

# Domestic Violence Protocol for Schools



# Introduction

Domestic Violence (DV) is a crime that has affected 1 in 4 women in our society and, as recent research has shown, 1 in 6 of men. Similarly, 1 in 4 individuals in same sex relationships have experienced DV.

Two women a week are murdered by their partner or ex-partner.

In Leicestershire 10.5% of families referred to Children's Social Care are dealing with DV.

It is hard to estimate the true extent of DV because it is a vastly under reported crime. Some victims feel, despite the frightening statistics, that it is not worth reporting. Others feel embarrassed or frightened to report someone they are close to. Many are frightened that their families will be split up.

## Children/young people & DV

Thousands of children/young people in Britain live with DV and are physically hurt and emotionally troubled as a result. They are caught in the crossfire of DV and have to endure seeing a loved parent or carer suffer, often at the hands of someone else they love. Sometimes they are forced into colluding with the violent partner; sometimes they feel responsible for the non-abusing parent/carer or siblings.

"About 750,000 children witness domestic violence each year and nearly three quarters of children on the 'at risk' register live in households where domestic violence occurs" (Department of Health, 2003).

In 2002 Barnardos contacted over 150 projects working with children and young people. The focus of the services was not domestic violence and ranged from day nurseries to young offenders' projects. Despite this, for three quarters of the children/ young people using the services domestic violence was a significant issue. (Bitter Legacy, Barnardos 2003).

Children and young people are further affected as adult victims of DV sometimes finding it difficult to be the caring, supportive parents/carers they would want to be, even after leaving an abusive relationship.

When children/young people are regularly exposed to parental conflict, be it emotional, physical or financial, there are likely to be damaging consequences which can result in ill health, anti-social behaviour, drug and alcohol misuse and self harm. However, there are certain children/young people who excel academically and may see school as a retreat from the violence at home, regardless of feelings of hurt or abandonment.

## School's responsibilities

However children/young people deal with their current situation or previous experiences we, as adult professionals, have a duty to enable children/young people to overcome the difficulties they face due to DV. As stated previously, children/young people can either see school as a safe retreat from problems at home or as an obstacle, because

they think they must stay at home to protect the non-abusing parent/carer or siblings.

The responsibility of schools and other agencies has now been changed as a result of Section 120 of the Adoption and Children Act 2002, which came into effect on 31st January 2005. It updates the definition of "harm" in the Children Act 1989 section 31(9), as "impairment suffered from seeing or hearing the ill-treatment of another". Consequently, all agencies have to be alert not only to children/young people in need and those at risk of significant harm, but also those children/young people who are impaired by seeing or hearing the ill treatment of another.

This Protocol has been published to provide guidance to staff in Leicestershire County Council schools on how to help minimise the harm to children/young people who are living with or have witnessed DV. In so doing it complements and links to the 'Vision of Services for Children and Young People Affected by Domestic Violence' published by the Children and Domestic Violence Inter-Agency Group which identifies the need for "policies and procedures to identify and respond to domestic violence at a level appropriate to that service;"

The Protocol also plays a substantial part in achieving the five outcomes that are part of the Every Child Matters agenda

- Be Healthy – a child's health is inevitably part of his or her safety and security therefore, a child who is subject to abuse is likely to experience adverse affects to his or her health and mental well-being;
- Stay Safe – there is a high correlation between domestic violence against the main carer and physical violence shown by children;
- Enjoy & Achieve – children often miss school and lack concentration because of concerns for their non-abusive parent
- Make a Positive Contribution – children from violent homes are likely to have low self-esteem and this affects their ability to fully engage in personal and social relationships
- Achieve Economic Well-Being – where domestic violence is present within a household there is a greater risk of poverty and homelessness.

Many thanks to those individuals and organisations without whom this Protocol could not have been published.

I hope schools find the Protocol useful.



**Clare Sowerby**

*Domestic Violence Reduction Co-ordinator*

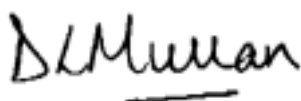
Dear Colleague,

The Domestic Violence Protocol for Schools will help us to support those children and young people that have in one way or another been affected by domestic violence.

The impact of domestic violence on a child or young person is immeasurable; hearing any account of domestic violence from a child or young person can be heartbreaking. The Protocol ensures that children and young people are supported and heard whether they are living with domestic violence or have fled domestic violence.

The Protocol offers guidance and information so that schools can meet the emotional needs of children and young people in line with the five outcomes of the Every Child Matters agenda.

The Protocol could not have been developed without the input of the agencies and individuals who have supported its aim, these are:



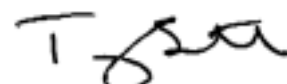
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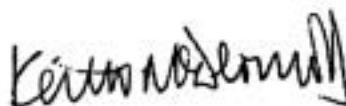
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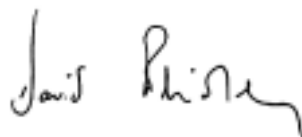
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We would also like to take this opportunity to personally thank the following individuals and their agencies for helping develop and devise the Protocol:

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\* Both sections from Domestic Violence Guidance for schools published by Tameside Metropolitan Borough

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## 1. How DV can impact on children/young people

Where there is DV in a family the children/young people will always be affected; the longer the violence continues the greater the risk of significant and enduring harm, which they may carry with them into adult relationships. A child/young person living with DV may show their vulnerability in a number of ways. Children/young people living in a refuge may feel fragile, confused and frightened. They will be missing their friends and family and may be bullied if they are showing their vulnerability or bully to hide it.

Appendix A shows the potential impact of domestic violence when a child/young person is living in a household where there is DV or is living in a refuge or other temporary accommodation.

### Social, cultural and disability issues

As well as coping with domestic violence, racist abuse may have been directed at the child/young person, and they may carry concerns relating to their actions and the impact on the wider family or community. Children/young people with disabilities may feel, and may have been encouraged to feel, blame for the domestic violence happening within the household. Furthermore, they may not have been able to move out of the way or may have difficulties in verbalising their distress.

## 2. How DV impacts on parents/carers

DV may have an impact on parenting ability, which will in turn impact on the children/young people. The parent/carer may:

- find it difficult to set and maintain boundaries;
- look to the children/young people in the household for emotional security;
- feel unable to cope;
- emotionally withdraw;
- exercise inappropriate levels of responsibility;
- have inappropriate perceptions of control;
- feel frustrated about children/young people's behaviour;
- be unable to maintain routine;
- experience poverty;

On the other hand, many parents/carers affected by DV manage to create and sustain healthy and valuable family relationships, despite the violence and the fear he or she may be experiencing.

### 3. Support for children/young people affected by DV

Children/young people affected by DV may find it difficult to disclose what they have witnessed, which could affect their behaviour both in and out of school. Some children/young people feel that it is not worth reporting because they have heard people they know and trust use phrases like “just a domestic”. Other children/young people may feel embarrassed to disclose, or frightened that they will be taken away from their parents/carers if they do.

To raise awareness of the seriousness of DV and help children/young people and their families access appropriate support schools will:

- ensure relevant helpline stickers are displayed inside every toilet cubicle, where appropriate
- display leaflets and posters, with telephone numbers, in
  - changing rooms
  - school youth clubs
  - reception areas

and on:

- corridors
- notice boards
- display posters and leaflets when there are parent evenings and open days
- Widely publicise the support services that are available including the Designated Senior Person for Child Protection (DSP), mentors or counsellors employed by the school, and support available in the local community.

It is important to promote this support positively in order to avoid stigmatising the issue of DV. The pack accompanying this guidance includes all the appropriate information and publicity materials.

### 4. Dealing with disclosure of DV

In dealing with any domestic violence disclosure, child protection issues must override normal confidentiality and data protection considerations. Where there are issues of child safety neither the consent of the child nor the parent (not even the non-abusing parent) is needed in order to disclose information. Where domestic violence is disclosed, professionals have a duty to share concerns and information even against the expressed wish of the child or parent. For further guidance read Information Sharing: A practitioners guide (copy available from Every Child Matters website).

#### Child/young person’s disclosure

When a child/young person discloses DV it is highly likely that:

- a number of incidents have occurred;
- the child/young person wants the DV to stop;
- the child/young person trusts the person to whom the disclosure has been made.

During the course of a disclosure by a child/young person, school staff will:

- validate the experience of the child/young person by acknowledging the feelings and taking the account seriously;
- value the strengths the child/young person has shown by surviving and for making the decision to protect others in the family;
- listen to the child/young person;

- not interview or ask him/her to repeat the account;
- avoid leading questions as these could jeopardise current or future prosecutions;
- avoid interrupting when the child/young person is recalling events;
- carefully note what is said, verbatim, or as near as possible, including details such as timing, setting, who was present and what was said, in the child/young person's words;
- not suggest any alternative explanations;
- check out how safe the child/young person feels now and in general and ask him or her about plans for the rest of the day.

After the disclosure, school staff will:

- not promise the child/young person confidentiality, if he/she has witnessed DV it must be reported to the Designated Senior Person for Child Protection (DSP);
- explain to the child/young person what is going to happen next i.e. that the DSP will be informed;
- explain that only the DSP will be told initially: If it is decided later, in the interests of safety, that other members of school staff need to know, the child/young person will be informed;

When the DSP receives information regarding a disclosure by a child/young person he/she will:

- contact Children's Social Care (CSC) to discuss the disclosure;
- agree on the next course of action, which can include whether or not a referral should be made,
- decide which agency should speak to the parent/carer and what information should be shared.

If it is agreed that a referral should be made, an Inter-agency Referral Form should be completed and sent to CSC within 24 hours.

It is acknowledged that this type of disclosure and any referral made to CSC will put a strain on the school's relationship with the parent/carer(s). This is an acceptable risk taking into account the damage that can be done to children and young people forced to witness DV.

## Dating violence

Dating violence occurs between partners in teenage relationships. It mirrors adult domestic violence in that it transcends all social classes and relies on power differentials to thrive. Girls are the most likely victims. Evidence has shown that there is a link between girls seeing abuse at home and then going on to be hit by a boyfriend themselves.

Victims of teen dating violence are often emotionally and socially impeded by their experiences, as teenage years are a critical time in a young person's development. They typically have problems achieving new relationships with peers and their social role development is often hindered. Because teenagers lack experience with relationships, those in abusive relationships often have difficulty in defining abuse as problematic. Young people may perceive possessive jealousy and controlling behaviour as romantic.

Child protection procedures will be followed when there are concerns that a young person is a victim of dating violence. DV specialist organisations will always refer young people under 18 to relevant child protection agencies.

Common clues that indicate a teenager may be experiencing dating violence include:

- physical signs of injury;
- truancy or poor attendance;
- poor performance;
- changes in mood;
- changes in personality;
- pregnancy;
- emotional outbursts;
- isolation.

## **Forced Marriage**

Forced marriage has been recognised in the UK as a form of domestic violence and a serious abuse of human rights. Every major faith in the world condemns forced marriage. While the issue of forced marriage is not restricted to a particular racial, ethnic or religious group, it appears to be more common where the practise of arranged marriage is the cultural norm. Children as young as 8 years old may know that they will be expected to marry by the time they are 16 years old.

A forced marriage is different from an arranged marriage, which is where there is free and valid consent of both parties. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner, but the choice whether or not to accept the arrangement remains with the young people.

A forced marriage is where one or both parties do not consent to the marriage, or consent is extracted under duress, which can involve anything from emotional and social pressures, to assaults, threatening behaviour, imprisonment and abduction. Abduction can involve deceiving or forcing a man or woman to go abroad, and then subjecting him/her to forced marriage and other abuses once they arrive.

Most cases involve young women and girls aged between 13 and 30. In many cases, women within a forced marriage may be subjected to violence and rape at the hands of their husband and the husband's family. Men too, can also be victims of forced marriage and may leave the marital home. These situations can have a detrimental affect on the children of forced marriages.

Young people at risk of forced marriage are usually subject to strict controls from family members. School is often the only place they are allowed to visit outside the family home. They may be accompanied to and from school and even watched at break-times. Schools are perhaps the only place that such pupils can be identified or offered essential advice.

The Government's Forced Marriage Unit asks that education professionals be alert to potential warning signs and consider (whilst being careful not to assume) that a forced marriage may be being planned for the pupil. The Forced Marriage Unit is the Government's central unit that deals with forced marriage casework, policy and projects. Their contact details can be found in Appendix E.

The warning signs can include:

- a sudden drop in performance - "what's the point? I'll be married next year";
- truancy from lessons - it provides an escape from virtual imprisonment at home;
- conflicts with parents over continued or further education;
- excessive parental restrictions and control, working hard to achieve educational attainment - in an attempt to avoid marriage, attempted suicide, not attending extra-curricular activities;
- eating disorders;
- low self-esteem;

- ❑ substance misuse;
- ❑ running away from home;
- ❑ the early marriage of siblings;
- ❑ other young people within the family reported missing;
- ❑ criminal behaviour e.g. shoplifting;
- ❑ a history of domestic violence within the family;
- ❑ extended absence through sickness or overseas commitments;
- ❑ depressive behaviour including self-harming;
- ❑ a history of older siblings leaving education early and marrying early.

Although staff working in schools should be alert to these warning signs they should also be mindful that many of these signs are not linked solely to forced marriage and may be indicative of other forms of abuse or neglect. Forced marriage can happen to pupils from all backgrounds. School staff should not automatically assume that pupils who may be exhibiting any of these signs and who are also from an ethnic minority background are at risk of forced marriage. Forced marriage is not necessarily restricted to school pupils and can also affect teachers, trainees and other staff working in schools and colleges.

School staff need to be aware that pupils in this situation may be too frightened to tell anyone. In all cases, if there is an immediate concern for the safety of a pupil under 18 years of age, local child protection procedures should be activated.

Any concern that a pupil may be forced to marry, should be discussed with the Head Teacher or the DSP. At this stage, it is advisable to seek advice from Children's Social Care.

The DfES and the Forced Marriage Unit have produced a document to raise awareness of the problem within schools - "Dealing With Cases of Forced Marriage: Guidance for Education Professionals". The document contains full guidance about the issue and can be obtained from the Forced Marriage Unit (see Appendix E)

## Parent/carer disclosure

School staff will follow the same guidelines that are suggested during a disclosure for a child/young person. Report the disclosure to the DSP, who will then speak to the parent/carer and offer the DV Information Pack. Check whether having the Pack will increase danger for the non-abusing partner. If so, give him/her the Domestic Violence Helpline number. If the parent/carer requests further advice or support the DSP will refer him or her to the appropriate agency (see *Appendix C: A flowchart of how to deal with a disclosure by a parent/carer.*) The DSP is not to advise the parent/carer.

There may be circumstances where the parent/carer of a child does not clearly disclose that he or she is a victim of domestic violence, but hints at it during conversations with school staff. In such circumstances school staff should report the conversation to the DSP, who should then contact CSC for further advice.

There may also be occasions when staff suspect that a parent/carer is a victim of DV (see *Appendix G*). Concerns should be reported to the DSP who will discuss the presenting behaviour/other indicators with CSC.

## Parent/carer disclosure where the young person is the perpetrator of domestic violence

If a parent/carer discloses that a young person in their care is abusing them, refer the parent/carer to the DSP. The parent/carer may be an adult in need of safeguarding. The DSP will check, using the Safeguarding Adult leaflet enclosed, whether a referral to the Adult Social Care Service is appropriate. If the parent/carer requests further advice or support the DSP will refer him or her to the appropriate agency (see *Appendix C: A flowchart of how to deal with a disclosure by a parent/carer.*) The DSP is not to advise the parent/carer.

If a referral to Adult Social Care Services is not appropriate, give the parent/carer the DV information pack and, if they request it, help them seek expert support and guidance. In this situation the parent/carer will not be eligible to stay in a Women's Aid refuge, but may be able to access Women's Aid or other outreach services as listed in Appendix E.

As the child's behaviour is a cause for concern, he/she may be a child in need, the DSP should contact CSC to discuss a referral.

## Third party disclosure

In some cases a child may disclose that he/she has witnessed or is aware of DV in another child's family. In this situation the DSP will check with CSC as to whether the family is known to them. When reporting the disclosure to CSC, the DSP should inform them of any reservations regarding the disclosure e.g. a dispute exists between the families. If so, a report of the third party disclosure must be made to the Duty Officer at CSC. If the family is not known to CSC, the DSP will ask the Duty Officer whether they think, given the situation:

it is reasonable to talk to the child about the alleged DV;

and/or

a report should be made to CSC

Be guided by the Duty Officer's advice.

If an adult reports DV in another family, explain that, as he/she has all the relevant information, a first hand report of the incident(s) from them would be better. Pass on the relevant CSC phone number and offer the adult the choice of making the call from a school phone. The adult may want you or another staff member (eg. the DSP) to be present when he/she makes the call. If the adult agrees to report, but



doesn't make the call whilst on school premises, or in another staff member's presence, the DSP is to check a few days later whether a report has been made to CSC.

If the adult declines, the DSP will check with CSC whether the family is known to them. If so a report of the third party disclosure will be made. If the family is not known to CSC, the DSP will ask the Duty Officer whether they think, given the situation:

- ❑ it is reasonable to talk to the child about the alleged DV;

and/or

- ❑ a report should be made to CSC.

Again, the DSP is to be guided by the Duty Officer's advice.

Adults and children making third party disclosures may be distressed by what they have witnessed. If it is appropriate, they should be offered one of the Domestic Violence Helpline leaflets (or be given the number if no leaflets are available.)

School staff may be concerned that a third party disclosure is malicious. It is impossible for any member of staff to be sure that there is malicious intent. The welfare of the child is paramount, consequently staff must report all disclosures regardless of suspicions.

## **Role of Children's Social Care**

The widening of the definition for harm to include "impairment suffered from seeing or hearing the ill-treatment of another" means that if CSC are aware of domestic violence they have a duty to assess whether or not the child/young person is likely to suffer, or has suffered, significant harm as a result of living in a household where DV is present. The assessment by CSC will be informed by how young the child is; how vulnerable the child/young person (e.g. the child/young person is disabled) and also the number of repeated incidents of DV.

## **Role of the Police**

When the Police receive a referral of DV, they take detailed information regarding the parties involved and complete an initial risk assessment, followed later by an enhanced risk assessment.

If the need arises, the Police, along with other agencies, will assist the victim and their children to leave the home address and seek a safe haven. Details of the safe haven are confidential.

The Police have Specialist Violent Crime Officers (SVCO's) who assist in investigating these cases. If the DV involves children, the case will also be referred to the Police Child Protection Unit, which works with the SVCO's. Child Protection Officers have a wealth of experience dealing with children who have been subject to or are witnesses of DV.

The Police have to refer all DV incidents involving children to the CSC, and dependant upon the circumstances, the two agencies decide who will take the lead in investigating the case. Such investigations involve discussions with education and health staff to get a full picture regarding the circumstances.

If a crime has been committed during the domestic incident, the police will arrest the perpetrator and charge him/her with an offence. Even if the victim refuses to make a complaint, the perpetrator could still be arrested and charged.

The Police work both nationally and locally with other statutory agencies and voluntary groups to deliver an effective service to DV victims in Leicestershire.



## 5. Dealing with denial by a parent/carer or child/young person

Some parents/carers and children/young people may disclose DV and later retract their disclosure. Whilst in a small number of cases the DV allegation may be false, it is likely that, in the majority of cases, the victim is in denial. There are many reasons why people refuse to recognise and deal with DV. These include:

- fear of the financial implications of leaving an abusive relationship;
- fear of having to leave the area where they live and all the support networks they have;
- a negative perception of the social care agencies that may become involved if they disclose and separate them from their families;
- love of the alleged perpetrator;
- fear of being alone;
- belief that their partner can change long term, especially when there are periods of calm in the relationship;
- belief that they cause the violence and if they change it will stop.

The above are just some of the reasons; some may also explain the reasons why children/young people withdraw disclosures or do not disclose at all. If a parent/carer or child/young person retracts their disclosure, the referral made by the DSP to CSC should not be withdrawn. The retraction should be noted on the child protection file and passed on with the referral. If a referral has already been made, CSC should be advised of the retraction.

A member of staff and/or the DSP may feel impatient and irritated when a disclosure is retracted because they may feel sure that the parent/carer or child/young person is in denial. It is important to try to hide impatience which could alienate the parent/carer or child/young person. The reasons for denying abuse will feel very real and the parent/carer or child/young person may need to disclose again later. It often takes several attempts before the parent/carer or child/young person acknowledges that they are living in a situation which constitutes DV. A parent/carer or child/young person is more likely to approach a professional again if they have felt supported and validated.

## 6. Relationship with the alleged perpetrator - post disclosure

Perpetrators of DV are often very adept at manipulation and presenting a different image to people in public to that faced by those in their home environment. Alleged perpetrators can use conversations with professionals to divert attention away from their behaviour and its consequences, and to inappropriately focus on the behaviour of others. However congenial or aggressive the alleged perpetrator is, **on no account** should school staff mention the disclosure to him/her or challenge him/her about it.

## 7. Methods of support post-disclosure

### Dialogue

It is important to maintain a regular exchange of information with the non-abusing parent/carer, and, if appropriate, Key-worker (any support worker attached to the family whether employed by a statutory or voluntary organisation).

Information the school will release:

- changes in or unusual behaviour;
- any further disclosures, unless there is a suspicion that release of the information will harm the child/young person;
- progress with work and any difficulties that have been noted;

In return, information that the parent and/or Key-worker will share with the school:

- the likelihood of the perpetrator turning up at the school and any associated risks;
- the perpetrator's parental responsibility (PR) if there is any, (see further information on PR on page 21);
- whether there is an injunction, or any other exclusion order, against the perpetrator, especially when it includes the school;
- details of any contact orders involving the perpetrator that will impact on the school;
- definite plans to move to other accommodation or a refuge (it may not be appropriate to disclose the address).

Any dialogue about the child/young person and the family will not be disclosed to any other agency or individual, unless there are concerns that a child, child/young person or adult in need of safeguarding, is in danger.

## 8. Day-file

Schools play an important role in monitoring the welfare of children, particularly those children living with DV. The information available from monitoring such children is extremely useful in that it can inform a school on how best to support a child/young person and it can also provide vital information to other professionals.

It is recognised that, dependent on the size of the school, the number of staff employed and the number of children attending the school, it can be very difficult to monitor a child/young person constantly. It is recommended that any member of staff that has a concern about a child/young person should raise it with his/her DSP. Details regarding the concern should be written down in terms of:

- ❑ changes in behaviour;
- ❑ specific problems disclosed by the child/young person to school staff (if it is not a child protection issue);
- ❑ factual observation, but not personal feelings or judgements about the child/young person.

The member of staff should follow the procedures for recording information, as set out in Memorandum No.76 of the Children and Young People's Services Policy and Procedures on Safeguarding Children in Education.

The School has a choice of using its existing monitoring systems or it can use the attached Proforma (see Appendix D).

Where the School is aware that the child/young person is living with the alleged or known perpetrator of DV, the parent/carer may be in receipt of support from a Women's Aid Key-worker or telephone support from the Leicester Domestic Violence Helpline, or CSC. If the parent/carer consents, support organisations may have access to the information collated by the School, and can contact the DSP. Alternatively, there may not be any support or intervention, in which case the school will play an important role in helping identify expert help.

If the DSP is in contact with a Key-worker, who is seeking to provide support to the victim, at the very minimum, the DSP should share information regarding the child/young person at least once a week. However, if a matter of noticeable concern arises, the DSP should discuss the concern as soon as possible with the Key-worker.

If the School, via the DSP, feels the need to discuss anything concerning the behaviour of the child/young person, an appointment needs to be made with the parent/carer and the Key-worker. If the School feels concerns cannot be addressed with the parent/carer, then contact can be made with the appropriate professionals e.g. Key-worker, refuge manager or Social Worker. Justification will be needed for this. If during the meeting any child protection concerns are raised, they must be reported immediately to CSC.

## 9. Support packages & measures

### a. High & Upper Schools

High Schools and Upper Schools have a responsibility under s175 Education Act 2002 to ensure that all their functions are carried out with a view to safeguarding and promoting the welfare of the children/young people in their care. Table 1 (page 17) lists the ways in which secondary schools will meet the needs of children/young people who are or have witnessed DV. Staff should also refer to Table 2 in Appendix A which shows the kinds of behaviour that might be seen.

In both situations schools staff will:

- be alert to the home circumstances of the child/young person; and
- provide an environment within school that will promote the child's/young person's welfare.

Secondary schools should have pupil welfare systems in place that will enable them to recognise vulnerable children/young people who need additional support.

### Pastoral Support Plans (PSP)

Where a child/young person who is living with, or has survived DV is presenting challenging behaviour, the school should develop a Pastoral Support Plan (PSP). PSPs can be useful in helping children/young people better manage their behaviour, and they are appropriate, in particular, to those children/young people whose behaviour is deteriorating rapidly. The PSP does not replace the Special Educational Needs (SEN) assessment process.

The PSP should be short, practical and agreed with the parents/carers. If the alleged perpetrator wants to be present at this meeting, it can be allowed if he or she has parental responsibility. No child protection concerns can be discussed if the alleged perpetrator is present.

DfES guidance states that a PSP will:<sup>1</sup>

- review literacy skills and outline a support programme where necessary;
- consider disapplication from the National Curriculum, if appropriate;
- consider groupings, classroom organisation and specialist support;
- consider a placement in the school's learning support centre;
- breakdown the programme into fortnightly tasks;
- identify rewards and sanctions;
- be reviewed half-way through its set time – often at about 16 weeks.

For those schools who are using the Common Assessment Framework (CAF) please continue to apply this as the method to assess the young person's needs, share information and make referrals to services with the consent of the young person and his or her family. The CAF will be fully implemented across Leicester, Leicestershire and Rutland in 2008 – and the Protocol will be amended to reflect this.

**Table 1**

<p><b>Support packages &amp; measures that can be implemented where children/young people are living with DV</b></p>	<p><b>Support packages &amp; measures that can be implemented where children/young people are living in a refuge or other temporary accommodation</b></p>
<ul style="list-style-type: none"> <li>❑ time out from lessons when the child/young person is visiting counsellor/mentor;</li> <li>❑ allow outside agencies to work with child/young person in the school;</li> <li>❑ additional support with homework;</li> <li>❑ contribute to the development of individual risk assessments developed with the abused parent and/or the Key-worker to minimise the child/young person's exposure to potentially dangerous situations involving the perpetrator;</li> <li>❑ active staff engagement with the child/young person to help him/her access the school's support systems i.e. learning mentor, school counsellor, peer support etc;</li> <li>❑ an identified, named member of staff, whom the child/young person respects and trusts and can be approached when he/she is feeling at risk or vulnerable;</li> <li>❑ the development of a support plan, which identifies learning outcomes, additional support in and out of school and involves the parent, child/young person, Key-worker from refuge, Pastoral Support Plan (PSP) and the DSP;</li> <li>❑ a referral from the school (with the consent of the abused parent and the child/young person) to support organisations for children/young people e.g. Going Forwards, Kids Matter.</li> </ul>	<ul style="list-style-type: none"> <li>❑ the same support given to a child/young person living with DV;</li> <li>❑ fortnightly meetings of all the people involved, to assess the Pastoral Support Plan (PSP) (see section on PSPs);</li> <li>❑ the provision of spaces in after school clubs and homework clubs so that children/young people living in refuges can:               <ul style="list-style-type: none"> <li>○ <i>do homework in conditions conducive to working;</i></li> <li>○ <i>have access to resources eg. computers, books;</i></li> <li>○ <i>socialise with peers, whom they cannot invite to the refuge;</i></li> <li>○ <i>a list of bursaries and/or grants available for school trips, uniform or stationary expenses.</i></li> <li>○ <i>regular exchange of information with the refuge Key-worker by making use of the Day-File;</i></li> <li>○ <i>joint working with the refuge Key-worker to build up the resilience and self confidence of the child/young person by:</i> <ul style="list-style-type: none"> <li>• <i>providing a personal adult mentor to advise, encourage and guide;</i></li> <li>• <i>encouraging positive traits and characteristics;</i></li> <li>• <i>introducing the child/young person to new opportunities e.g. sports clubs, hobbies etc;</i></li> <li>• <i>detailed use of the Day-file;</i></li> <li>• <i>brief fortnightly reports completed by the DSP and appointments arranged with the parent/carer and Key-worker if needed to discuss these.</i></li> </ul> </li> </ul> </li> </ul>



## b. Primary Schools

Primary Schools have a responsibility under s175 Education Act 2002, to ensure that all their functions are carried out with a view to safeguarding and promoting the welfare of the children in their care. In order to address this responsibility Primary Schools will:

- ❑ work closely with the parent/carer and other services supporting the family to assess needs and implement a support package for the child;
- ❑ ensure that staff with significant contact with the child assesses behaviour daily and records concerns and progress in the Day-File or the schools own monitoring system;
- ❑ ensure that the child's class teacher meets briefly with the parent/carer at the start of the school day to discuss:
  - behaviour;
  - identify and acknowledge, with the child present, at least one positive feature about the child, particularly where a child is living in a refuge;
  - any incidents that have occurred at the refuge, including incidents with other children;
- ❑ at the end of the day, for 5-10 minutes, in person or by phone, the teacher will feedback to the parent/carer and/or the Key-worker at the refuge about the:
  - learning and development of the child;
  - behavioural issues;
  - significant incidents;
  - progress;
- ❑ develop individual risk assessments with the abused parent and/or the Key-worker to minimise the child's exposure to potentially dangerous situations involving the perpetrator.

Primary Schools will access support from outside agencies specialising in DV. These may be agencies already in contact with the family, such as the Key-worker from a refuge or play therapists (who encourage children to express feelings through play). It is expected that Primary school staff and support agencies will work jointly with the child and the family, and that a support plan will be developed and monitored. In order to ensure the maximum benefit to the child all staff involved in this work will have DV awareness training.

For those schools who are using the CAF please continue to apply this as the method to assess the child's needs, share information and make referrals to services with the consent of the child and his or her family. The CAF will be fully implemented across Leicester, Leicestershire and Rutland in 2008 – and the Protocol will be amended to reflect this.

## 10. Information sharing and storing

### General guidance on confidentiality and information sharing

- ❑ Information sharing within the school and with outside support services is on a need-to-know basis only. The child/young person and non-abusing parent/carer must be informed and consent obtained if it is decided there is a need to share information with a third party. In situations where the family do not wish information to be shared then this must be respected, except where the safety of the child/young person can only be ensured by sharing information.
- ❑ Confidentiality will only be broken if it is essential to the safety of the child/young person. The child/young person must be informed by the Designated Senior Person when confidentiality is broken and the reason for this explained.

### General guidance on storing information when DV has been disclosed

Procedures should be in place in order to ensure that the child/young person's child protection file is accessible to certain staff within the school; the following staff members are required to have access:

- ❑ Headteacher/Principal;
- ❑ DSP;
- ❑ one senior administrative person (if absolutely essential);
- ❑ other staff members may have this information on a need-to-know basis with the permission of both the child/young person and parent/carer.

Schools can help protect children/young people by ensuring that:

- ❑ no documents or files relating to the child/young person are taken away by other staff members;
- ❑ the Headteacher/Principal and DSP both know the name and details of the alleged perpetrator;
- ❑ guidelines relating to parental responsibility (see below) are followed.

### General guidance regarding information sharing where the child/young person is living in a refuge

In addition to the above:

- ❑ The child/young person's school file must not disclose the refuge address, only the Post Office Box address will be written on the file. The Headteacher/Principal and DSP may hold the actual address of the refuge.

## 11. Parental responsibility (PR)

The guidelines that govern what schools are to do where an alleged perpetrator has parental responsibility, are found below:

- ❑ the alleged perpetrator will not have access to the child protection file or any supporting documentation e.g. the Day-file, even if he or she has PR, if disclosure would be likely to prejudice the prevention or detection of a crime, or the apprehension or prosecution of the perpetrator. (It may be advisable to inform any persons investigating the matter e.g. police or Social Worker, that such a request has been made.)
- ❑ if the alleged perpetrator demands access to the pupils educational record then this will usually be allowed. (It is important to ensure that the Pupil File holds no sensitive information).
- ❑ where the alleged perpetrator has PR, he/she may seek information from the school or the Children and Young People's Service or the new school about the whereabouts of the young person/people for whom he/she has responsibility. In this instance:
  - check with the non-abusing parent/carer if she/he consents to disclosure of information to the alleged perpetrator that has PR;
  - advise the non-abusing parent/carer that he or she should seek their own legal advice in order to prevent disclosure by obtaining a Court Order (Prohibited Steps Order).

If the non-abusing parent/carer does not consent to the disclosure of information, the alleged perpetrator with PR should be informed that consent has not been given. The school should then seek further advice from the LA's legal services.

## 12. Starting a new school

Starting a new school can be an overwhelming experience. Many children/young people fleeing DV will have to leave the family home and all that is familiar to them. Some may move to a refuge, others to alternative, and often not ideal accommodation. The prospect of beginning again is likely to be all the more daunting. So that a child/young person can make the best of starting a new school, the school will:

- ❑ introduce the child/young person to a member of staff he/she can approach when feeling at risk or vulnerable;
- ❑ discuss with the child/young person (in conjunction with the parent) what support packages his/her previous school implemented;
- ❑ contact the DSP from the previous school and discuss arrangements that were in place;
- ❑ begin a dialogue with the parent/carer and Key-worker about the support package which should be put in place;
- ❑ maintain active staff engagement with the child/young person to help him/her access the school's support systems i.e. learning mentor, school counsellor, peer support etc;
- ❑ develop an agreement with the parent/carer and Key-worker about flexible arrangements that will allow the new child/young person to have a gentle introduction to the new school e.g. beginning with attending school for half a day and then building up to a whole day.

## 13. Exclusion from school

Leicestershire's Children's and Young People's Service recognises that exclusion is inappropriate for:

- minor incidents;
- poor academic performance;
- lateness or truancy;
- pregnancy;
- punishing children/young people for the behaviour of parents/carers;
- permanent exclusion of a child/young person with a statement or a child in public care, except in the most exceptional circumstances.

Exclusion is also inappropriate for children/young people whose behaviour may be challenging because they have regularly experienced violence and intimidation either directly or indirectly. Exclusion is the last resort after a range of alternative measures have been tried to improve the child/young person's behaviour. Behavioural strategies can reduce the risk of exclusion where children/young people are presenting problematic behaviour (it is inappropriate automatically to use punitive measures when behavioural issues arise).<sup>2</sup>

PSPs are often useful to help children/young people better manage their behaviour and these can include additional measures such as:

- engaging with parents/carers;
- a change of teaching set or class;
- curriculum alternatives at Key Stage 4;
- temporary placement in an in-school learning support unit or Pupil Referral Unit;
- a managed move;
- assessment of special needs;
- allocation of a Key-worker such as a learning mentor, Connexions Adviser, EWO, school counsellor;
- referral to a specific support service such as the Educational Psychology Service (EPS), Student Support or Child and Adolescent Health Service (CAMHS)

Schools will support children/young people who are survivors of DV by implementing and monitoring the:

- school's Behaviour Policy,
- school's Drug Policy,
- school's Equal Opportunities Policy.

and recognising the:

- Human Rights Act 1998,
- Disability Discrimination Act 1996;
- Special Needs Code of Practice; and the
- Race Relations Act 1976 as amended by Race Relations (Amendment) Act 2000.

Headteachers/Principals should explore alternatives to exclusion, so as to avoid repeating the cycle of negative judgement and condemnation that the child/young person may be experiencing or has experienced.

Where the child/young person's experience of DV results in disruptive behaviour and he/she is at risk of exclusion, preventative measures should be put in place e.g:

- ❑ 'time out' periods, where the child/young person can leave the classroom without being penalised and receive relevant support;
- ❑ support from a named member of school staff, whom the child/young person respects and trusts;
- ❑ support for the parent/carer to help them nurture and support their child through a referral to a relevant service or helpline.

## **Managed move**

One further option is a Managed Move.<sup>3</sup> DfES guidance advocates the use of Managed Moves as a behaviour management strategy, which can offer a fresh start at an alternative school to a child/young person in danger of permanent exclusion. The main principle behind a managed move is to enable schools to provide mutual support which, it is hoped, will benefit the individual child/young person and other pupils in the school.

Parental support for a managed move is essential, and the success of the transfer is dependent upon the commitment of the parent/carer to work in partnership regarding the educational arrangements made. For further information about the option of a Managed Move, the Designated Senior Person/ Headteacher/Principal should speak to the Deputy Service Manager, Access and Welfare Service on 0116 265 8162.

## **Provision of transport**

Schools should bear in mind that where a child/young person is experiencing DV at home or has moved into a refuge, a move out of school could further compound his/her difficulties. In these circumstances, the school should make every effort to maintain the placement. Where a child has moved to a temporary address and is having difficulties attending school because of the distance involved, it might be possible, in exceptional circumstances, for transport to be provided by the LA. An approach can be made either by the school or the parent/carer to the Deputy Service Manager of the Access and Welfare Service on 0116 265 8162.

## 14. Preventing DV and awareness raising with all children/young people

The number of children/young people affected by DV is all too high and schools, as an important support agency, will play their part in preventing domestic violence by raising pupils' awareness. Schools can access resources on DV by contacting the County DV Policy Team (see Appendix E) and teach lessons as a part of the PSHE/Citizenship curriculum. The County DV Policy Team can also be contacted for further advice and can advise on outside facilitators and performances dealing with DV.

Schools will:

- Make sure at least one lesson on DV is delivered by trained outside facilitators' firstly to children/young people in year 10 and then followed up in year 11; the lessons will be a part of the PSHE/Citizenship curriculum
- provide support to the facilitators.

## 15. Training for school staff

The DSP within the school must have DV awareness training, delivered via the Children and Young People's Service, in partnership with the County DV Policy Team. This will include:

- domestic violence issues;
- impact of domestic violence on the victim and young witnesses;
- the role of agencies;
- referral procedures;
- common behaviour and signs that might indicate that a child/young person is witnessing DV.

All school staff will have general DV awareness training as part of the child protection training programme in the school. The training session should include information about available support services and behavioural signs in children/young people that indicate that they are witnessing domestic violence.

Schools, as a part of their child protection training will give all staff the attached appendices:

- DV support services available;
- common behaviour when a child/young person is a witness of DV.

## 16. Getting the message out to the wider community

DV is a hidden crime largely because it is under reported. The various DV Forums in the county have had success over the last few years, in increasing the rate of reporting by distributing information which:

- highlights the fact that DV is a crime, which will be taken seriously by the police;
- publicises the support services available to victims and survivors of DV;

Schools can distribute information relating to domestic violence widely by:

- displaying posters and leaflets during parents evening and in reception areas;
- putting stickers on the inside of toilet doors.

The above are only suggestions and it is appreciated that some will not be appropriate for younger children.

Schools should contact the County DV Policy Team for information, posters, leaflets and stickers.

Schools can display posters in public areas, informing visitors of their rights and responsibilities while visiting. Suggested wording is:

*“Visitors are welcome, but, if they are violent, threatening or abusive to any member of staff, any pupil or other visitor, they will be removed from the premises and may be liable to prosecution.”*

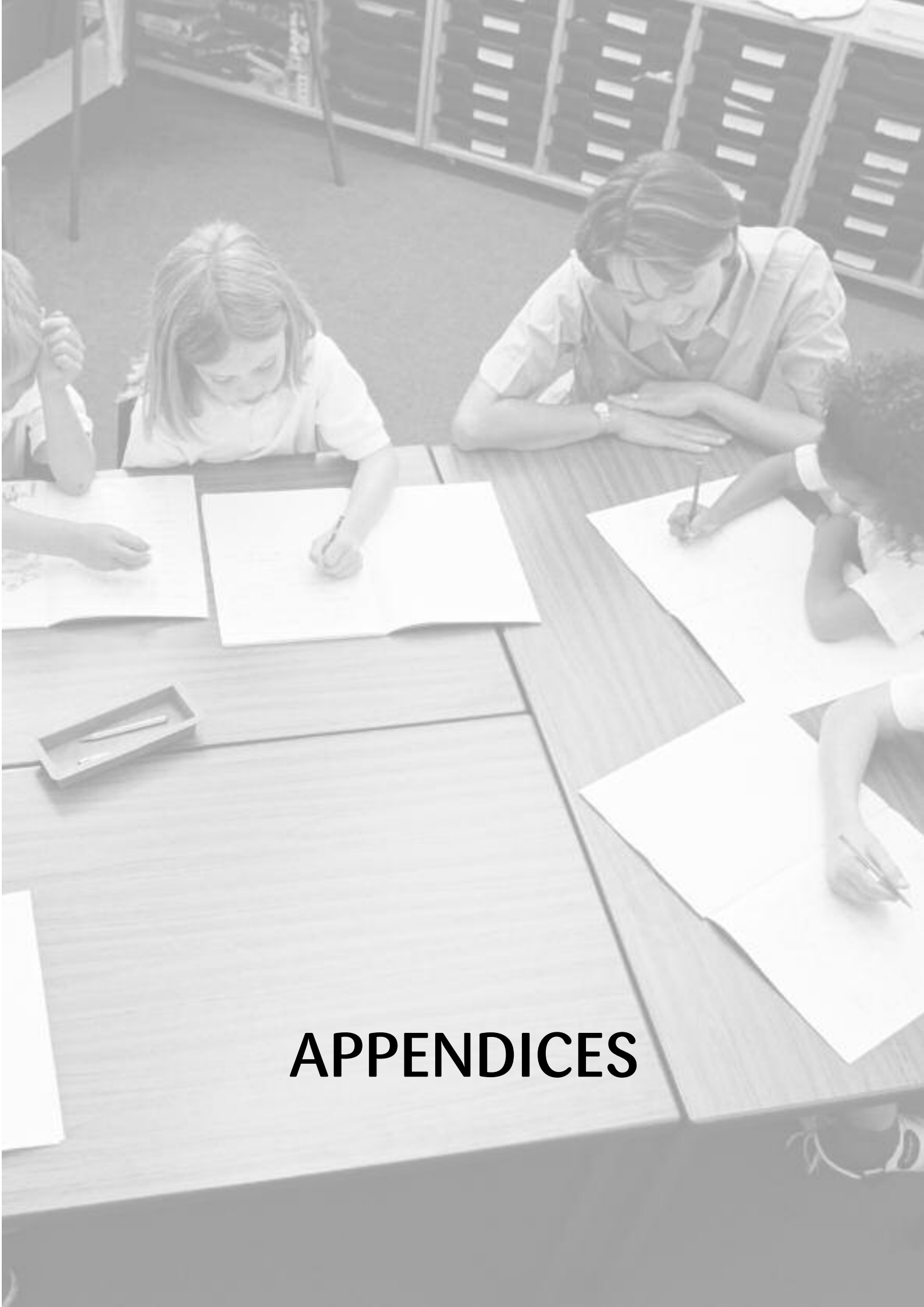
Section 547 of the Education Act 1996 states that visitors causing a disturbance in an educational establishment may be removed and prosecuted. If convicted of this offence the penalty is £500. Section 222 of the Local Government Act 1972 also allows the Local Authority to prosecute an abusive parent.

Schools will also conduct an assessment of risk to all school members from abusive/violent visitors, and display publicity making it clear that domestic violence is a crime and will be reported if any staff member witnesses or becomes aware of it.

## 17. Conclusion

School staff are in a unique position, in that they are well placed to support children/young people living with and fleeing from DV, and help ensure that the future generation no longer tolerates this crime which has been ignored for too long.



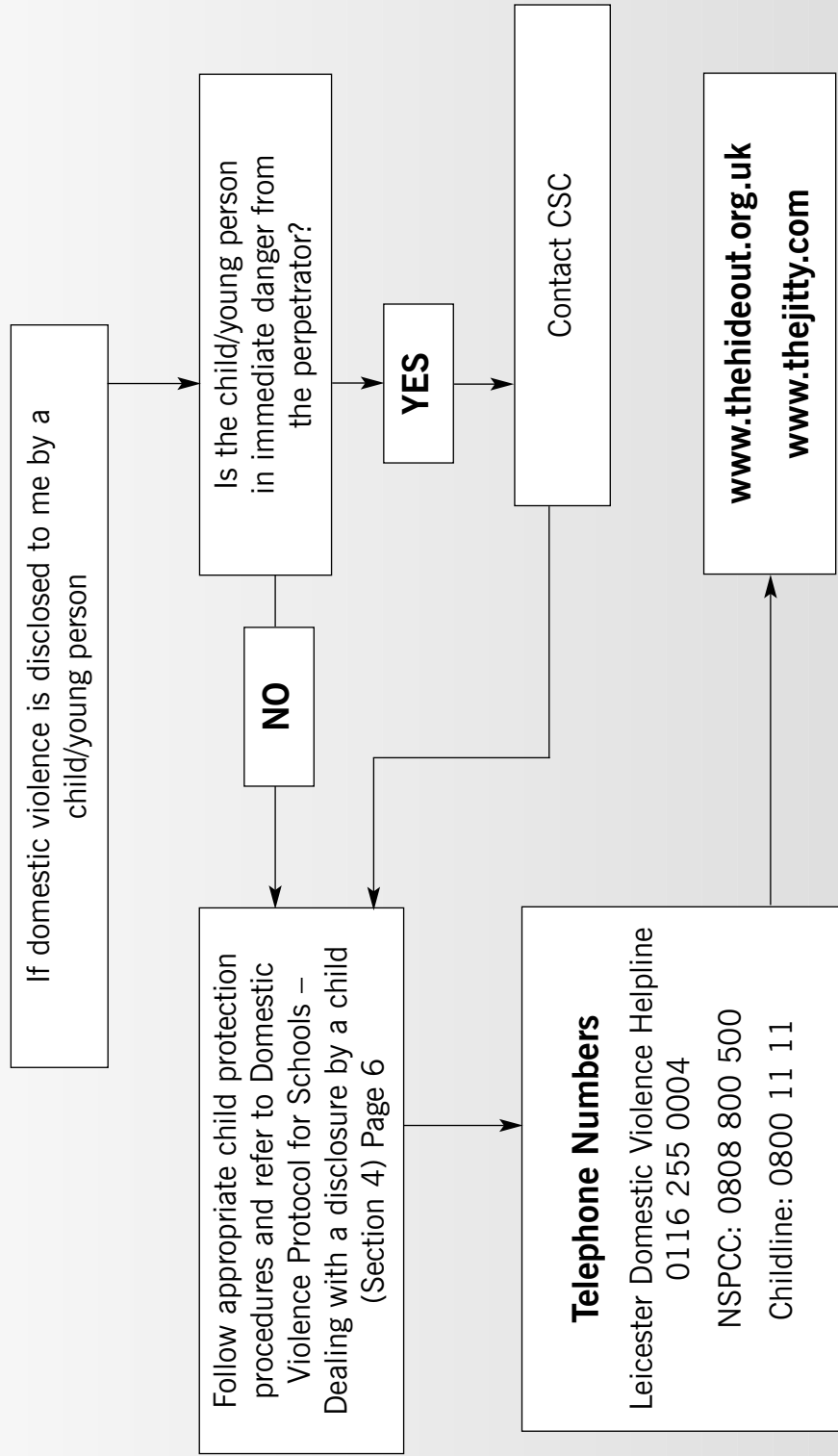


# APPENDICES

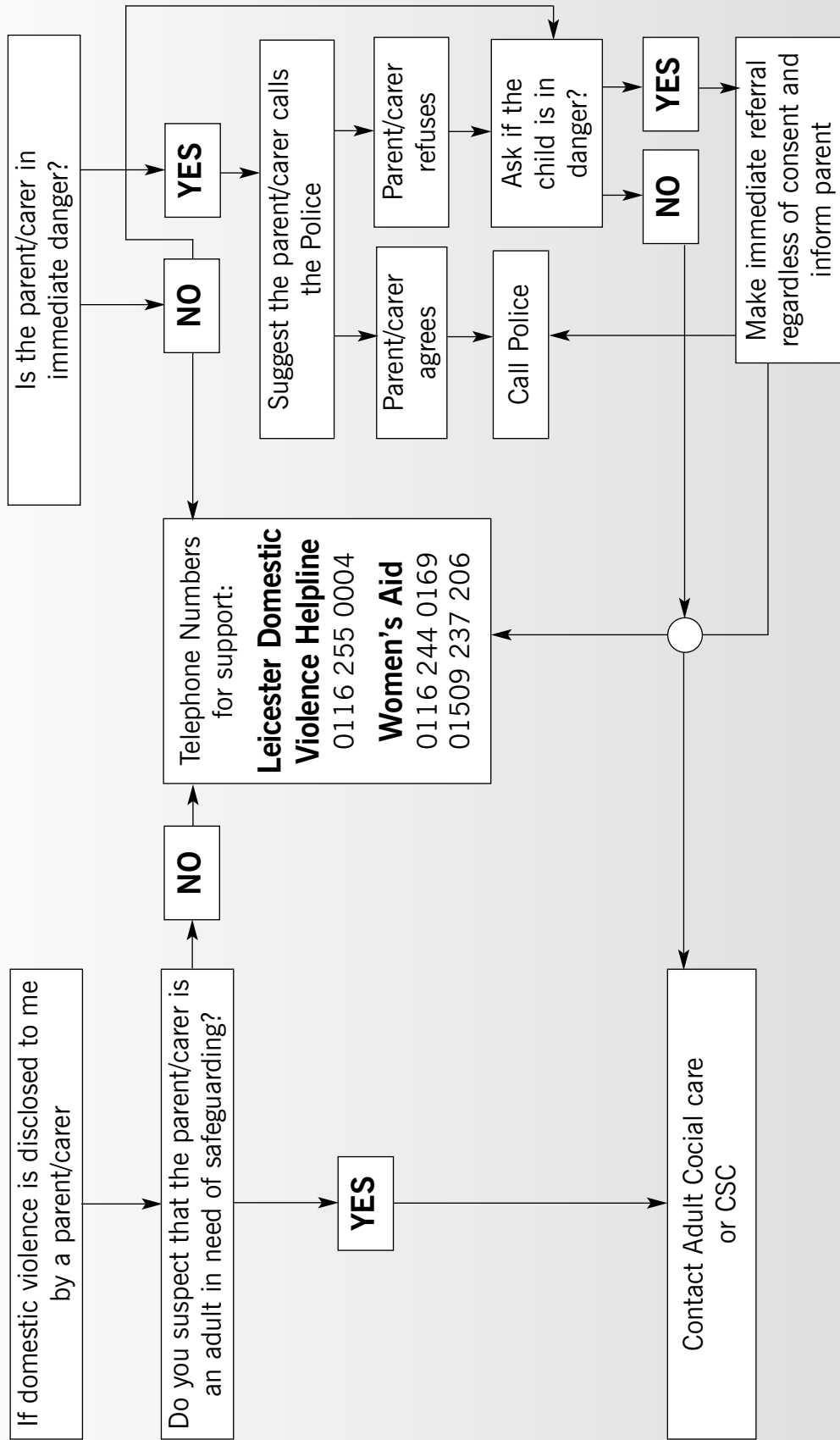
## APPENDIX A: Table 2

<b>IMPACT OF DV ON CHILDREN AND YOUNG PEOPLE</b>	
<b>Children/young people living in a household where there is DV</b>	<b>Children/young people living in a refuge or other temporary accommodation (fleeing DV)</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> an inability to concentrate because the problems at home are overwhelming;</li> <li><input type="checkbox"/> loss of language skills (in younger children);</li> <li><input type="checkbox"/> running away;</li> <li><input type="checkbox"/> quiet and withdrawn behaviour;</li> <li><input type="checkbox"/> aggressive behaviour;</li> <li><input type="checkbox"/> disruptive behaviour;</li> <li><input type="checkbox"/> attempts to rescue potentially difficult situations by being overly compliant;</li> <li><input type="checkbox"/> difficulties with homework because of a volatile home environment;</li> <li><input type="checkbox"/> involvement in numerous extra curricular activities to avoid going home;</li> <li><input type="checkbox"/> excellent academic attainment;</li> <li><input type="checkbox"/> poverty because the abusive parent/carer is withholding money from the parent/carer with main childcare responsibilities;</li> <li><input type="checkbox"/> fear, confusion and trauma;</li> <li><input type="checkbox"/> guilt for not being able to stop the violence;</li> <li><input type="checkbox"/> feelings that they have to protect the abused parent/carer;</li> <li><input type="checkbox"/> participating in the violence under coercion;</li> <li><input type="checkbox"/> physical injuries from DV crossfire; eg. cuts, bruises and even broken bones.</li> </ul>	<p>Children/young people living in a refuge or other temporary accommodation may experience some of the same issues as those living with DV. In addition they may experience:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the after effects of living in an abusive household;</li> <li><input type="checkbox"/> difficulties in becoming familiar with new surroundings and living with strangers;</li> <li><input type="checkbox"/> the fear of being found;</li> <li><input type="checkbox"/> concern for the abused parent/carer and/or the perpetrator parent/carer poverty because:               <ul style="list-style-type: none"> <li>• benefits may be the only source of funds;</li> <li>• the abused parent/carer may be unable to continue working if the perpetrator knows where he/she works;</li> <li>• a new benefit claim may take some time to sort out and leave the family in dire financial circumstances;</li> </ul> </li> <li><input type="checkbox"/> problems with homework because there are few resources and little quiet space (this will particularly affect GCSE pupils);</li> <li><input type="checkbox"/> loss of important schoolwork left at the family home;</li> <li><input type="checkbox"/> difficulties developing new friendships because their temporary home address cannot be disclosed;</li> <li><input type="checkbox"/> separation from older male siblings - boys over the age of 15 are not able to stay in women's refuges;</li> <li><input type="checkbox"/> loss of material and comfort items, eg. toys and clothes, left at the family home.</li> </ul>

## APPENDIX B: A flowchart of how to deal with a disclosure by a child/young person



## APPENDIX C: A flowchart of how to deal with a domestic violence disclosure by a parent/carer



**It is important that you do not advise the parent/carer or offer your opinion**

## **APPENDIX D: DAY FILE PROFORMA**

### **1. Introduction**

- 1.1 The Day File Proforma represents a method for recording a child's/young person's behaviour and academic functioning. It should form the basis of a robust monitoring mechanism that will enable the school, other agencies and professionals to provide targeted support based on the individual needs of the child/young person.
- 1.2 The Proforma should only be used in circumstances where a school wants to monitor a child/young person who is either living with or has lived with domestic violence.
- 1.3 The Proforma focuses on different aspects of a child's/young person's activities throughout the school day e.g. punctuality, attendance, getting on with his or her peers.
- 1.4 The Proforma can, if necessary, be used on a daily basis; or it can be used less frequently during the course of a week. It is recommended that the Proforma should be completed by members of staff who have regular contact with the child/young person e.g. teaching staff, support staff, as well as specialist peripatetic staff meeting with the child/young person regularly.

### **2. Period of monitoring**

- 2.1 The period of monitoring is to be decided upon by the DSP and/or Key-worker who may be working with the child/young person and his or her family. The period of monitoring should be made clear to the relevant staff.
- 2.2 Staff should be informed about where to obtain the Proforma and also to whom they should return the Proforma once completed. Staff should be reminded to complete the Proforma in a manner that is non-conspicuous, and that the content of the Proforma is sensitive.

### **3. The use of a Proforma alongside other school documentation**

- 3.1 The Proforma is based on documentation from the DfES' Behaviour Improvement Programme, and can be used with other behaviour improvement documentation, as part of an overall programme. The Proforma can also be used to inform the development and ongoing review of a Personal Support Plan (PSP) for a child/young person who is experiencing difficulties at school.

### **4. DSP sharing information with other Keyworkers and other agencies**

- 4.1 The member of staff filling in the Proforma should seek to complete the entire document. Any information recorded on the Proforma should be dated and signed and should clearly distinguish between fact, what has been heard, seen, said and reported, and also opinion or perception.

## DAY FILE PROFORMA

**Name of Child:**

**Name of Tutor:**

**Year Group:**

*(Please circle the word that reflects most closely your opinion)*

**Punctuality**

Poor

Average

Perfect

---

**Attendance**

Poor

Average

Perfect

---

**Getting on with others (social skills)**

Poor

Average

Perfect

---

**Attitudes towards self (self esteem/confidence)**

Poor

Average

Perfect

---

**Attitude towards School**

Poor

Average

Perfect

---

**Behaviour towards other pupils**

Poor

Average

Perfect

---

**Attitude towards home/life situation**

Poor

Average

Perfect

---

**Any other comments:**

---

**Name of staff member:**

**Signature:**

**Date:**

**Received by:**

**Date:**

## APPENDIX E: HELPLINE NUMBERS AND SUPPORT AGENCIES

<b>Leicester Domestic Violence Help Line and the Domestic Violence Integrated Response Project</b>	<b>0116 255 0004</b>
<b>National DV Helpline</b>	<b>0808 200 0247</b>
<b>Leicestershire Police Specialist Domestic Violent Crime Officers (SVC0's)</b>	<b>0116 222 2222</b>
<b>Women's Aid Leicestershire Ltd</b>	
<b>Refuge (Leicester City &amp; Hinckley)</b>	<b>0116 244 0169</b>
<b>Outreach services (Harborough, Melton, Blaby Oadby &amp; Wigston).</b>	<b>0116 285 8079</b>
<b>Loughborough Women's Aid</b>	
<b>Refuge services</b>	<b>01509 23 7206</b>
<b>Outreach services</b>	<b>01509 55 2549</b>
<b>Hinckley Domestic Violence Co-ordinator</b>	<b>01455 633 733</b> <b>07966 202 181</b>
<b>Witness Cocoon</b>	<b>0116 255 3162</b>
Support and advice for witnesses of crime and anti- social behaviour.	or <b>0116 255 5392</b>
<b>Victim Support</b>	
<b>Charnwood</b>	<b>01509 26 8545</b>
<b>North West Leicestershire</b>	<b>01530 83 0708</b>
<b>Rutland &amp; Melton</b>	<b>01664 41 1700</b>
<b>South Leicestershire</b>	<b>01858 43 1390</b>
<b>West Leicestershire</b>	<b>01455 23 3544</b>
<b>Juniper Lodge</b>	<b>0116 273 3330</b>
Confidential services for women and men who have been raped or sexually assaulted.	
<b>Leicester Rape Crisis Helpline</b>	<b>0116 255 8852</b>
<b>Kids Matter</b>	<b>0116 254 3352</b>
Therapeutic work with children and young people affected by domestic violence	
<b>Relate2U</b>	
One-to-one counselling for young people	<b>0116 254 3011</b>
<b>Open Door</b>	
Counselling service for young people	<b>0116 223 2397</b>
<b>County Domestic Violence Policy Team</b>	<b>0116 265 6017/</b> <b>7594 / 6906</b>
<b>Access &amp; Welfare Service, Education Department</b>	<b>0116 265 6584/</b>
Child Protection Development Officer	<b>8162 / 6324 / 7349</b>
<b>Bridges</b> - regularly updated database to connect children and families with relevant services	<b>www.irtbridges.org.uk</b>
<b>Forced Marriage Unit</b>	<b>020 7008 0135</b>
<b>fmu@fco.gov.uk</b>	<b>/ 0230 / 8706</b>

## APPENDIX F: CHILDREN'S SOCIAL CARE OFFICES

<b>Area</b>	<b>Office Address</b>	<b>Telephone No:</b>	<b>Fax No:</b>
<b>Coalville</b>	3 High Street Coalville Leicestershire LE67 3EA	01530 275200	01530 815155
<b>Hinckley</b>	27 Upper Bond St Hinckley Leicestershire LE10 1RH	01455 636964	01455 250450
<b>Loughborough</b>	Pennine House 2 Lemyngton Street Loughborough Leicestershire LE11 1UH	01509 266641	01509 210167
<b>Melton Mowbray &amp; Market Harborough</b>	County Buildings Leicester Road Melton Mowbray Leicestershire LE13 0DA	01664 564698	01664 564390
<b>Blaby, Oadby &amp; South Wigston</b>	Bassett Street South Wigston Leicestershire LE18 4PE	0116 278 7111	0116 278 0761

## APPENDIX G: RECOGNISING DOMESTIC VIOLENCE

### Parents and Carer

There is no way to tell for sure if someone is experiencing DV. Those who are abused, and those who abuse, come in all personality types. Victims are not always passive with low self-esteem, and abusers are not always violent or hateful to their partner in front of others. Most people experiencing relationship violence do not tell others what goes on at home. So how can a professional recognise if an individual is being abused?

Here are some signs to look for:

Things you may be told:

- The explanation for visible injuries seems improbable. Where there are repeated visible injuries, the abused partner may talk about being clumsy, or have elaborate stories of how the injuries occurred.
- There may be references to the abusive partner's anger.
- One partner keeps changing or losing jobs or "cannot" work because of their partners' disapproval or actions.
- Appointments may be continually cancelled for vague or spurious reasons. The victim may lack independence, due to lack of transport or money, and may not be given access to a telephone.

Things you may see:

- If you meet with both partners, you are aware that one fears the other.
- The non-abusing partner may always be accompanied by his/her partner or another person.
- Someone who, on their own, appears to have confidence and a healthy self esteem is without confidence and self esteem in the presence his or her partner. This happens because the non-abusing partner "walks on egg shells" in the presence of the abuser. Accusations (of flirting, talking too loudly, or telling the wrong story to someone) have taught the non-abusing person that it is easier to act a certain way around the abuser than to experience additional accusations in the future.
- You may notice one partner taking all of the blame for things that go wrong and the other partner blaming. If you notice this happening a lot, it may be a sign that the person taking all of the blame is being abused.
- One partner puts the other down, for example, by name-calling, constant criticism, or humiliation (often disguised as a joke).
- One partner gets angry in a way that scares the other partner or observers.
- During visits or phone calls to the school the abuser may try to speak for the non-abusing partner in order to control the information that is shared with you.
- You are aware of a succession of injuries over time.

It is important to remember that abusers are often very charming and convincing to everyone - including their partners, until the abuse starts - and then they often continue to be very charming to everyone else except their victim. This often has the effect of making the victim feel "it must be my fault," especially since the abuser is usually telling them it is.

## APPENDIX H: GLOSSARY

### **Adult Social Care Service**

Previously Adult Services in the Social Services Department.

### **Domestic Violence (DV)**

Domestic Violence Integrated Response Project definition:

'Domestic Violence is now a recognized crime and includes any physical, sexual, emotional, psychological, social or economic abuse of an individual by a partner, ex-partner, carer or one or more family member in an existing or previous domestic relationship. This is regardless of age, gender, sexual orientation, religious beliefs, disability, class or location'

The Home Office definition is:

'The term domestic violence shall be understood to mean any violence between current or former partners in an intimate relationship, wherever and whenever the violence occurs. The violence may include physical, sexual, emotional or financial abuse.

### **Alleged perpetrator**

A partner, ex-partner, carer (of a vulnerable adult) or one or more family members alleged to have committed domestic violence related offences. May also be one of the child/young person's carers.

### **Carer**

A parent/ grandparent, foster carer or other significant adult responsible for the child or young person's welfare.

### **Children's Social Care (CSC)**

Previously Children's Services in the Social Services Department.

### **Day-file**

A confidential record of behaviour kept to inform teaching staff, parent/carers and Key-worker about the progress of a child who has witnessed DV.

### **Designated Senior Person for Child Protection (DSP)**

The person in the school responsible for taking all child protection referrals and passing them on to Children's Social Care if appropriate.

### **Domestic Violence Forum (DVF)**

Multi-agency organisation committed to the reduction and ultimately the eradication of domestic violence.

### **Key-worker**

Support worker attached to the family either living with or fleeing DV. In Leicestershire the key-worker is likely to be employed by a voluntary organization such as Women's Aid or the Family Welfare Association.

### **Known Perpetrator**

A partner, ex-partner, carer or one or more family members known to have committed DV related offences. May also be one of the child/young person's carers.

### **Vulnerable adult**

Any person aged 18 or over who:

- Is or may be in need of community care services by reason of mental or other disability, age or illness: and
- Is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

