 People I would like to meet:

- 1.
- 2.

## 1 Thing I want to say to the world...

---

---







# Mirror, Mirror on the wall

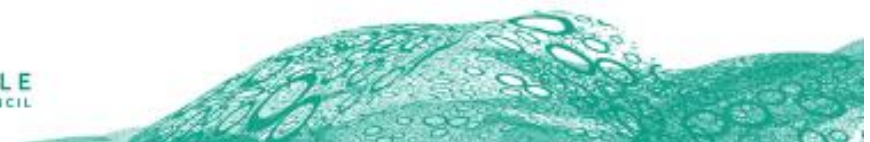
How do others see you? On your socials...

- 1.
- 2.
- 3.
- 4.
- 5.

How do you see yourself?...

When you look in a Mirror...

- 1.
- 2.
- 3.
- 4.
- 5.







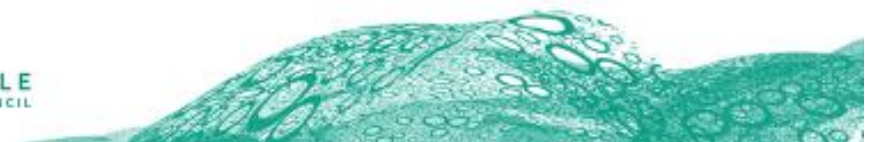
# Best Friend's Voice

*"We hope our friends would be kind if they were asked about us, they're our friend's for a reason after all"*

How would your best friend's describe you and what would they say if they were asked about you?

A large, light blue speech bubble with a dark blue outline and a small tail pointing downwards.A large, yellow speech bubble with a dark blue outline and a small tail pointing downwards.A large, green speech bubble with a dark blue outline and a small tail pointing downwards.A large, orange speech bubble with a dark blue outline and a small tail pointing downwards.A large, grey speech bubble with a dark blue outline and a small tail pointing downwards.A large, purple speech bubble with a dark blue outline and a small tail pointing downwards.

Whenever you feel bad about yourself, these are the kind things can you think about to make you feel better?





## Section 2

## Feelings

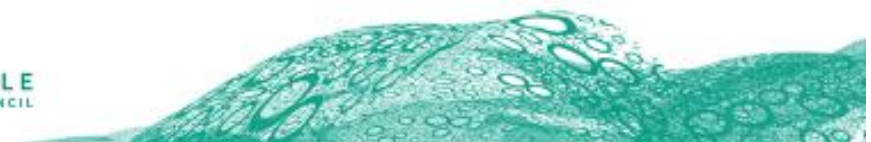
In this section we are trying to establish the child or young person's emotional Intelligence, the capacity of the individual to recognise their own and other people's emotions. To discriminate between different feelings and label them appropriately. To then show how they can use emotional information to guide their thinking and behaviours.

The following worksheets aim to:

- Increase children's recognition of their feelings (including physical sensations)
- To increase children's vocabulary and ability to explain their feelings.
- To validate feelings, and help children to understand that it's ok to have very strong and / or different emotions
- To give helpful strategies to express feelings in ways that are safe.

### Key Messages to be given to the child or young person during Feelings work

- Feelings are ok, they have a purpose
- It is normal to have lots and lots of different feelings
- It is normal to have positive and negative feelings
- It is normal to feel angry, sad, scared, happy, excited
- It is normal to feel strongly
- It is normal to have 100's of different feelings in one day
- Everybody in the whole world has all these feelings
- Feelings can affect how we behave
- It is important to listen to the message our feelings are trying to tell us
- People can't make us feel things, we can choose how we respond
- Hurting other people because we feel bad is not ok
- Feelings kept inside too long can cause aches and pains, sore heads and tummies
- Sometimes it is easier to talk about our feelings when we have words to describe them.







# Blob Tree

*"In this tree there are lots of Blobs, can you spot who I am asking about?"*

Can you show me a Blob that is Happy?

Can you show me a Blob that is sad?

Can you show me a Blob that looks cross or angry?

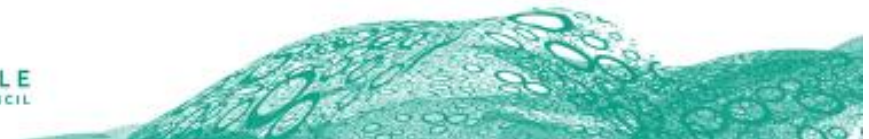
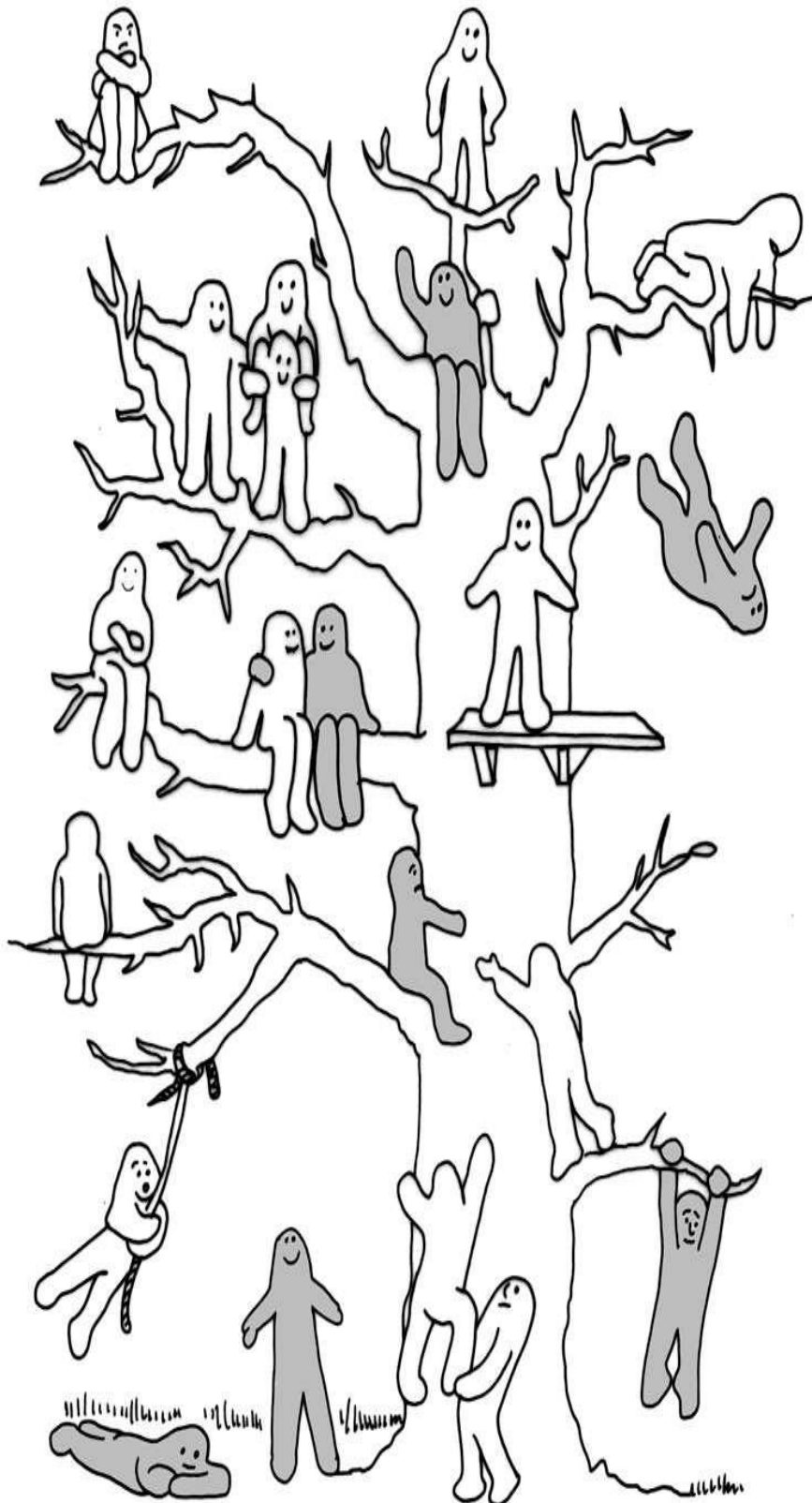
Can you show me a Blob who has a friend?

Can you show me a Blob who looks like he loves another Blob?

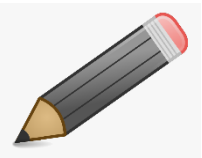
Can you show me a Blob who looks scared / worried?

Can you show me a Blob who looks alone / lonely?

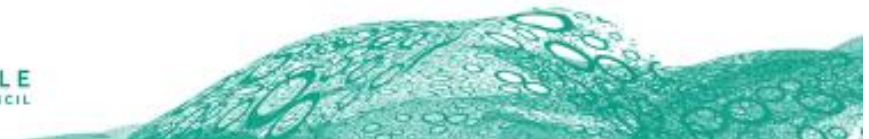
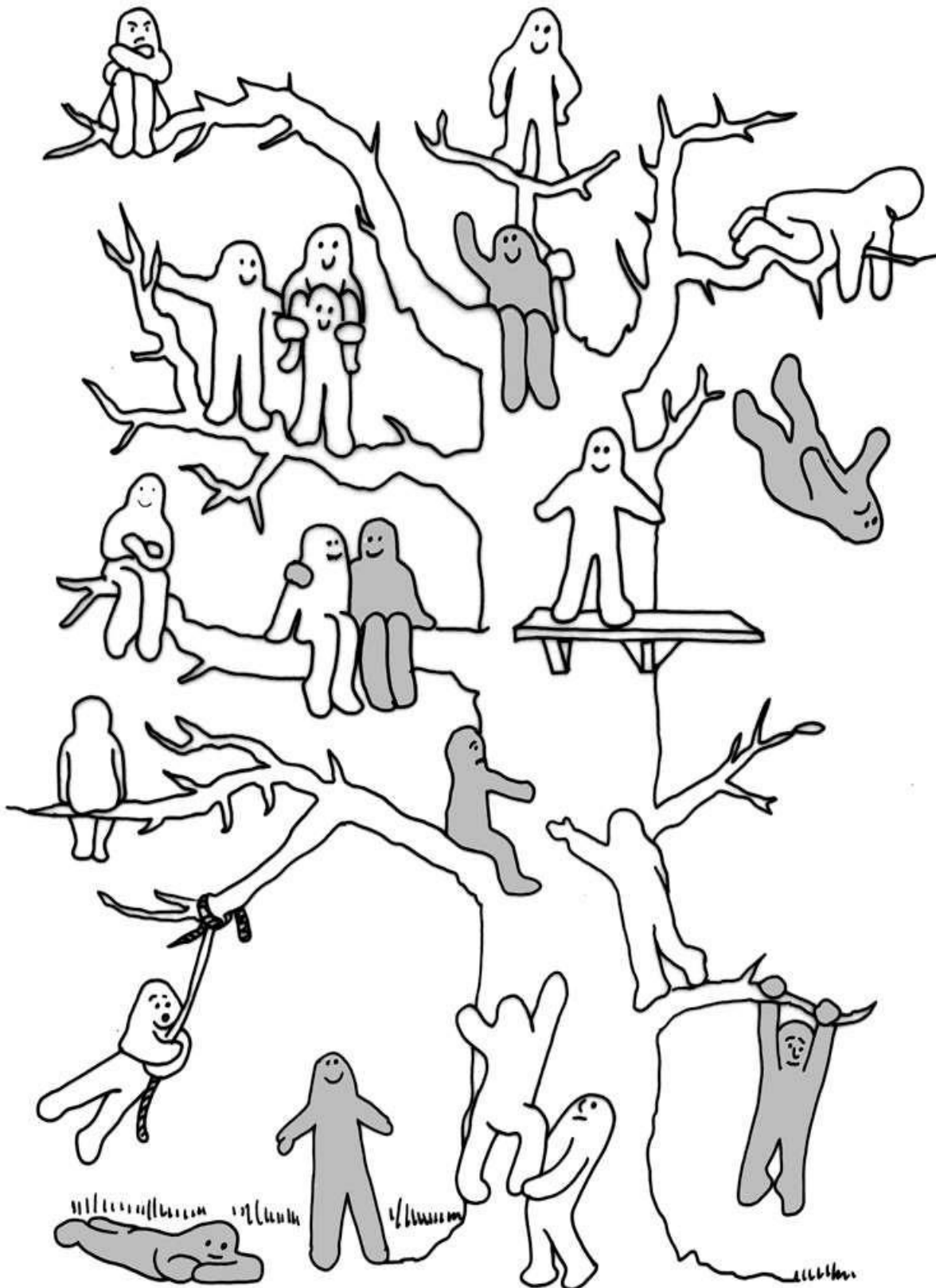
Show me your favourite Blob and tell me about it...







## Blob Tree





## Blob Tree

Hints and questions for using The Blob Tree with children and young people aged 10+.

This is **The Blob Tree**, these are **The Blob's**. This is a place, a group or an organisation – it can represent a family, club, friendship group, school, church, football team.

Think about what this looks like to you?

There is a platform and a rope to swing on. What may they symbolise?

- Safety, leadership, separation, fun.

Would this represent different feelings on a different day? Think about today? Think about another day of the week recently?

Which Blob is the saddest? Which Blob looks worried or afraid?

Which Blob is making use of support? Who could that be?

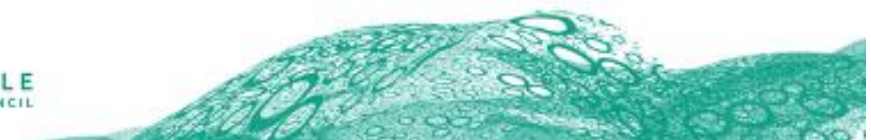
Consider the Blobs place on the tree, talk about what the placements mean, 'Why is that Blob there?'

Look at the Grass – it is outside of the tree and away from the group. What does this represent to you? Is it respite, is it peaceful, is it lonely, is it sad?

Do you want to be on the Grass? Why?

Which one looks like you today? Which one looks like you on the best day you can think of recently? What is different?

Which one stands out to you the most – which one do you have the most feelings for? Why? What / who does that Blob represent?

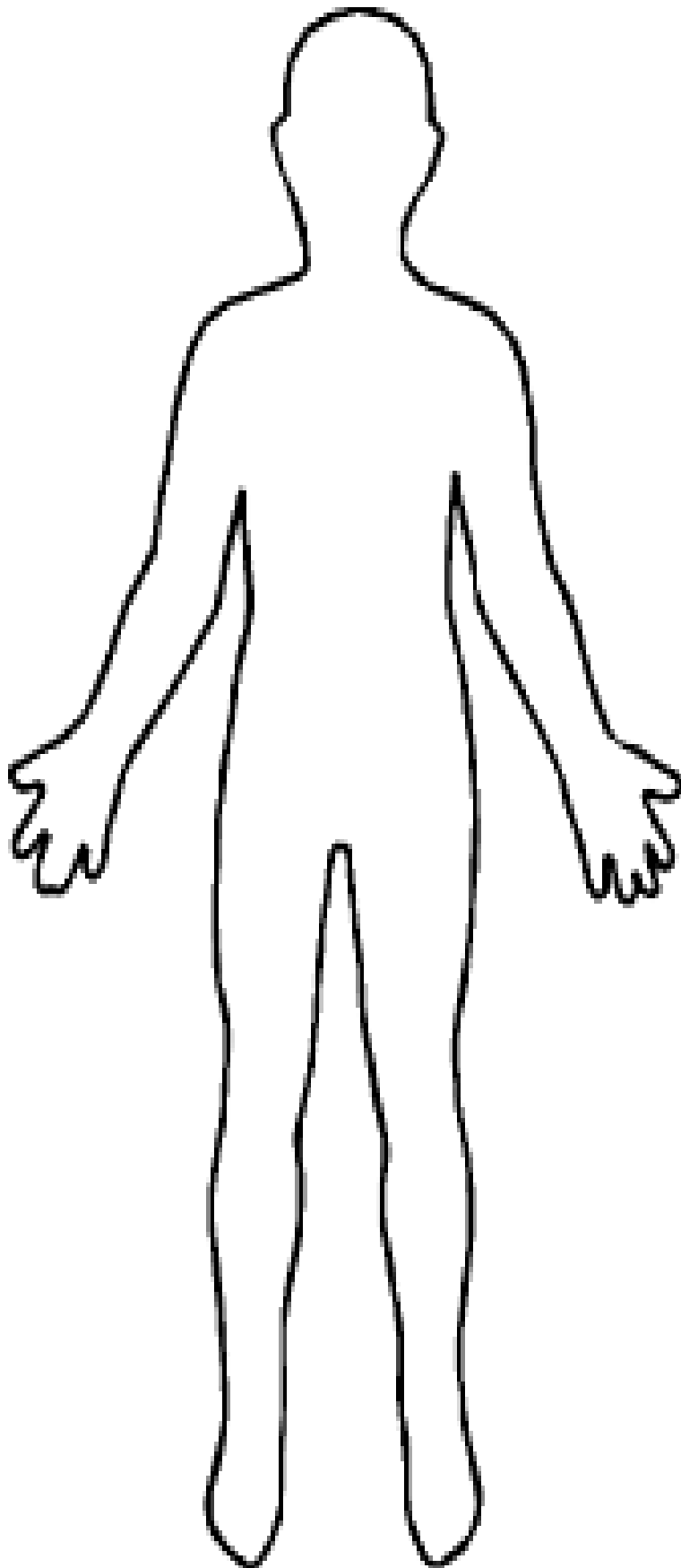






## Colour your feelings

This is helpful to understand the physical symptoms of different emotions.



**Red** - for when you feel **Angry**

**Purple** - for when you feel **Nervous**

**Green** - for when you feeling **Jealous**

**Black** - for when you feel **Frightened**

**Orange** - for when you feel **Worried**

**Yellow** - for when you feel **Happy**

**Brown** - for when you feel **Hurt**

**Light Blue** - for when you feel **excited**

**Grey** - for when you feel **Guilty**

**Lilac** - for when you feel **Lonely**

**Dark Blue** - for when you feel **Sad**

On the picture, colour in the areas where you may feel the following emotions:

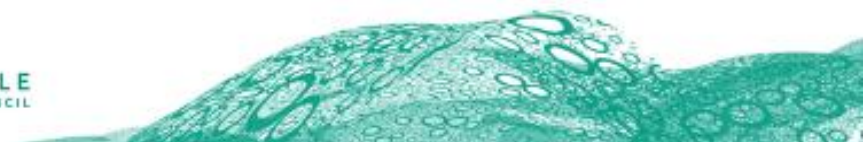
When you feel **Happy** you may smile, but where else would you show how you feel happiness?

When you feel **Excited**, you might get 'Butterflies' in your tummy, but people feel excitement in other areas. Where do you feel excitement?

When you feel **Sad**, you may cry, but we get other sensations too, where do you feel your sadness?

If you feel **Angry**, we get lots of feelings through our body, we feel tense and we tighten our muscles, colour where you feel Anger?

Think about the other colours to, how do you feel now?







## Feelings scale

Listed below are some emotions, Please show us how you've been feeling recently, by ticking a face next to the feeling.

Never	Not often	Sometimes	Often	Most of the time
-------	-----------	-----------	-------	------------------

I feel Happy



I get very angry  
(& lose my temper)



I worry about things



I feel frightened



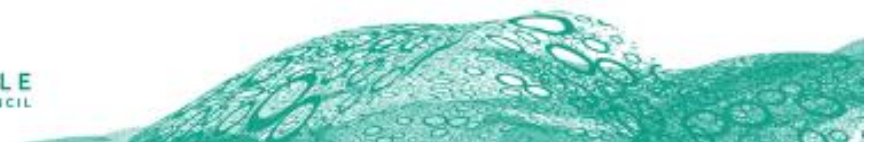
I feel lonely



I feel special



Never	Not often	Sometimes	Often	Most of the time
-------	-----------	-----------	-------	------------------







# Resilience Balloon

What is certain? What is safe? What makes me feel significant?

Things that lift me up / help me shine  
The oxygen in my Balloon

What gives me a connection? Helps me grow? What makes me feel I have made a contribution?

Who is there?  
Who values me and is positive about me

What would we say to our best friended they were feeling like this?

Good Self Talk  
My best friend voice  
I'm Grateful for...

7 things for every one fear

Tapping your head, face, neck - Even though I feel....., I absolutely love & accept myself

Liquid Luck

use your imagination to think about what you would like if you had some luck

I never lose, I win or I learn

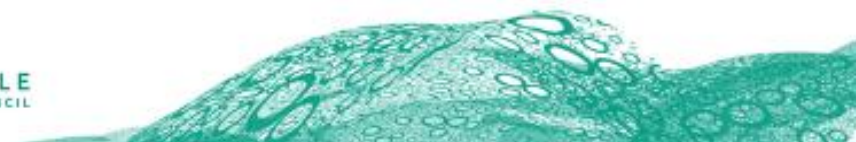
Growth Mind-set - use your nickname and find out it is flaws

Give your fear a nickname - make it a separate being

What are our unhelpful coping strategies?

What is tying me down?

False Evidence Appearing Real





## Resilience Balloon

To use this tool, think about how our fear may hold us down – like the strings tying a hot air balloon to the ground

Explain that sometimes our Fear's come from very real places, and we acknowledge that feeling in these situations, where there is a real risk of something bad happening to the young person or someone they love.

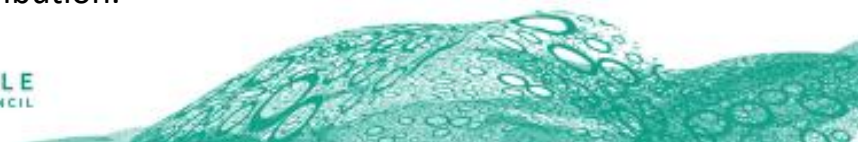
However, it is also important to explore the possibility that some of our fears are based on

### **False Evidence that Appears Real**

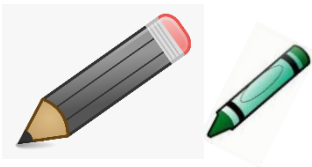
- We begin to explore what those feelings are and what unhelpful coping strategies we may have that tie us down and hold us back.

We may use the example of; Not doing well in school / meeting parents expectations, we may believe or be fearful that we are not liked / loved. We may also use examples of a fear of having no friends / losing friends.




- Once we identify those fears – give them a Nickname – the sillier the better! (I'll use Egor) Give it a personality, describe what its facial features may be – make it separate 'person'.
- Now find out what 'Egor's' flaws are? Talk about him and how he may not always do things right / react badly to situations etc.
- Start your growth journey by identifying other ways to do things, that are more helpful than 'Egor's'.
- For all you Harry Potter fans, we may now think about what we would do if we had a pot of 'liquid luck', what would be the things that you would change?
- Sensory / grounding – begin to tap lightly on your face, your forehead, noes and head – all the while saying positive things – about you love 'you', what the good things are you have identified in 'Egor's' flaws. Acceptance and love for yourself.
- Now the next stage – as the hot air begins to fill the balloon, is to think about things that you are grateful for – for every one fear you have in your basket – you must think if seven positives. You may have to work to tease these out – nothing is too trivial. We may look back at our 'Best Friend's Voice' worksheet.
- Then we look around you – who is there for you? Who values you? Who says positive things about you?
- Lastly, as the hot air reaches the top of the balloon and helps us lift off – think about the 6 things that lift you up and make you shine – safe / certain / significant / connection / grow / contribution.











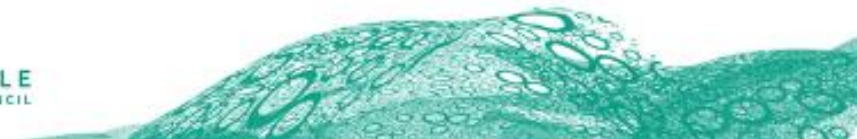


## Things that make me feel...




	Happy		
	Happy		
	Happy		




	Sad		
	Sad		
	Sad		




	Proud		
	Proud		
	Proud		



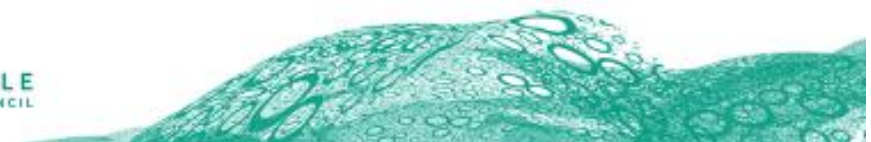


	Worried / scared		
	Worried / scared		
	Worried / scared		

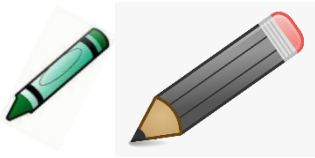
	Angry		
	Angry		
	Angry		

	Calm / chill		
	Calm / chill		
	Calm / chill		

How can we use what we have learned? What changes can we make together?







## All about my day

Can you finish at least two of these sentences?

Today i was excited  
to...

I got the chance to...

All about my  
day...

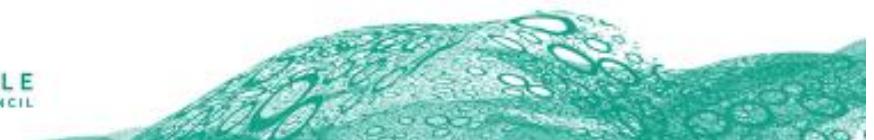
I didnt expect to...

I have thought  
about...

Let's now look at your day in more detail... this will help us understand your daily lived experience. We can identify positives or strengths as well as highlighting areas of concern or risk.

Getting Up	Going to School	The school day	After school	Evening	Bedtime

Look at this timeline and complete it together from getting up at 7am, for example, to going to bed at 9pm







## What my week has been like

Use these sentence starters to help you write about your week. Complete one, two, or all of these lines below.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

This week was a good/bad for me because...



I was excited to....



I had the opportunity to...



I didn't expect to...







## The way I cope

### Developing coping skills and Positive thoughts



What do you do to distract yourself?

What tools do you already have for grounding yourself?

How do you release the emotions which have built up inside you?

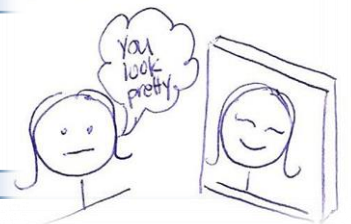
How do you show yourself love?



How do you challenge negative thoughts?

What alternative thoughts could you have about the situation?

POSITIVE SELF TALK



What are the things that you like to do that focus on you?







For this you will need pencil crayons and different colour pens.

Safety networks have been used as a part of protective behaviours model for a long time. They are effective and fun to do.

Trace around a hand, then on the fingers of the hand, the child can write the names of trusted adults they can talk to. It should be people who listen, believe, and take appropriate action.

Remember to guide them, to include;

Adult's who are both male and female,

Someone in the home,

People outside of the home and people outside of the family.

A good mix of people, will mean that the young person has a range of people that they know they can talk to about anything.

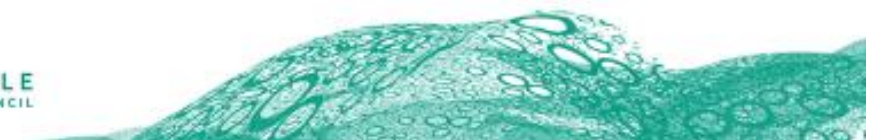
For example, a hand might include a mum or a dad on one finger, a grandparent on another, a friends parents, a teacher / pastoral school staff member, or a trusted neighbour.

Sometimes young people want to include people or things that you know cannot help. But they want them there. They might include a sibling, cousin, friend or toy.

You can use the palm of the hand to write these people's names, but it is important to explain that they can 'practice' talking to the people on the palm, but it is the people on the fingers that can help.

Remind young people if they do not get a response, or are unable to contact the first person, to move on to the next person on the network.

Remind the young person how they can contact the emergency services on 999 in an emergency.







## Helping Hand

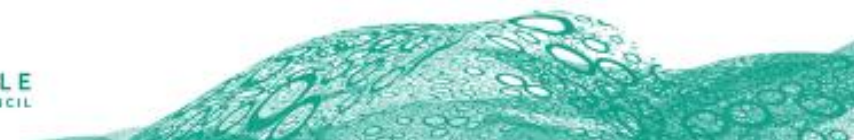
Draw around your hand, write on each finger the people you can talk to if you need help. On the palm / middle of your hand, list the people or things that you trust.

In an Emergency you can call the  
Police on 999

You can also ring 112 or 222 if you  
do not want anyone to see you ring  
999.

If you can't speak, when the call  
operator speaks, press 55 - they will  
trace your call and send help

Look who is around to give you a Helping Hand!







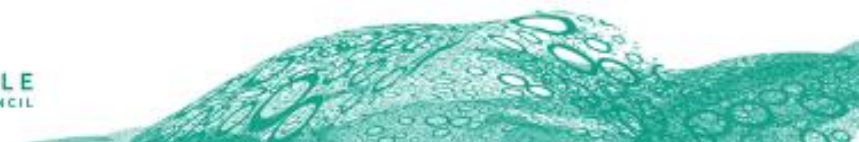
# Three Houses

Page 1 - Front

House of Dreams

House of Good Things

House of Worries





The Three Houses template enables you to discuss a child's likes / hobbies / strengths / protective factors, dislikes / worries and risks related to their dreams / hopes / wishes. You can either ask a child to draw / write things in each house or you can assist them in doing so.

Three houses works by describing an individual or family as a house in a metaphoric sense, we can ask a number of questions including:

What makes their house (themselves or the family) strong?

What makes it vulnerable / weak?

What are their hopes for their house?

What is happening both within and around a person that keeps them safe from and also vulnerable to danger / harm?

Using the Three Houses Tool:

### *"The House of Vulnerabilities or Worries"*

*Vulnerabilities include past and present hurts and issues that can make a person more vulnerable to danger and harm such as addictions, anger, sadness, past and current experiences of violence, or being involved in or exposed to criminal activities. Worries might include these types of vulnerabilities and also anything that may make a child, young person, or adult feel sad, angry, scared, and ashamed, and therefore worried about. Vulnerabilities and worries can be both internal and external, and might include behaviours both within people and from others that increase the likelihood of harm or distress for them.*

### *The House of Strengths or Good Things*

*Exploring 'Strengths' or 'Good things' helps identify internal and external factors that are working well to support safety and wellbeing, and the things people feel good and ok about. The strengths and good things in a person's world often become the resources and ways to help manage the vulnerabilities and worries, and also to support people to reach their hopes and dreams. Strengths and good things might include humour, supportive family members or friends, positive values and beliefs, faith, positive self-identity, good engagement in work or school, and skills or talents. If people do not have a great deal in this house this is likely to indicate we need to look at bringing in additional resources to help them build more safety and greater well-being in their lives.*

### *The House of Hopes and Dreams*

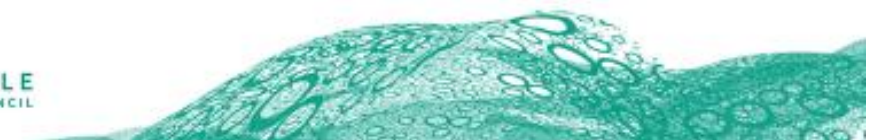
*The house of 'Hopes and Dreams' explores what people would like to see happening in their world, especially in relation to their vulnerabilities or worries. This house helps us build understanding of what someone may like to be different in their world and their goals and aspirations around this. It is here that solutions and goals can start to be formed to build a future picture of increased safety and well-being. Without a future picture people can become stuck, unable to see where they could be or what might be, and less motivated. This is especially true for children, young people, and adults who have experienced trauma and may have difficulty thinking longer term or having goals and aspirations.*

(HOUSE OF HOUSE OF HOUSE OF © Weld & Greening, 2004. 2 Copyright Nicki Weld & Sonja Parker, who provides full permission for you to duplicate and share this resource booklet. This booklet can be downloaded from the Partnering for Safety website at <http://www.partneringforsafety.com.au>)

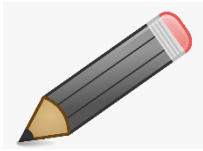
The houses can be completed in any order, this is decided by the child or young person. This tool is open and transparent, make sure children know this and know what is going to happen to the information afterwards. You can also explain how the information might help the work that is being / may be done with their family.

You can come back to this tool and build on the information that has been shared. It is an important way to check in with and adapt safety plans. You can ask what is different, what has improved in their day to day life.

You can adapt the tool if you are working with older children a separate copy has been included.







## Three Houses

A template for a 'House of Dreams'. It consists of a large rectangular box with a blue border. On the left side, there is a triangular section pointing to the left, also outlined in blue. Inside this triangle, the words 'HOUSE OF' are written in a small, black, sans-serif font, and 'DREAMS' is written in a larger, bold, blue, sans-serif font with a slight shadow effect.A template for a 'House of Good Things'. It consists of a large rectangular box with a green border. On the left side, there is a triangular section pointing to the left, also outlined in green. Inside this triangle, the words 'HOUSE OF' are written in a small, black, sans-serif font, and 'GOOD THINGS' is written in a larger, bold, green, sans-serif font with a slight shadow effect.A template for a 'House of Worries'. It consists of a large rectangular box with a red border. On the left side, there is a triangular section pointing to the left, also outlined in red. Inside this triangle, the words 'HOUSE OF' are written in a small, black, sans-serif font, and 'WORRIES' is written in a larger, bold, red, sans-serif font with a slight shadow effect.



# River of life Guidance

What is it?

Life Paths (or River of Life) are a way of helping people map out the journey their life has taken so far. This can be helpful in highlighting any recurring patterns and important events. They can also be used as a reflective tool and to help begin difficult conversations.

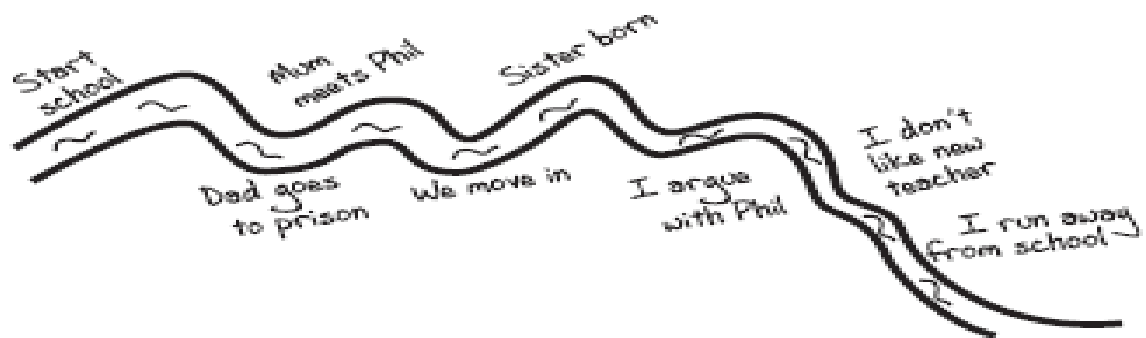
What do I need? A piece of paper, pens, or pencils. Possibly pictures to cut out and stick.

What do I do? At the simplest level you can just draw a winding line on a page, write the person's date of birth at the beginning and their current age at the end. If you are feeling more creative you can draw a snake or river. Then encourage them to start to indicate on the path the important things that have happened to them showing ages and perhaps noting down feelings and experiences.

The child can use symbols, drawings, colours or even cut-out pictures/photos instead of words to convey events, relationships and feelings.

Remember to leave enough time to fully explore this.

You can be as creative as you wish. See this simple example below:

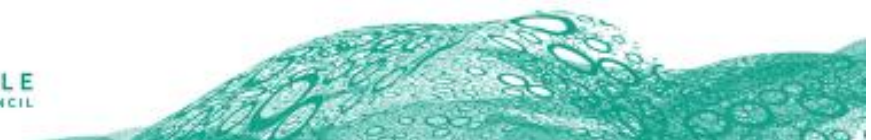


Or else, you can use the template below to begin your journey.

At the end of the exercise, think about whether you have any insights or have developed any concerns through the river, practitioners should check these out through further discussions.

Check with the child / young person what they want to do with what they have explored or discovered. Do you need to follow anything up? (referrals, visits, information sharing)

Also check in with the young person, how are they feeling, acknowledge this is an emotional piece of work. Where would they like to keep it?





# River of Life

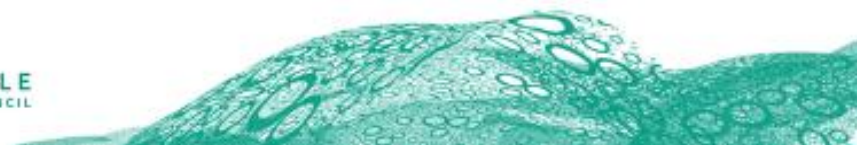


Details from when I  
was born:

Are there Rocks or  
obstacles in the way?

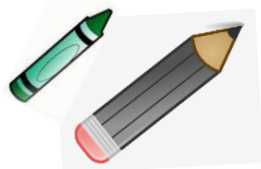
Where am I heading?  
What does my future  
hold?

What's happening now? What does  
my life look like?

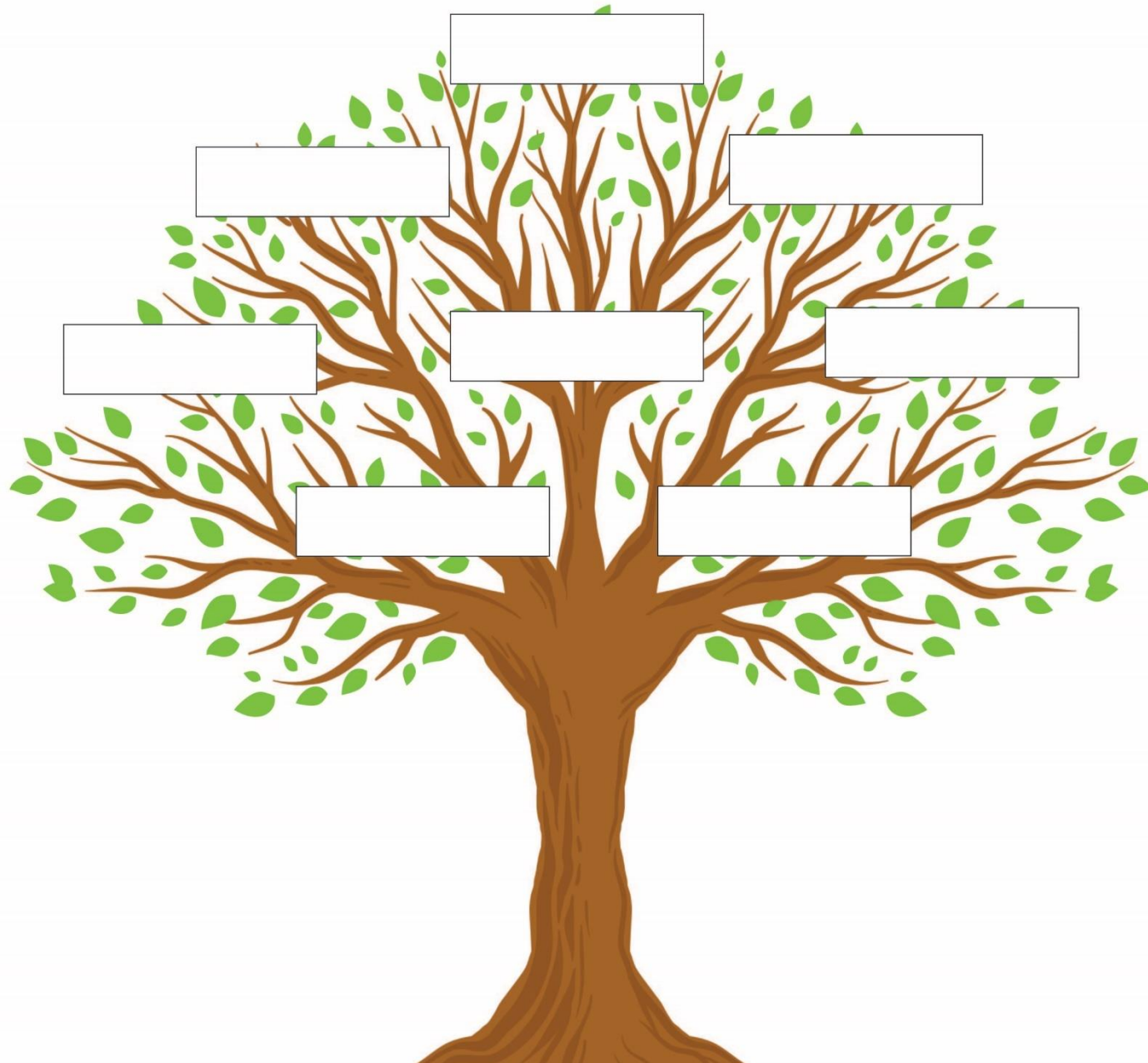




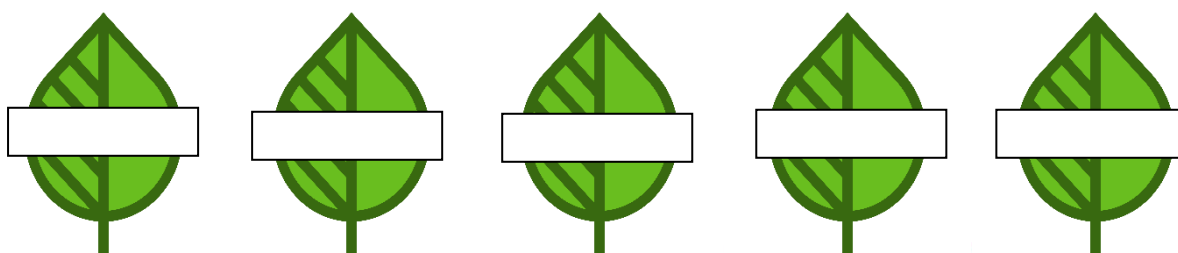
Who is in your family, name the people in your family and let's explore what their relationship is to you and where you will put them in your tree. Where do you put yourself?



# FAMILY TREE



Is there anyone, who isn't in your family tree, but deserves a leaf and should be recognised as being close and important to you? Who are they?





# What is Domestic Abuse?

Think about the different types of abuse that a person may suffer.

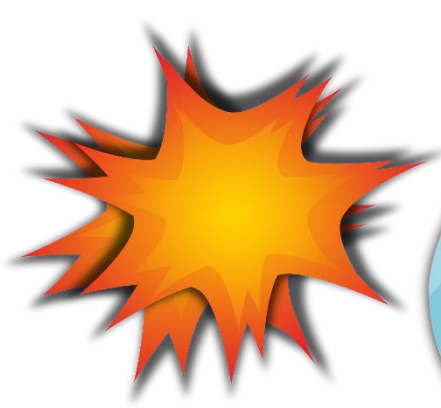


Physical

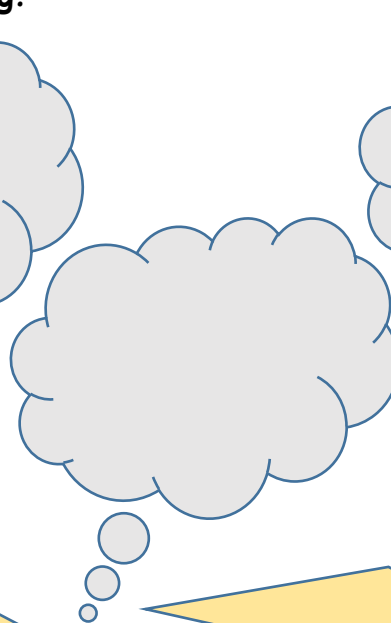
Emotional / Psychological

Sexual

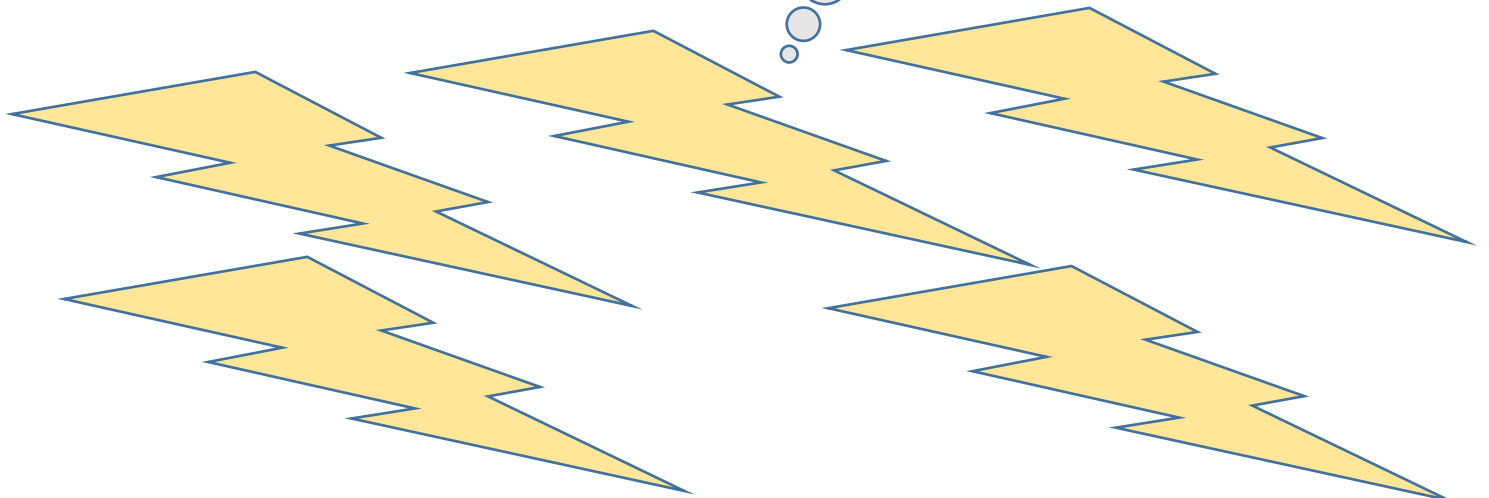
Financial



What might be the signs this is happening?

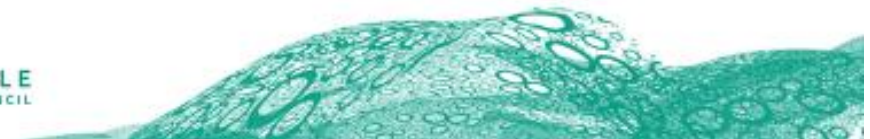


What are the effects of Domestic abuse?



Explore what you think of these questions - use this sheet or make a list to work through your thoughts and feelings.

Created April 2022





## What is Domestic Abuse Guidance sheet



With this work sheet we are trying to understand what the child or young person knows about Domestic Abuse. Can they recognise what behaviours and actions may be abusive? Can they identify the effects or impact of these actions?

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can also happen between adults who are related to one another and can include physical, sexual, psychological, emotional or financial abuse. (NSPCC, 2021)

Domestic abuse can include:

- sexual abuse and rape (including within a relationship)
- punching, kicking, cutting, hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, which can include where they go and what they wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet.

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse.

- Children may experience domestic abuse directly, but they can also experience it indirectly by:
- hearing the abuse from another room
- seeing someone they care about being injured and/or distressed
- finding damage to their home environment like broken furniture
- being hurt from being caught up in or trying to stop the abuse
- not getting the care and support they need from their parents or carers as a result of the abuse.


**Psychological effects** of experiencing domestic abuse can include:

- aggression and challenging behaviour
- depression
- anxiety - including worrying about a parent's or carer's safety
- changes in mood
- difficulty interacting with others
- withdrawal
- fearfulness, including fear of conflict
- suicidal thoughts or feelings

Domestic abuse can cause confusing relationships with parents and carers. Children might experience conflicting feelings, including:

- not having a strong bond with their parents or carers
- hoping an abused parent will leave for safety reasons
- worrying about what might happen if their parents or carers separate
- being afraid of their parents or carers.

Some teenagers worry that being raised in abusive environment will affect their own future relationships.

Explore this and keep checking in, this is emotive work 







## Safety planning

If I don't feel safe inside my house, I will go to a safe place and contact my trusted adult. If I am scared and I feel that my safety, or the safety of others is at risk, I will call the police. If I need to, I will go somewhere else inside the house to make the call.

**My safe space inside my house is:**



**My trusted adult is:**



**Their contact number is:**



**If I need to go somewhere outside my house, my safe space outside is:**

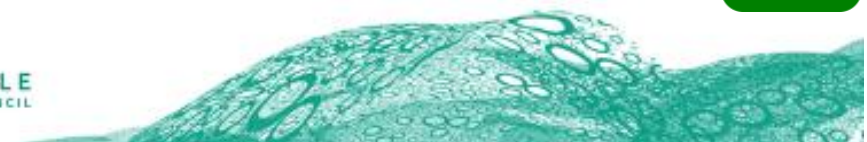
**I will phone the police if I am afraid myself, or someone else may get hurt.**

**Their number is:**



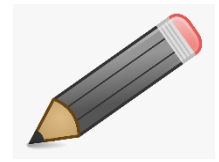
**When I am not able to speak openly, I will use my code word to alert trusted people that I need help.**

**My code word is:**





Continue for Safety Planning with Secondary age young people:



I know the details of a support service I could use (or professional) who understands about young people experiencing domestic abuse:



I will talk to someone that I trust about what is happening to me, so that I have a friend that I can turn to when I need to get things off my chest.

That person is:

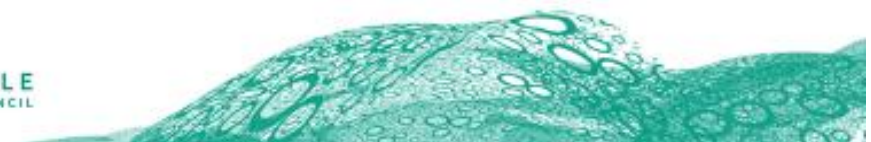


Trusted people that will know my code word are:

Name:



I understand that domestic abuse is never my fault. I understand that I am not alone I understand that I need to call the police if myself or someone else in my home is not safe.







# SAFETY PLAN

**Name:**

**Brothers and sisters:**

**Age:**

**My Address:**



**My Phone Number:**

**Someone I trust and can talk to:**

**Their Address:**

**Phone Number:**

**Safe places I can go:**



**For Police**

**In an Emergency: Call 999**

**Helplines:**

**Childline:**

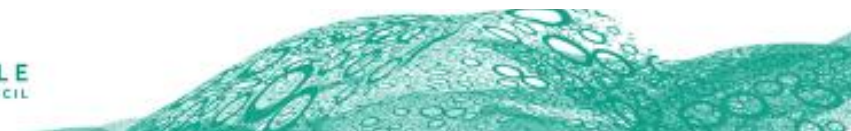
Tel. 0800 1111

[thehideout.org.uk](https://thehideout.org.uk)

**Police non-emergency: 101**

**Remember – Make sure your safe numbers are saved on your mobile phone**

"You may want to give a number a 'nickname' if you don't want it to be seen on your phone"





When discussing safety planning with children and Young People it is best to be led by their level of understanding and ability.

Always ensure the child understands what the emergency telephone numbers are, as well as their address.

The young person should also be able to identify a safe place either inside their home or outside with a trusted adult.

Ensure that the child / young person knows who to go to in school should they need to and where that trusted adult can be found.

There are a wide range of tools to support safety planning, those listed are just a starting point.

[Layout 2 \(salford.gov.uk\)](https://salford.gov.uk) – safety planning for teens.

[Home | The Hide Out](#) – safety plan for younger children or teens

[YP\\_safetyplan.pdf \(safelives.org.uk\)](https://safelives.org.uk)

[Domestic abuse worksheets \(salford.gov.uk\)](https://salford.gov.uk) – safety planning for Primary aged children

Further help and Support can be found within the main text of this Guidance.

