



South Gloucestershire Children's Partnership



Domestic Abuse Toolkit

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Domestic Abuse Toolkit

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The South Gloucestershire Children's Partnership would like to give special thanks to the young people who worked on the production of this toolkit.

Introduction

This toolkit has been produced by young people from the South Gloucestershire Youth Board alongside a multi-agency group of practitioners and aims to assist those who support children and young people who may be affected by domestic abuse. The input from the young people and practitioners will also help these children and young people to have healthy relationships and to prevent them from living in silence if they are experiencing abuse in their lives.

There is a significant and growing body of evidence that stressful experiences during childhood have a profound impact on an individual's health, well-being and life chances. These experiences alter development of the brain and of the hormonal, nervous and immunological systems.

The term Adverse Childhood Experiences (ACEs) identifies and includes those experiences that directly hurt a child (e.g. physical, sexual or emotional abuse) or affect them through the environment they live. This includes growing up in a household where there is domestic violence, parental separation/loss, mental illness, alcohol or drug abuse or where someone has been incarcerated. It is estimated that around 1 in 5 children and young people have been exposed to domestic abuse, including domestic violence.¹ Domestic Violence² has been specified as a factor in 60% of all serious case reviews which investigate all child deaths relating to maltreatment, abuse or neglect.³

It is estimated that almost 1 in 3 adult mental health issues relate directly to these adverse childhood experiences. Children who have been exposed to domestic violence and abuse can have feelings of blame and responsibility and can be exposed to other stressful experiences that can affect them across their lifetime. Whilst poor outcomes are not inevitable, research has found that if someone has experienced 1 ACE, they are 87% more likely to have experience 2 or more ACEs¹. If a person has 4 + ACEs they were 7 times more likely to be the victim or perpetrator of violence in the last 12 months.

In South Gloucestershire, we are working towards being ACE and trauma aware. We recognise that ACEs, and other trauma, can have a profound impact on an individual's life chance and are working in partnership to develop a holistic approach that aims to:

- Prevent ACEs in future generations, including breaking the cycle of within families
- Support and build resilience in families and children who are at risk of exposure to ACEs or other trauma
- Recognise the signs and symptoms of trauma to enable appropriate early intervention

¹ Radford, L., Corral, S., Bradley, C., Fisher, H., Bassett, C., Howat, N. & Collishaw, S. (2011) *Child Abuse & Neglect in the UK Today*:

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/child-abuse-and-neglect-in-the-uk-today/>

² The statutory definition of domestic violence was expanded to include victims aged 16 and 17 years old, and to include controlling behaviour and coercive behaviour. For more information see:

<https://www.gov.uk/government/publications/new-government-domestic-violence-and-abuse-definition> Section 120 of the Adoption and Children Act [2002] also extended the legal definition of 'significant harm' to children to include witnessing or overhearing abuse, which would include domestic violence: <http://www.legislation.gov.uk/ukpga/2002/38/contents>

³ DfE (2013) *New Learning From Serious Case Reviews: A 2-year report for 2009 to 2011*:

<https://www.gov.uk/government/publications/new-learning-from-serious-case-reviews-a-2-year-report-for-2009-to-2011>

- Recognise the impacts of ACEs and other trauma, including witnessing domestic abuse, already experienced in children and adults and help them to receive timely support

Although not inevitable, ACEs have been found to co-occur and a lot of the content provided in this toolkit is relevant to other harm, as a result of different kinds of trauma experienced by children and young people. The aim of this toolkit is to provide professionals with:

- The information they need to identify signs and symptoms of trauma associated with witnessing domestic violence and abuse;
- The tools they may need to respond confidently to a child or young person who may be disclosing abuse; and
- The resources they need to build resilience and confidence to reduce the likelihood of lasting harm.

Definition of domestic abuse

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

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

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 is not a legal definition.

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

Why is awareness of domestic abuse so important?

Organisations that work with children and young people are in a vital position when it comes to identifying those who may be experiencing domestic violence/abuse, both at home and within their own relationships. They are key to raising the issue of domestic

abuse as well as other adversities in a safe and structured environment. In particular they should:

- Work in an empowering way with children and young people to build their resilience and protective factors to reduce the likelihood of experiencing future harm.
 - Break the inter-generational cycle of abuse by recognising signs of abuse and intervening early.
 - Support children and young people to seek help and safety.
 - Model and promote healthy, non-violent relationships.
 - Challenge the myths that perpetuate domestic abuse including the variety of behaviours involved; and
 - Safeguard children and young people from the harm caused by domestic violence/abuse and other adversities.
- (Children Act 2004).

Legislation

The [NSPCC](#) outlines the various sections of legislation that cover domestic violence and abuse and are relevant to those working with children and young people

Serious Crime Act 2015 section 76

Created a new offence of “controlling or coercive behaviour in an intimate or family relationship”. The offence came into force in December 2015. It closes a gap in the law around psychological and emotional abuse that stops short of physical abuse. The offence carries a maximum sentence of 5 years’ imprisonment, a fine or both.

The offence closes a gap in the law around patterns of controlling or coercive behaviour that occurs during a relationship between intimate partners, former partners who still live together or family members.

[View Serious Crime Act 2015 section 76](#)

Domestic Violence, Crime and Victims Act 2004

Extended provisions to help stop domestic abuse and created the new offence of "causing or allowing the death of a child or vulnerable adult". This offence enables prosecutions of people who stay silent or blame someone else.

The Domestic Violence, Crime and Victims Act 2004 was amended in 2012 by the Domestic Violence, Crime and Victims (Amendment) Act 2012 to include 'causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult.'

[View Domestic Violence, Crime and Victims Act 2004](#)

[View Domestic Violence, Crime and Victims \(Amendment\) Act 2012](#)

Adoption and Children Act 2002 section 120

Amended the definition of 'harm' in Section 31(9) of the Children Act 1989 to include 'impairment suffered from seeing or hearing the ill-treatment of another'. This makes witnessing domestic abuse a reason to take action to protect a child from harm. Applies to England and Wales.

[View Adoption and Children Act 2002 section 120](#)

[View Children Act 1989 section 31](#)

Domestic Abuse Act 2021

On the 29th of April 2021, the Domestic Abuse Bill has been signed into law. The new [Domestic Abuse Act 2021](#) provides further protections to the millions of people who experience domestic abuse and strengthens measures to tackle perpetrators. For the first time in history there will be a wide ranging legal definition of domestic abuse which incorporates a range of abuse beyond physical violence, including emotional, coercive or controlling behaviour and economic abuse.

The measures include important new protections and support for victims ensuring that abusers will no longer be allowed to directly cross examine their victims in the family and civil courts and giving victims better access to special measures in the courtroom to help prevent intimidation, such as protective screens and giving evidenced by a video link.

Police will also be given new powers including Domestic Abuse Protection Notices, providing victims with immediate protection from abusers, while courts will be able to hand out new Domestic Abuse Protection Orders to help prevent offending by forcing perpetrators to take steps to change their behaviour, including seeking mental health support or drug and alcohol rehabilitation.

In addition, new measures further strengthen the law, including creating a new offence of non-fatal strangulation, extending an offence to cover the threat to disclose intimate images, and clarifying the law to further clamp down on claims of "rough sex gone wrong" in cases involving death or serious injury.

Other measures included in the act:

- extending the controlling or coercive behaviour offence to cover post-separation abuse.
- explicitly recognise children as victims if they see, hear or experience the effects of abuse.
- establish in law the office of Domestic Abuse Commissioner and set out the Commissioner's functions and powers.
- placing a duty on local authorities in England to provide support to victims of domestic abuse and their children in refuges and other safe accommodation.
- provide that all eligible homeless victims of domestic abuse automatically have 'priority need' for homelessness assistance.
- place the guidance supporting the Domestic Violence Disclosure Scheme ("Clare's law") on a statutory footing.

The effects on children and young people

Children and young people who live with domestic abuse can be at risk of behavioural problems, emotional and physical trauma, which could have long lasting effects.

If children experience chronic stress and trauma, including witnessing domestic violence, the way their brain develops can be altered as they become fixed a heightened state of alertness, in preparation for experiencing future stress. This can result in a 'wear and tear' effect on their body which can over time, lead to disease, psychological problems such as anxiety and the adoption of harmful behaviours such as smoking, heavy drinking, and early sexual activity.

Children raised in environments where domestic abuse and violence are common can come to define these experiences as normal and can often struggle to develop empathy and trust within healthy and stable relationships.

There is nothing inevitable about the impact of early trauma on how individuals develop and grow. The warning signs of domestic violence and abuse can be varied depending on the child/ young person and the situation. Not all children and young people will display challenging behaviour and it is important for them not to be labelled if they do.

What you may observe if a child or young person is living with domestic abuse.

The warning signs of domestic abuse are varied depending on the child or young person and the situation. Not all children and young people will display challenging behaviour and it is important for them not to be labelled if they do.

Some of the behaviours listed may be signs of other issues but it is important to always be aware of the possibility of domestic abuse. The behaviours listed are not an exhaustive list and you may therefore observe other behaviours which cause concern.

Professionals working with children and young people are crucial in identifying those experiencing domestic abuse. They are the people who have regular contact and established relationships with children and young people and can therefore identify even subtle personality or behavioural changes.

Pre-School Children (0-4)	Have an anxious attachment with primary care giver Show emotional distress Be in a constant state of anxiety Might not go to adults for help Seem distracted and struggle to concentrate Display emotional and angry behaviour Have poor nursery attendance Have problems socialising with other children Cry excessively Have speech delay Be regressive in their behaviours Be soiling
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	Blaming themselves for the home situation Be withdrawn Be over tired and not sleeping
School aged children (5-16)	Be engaging in risk-taking behaviours Be withdrawn Have increased impulsive & aggressive behaviours Be exhausted and having sleep difficulties Be experiencing sadness, depression and mood swings Have a decline in school performance Have high non-attendance Not be doing their homework Have problems with concentration & attention Be anxious to leave a parent at home Being bullied or bullying Have low self-esteem and therefore the risk associated with this (self-harm, substance misuse etc.) Have no hopes or ambitions Be isolated; not many friends Be throwing themselves into school work as an escape from home life Not be allowed to attend clubs or local groups Be unable to have school friends visit them at home Have limited money for food/school items

Many young people may also display behaviours that cause concern from abuse occurring within their own intimate relationships.

What you can do if you are worried about a child or young person

If you have identified behaviours which may indicate that a child or young person is experiencing domestic abuse at home in their relationship you should discuss your concerns with an appropriate senior manager or your agency's safeguarding lead to agree an appropriate response.

If a child or young person has disclosed domestic abuse to you, try not to appear shocked, listen to what they tell you and explain that you will have to share information to keep them safe, but you will tell them what is going to happen and ensure they understand everything fully.

If you have immediate safeguarding concerns or are worried someone is likely to be harmed, call the police on 999 and/or contact the Access and Response Team (ART) on 01454 866000.

Schools/agencies/practitioners should use their professional judgement in discussing issues of domestic abuse with children and young people. These discussions should be conducted in an appropriate manner and in line with school/agency protocols on confidentiality.

You should avoid asking open and non-directive questions to ensure you do not interfere with any formal investigations. Instead try to assess the immediate risks and safeguarding concerns, e.g. is it safe for them to go home?

Document any key information shared with you (including dates and times) and what action you took – including who you shared the information with, what referrals you made.

Be clear when talking to a child or young person that they know they are being believed, that they understand that the abuse isn't their fault and that they are aware of who they can go to for support.

Professionals are advised if they have further concerns about a child or young person, which are not immediate safeguarding concerns, they should contact the relevant social care team or initiate a Single Assessment Framework early help (SAFeh) in order to appropriately identify and respond to their needs.

Supporting a child or young person

Various types of support can be offered to children and young people, much of which can be very straight forward and simple to put in place and can be invaluable to a child or young person experiencing domestic abuse.

There may be practical support options that can be put in place, such as:

- Contacting outside agencies to offer support.
- Consider peer support.
- Explore ways in which to support with the cost of uniforms etc.

- Finding a safe place for them to eat lunch, complete homework.
- Ensure they do not feel isolated or left out.
- Ensure that any support offered is discreet and does not further isolate them; and
- Ask the child or young person what they feel will help them in terms of support, or any changes to their school day that may help.

Other considerations

When considering domestic abuse around children and young people it may also be important to consider issues such as:

Forced Marriage

Forced Marriage “A marriage without the consent of one or both parties and where duress is a factor.”

Duress is: “[when] the mind of the applicant has been overborne, howsoever that was caused.”

Duress can include physical, psychological, financial, sexual and emotional pressure.

An arranged marriage is very different from a forced marriage. An arranged marriage is entered into freely by both people, although their families take a leading role in the choice of partner.

If you are concerned that a child or young person may be forced to marry, you should discuss this with your safeguarding lead. You can also contact the Forced Marriage Unit (national Home Office number 020 7008 0151) for advice and support. Please also ensure you contact the police (101) and ART on 01454 866000.

Female Genital Mutilation (FGM)

FGM is illegal and a form of child abuse; if you suspect a child may be at risk of this practice or has already undergone FGM you must take action immediately and discuss with your safeguarding lead. You should also contact ART on 01454 866000 or the police on 101.

A mandatory reporting duty requires health and social care professionals and teachers to report ‘known’ cases of FGM in girls under the age of 18 to the police. For more information, please see the [Mandatory reporting duty fact sheet](#)

[FGM pocket guide for health care professionals](#)

[FGM multi-agency guidance](#)

Child Exploitation (including CSE & CCE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Whilst CSE can take a number of forms, three areas have been identified by Barnardo's: Inappropriate relationships involving a lone perpetrator who has inappropriate power or control over a young person, whether physical (including domestic abuse), emotional or economic. There is likely to be a significant age gap between the perpetrator and victim. The young person may believe that they are in a loving, equal relationship.

The "boyfriend" model of exploitation and peer exploitation - the perpetrator befriends and grooms a young person into a "relationship" and subsequently coerces them to have sex with friends or associates. This includes gang exploitation and peer on peer exploitation.

Elements of organised/networked sexual exploitation or trafficking – young people (often connected) are passed through networks possibly over geographical distances between towns and cities, where they may be forced/coerced into sexual activity with multiple men. Often this occurs at 'sex parties', and young people who are involved may be used as agents to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators. *Barnardo's: Puppet on a String 2011*

[South Gloucestershire Children's Partnership Child Exploitation information](#) (including the [Exploitation Identification Tool](#))

Honour based violence.

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse.

Any suspicion or disclosure of violence or abuse against a child in the name of honour should be treated equally seriously as any other suspicion or disclosure or significant harm against a child. However, there are significant differences in the immediate response required. Bearing in mind the specific practice issues set out, where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made the [Referrals Procedure](#) should be followed.

Further Information

[Forced Marriage Guidance - Home Office](#) - information and practice guidelines for professional protecting, advising and supporting victims. This includes Multi-Agency Statutory Guidance for dealing with forced marriage and Multi-Agency practice guidelines: Handling cases of forced marriage.

[Legal Guidance](#) - not specifically about children

[Forced Marriage and Honour Based Violence Screening Toolkit](#)

[Safelives Dash risk checklist for the identification of high-risk cases of domestic abuse, stalking and 'honour'-based violence](#)

[Karma Nirvana](#) - Supporting victims of honour crimes and forced marriages.

[Ending Violence against Women and Girls \(VAWG\) Strategy: 2016 to 2020](#)

[Protocol on the handling of 'so-called' Honour Based Violence/Abuse and Forced Marriage Offences between the National Police Chiefs' Council and the Crown Prosecution Service](#)

Post separation violence

Parental separation does not guarantee an end to violence. For one in two families who separate, the domestic violence continues beyond separation, and separated women are at particularly high risk. For many families, contact provides a context for domestic violence to continue.

Making your agency Domestic Abuse Aware

Developing a 'Whole Agency/Whole School' approach to Domestic Abuse is key to ensuring that professionals working with children and young people, and the agency as a whole can:

- recognise the signs and symptoms of domestic abuse.
- implement relevant policies to ensure that clear guidance is provided to professionals.
- work with children and young people in how to respond to domestic abuse.
- implement relevant policies to support staff in recognising and acting upon the signs of domestic abuse in children and young people, and also ensure training is provided to all employees to heighten awareness and knowledge; and
- identify a lead for domestic abuse within your agency that can develop more specialised knowledge and become a single point of contact for concerns.

Facilitating disclosures of domestic abuse

Where you have concerns about domestic abuse either from the young person or the parent, you may wish to ask some questions to enable the person to feel able to disclose domestic abuse to you. Young people from the South Gloucestershire Youth Board have suggested that the following are helpful questions to ask (when it is known that the young person is in a relationship). They have advised that the questions should be prompts only and not used as a script:

- ✓ How are things with your boy/girlfriend/partner/significant other?
- ✓ Do you feel safe around your boy/girlfriend/partner/significant other?
- ✓ How safe do you feel around your boy/girlfriend/partner/significant other?
- ✓ How have things been with your boy/girlfriend/partner/significant other?
- ✓ What is your relationship like?
- ✓ Does your boy/girlfriend/partner/significant other treat you well all the time?
- ✓ Do you feel supported by the people around you?
- ✓ Is there anything worrying you at the moment?
- ✓ Is there anything on your mind that you'd like to talk about?

If a young person is not accepting that they are experiencing domestic abuse it is often helpful to reflect on how they would feel/respond if the same things were happening to a friend.

Questions to ask parents you believe maybe experiencing domestic abuse:

- ✓ Is everything alright at home?
- ✓ Do you feel safe (at home)?
- ✓ Do you ever feel threatened at home?
- ✓ How are arguments resolved?
- ✓ Do you feel you need some extra support?
- ✓ Are you being looked after properly at home?
- ✓ Does your family member etc. ever threaten you?
- ✓ Does your family member etc. put you down?

- ✓ Do you feel you are in an abusive relationship?
- ✓ Does your partner get very jealous/angry?

Teenage relationship abuse

Domestic abuse is very prevalent in teenage intimate relationships and sexist attitudes still exist with 1 in 2 boys and 1 in 3 girls thinking it is okay to sometimes hit a woman or force her to have sex. Please remember that teen-to-teen abuse is a child protection issue.

Some recent statistics highlighted that:

1 in 4 girls experience some form of physical partner violence
33% of girls and 16% of boys reported some form of sexual abuse
25% of girls (the same proportion as adult women) and 18% of boys reported some form of physical relationship abuse
75% of girls and 50% of boys reported some form of emotional relationship abuse.

In a survey, three-quarters of girls who had a partner at least two years older than themselves, said they had experienced some form of physical violence.

There are proven links between domestic abuse and teenage pregnancy with young women who are being or have been abused being 4 to 6 times more likely than their non-abused peers to become pregnant during their teenage years.

Some of the signs and symptoms may be similar to those displayed by adults within abusive relationships such as:

- Falling out with friends or family.
- Unexplained injuries.
- Low self-esteem.
- Depression, mood swings, self-harm.
- On edge, jumpy.
- Always being with their boyfriend/girlfriend.
- Receiving constant text messages/emails/calls.
- Afraid of making partner angry.
- Frequent pregnancies.
- Being unreliable.
- Worrying about spending money.
- Using alcohol and drugs to cope.
- A change in personality.
- Being asked to do things sexually they are not comfortable with.
- Fearful of the consequences of sharing their experiences.
- Be protective of the abusive partner.
- Risk taking behaviours; and
- Minimisation or normalisation of their experiences.

Young people may experience additional barriers to leaving an abusive relationship, such as:

- Peer pressure to have a boy/girlfriend.
- They will lose their friends.
- Not knowing who to speak to or where to get help.
- Not knowing the warning signs of an unhealthy relationship to look out for.
- Thinking that what they are experiencing is normal or okay.
- The perpetrator being in their environment, for example, at school or college.
- Fear of repercussion or revenge, especially online. This could include passing on indecent images they have of their boy/girlfriend; and
- They may have limited funds and so maybe unable to attend support appointments easily or leave the relationship (if they were living with their boy/girlfriend) if they chose to.

How to support young people:

- Work in a multi-agency way to support the young person, for example, by liaising with support services and social care.
- Draw on a variety of different techniques that improve engagement.
- Be very clear about what you are doing/when, for example if needing to talk to Social Care or other agencies.
- Ensure the young person knows trusted adults they can confide in and a safe person at school.
- Be prepared to spend time exploring what abuse is. The young people you work with may not identify their own experiences as abuse.
- Validate the seriousness of young people's relationships.
- Offer face-to-face and new technologies communication, rather than telephone contact alone.
- Be flexible on appointment length - be led by the Young Person's wishes and consider sending reminders for meetings (as long as it is safe and appropriate to do so);
- Assure children that they will not be judged for accessing specialist services.
- Encourage an open relationship between the young person you have concerns about and the adult they relate best to.
- Don't be afraid to ask them how they're doing – they might just be waiting for you to do this.
- Use language they relate to – so 'relationship abuse' for young people rather than 'domestic abuse'.
- Encourage and support participation in supervised extra-curricular activities.
- Model and promote healthy, non-violent relationships; and
- Create spaces to openly talk about healthy/unhealthy relationships and incorporate into sessions / curriculum.

Don't:

Assume that the experience of abuse is less harmful if it is perpetrated or experienced by a young person.

What you can do if you are worried about a child or young person

Conduct a Safety Plan with the young person:

- Wherever possible, safety planning should address or mitigate the risks identified.
- Ask about access to phones and/or the internet (in recognition that an increasing number of households do not have landlines).

Guidance can be found here:

[SafeLives safety plan](#)

Consider the complexities associated with teen relationship abuse. Young people may also be experiencing gang involvement, be at risk of CSE, be experiencing abuse perpetrated through technologies and be at risk of 'honour' based abuse and forced marriage.

Discuss your concerns with ART by calling 01454 866000. Discuss specialist support options with the child or young person. Conduct a risk assessment (see below)

SafeLives have developed a young person's risk identification checklist that can be used to assess the level of risk the young person may be at. This tool is designed to be used with children and young people aged 13-18 and is a useful tool in gathering in depth information about their experiences.

[SafeLives young people's DASH risk checklist with guidance](#)

Where the Child/Young Person is aged **13-15**, the risk identification checklist (RIC) can be used to support a referral to ART on 01454 866000.

Where the Young Person is aged **16+** the RIC can be used as above, but also to assess whether the Young Person meets thresholds to be referred into the Multi-Agency Risk Assessment Conference (MARAC). The MARAC is a multi-agency process that consider high-risk cases of domestic abuse, and looks to share information and implement risk management plans (for further information about the MARAC process please go to page 59)

Young people are protected by child protection legislation until their 18th birthday. Professionals need to follow their agency's safeguarding children procedures (which should comply with the Local Safeguarding Children Partnership's child protection procedures). A best practice response for a young person is likely to reflect an integrated response which combines child safeguarding and high-risk domestic abuse expertise, tailored to each young person's needs. It is important to involve the young person in the process as much as possible.

Adolescent to Parent Violence

There is currently no legal definition for adolescent to parent violence and abuse (APVA), but the phenomena is becoming widely recognised as a further form of domestic abuse. It is characterised by abuse being perpetrated to the parent/ carer. Research has shown that between 65-85% of all reported cases of APVA occur within the mother-son dyad (Condry and Miles 2013, Evans et al. 2008, Ibabe & Jaureguizar 2010, Routt & Anderson, 2011). Depending on the age of the child, it may fall under the government's official definition of domestic abuse. APVA is referred to in many ways often including the word 'violence', however, the abuse often extends further than violence, involving emotional, financial and social impacts.

Only in recent years was the first guidance for practitioners published by the Home Office (Home Office 2015). The paper acknowledged APVA as a difficult social issue to manage due to the lack of universally available support services specifically for parents and young people where APVA is a feature (Home Office 2015). Equally, APVA can be difficult to identify as it is recognised that parents are often reluctant to report the incidents of abuse to the Police and other agencies due to shame, fear of being blamed and the fear of criminalising their child (Edenborough et al. 2008, Haw 2010, Laing 2014).

For further information please follow the link below to the government guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/420963/APVA.pdf

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Domestic Violence and Abuse Training

[Awareness of domestic violence e-module](#) (basic awareness training for those who need an introduction)

To access the module, please email HRworkforcedevelopment@southglos.gov.uk

[Multi-agency training](#) is offered by the Children's Partnership, there are three levels:

Intermediate

Advanced

Working with Perpetrators

For more information, please go click [here](#)

Child Exploitation

Child Exploitation Training is available [here](#)

FGM

Home Office Resource Pack and E-Learning:

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

Intro to FGM, Forced Marriage, Spirit Possession and 'So-called Honour' Based Violence e-learning

Enquiries and booking: HRworkforcedevelopment@southglos.gov.uk

Forced Marriage

Home Office Information and Guidance <https://www.gov.uk/forced-marriage>

Intro to FGM, Forced Marriage, Spirit Possession and 'So-called Honour' Based Violence e-learning

Enquiries and booking: HRworkforcedevelopment@southglos.gov.uk

Domestic abuse awareness training for professionals working with victims and survivors of DVA.

Training provided by Next Link and can be tailored for your specific needs upon request.

Please contact 08004700280 or e-mail Southglos@nextlinkhousing.co.uk.

Domestic abuse awareness training for professionals working with children who have witnessed domestic violence and abuse.

Training provided by Next Link and can be tailored for your specific needs upon request.

Please contact 08004700280 or e-mail Southglos@nextlinkhousing.co.uk.

Honour Based Violence and Forced Marriage Training

Training provided by Next Link by their HBV and Forced Marriage Specialist.

Please contact 08004700280 or e-mail Southglos@nextlinkhousing.co.uk.

Tailored domestic abuse awareness sessions.

Provided by Next Link and their partner agencies tailored for your specific needs upon request.

Please contact 08004700280 or e-mail Southglos@nextlinkhousing.co.uk.

Sexual violence and abuse awareness training for professionals working with adult and child victims of sexual violence and abuse.

Provided by Safe Link Support and can be tailored for your specific need.

Please contact Safe Link on 03333231543 or e-mail safe.link@safelinksupport.co.uk

National advice and support

Women's Aid

The key national charity working to women and children.

Freephone 24-hour Helpline: 0808 2000 247

Website: www.womensaid.org.uk

Email: info@womensaid.org.uk

The Hide Out

Women's Aid linked website that provides children and young people with information to understand domestic abuse and how they can take positive action if they are experiencing it.

Website: www.thehideout.org.uk

ManKind

The leading charity in the UK for male victims of domestic abuse.

National Helpline: 01823 334244

Website: www.mankind.org.uk

Forced Marriage Unit

Provides advice and support relating to possible forced marriage.

Tel: 020 7008 0151

Email: fmf@fco.gov.uk

Website: www.fco.gov.uk

Forced marriage helpline: 0800 5999 247

Disrespect Nobody

Website for young people which offers information and advice on sexting, relationship abuse, consent, rape and porn. This has replaced the Home Office 2015 'This is Abuse' campaign.

Website: www.disrespectnobody.co.uk

Men's advice line

Advice and support for men in abusive relationships.

Freephone: 0808 801 0327

Email: info@mensadviceline.org.uk

Website: www.mensadviceline.org.uk

Barnardo's

National charity that aims to transform the lives of vulnerable children, including those affected by domestic abuse.

Tel: 0208 550 8822

Website: www.barnardos.org.uk

Respect

National charity providing information for domestic abuse perpetrators, partners and

practitioners.

Tel: 020 7549 0578

Email: info@respect.uk.net

Website: www.respect.uk.net

SafeLives

National charity dedicated to ending domestic abuse, for good. Since 2005, SafeLives has worked with organisations across the country to transform the response to domestic abuse, with over 60,000 victims at highest risk of murder or serious harm now receiving co-ordinated support annually.

Tel: 0117 403 3220

Email: info@safelives.org.uk

Website: <http://www.safelives.org.uk/>

National Centre for Domestic Violence (NCDV)

The National Centre for Domestic Violence (NCDV) provides a free, fast emergency injunction service to survivors of domestic violence regardless of their financial circumstances, race, gender or sexual orientation.

Tel: 0207 186 8270 or 0800 970 2070

Email: office@ncdv.org.uk

Website: <http://www.ncdv.org.uk/>

Karma Nirvana

A phone line service for anyone worried about forced marriage or honour-based abuse. They offer practical support, options and guidance through their helpline and website.

Tel: UK Helpline: 0800 5999 247

Email: info@karmanirvana.org.uk

Website: <https://www.karmanirvana.org.uk/>

Paladin

National Stalking Advocacy Service. Paladin is a trauma-informed service established to assist high risk victims of stalking in England and Wales. Our unique team of accredited Independent Stalking Advocacy Caseworkers (ISACs) ensure that high risk victims of stalking are supported and that a coordinated community response is developed locally to keep victims and their children safe.

Tel: 020 3866 4107

Email: info@paladinservice.co.uk

Website <https://paladinservice.co.uk/>

Revenge Porn Helpline

The Revenge Porn Helpline is the UK's only dedicated service supporting adults. Offering free one-on-one confidential advice

Tel: 0345 6000 459

Email: help@revengepornhelpline.org.uk

Website: <https://revengepornhelpline.org.uk/>

Respect not Fear- The website provides a safe space for children and young people to find information on healthy relationships and abuse.

Website: <http://www.respectnotfear.co.uk/>

Galop

A national service for lesbian, gay, bisexual and transgender people who experience domestic abuse.

Tel: 0800 999 5428

Email: help@galop.org.uk

Website: <http://www.galop.org.uk/domesticabuse/>

Specialist Domestic Abuse Services in South Gloucestershire

See Change (Julian House)

The children and young person's domestic violence and abuse service is made up of a specialist team who offer practical and emotional support, information and education for children and young people who are experiencing or have experienced domestic abuse. Children are supported to explore their feelings and help them to understand what they have been through, know they are not to blame, help them to stay safe and let them know where they can turn to if they need more help.

Services Include:

- Group work for young people
- 1-1 outreach support
- Referral to specialist parenting sessions
- Domestic Abuse awareness raising sessions for staff.
- Awareness raising school assemblies.
- Workshop on healthy and unhealthy relationships

The service works with local schools to raise awareness of the issues faced by children and young people around domestic abuse and support staff to educate students about healthy relationships. The team is also available to offer advice with regards to best supporting a child or young person who is experiencing domestic abuse or may have experienced this in the past (either within the home or within their own relationships).

Back on Track – Group work for young people who have experienced domestic abuse in the home. There is a group for 7 to 11 year olds and a group for older children. This programme gives younger people the opportunity to explore their experiences of abuse through safe, confidential and interactive sessions and gain tools that will help them feel more confident and less isolated.

Outreach - One to one outreach for children ages 4 to 17 who have experienced domestic abuse in the family home and in their own relationships. The sessions give young people a space where they can begin to explore and articulate their experiences. The outreach may also include some family work, helping parents better understand how they may be able to support their child.

Connect with Respect - A dynamic preventative programme for schools and other settings that educates and supports children and young people to have happy, healthy relationships for life. It empowers students to support each other and supports teachers and professionals to support their students.

Email: cyp.service@julianhouse.org.uk

Tel: 0117 942 4986 Web: [See change CYP domestic violence and abuse service](#)

South Gloucestershire Council Community Safety Team

This team coordinates the South Gloucestershire Partnership Against Domestic Abuse and can therefore be contacted for any advice or support and to discuss any specific agency needs you may have.

Email: communitysafetyteam@southglos.gov.uk

Tel: 01454 868751

Next Link South Gloucestershire

Next Link provides support services for women, men and children in South Gloucestershire who are, or have been victims of domestic abuse. Their services include telephone help and advice, safe house accommodation, community outreach services and group programmes.

Referrals can be made by telephone, email or through the Next Link Website. At the first point of contact there is a triage advice service, and all victims asking for support are offered a relevant service that meets their needs and responds to their immediate safety risks. Callers wanting advice and guidance can access the accredited advice service.

Callers can also talk anonymously with our support workers through the live chat helpline.

Next Link South Glos domestic abuse telephone help lines are open 8:30am – 5:30pm Monday to Friday and 9:30am – 1:00pm on Saturday - 0800 4700 280

Email SouthGlos@nextlinkhousing.co.uk

Website: www.nextlinkhousing.co.uk/southglos/

Freedom Programme

Freedom programme is a 12-week rolling programme open to any woman who wishes to learn more about the reality of domestic abuse. Contact Next Link for details of where programmes are running in South Gloucestershire. The programme aims to:

- help women understand the beliefs held by abusive men and in so doing recognise which of these beliefs they have shared.
- illustrate the effects of domestic abuse on children.
- assist women to recognise potential future abusers.
- help women gain self-esteem and develop their confidence to improve the quality of their lives.
- introduce women to local domestic abuse services that can help them.

SARSAS

SARSAS (Somerset & Avon Rape & Sexual Abuse Support) is a support service for people who have experienced sexual violence at any point in their life.

Women and girls, call 0808 801 0456

Office hours:

- Monday and Friday, 11am to 2pm

- Tuesday, Wednesday and Thursday, 6pm-8.30pm

Men and boys, call 0808 801 0464

Office hours:

- Monday, 11am to 2pm
- Tuesday, 6pm-8.30pm

Victim Support

Providing support and information to individuals and families and signposting on to their agencies.

Website: www.victimsupport.org.uk

Avon and Somerset Constabulary Domestic Abuse Help and Support

Domestic violence or abuse is a crime and should be reported to the police. You can:

- call 999 if a crime is happening now or you're in immediate danger.
- call 101 or Crime stoppers on 0800 555 111
- fill in the online crime form (Avon and Somerset Police)
- visit your local police station

Useful documents

South Gloucestershire MARAC Operating Protocol

This provides a step-by-step guide to the Multi Agency Risk Assessment Conference (MARAC) process for high-risk victims of domestic abuse. The MARAC is a multi-agency meeting to share information and formulate a risk management plan for the highest risk victims of domestic abuse and their families. The protocol provides guidance on risk assessing, making referrals, information sharing and a guide to the meeting itself.

South Gloucestershire Joint Procedures for Sharing Information on Domestic Abuse with South Gloucestershire Schools

This protocol outlines the process for sharing personalised information in terms of police incident reports being shared with South Gloucestershire schools, and the information sharing process of schools linking into the MARAC process. This document provides clear guidance on the role and responsibility of schools in terms of dealing with domestic abuse. For a copy of this policy, please contact communitysafetyteam@southglos.gov.uk or on 01454 868751

South Gloucestershire Directory of Domestic Abuse Services

An electronic directory is available detailing all services in South Gloucestershire. A small pocket-sized directory can also be requested in hard copy from the South Gloucestershire Council Community Safety Team.

South West Child Protection Procedures

Provides information on the statutory guidance for child protection for the whole of the South West www.proceduresonline.com/swcpp/

For a copy of any of the listed documents, or to request leaflets please contact:

South Gloucestershire Council Community Safety Team:

Email: communitysafetyteam@southglos.gov.uk

Tel: 01454 868751

Alternatively, please visit the South Gloucestershire Council website for more information: www.southglos.gov.uk search for domestic abuse/violence.

For Health Practitioners

Guidance for Health Professionals on Domestic Violence

This guidance helps health professionals to recognise factors that may indicate domestic violence and abuse and describes steps to ensure appropriate support and referral where necessary. It highlights best practice, information and learning resources (June 2013)

Section 2

Tools for the Job

Contents

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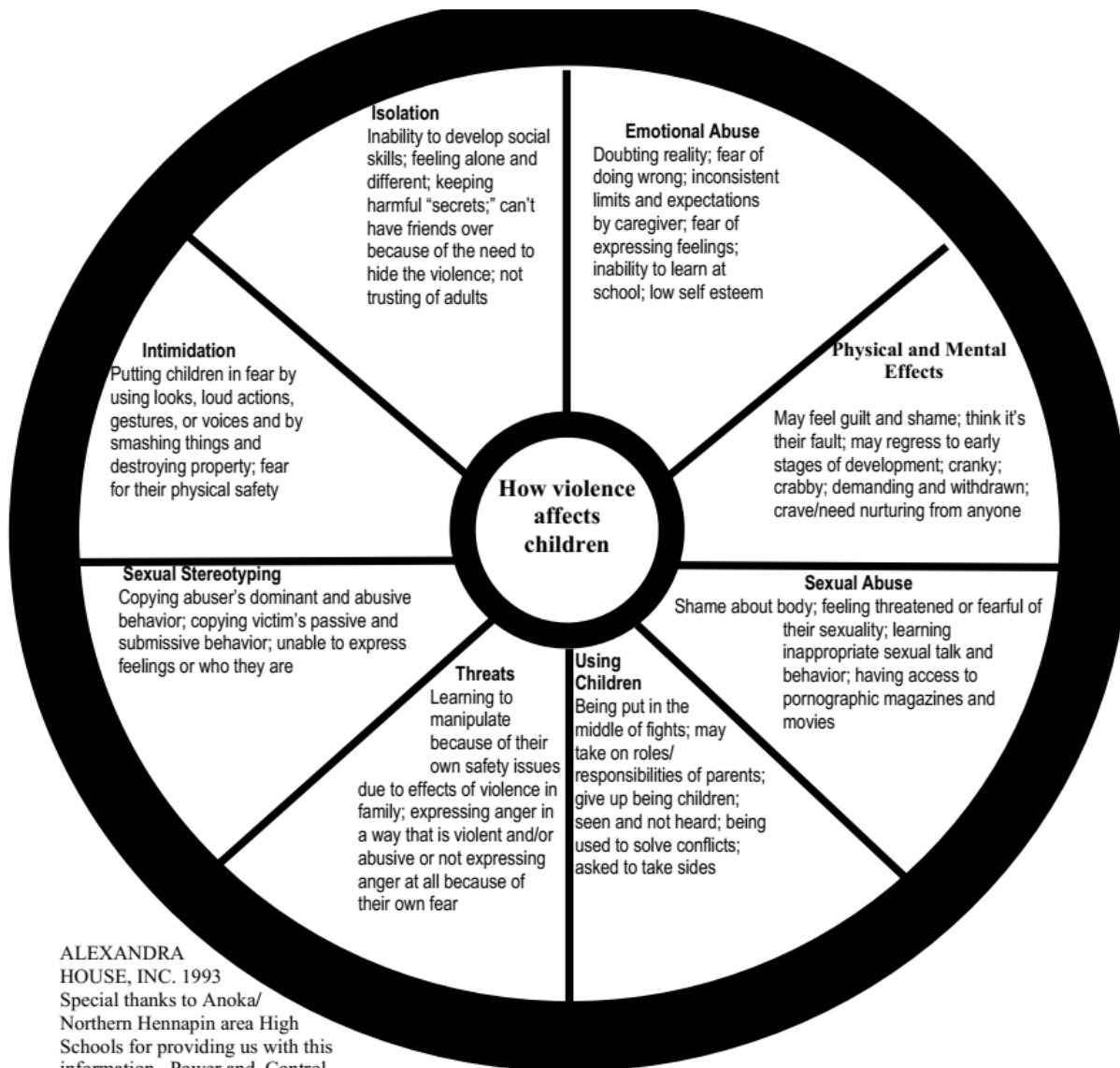
Helping Hand

- Ask the child/young person to draw around their hand;
- In each of the fingers ask the child/young person to write down the names of people they feel they can talk to and add phone numbers if the child feels comfortable with that;
- If the child/young person does not want to write the names of people, they can write roles/labels e.g. youth worker, best friend, teacher and so on.

The hand can then be kept somewhere safe and accessible by the child/young person.



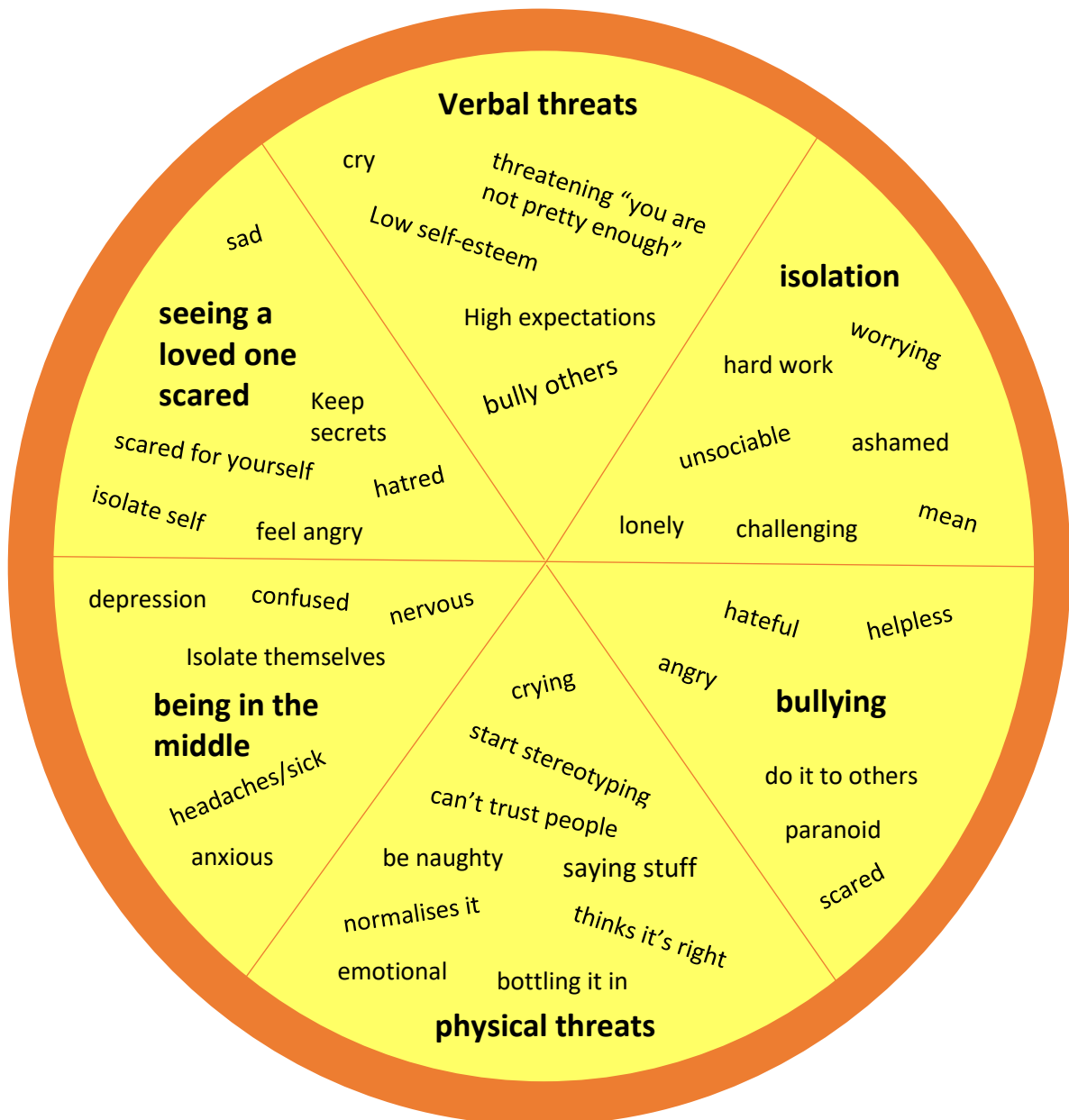
Effects of Domestic Abuse on Children



ALEXANDRA
HOUSE, INC. 1993
Special thanks to Anoka/
Northern Hennepin area High
Schools for providing us with this
information. Power and Control
Wheel design adapted from Domestic
Abuse Project.

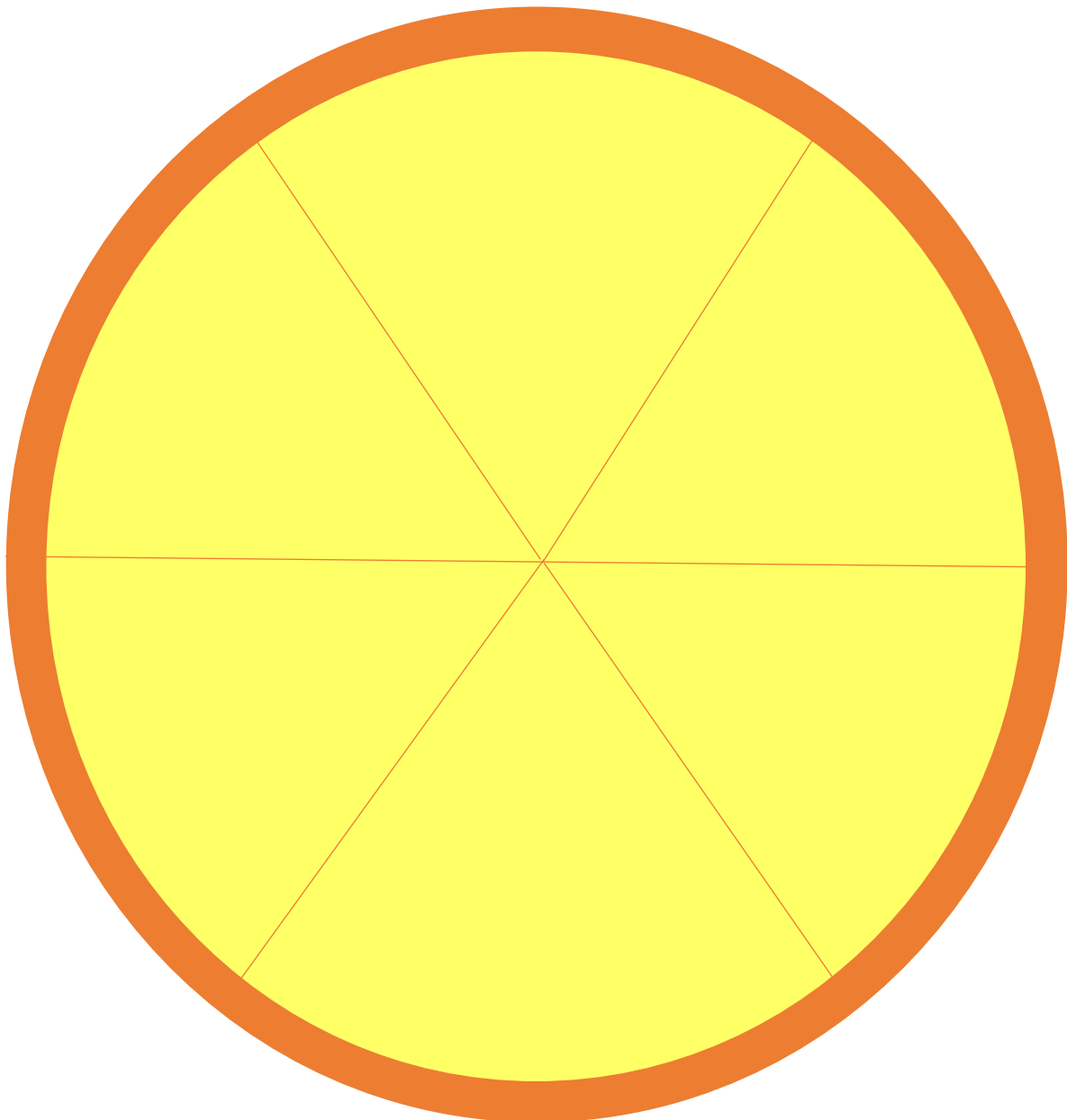
South Gloucestershire Youth Board Pizza

Young people from the South Gloucestershire Youth Board designed a pizza (based on the wheel on page 30) to highlight the effects different aspects of domestic abuse can have on children and young people. The wheel as it is below can be shown to parents/carers as well as children and young people, or the blank version on page 32 can be used as a template for discussing the effects of domestic abuse within 1:1 or group work.



South Gloucestershire Youth Board Pizza

The pizza can be used as a template to discuss the effects of domestic abuse with children and young people (either witnessed/experienced at home or within teenage relationships). The child or young person can come up with their own headings or use the headings within the pizza on page 31.



Teaching resources

Expect respect educational toolkit.

A toolkit which provides lesson plans for each year group within schools from reception class to year 13 and is based on themes that have been found to be effective in tackling domestic abuse.

The toolkit is mainly aimed at teachers but can be used by other professionals working with children and young people. The toolkit is available on the Women's Aid website:

[Expect respect toolkit](#)

Spiralling DVD and toolkit

Educational [toolkit](#) and [film](#) to help prevent domestic abuse in the next generation, with activities for children and young people. The toolkit is available from the Bristol Domestic Abuse Forum

Teacher's guide to violence and abuse in teenage relationships

Resource available for teachers to raise awareness and understanding of teenage relationship abuse. This resource may also be useful for other practitioners working with children and young people. Resource is available from the Home Office Website:

www.homeoffice.gov.uk

Bespoke lesson plans

South Gloucestershire Council Community Safety Team and Julian House can be contacted regarding their programme of workshops and assemblies called Connect with Respect. For further enquiries please contact: South Gloucestershire Council Community Safety Team: Email: communitysafetyteam@southglos.gov.uk Tel: 01454 868751

Julian House contact details:

Email: cypservice@julianhouse.org.uk

Tel: 0117 942 4986

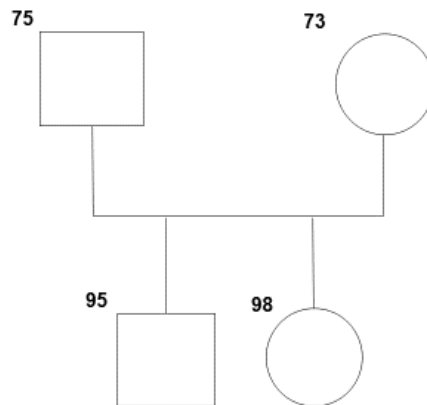
Website: www.julianhouse.org.uk

The police can also be contacted to support school assemblies and work with your organisation to develop lesson plan.

Example Genogram

A genogram is a quick and simple way of capturing family structures, particularly those that are more complex, as well as information about mental health, substance misuse etc. and significant events around those issues. It can be useful to complete at the start of an assessment or whenever there is a need to gather information about family relationships, gender, ages etc. There are standard symbols, e.g. males are always represented by a square, females by a circle, marriage/civil partnerships represented by a solid line. The example below shows a very basic family structure.

- John was born in 1995
- Sarah was born in 1998
- Their dad was born in 1975, their mum in 1973
- The parents are married



More information about Genograms can be found at:

http://stanfield.pbworks.com/f/explaining_genograms.pdf

A Day in the Life of a Baby

What is the Baby's Daily Routine? Suggested questions for Assessment

Waking

What time do they wake up? What happens next? Who gets them up? Does the same thing happen every day?

Feeding

Is the baby breastfed? Are there any difficulties? What time does this happen? Where does this happen? If bottles are used, are they sterilised? Who does this? How often does this happen? Where are the sterilised bottles kept? Who bottle feeds the baby? Is the baby held while feeding? If not, then what happens? E.g. prop feeding, in their cot etc. How well does the baby feed? Are there any difficulties? Is the baby 'burped' during and at the end of feeding? Is eye contact made with the baby? Have they had repeated episodes of thrush? Does the baby settle well after the feed? What is happening regarding weaning?

Dressing

Who dresses them? Where are they dressed? Is the nappy changed? Are there clean clothes? Does the same person dress them/change their nappy every day? Are the carers gentle when they dress the baby? Do they interact with the baby during dressing?

Getting to School (if there are school age children in the house)

What happens to the baby? Do they go as well? If so, how do they get there (e.g. in a pushchair, car, carried in car-seat)? If they stay at home, who is looking after them? What is happening at this time? Are feeds being missed or rushed due to the school run? How are they dressed (taking into account the weather)? Where are they whilst parents/carers take the older children into school? E.g. are they left in the car?

During the Day

What happens during the day? Who is spending time with them? What do they do with the baby? What toys and books are available? What happens about sleeping during the day? What time are they sleeping? Where do they sleep? Do they go out of the house? Where do they go? Who goes with them? Does the same thing happen every day? What happens about feeding? What time does this happen? If bottles are used, are they sterilised? When does this happen? Who does this? What happens about nappy changes? Who does this? Is there a good supply of nappies? How often are nappies changed? If there are pets, where are they? Are they spending long periods of time sat in front of television or sat in a car seat and/or pushchair for long periods? If they are beginning to explore their environment, what safety measures are being put into place, e.g. safety gates, plug socket covers, supervision by an appropriate person?

Socialising (Communication)

The baby will start to enjoy socialising within the first few weeks of life, and this will increase over time with smiling and eye to eye contact. Is the mother/father/carer able to cue into the baby's need to communicate initially through fleeting face to face communication? Does the mother/father/carer support this communication by holding the baby's head up if needs be? Is the mother/father/carer aware of the baby's state and able to cue into when the baby feels sleepy, hungry or in pain and either doesn't want to start an engagement or has had enough of interacting for the time being? The baby gradually communicates more by moving and changing the shape of their mouth and tongue. This socialisation gradually turns onto play and babbling. Does the mother/father/carer mirror and respond to the baby's efforts to communicate i.e. promoting attunement? How does the baby respond to this communication? How does the baby respond to facial expression when they are being calmed, talked to or played with? This is the voice of the child which is one of the most important considerations when carrying out an assessment.

After School (if there is a school age child in the house)

Does the baby go with anyone to meet the other child(ren) at school? What happens when the other child(ren) are home from school? Do they engage with the baby? Is there an adult present if this happens? What happens during mealtimes? What about during the school holidays?

Evenings

What happens about feeding? Who does this? What happens at bath time? Who does this? How often does the baby have a bath? Where do they have a bath? Does the same person bath the baby? What do the parents/carers do in the evenings? Does the baby spend time with parents/carers in the evening? If so, what happens? What is on the television when the baby is around?

Bedtime

Do they have a set time to go to bed? Who decides when it is time for bed? Where do they sleep? Are they changed for bed? What happens before they are put to bed? Do they have anything in with them e.g. bedtime toy? Does anyone read them a story? How are they settled? What happens if they do not settle? Is there a baby monitor? Who else is in the house at night? Is anyone put in charge of them at bedtime? What position do they sleep in? What is the environment like, e.g. regarding temperature?

Overnight

How often do they wake? What happens when they wake? Who goes to them when they wake? Does the same person go to them when they wake? Are they fed when they wake? Is their nappy changed when they wake? If there are pets, where do the pets sleep? Is the baby left to cry for long periods of time?

A Day in the Life of a Child

What is the Child's Daily Routine? Suggested questions for Assessment

Waking

Do they use a clock to get up? Does someone get them up? Do they have to get anyone else up? Does anyone else get up with them? Does the same thing happen every day?

What time does this happen?

Breakfast

Do they have breakfast? What sort of food do they have? Do they have a choice? Who makes breakfast?

Dressing

Do they dress themselves? Do they help anyone else get dressed? Do they wash and clean their teeth before getting dressed? Who makes sure they are doing this? Is there hot water and clean clothes?

Getting to School

Does someone take them? Do they have to take anyone else? Do they cross busy roads? Who helps them do this? Do they get to school on time?

In School

What do they like about school? What don't they like about school? Who are their friends? What do they do with their friends? What do they like to do at break times? What do they eat at lunchtime? Do they have a favourite teacher or subject? Are they experiencing bullying? If they are starting school have they been toilet trained?

After School

How do they get home from school? Does someone meet them at school? If so, who is this? If not, then is there anyone at home to meet them? What do they do after school? Do they look after anyone else? Do they have anything to eat? What do they have? Who makes it for them? Do they prepare food for anyone else? Do they go out and play? Do they do homework? Are there any issues around doing homework?

Evenings

Do they have an evening meal? What time is this? Who prepares the meal? What is their favourite food? Do they have this often? Do they eat with their parents/carers/other family members? If not, where do they eat? Who do they tell if they are hungry and what happens about this? Do they watch TV? If so, what do they watch? Do they use the internet/social networking sites? Is this supervised? Who do they communicate with online? What do they talk about? Do they go out? If so, who are they with and where do they go? Do they communicate this information to anyone? Do they have to be in at a particular time? Do they like toys and games? Do they have any? What do their parents/carers do in the evenings? Do they spend time with parents/carers in the evening? If so, what do they do?

Bedtime

Do they have a set time to go to bed? Who decides when it is time for bed? Where do they sleep? Do they like where they sleep? Do they wash and brush their teeth at bedtime? Do they change for bed? Who else is in the house at night? Are they put in charge of anyone else at bedtime?

School holidays/weekends

Do they look after anyone? Do they have chores/jobs to do? If so, what are they and who are they for? How else do they spend their time? Do they see friends? Who looks after them when they are not in school? Who supervises mealtimes?

A Day in the Life of a Teenager

What is the teenager's daily routine? Suggested questions for assessment

Waking

Do they use a clock to get up? Does someone get them up? Do they have to get anyone else up? Does anyone else get up with them? Does the same thing happen every day?

What time does this happen?

Breakfast

Do they have breakfast? What sort of food do they have? Do they have a choice? Who makes breakfast?

Dressing

Do they help anyone else get dressed? Do they wash and clean their teeth before getting dressed? Who makes sure they are doing this? Is there hot water and clean clothes?

Getting to School

How they get to school? Who do they go with? Do they have to take anyone to a school or early years setting? Do they get to school on time? Do they go straight to school or spend time with other people first? Who do they spend time with?

In School

What do they like about school? What don't they like about school? Who are their friends? What do they do with their friends? What do they like to do at break times? What happens at lunchtime? Do they leave the school site? What do they eat at lunchtime? Do they have a favourite teacher or subject? Are they experiencing bullying? Or are they bullying others? Are there concerns about their behaviour, appearance etc? Do they stay in school or are there periods of them going missing or being absent from lessons (but not necessarily from the school site)?

After School

What do they do after school? Do they go straight home or do they go elsewhere? Where do they go? Who are they with? How do they get home from school? Does someone meet them at school? If so, who is this? If not, then is there anyone at home to meet them? Do they look after anyone either at home or elsewhere? Do they have anything to eat? What do they have? Who makes it for them? Do they prepare food for anyone else? Do they go out? If so, who do they meet? Do they do homework? Are there any issues around doing

homework e.g. is the home environment too noisy, are there too many distractions or is there nowhere for them to do their homework?

Evenings

Do they have an evening meal? What time is this? Who prepares the meal? What is their favourite food? Do they have this often? Do they eat with their parents/carers/other family members? If not, where do they eat? Who do they tell if they are hungry and what happens about this? Do they watch TV? If so, what do they watch? Do they use the internet/social networking sites? Is this supervised? Who do they communicate with online? What do they talk about? Do they go out? If so, who are they with and where do they go? Are there concerns about substance misuse? Are they spending time with peers or are they spending time with people who are much older/younger than they are? Do they communicate this information to anyone? Do they have to be in at a particular time? What do their parents/carers do in the evenings? Do they spend time with parents/carers in the evening? If so, what do they do?

Bedtime

Do they have a set time to go to bed? Who decides when it is time for bed? Where do they sleep? Do they like where they sleep? Do they feel safe where they sleep? Do they wash and brush their teeth at bedtime? Do they change for bed? Who else is in the house at night? Are they put in charge of anyone else at bedtime? Has there been a time or periods of time when they have been known to leave the property when other people think they are in bed? How many times has this happened? When was the first time and the last time this happened? Where did they go? Who were they with? How long did they go missing for? What happened when they went missing? Was this reported to anyone?

School holidays/weekends

Do they look after anyone? Do they have chores/jobs to do? If so, what are they and who are they for? How else do they spend their time? Do they see friends? Who looks after them when they are not in school? Who supervises mealtimes? Do they enjoy being in the home or do they want to spend all their free time away from the home? Can they explain why this is?

Safety House Tool

The safety house was created originally by Sonja Parker (Parker, 2009, cited by Turnell, A, 2013). This is a tool used to work with children to explore what it would feel like/look like to live in a home that they feel safe. This allows children to talk about/draw what makes them feel safe.

The areas of the house are broken down to capture the child's thoughts and feelings around the following areas:

- **People who live in the safety house:** This allows the child to think about people that they feel safe to live in their safety house and depending on age and understanding of child; you can speak about what life would be like for them in the safety house. This enables you to capture those adults they feel safe with and the routines/activities that are important to them.
- **People who can visit the safety house and what they do to make it feel safe:** This encourages the child to speak about people in their life that they would like to be involved and they feel safe to allow into their safety house. It asks the child about what they think they could do to make things safer for them, or what they do already. This helps with capturing child's wider safety network and people that are important to them.
- **People I don't feel safe with:** This question allows the child to talk about anyone that they don't feel safe with and what behaviours they are doing that are making them feel unsafe.
- **Rules of the safety house:** Following on from when they don't feel safe, the activity encourages the child to think about which rules they would have in their safety house, that will make them feel safe. Children get the chance to choose rules that might keep everybody safe, and these can be used to influence the child and family's safety plan in real life.
- **Path to the safety house:** This path can be used as a way to discuss ways to re-introduce people or things to the safety house, and the child's rules around this. It is a way to talk about how ready they are re-introduce people and how they can do it in a way that makes them feel safe.

On the next page there is a completed an example of the safety house created with a child called Jack. This allows you to see how this tool could be used and also some ideas of how it allows the worker to understand what life is like for Jack at home and the things that he feels worried about and that make him feel unsafe. This information can then be shared with the child's safety network to allow them to create a plan for Jack and his family to be able to keep them all feeling safe and happy. It enables the family to hear his voice and understand how the worries/ behaviours are making him feel. It also allows Jack to be central to the plans that will affect his life and empower him to understand that his voice and feelings matter.

Safety house activity

By Jack and Jo

People I don't feel safe with?

Mummy and Daddy when they fight.

Daddy when he drinks beer.

Mummy when she drinks wine.

Rules of the Safety house?

No hitting or pushing.

No shouting.

Daddy to be nice to mummy and not hurt her.

Mummy to stop shouting when she gets angry at Daddy.

I want to keep going to the park with Daddy.

People who live in the Safety house?



Mummy and baby in tummy



Jack



Tom



Tibbles

People who can visit the Safety house and what they do to make it feel safe?

Nanny Cath and Gramps

- Go and stay to play with them sometimes.
- Go to allotment to play with Gramps.
- Nanny Cath to look after Mummy when she feels tired.

Police man

- To come when there is shouting or if Daddy comes and bangs and kicks on the door.

Auntie Sarah

- To come and play with my lego and stay over.
- To give me cuddles.

Kate (Health visitor)

- To see mummy

Jo (Children's Centre)

- To listen and bring her worry monster to gobble worries.
- To help mummy with Tom.

Daddy

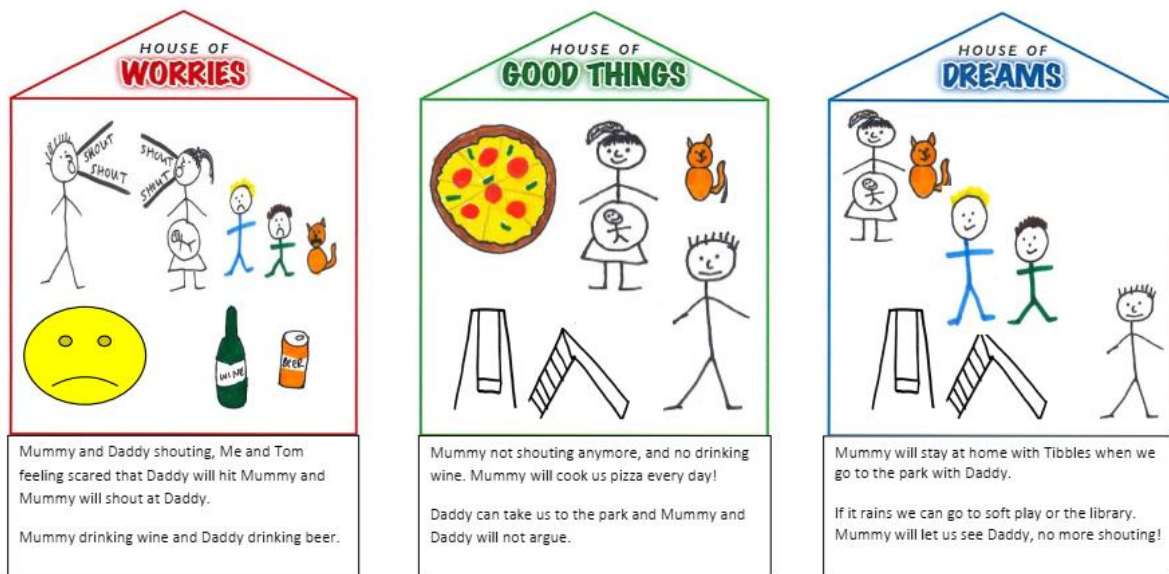
- I want to see Daddy and go to the park.
- I don't want Daddy to come to the house as he gets angry and shouts.
- I don't want Daddy to hurt mummy.

Path to the safety house

People who can't visit the safety house:

The Three Houses

Three Houses Example:



The Three Houses Tool:

This tool was created by Nikki Weld (Weld, 2008; 2009; Turnell 2001 cited in Turnell, A 2013) and is shared by Andrew Turnell as a tool that can be used in the Signs of Safety approach. This is another tool to find out the child's thoughts and feelings around their safety, parts of their life.

The three houses can be adapted to suit the family that you are working with. Children can draw/write or just talk about these areas. I observed workers using these three headings to explore these areas:

House of Worries: This is an opportunity for the child to describe the things they worry about and people/behaviours that make them feel worried.

House of Good things: In this they can talk about/share the things in their life that make them happy, activities they enjoy, good people and things that make them feel safe.

House of Dreams: Children that are old enough to understand the concept of dreams and wishes, have the opportunity to discuss what house/home/life they would like instead. This can be explained differently to help them think about what life might look like if the worries or problems were not there. This is a chance for children to talk about things that would make them feel safer.

This model can be flexibly used to help gain children's perspectives in a variety of ways. For example, a worker used three classrooms with a young person to explore why they weren't attending school and what things worried them about school. The School of dreams was discussed as what things could be adapted to make it easier for them to return to school and for it to be a successful transition.

Three houses allow children to be heard and also allows them to think of good things in their life. This can help to build these things into plans as a way to ensure they are feeling safe and happy.

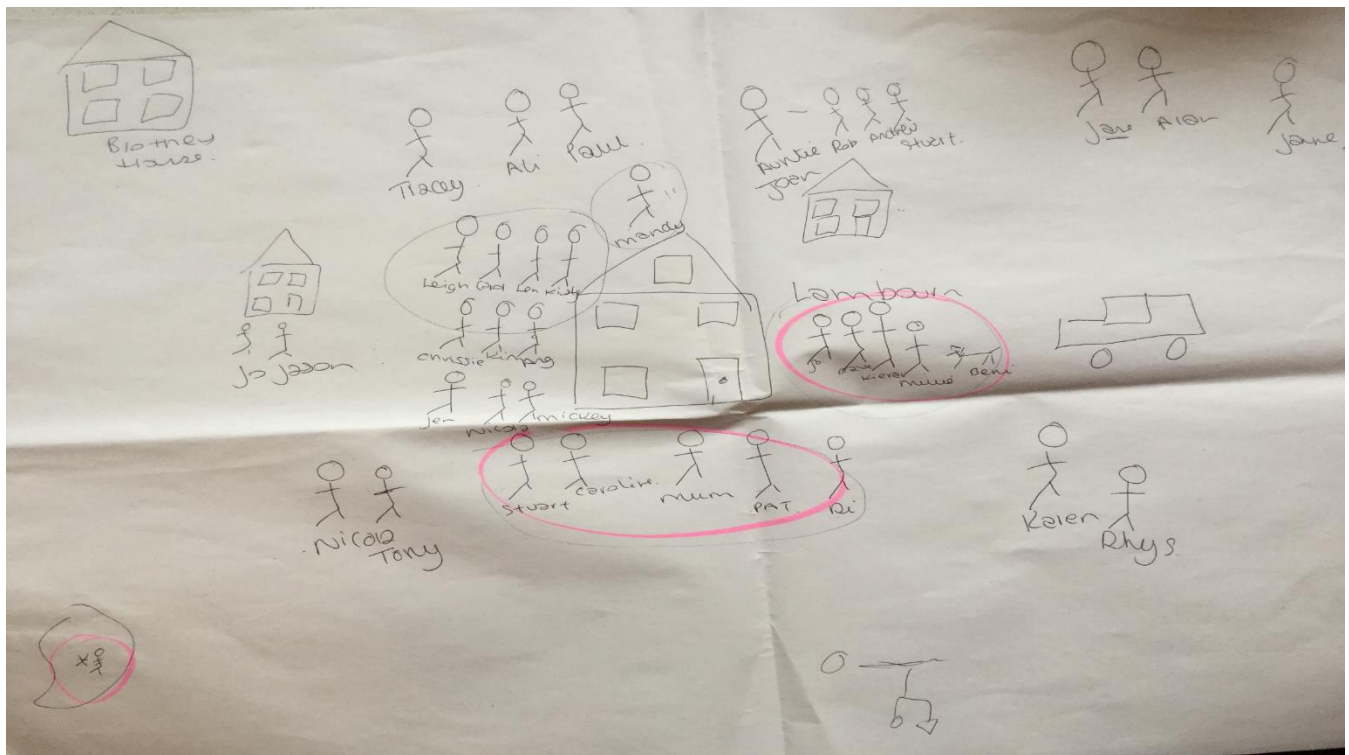
Mobility Mapping

A drawing method of identifying those people who in the past have been kind to you, helps the individual to recall those people and record their details in the hope these people can be reconnected with.

Start with drawing the house they first remember living in, who with, recall neighbours and important community features like school, church, youth clubs, places as children they may have used and built relationships. Draw the people as they remember them. Build this timeline.

Examples of some Questions

- Can you draw the house you first remember living in?
- Who was the first person you remember being kind to you?
- What did you like about that person?
- Can you tell me a nice memory you have about this person?
- Who was your favourite person at school, what about their family?
- Who were the neighbours that were kind to you?
- How long did you live at that house and who else was there?



Resources

Survivor Pathway - A website that provides signposting and care pathway information for professionals, caring family members and friends of survivors of any kind of sexual assault, rape and sexual abuse. Services for adults, teenagers and children are all listed with up-to-date information and contact details. The site also provides information on safeguarding, reporting to the police, and guidance for concerned and caring others.

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

Gender/sexuality

[SafeLives spotlight LGBT+ people and domestic abuse](#)

Peer to peer abuse

[Schools/Colleges sexual violence/harassment guidance \(May 18\)](#)

Teen relationship abuse

[Disrespect Nobody campaign](#)

[Campaign material \(April 18\)](#)

[Act on it for a safe relationship – pages to help young people learn about healthy relationships](#)

Mental health and emotional wellbeing for children and young people

[Mind You – the South Gloucestershire hub for young people](#)

[Trauma and young people – a guide for parents, carers and professionals](#)

[Take time out - a Young Minds relaxation resource for young people](#)

Apps

[Bright Sky](#) - a free to download mobile app providing support and information to anyone who may be in an abusive relationship or those concerned about someone they know.

Research and reports

[BMJ \(May 18\) Children experiencing domestic abuse](#)

[The multi-agency response to children living with domestic abuse \(JTAI 2017\)](#)

Domestic Abuse Toolkit

Appendices

South Gloucestershire Council

Responding to Disclosures of Domestic Abuse

Template Policy (should be adapted for your setting)

(School and setting name) recognise that some children and young people in its care will be affected by domestic abuse. In the event that a child or young person discloses they are experiencing domestic abuse at home, within their family and/or in a relationship, the following process should be followed:

- **Listen** - the child or young person should always be believed and given time to express their feelings. Confidentiality must not be promised; there must be an explanation that in order to keep them safe information will need to be shared e.g. with the child protection lead or setting manager.
- **Accept** – Reassure the child or young person that they have done the right thing by telling you and that what has happened is not their fault.
- **Respond** – Use open questions to clarify what the child or young person is telling you, e.g. “tell me.....”; tell them what will happen next, e.g. who you will need to speak to; record the conversation using the child’s/young person’s words, any questions you asked, date, time, location, identity of anyone else who was present and what actions were taken next e.g. who the information was shared with. This recording must then be given to the child protection lead or setting manager.

If the practitioner is concerned that the risk to the child or young person will be increased following the disclosure this should be discussed with the child protection lead or setting manager. If the child or young person is at immediate risk of harm then the Police must be contacted on 999, followed by a referral being made to the Access and Response Team (ART) on 01454 866000.

Please refer to the South West Child Protection Procedures ([SWCPP](#)) for more guidance on dealing with a disclosure.

1. Information Sharing

1.1 Information should be shared following the ‘Seven Golden Rules to Information Sharing’ process ([Information Sharing Guidance July 2018](#)). Best practice is to gain consent from the non-abusing parent/carers and young person, however Information may need to be shared without consent if it is felt that to gain consent will increase the risk of harm.

1.2 Concerns must be discussed with the child protection lead/setting manager and refer to the [The Right Help In the Right Way at the Right Time](#) to see if the threshold for a referral to Social Care has been met or if the Early Help Assessment is more appropriate; see the South Gloucestershire Children’s Partnership [website](#) for more information. If an Early Help Assessment and Plan takes place, it is not common practice to involve the abusing parent/carers in the process; this is only done

with the non-abusing parent's/carer's and young person's consent, and if it is safe to do so. Other options can be considered for involving the abusing parent/carer in the EHAP process; Please contact the COMPASS team - compass@southglos.gov.uk for more guidance and information.

1.3 If a parent/carer is experiencing domestic abuse and presents as lacking the physical or mental capacity to protect themselves or make decisions regarding personal safety, the practitioner should discuss the case with their child protection lead/setting manager and speak with Adult Care on 01454 868007.

1.4 The school/setting will make the South Gloucestershire Domestic Abuse toolkit, relevant literature and internet links available to staff in order to help them in providing appropriate information and support to children and young people.

Information should be given in a way that is supportive to the child or young person and reflects the seriousness of a child or young person's experience of domestic abuse. It is important that children and young people are empowered and supported to express their feelings during this process as this will help to increase their resilience.

2. Follow Up

2.1 Follow up support is vitally important for building up a trusting and supportive relationship with a child or young person. This will also help build a child or young person's resilience as the school/setting environment provides a safe place with trusted adults.

2.2 Practitioners must access advice and professional support from their supervisor/manager or an external Domestic or Sexual Violence agency in managing complex cases or where they are unsure of actions to be taken.

3. Documenting Domestic Abuse

3.1 The importance of documenting information about domestic abuse should be explained if appropriate; records can provide evidence of abuse and may help to protect the child or young person in the future.

3.2 Practitioners must document information clearly and accurately. This information should include a child or young person's history, including all physical, emotional and behavioural indicators/ observations.

3.3 Careful consideration must be given when accessible records are in use. In order not to compromise the child or young person's safety, reference to domestic abuse and sexual violence should not be included in records that abusing parents/carers may see but a separate record should be commenced and cross referenced. Records must be maintained in strict confidence.

4. Risk Management

If the practitioner feels able to, they should consider completing a risk assessment using the [SafeLives DASH Risk Checklist](#). All staff should adhere to the policies relating to incident reporting and investigation.

4.1 Conducting a Risk Assessment

A risk assessment will help a practitioner determine whether the non-abusing parent/carer or young person is at high risk of serious assault or homicide from their partner/ex-partner/family member.

The risk factors included in the DASH are evidence based, drawn from extensive research by leading academics in the field of domestic homicides, 'near misses' and lower level incidents.

4.2 When to use the DASH Risk Checklist

The checklist should be used whenever a professional receives an initial disclosure of domestic abuse from a non-abusing adult or young person. If you are concerned about the risk to a child/children, young person or an adult at risk of abuse or neglect you should discuss this with your child protection lead or setting manager and **consider a referral to either ART or Adult Care to ensure that a full assessment** of their safety and welfare is made – this may be in addition to or instead of a MARAC referral (see 6 below).

Risk in domestic abuse situations is dynamic and can change very quickly. As and when things change the risk assessment must be re-visited and reviewed.

5. Safety Planning

Practitioners are to consider their role in safety planning for the child, young person, and family. It is important to provide options to the victim and support them to make their own decisions (there maybe exceptions to this e.g. when the police need to act to protect children or under the Mental Capacity Act 2005). A safety plan for a child or young person can be useful in an emergency. They can be encouraged to write key information out, keep it safe and use it when they need to. This information can include:

- Their name and age and name and ages of siblings
- Their address and phone number
- The name of someone they can talk to about their concerns
- Safe places they can go in an emergency
- Call 999 for an emergency, 101 for a non-emergency
- Helpline numbers, including Childline/Women's Aid National Domestic Violence Helpline
- ART or Emergency Duty Team (out of hours only)

It is important to remember that at point of separation the risk may increase to the victim and so leaving needs to be considered carefully. Advice can be sought from specialist domestic abuse agencies.

6. Multi-Agency Risk Assessment Conferences (MARAC)

6.1 If the DASH Risk Checklist identifies the individual as high risk, a referral to MARAC should be made.

6.2 If the checklist shows that the victim is low or medium risk, this needs to be communicated carefully to the victim so as not to minimise or trivialise the domestic abuse they are experiencing.

6.3 MARACs are regular multi-agency meetings held fortnightly in South Gloucestershire; providing a forum for sharing information and taking action to reduce harm to the highest risk victims of domestic abuse. Young People can be referred to MARAC from the age of 16.

6.4 At the heart of the MARAC process is the understanding that no single agency or individual can see the complete picture of the life of a victim, but all may have insights that are crucial to their safety and that of their children.

*This policy is used with the kind permission of The Bristol Ideal: <http://www.bristolideal.org.uk/>
It has been ratified by the South Gloucestershire Partnership Against Domestic Abuse and endorsed by the South Gloucestershire Children's Partnership.*

This policy will be reviewed annually by the setting - or more frequently if there are changes to legislation.

Date reviewed	Who by
August 2015	Prevention task and Finish Group of the Partnership Against Domestic Abuse (PADA)
December 2016	Holly Magson – Workforce Development Advisor SAFeh and Safeguarding
January 2018	Holly Magson – Workforce Development Advisor SAFeh and Safeguarding
February 2021	Lynda Cordukes – Education Safeguarding Advisor

Appendix Two

South Gloucestershire Council

Domestic Abuse and Employees

Template Policy (should be adapted for your setting)

(School or setting name) recognises that some employees will be amongst those affected by domestic abuse, either as a victim or a perpetrator.

(School or setting name) has a 'zero tolerance' position on domestic abuse and is committed to ensuring that any employee who is the victim of domestic abuse has the right to raise the issue with their employer in the knowledge that they will receive appropriate support and assistance. This policy also covers the approach that will be taken where there are concerns that an employee may be the perpetrator of domestic abuse.

(School or setting name) recognises that domestic abuse is an equalities issue and undertakes to not discriminate against anyone who has been subjected to domestic abuse both in terms of current employment and future development.

1. The Role of the Employer

1.1 The employer should be aware of the possibility of domestic abuse when implementing the setting's sickness absence policy and procedures. If the employer suspects domestic abuse could be the cause of absence, the employer should try to create a supportive environment in which the employee is able to disclose the abuse if they wish to do so. The employer should not pressure the employee for information in this respect.

1.2 The employer should make freely available to employees information about sources of support and services for employees affected by domestic abuse. This information should be available to all employees and not only those who are office based.

1.3 Arrangements should be made to give employers discretionary powers to allow reasonable time off for any employee who is seeking help to escape abuse e.g. to consult a solicitor or attend a housing appointment. This may be as additional authorised leave.

1.4 Where domestic abuse impacts on the employee's child the employee may need to be granted additional leave.

1.5 Employees may wish to alter or reduce hours of working because of the effects of domestic abuse and employers should consider such requests positively in order to support and accommodate the employee wherever possible.

1.6 Once an employer is made aware of domestic abuse the employer should discuss with the employee whether there is any risk to the employee while at work. If the employee believes this to be the case, the employer should carry out a risk assessment and take action to minimise risks in the

workplace e.g. additional security measures at the entrance to the building, interception of telephone calls, transfer to another location, redeployment. Where incidents at work do occur these should be recorded and followed up under the Health and Safety Policy. Employees may need to seek legal advice in relation to taking out an injunction against the perpetrator in the vicinity of the workplace.

1.7 The employer has responsibility for ensuring that confidentiality is maintained at all times and that information about domestic abuse is only shared with other parties where this is necessary and where the employee has given permission. Appropriate steps should be taken to ensure files containing information about those experiencing domestic abuse do not contain details of current addresses, particularly if the employee is living in a refuge. Addresses may need to be held separately to ensure the abuser has no way of accessing them.

1.8 The employer should be aware that there may be employees who are themselves perpetrators of domestic abuse and that confidentiality is of paramount importance as both victim and perpetrator may be employees of the same organisation.

1.9 If the employee discloses domestic abuse the employer should make information about sources of help available to the employee and should offer support.

1.10 Employees affected by domestic abuse may be absent from work periodically. Again, if employers are aware or may have reason to believe that domestic abuse is the cause they should support the employee to seek help and work towards resolving the issue. The employer should consider whether it is appropriate to issue sickness warnings where the known cause is domestic abuse. Employers should focus on supporting rather than penalising employees affected.

2. Employees and Colleagues

2.1 If you are an employee affected by domestic abuse you may wish to seek support and information from your line manager, personnel team, occupational health and/or trade union representative. There are a range of agencies and services that can help (see [SGDVA](#)).

2.2 If a colleague is experiencing domestic abuse it is important to be supportive and to ensure he/she has access to information about sources of help (see [SGDVA](#) for more resources and guidance).

3. Harassment at Work

3.1 Harassment at work is unacceptable and often unlawful. Employers should ensure that employees know that jokes and comments that trivialise, condone or even encourage violence and/or abuse are totally unacceptable and should deal effectively with any incidents brought to their attention.

4. Perpetrators of Domestic Abuse

4.1 Employees who perpetrate domestic abuse should be aware that such behaviour is unacceptable. Some forms of domestic abuse are a crime. In some circumstances (where there is clear evidence) employees may be disciplined at work. Further advice needs to be sought by the employer in conjunction with the setting's policies and procedures. This could include advice being sought from the Local Authority Designated Officer (LADO). The LADO for South Gloucestershire is Tina Wilson (01454 868508).

4.2 Employees charged or convicted in court because of domestic abuse must declare this formally to the employer. Where the employer believes the charges/conviction to have implications in terms of the employee's work role, e.g. where an employee works with children or could come into contact with the victim, advice should be sought from HR and the LADO.

*This policy is used with the kind permission of The Bristol Ideal: <http://www.bristolideal.org.uk/>
It has been ratified by the South Gloucestershire Partnership against Domestic Abuse and endorsed by the South Gloucestershire Children's Partnership.*

This policy will be reviewed annually by the setting – or more frequently if there are changes to legislation.

Date reviewed	Who by
April 2015	Prevention task and Finish Group of the Partnership Against Domestic Abuse (PADA)
December 2016	Holly Magson – Workforce Development Advisor SAFeh and Safeguarding
January 2018	Holly Magson – Workforce Development Advisor SAFeh and Safeguarding
February 2021	Lynda Cordukes – Safeguarding in Education Advisor

Appendix Three

South Gloucestershire Council

Domestic Abuse and Sexual Violence - Zero Tolerance Statement

Template Policy (should be adapted for your setting)

(School or setting name) takes a zero-tolerance approach to all forms of domestic abuse and sexual violence and is committed to working towards the elimination of all forms of violence and abuse.

This includes:

- Domestic abuse - including abuse within young people's relationships.
- Sexual violence and rape
- Forced marriage.
- Female genital mutilation
- Human trafficking / sexual exploitation
- Sexual harassment / sexual bullying and sexism

We (school or setting name) will promote a 'whole-school / setting' ethos that promotes healthy relationships and gender equality.

*This policy is used with the kind permission of The Bristol Ideal: <http://www.bristolideal.org.uk/>
It has been ratified by the South Gloucestershire Partnership Against Domestic Abuse and endorsed by the South Gloucestershire Children's Partnership.*

This policy will be reviewed annually by the setting - or more frequently if there are changes to legislation.

Date reviewed	Who by
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December 2016	Holly Magson – Workforce Development Advisor SAFeh and Safeguarding
January 2018	Holly Magson – Workforce Development Advisor SAFeh and Safeguarding
February 2021	Lynda Cordukes – Safeguarding in Education Advisor

South Gloucestershire Council

Whole School/Setting Ethos – Domestic Abuse and Sexual Violence

Template Policy (should be adapted for your setting)

South Gloucestershire settings for Children and Young People (CYP) take a zero-tolerance approach to all forms of domestic and sexual violence, being committed to working towards the elimination of all forms of violence and abuse (including sexual violence).

Domestic abuse and sexual violence include:

- Domestic abuse including abuse in young people's relationships.
- Sexual violence and rape
- Forced marriage.
- Female genital mutilation
- Human trafficking and sexual exploitation
- Sexual harassment and sexual bullying

South Gloucestershire schools and settings promote a 'Whole School/Settings Ethos' where all forms of domestic abuse and sexual violence are opposed and where healthy relationships and gender equality is promoted.

This begins within early years, by laying a foundation through positive experiences to help all children develop a positive sense of who they are; their place within their world; positive relations with others; mutual respect for themselves and others and developing social skills. Early Years professionals must ensure support is provided for children's emotional well-being to help them to know themselves and what they can do; the Early Years Foundation Stage Guidance supports this aim through the Characteristics of Effective Learning and the Prime Learning Area of Personal, Social and Emotional Development. The principles which guide the work of all early years' professionals are grouped into four themes⁴:

- A Unique Child – every child is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – children learn to be strong and independent through positive relationships.

⁴ Practice Guidance for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five, 2017. [Click here for document](#)

- Enabling Environments – children learn and develop well when their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- Learning and Development – children develop and learn in different ways and at different rates.

Personal, Social and Emotional Development ethos:

- For children, being special to someone and well cared for is vital for their physical, social and emotional health and well-being.
- Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people.
- Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base.
- Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others.
- Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

At primary and secondary level, relationship and sex education will be incorporated into the curriculum and be delivered by, trained (this is ideal), experienced, confident and knowledgeable professionals, with the organisation working towards Personal Social Health Education (PSHE) accreditation where this is possible.

As part of these timetabled sessions/programmes, CYP will:

- Understand the difference between healthy and unhealthy relationships.
- Understand that healthy relationships are based on empathy, negotiation, respect for culture and diversity, human rights and equality and, as such, be given the skills and knowledge on these topics.
- Recognise the warning signs of unhealthy relationships.
- Understand what relationship and sexual abuse is and recognise controlling and coercive behaviours.
- Understand gendered violence as a cause and consequence of inequality.

- Know where to go to report abuse and gain help and support for themselves or a friend.

South Gloucestershire settings will have policies covering:

- Supporting CYP who experience or witness domestic abuse and sexual violence.
- How to deal with disclosures from CYP.
- Supporting employees who are experiencing domestic abuse or sexual violence.

Settings will appoint a named Champion with responsibility of addressing all forms of domestic abuse and violence. This could be the Designated Safeguarding Lead/Designated Lead Practitioner within the setting.

The Champion will ensure that the setting has the resources and information it needs, including relevant toolkits, to enable staff to respond effectively to disclosures of domestic abuse and sexual violence and to support CYP adequately on an ongoing basis.

Management Teams will be committed to sending their staff on domestic abuse and sexual violence training and ensure that regular update training is undertaken. This is to ensure that staff responses are effective and timely.

This policy is used with the kind permission of The Bristol Ideal:

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

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Date reviewed	Who by
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December 2016	Holly Magson – Workforce Development Advisor – SAFeh and Safeguarding
January 2018	Holly Magson – Workforce Development Advisor – SAFeh and Safeguarding
February 2021	Lynda Cordukes – Safeguarding in Education Advisor

Appendix Five

Julian House CYP Service Referral Form

We have two services which require referral access. These are:

Back on Track (aged 7-11 and 11-17) – An innovative group programme which allows children and young people to explore their experience of domestic abuse. Through group work children and young people can gain understanding of healthy and unhealthy relationships, receive support and reduce feelings of isolation through realisation that others share their experiences. All work is carried out in a fun way and in a safe environment.

Outreach Support (ages 4-17) – this is 1:1 work that usually takes place within the child or young person's school, although other venues can be considered. The child or young person is seen once a week for up to an hour for a period of six weeks. During this time they will work with a support worker on their thoughts, feelings and behaviours around their experience of domestic abuse. We evaluate the needs of the individual at the beginning of the sessions and tailor all work to the individual. Our 1:1 work has therapeutic benefits and supports a child in managing their emotions and understanding of their experience.

As part of our outreach support, we can also provide **family support**, which means the main parent or carer is also involved in some of the sessions, with the aim of helping them assist and support their child with their needs around their experiences. This is useful for parents who struggle to know how to best support their child.

Please note the criteria for these services below:

- We are a child-centred service. The child or young person needs to be willing to take part in the sessions and have an understanding of why we will be working with them. We ask that the parent/ referrer discuss the work with them before starting.
- Our work is a short term intervention only and therefore may not be suitable for children or young people with complex needs where deeper work may be required. Please feel free to discuss this with us if you are unsure.
- Our service is specialised for children/young people who have witnessed or experienced domestic abuse at home or who been part of an abusive relationship themselves. It is not suitable for children/young people who have been victims of child abuse themselves, including sexual abuse.
- We will, **in some cases**, work with children/young people where the abusive person is still living in the family home. In these cases our work will focus on safety planning and protective behaviours.
- The welfare of the child/young person is paramount to us. If, at any point during our work, we don't feel it is benefitting them we would discuss this with you and the parent/carers, agree a way forward and support with referrals to other agencies, as appropriate.
- Work completed with all children and young people is classed as confidential within Julian House. We will share progress with referrers, parents/ carers but will not share the details of the child's discussion unless it is deemed necessary for safeguarding.
- Where family support is taking place, parents/ carers should understand that the work we do will have their child as the main focus. Should the parent or carer need additional support, we would refer that to another more appropriate agency.

Please feel free to ring our office on 0117 942 4986 for a discussion with one of our support workers if you are not sure whether the child/young person meets the criteria.

In order to avoid delay, please complete all of the information required on the referral form overleaf.

Which service are you referring to (please circle); Outreach Support Family Support Service Back on Track (7-11) Back on Track (11-17)							
Where did you hear about the service you are requesting? 							
Your name and relationship to the child (please circle); below; Parent/Carer Professional				If Professional please detail your role 			
Contact number(s):				Email address:			
I understand that this is a confidential service, however, if there are concerns related to the safety or well being of a child / adult these may need to be passed on and we would aim to contact the parent / carer in this situation. If I am a professional I will make the parent/ carer aware of this. Yes / No							
We are a child-centred service. Please discuss the work with the child/ young person and indicate that this has been done. Please provide a reason if this discussion has not taken place. Yes / No What are their views? 							
Forename of main Parent/Carer	Surname	D.O.B	Gender	Ethnicity	Religion	Immigration status	Sexuality
Child/Young Person:	Surname	D.O.B	Gender	Ethnicity	Religion	Immigration Status	Sexuality (if Young Person)
Other important relationships to the family (please include siblings and others living in the family home). Please state the relationship:							
1.							
2.							
3.							
4.							
Family address:		Parent's number and email:			Safe to contact parent:		
					Yes / No		
School name and address:		School Phone number:			Name and email of relevant contact within school (e.g. Parent link worker, pastoral lead etc):		
Emergency contact name:		Emergency contact phone number:			Relationship to child:		

Name and address of alleged perpetrator:		Details of their current contact with child: Please state if contact sessions were arranged through court. Please also describe the child's current relationship with the perpetrator if applicable.		Approximate dates of abusive relationship and when relationship ended:	
Social Care involvement? CP Plan or Children in Need? (Please state)	Yes / No	Name of Social Worker: Please state locality if known e.g. Kingswood hub		Permission to contact?	Yes / No
SAFeh in place?		Name of SAFeh Lead Professional:		Permission to contact?	Yes / No
Other agencies involved?	Yes / No	Please give details:		Permission to contact?	Yes / No
Abuse witnessed or experienced: Emotional / Physical / Sexual / Financial / Neglect / other (please give as much detail as possible)			Impacts of the abuse on the child or young person?		
Disability		Please provide details of disability below:		How can we best support the child in a group setting?	

Yes / No Details:		
Any additional needs?	Please detail below;	How can we best support the child? E.g particular support for group setting, particular interests of the child
Yes / No Details:		
Health needs? (including medical conditions/allergies/medicines taken & dietary requirements). Also religious, cultural requirements? Please give details:	How can we best support the child with any health needs?	
Consent form – Parents must give their consent for their child to take part in any of our services.		
I give consent for my child _____ to take part in (name service)_____.		
I give permission for my child _____ to receive emergency treatment from a qualified first aider in the team, as needed.		
Parent signed: Full name(s): _____ Date: _____ If the parent cannot sign the form, please indicate below whether verbal permission has been given. We will follow this up with the parent once the referral received.		
Verbal permission received: Yes / No Date permission Given: _____		
Julian House/See Change staff, received by: _____ Date: _____		

If you have a CJSM account, please send this form on to aly.vernon@julianhouse.org.uk.cjasm.net

If you do not have access to a CJSM account please password protect the form and send it to: **CYP.Service@julianhouse.org.uk**

We will process the referral, which includes undertaking an initial assessment to see if our work will be suitable for the child or young person. The child/ young person will then be added to our waiting list.

Many thanks

Appendix Six

DA MARAC Referral Criteria & Referral Guidance 2018

Always refer to this guidance to ensure MARAC referral is appropriate.

CRITERIA:

For a referral to be accepted into the MARAC process one of the four criteria must be met and evidenced. Referrals not accepted into MARAC will be returned with a request that this guidance be revisited.

Your choice of criteria must reflect the risk of serious harm being inflicted in the immediate future. The MARAC process serves those at **high risk of murder, death or significant harm**, and from which recovery, whether physical or psychological, can be expected to be difficult or impossible.

Criteria to be evidenced on the referral form

DASH Risk Assessment

Dash score 14+

There are identifiable indicators on the DASH of a risk of serious harm being inflicted in the immediate future.

An imminent event which is life-threatening, traumatic or changing injuries and/or sexual harm, whether physical or psychological, is highly likely. The potential event could happen at any time and the impact would be serious.

14 or more ticks on a DASH form

Professional Judgement

Where DASH Score is below 14

As a professional you have a serious concern about a victim's situation. This could reflect extreme levels of fear, cultural barriers to disclosure, immigration issues or language barriers particularly in cases of 'honour'-based violence.

Evidence your judgement that an imminent serious event which is life-threatening and/or traumatic could happen at any time based on your professional experience and/or the victim's perception.

Potential Escalation

Where DASH Score is below 14 but there is an increase in reported incidents.

Please evidence escalation of abuse or escalating controlling and coercive behaviour, over the past year. If this cannot be evidenced, please refer to other criteria.

You must include the following information to meet this criteria:

Repeat case to MARAC

Repeat incidents.

Refer if you have become aware that a further incident of DA has been reported between a couple **previously discussed** at MARAC within the last **12 months**.

Any of the following types of behaviour may have taken place:

How many reported incidents in past 12 months?
How many reported incidents in past 6 months?
How many reported incidents in past month?

- Violence or threats of violence to the victim
- A pattern of stalking or harassment
- Where rape, sexual assault or sexual abuse is disclosed

If none of the above criteria has been reached, please refer the person for support from a local specialist domestic violence agency.

Children's Social Care

Please consider if you need to refer to MARAC.

If any children are identified as belonging to or residing at the same address as a victim or perpetrator, or as having contact with the victim or perpetrator, please ensure that you have referred this information to First Response or Children's Social Care

If the Children are already involved with Children's Social Care, please communicate your concerns to the Social Worker or Social Work Unit. To avoid duplication please discuss the information sharing and safety planning already conducted by Social Worker and **consider if you need to refer to MARAC.**

Children's social care provide family services to safeguard children and often implement DA safeguarding measures similar to those which may be decided at MARAC.

If there are children associated with either the victim or perpetrator, but you have made the decision NOT to make safeguarding referrals for these children to Social Services, **please provide a clear rationale for this decision on your referral form.**

SAFETY CHECKLIST

Please consider if you need to refer to MARAC

The MARAC process does not change the expectations of all agencies in relation to safeguarding children and adults. The MARAC process serves those at **risk of murder, death or serious harm** and from which recovery, whether physical or psychological, can be expected to be difficult or impossible.

MARAC is a process and compliments the work of all agencies involved. Information sharing and action planning at a MARAC meeting reflects that some safety measures have been completed, but the risk remains high.

Agencies can work dynamically together to achieve safeguarding and should not wait for a MARAC meeting.

The below actions can be arranged without information sharing or discussion at a MARAC meeting.

Please ensure that you have considered / completed all appropriate safeguarding measures before considering MARAC referral.

Referring agencies have a responsibility to support the victim to engage with IDVA support, and they should always do this unless a) The victim refuses, or b) it could raise the risk to the victim / children if they were to engage in IDVA support.)

- Victim engagement with IDVA – *referral to IDVA Service*
- Emotional support - *through IDVA and other services*
- Liaise with external agencies to gather information and discuss safety planning
- Obtain Safety phone/safety alarm/Holly guard app – *Contact Lighthouse*
- Letter for Legal Aid –*IDVA service*
- Adult and children safeguarding, family support - *Referral to children/Adult Social Care*
- Housing issues - *Referral to housing provider*
- School informed of DA – *Referral to education safeguarding lead/first response*
- Beat Manager aware/welfare check - *Lighthouse*
- MAPPA referral - *Probation*
- Neighbours alerted – *IDVA engagement with victim*
- Home safety addressed/'target hardening' – *Contact Lighthouse*
- Victim updated on prosecution – *Lighthouse/OIC/IDVA*
- Flag/marker on agencies system – *Contact agencies/Lighthouse*
- Victim refuge/Safe house option explored– *IDVA service*
- Victim in a refuge – *IDVA service*
- Information of perpetrator custodial sentence– *Contact probation*

DASH must be included with the referral form unless, for safeguarding reasons, DASH has not been completed.

Please include DASH and referral form on the same email and send to marac@southglos.gov.uk

Answer ALL questions on the referral form.

Please only refer to MARAC if there is a need for further information sharing and multi-agency action planning, and above safety measures are completed.

Any queries relating to MARAC can be directed to our MARAC co-ordinator, Charlotte Ross, at marac@southglos.gov.uk
