



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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**Information and Guidance
on Domestic Abuse:**
Safeguarding
Children
and Young People
in Wales

Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales

Audience: Headteachers and Governing Bodies of maintained and independent schools in Wales, designated Child Protection Teachers/Person. School based staff, Leaders of Youth Organisations, Local Education Authorities, Teaching and other Unions.

Overview: This document aims to provide information to those working with children in education and youth settings in Wales to help protect them from the issues relating to domestic abuse and try to reduce future incidents via preventative work.

Action required: For information only.

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Further Related Information can be found at:

www.wales.gov.uk/domesticabuse



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Throughout this booklet the quotations are from children and young people living in Wales who have experienced domestic abuse.

This guidance should be read in conjunction with:

- the All Wales Practice Guidance on 'Safeguarding Children and Young People Affected by Domestic Abuse' which has been produced by the All Wales Child Protection Procedures Review Group; and
- Safeguarding Children; Working Together Under the Children Act 2004.

Summary

It is a priority of the Welsh Assembly Government to tackle domestic abuse. The Welsh Assembly Government recognises that it is every child's right to live free from abuse and exploitation, as set out in the United Nations Convention on the rights of the Child (UNCRC). Since 2004 the Welsh Assembly Government has used the UNCRC as the basis of its work for children and young people.

Schools and education settings have a duty to safeguard and promote the welfare of children and young people under section 175 of the Education Act 2002. The guidance *Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002* outlines how education establishments should carry out these duties. In pursuit of this, Welsh agencies and organisations came together to pool their expertise and the guidance to Safeguarding Children in Education was published. The guidance provides advice about protecting children and young people in Wales from the potentially devastating impact of domestic abuse. This will assist the ongoing aim to significantly reduce the incidence of domestic abuse in the future.

This booklet has been produced to raise awareness about domestic abuse amongst school based staff and other persons who work with children and young people. In particular, it:

- emphasises the need to identify and refer all children and young people who are suffering domestic abuse through established child protection procedures;
- sets out the specific steps that can be taken to assist children and young people who experience domestic abuse; the steps that can be taken to prevent domestic abuse, and also those to observe good practice;
- provides references to other useful resources and helplines;
- the Welsh Assembly Government is currently developing a new integrated strategy which covers the wider Violence Against Women agenda and links to the existing Domestic Abuse Strategy that was published in 2005. A key theme of the new integrated strategy is to enhance preventative activities and support for victims. This booklet will enable professionals in educational settings to recognise the signs of Domestic Abuse and respond so that children and young people are protected at all times.

What is Domestic Abuse?

'Domestic Abuse is best defined as the use of physical and/or emotional abuse or violence, including undermining of self confidence, sexual violence or the threat of violence, by a person who is or has been in a close relationship.

Domestic abuse can go beyond actual physical violence. It can also involve emotional abuse, the destruction of a spouse's or partner's property, their isolation from friends, family or other potential sources of support, threats to others including children, control over to access to money, personal items, food, transportation and the telephone, and stalking.

It can include violence perpetrated by a son, daughter or any other person who has a close or blood relationship with the victim/survivor. It can also include violence inflicted on, or witnessed by, children. The wide adverse effects of living with domestic abuse for children must be recognised as a child protection issue. The effects can be linked with poor educational achievement, social exclusion and to juvenile crime, substance abuse, mental health problems and homelessness from running away.

Domestic abuse is not a "one-off" occurrence; it is frequent and persistent.

The Welsh definition is a full definition which recognises that any person can be the victim of domestic abuse: Women and men can be victim of domestic abuse in heterosexual relationships; domestic abuse can also take place in lesbian, gay, bisexual and transgender relationships. Agencies need to be aware that people with disabilities can be particularly vulnerable. The inclusion in the definition of violence between family members ensures that issues such as 'honour crimes' are properly reflected. It also acknowledges that children/young people who experience domestic abuse can be victims of domestic abuse. Importantly, however, while the definition accepts that men can also be victims of domestic abuse, the majority of domestic abuse is perpetrated by men against women and their children.

Domestic abuse cuts across age, race, and religion. Domestic abuse is not necessarily a physical act. It can take many forms. Therefore, it is likely that this comprehensive definition will impact on the future reporting of domestic abuse incidents: It will help to reveal the true extent of domestic abuse in Wales'.

Section 120 of the Adoption and Children Act 2002 expands the meaning of "harm" to include '*impairment suffered from seeing or hearing the ill-treatment of another*'. In other words it is accepted that if a child hears or witnesses domestic abuse - that child is being harmed. The Welsh Assembly Government recognises that children and young people also directly experience domestic abuse.

Domestic abuse wrecks the lives of thousands of children and young people.

The UNCRC focuses on protecting children in a range of situations and a number of these relate to domestic abuse. Examples from the UNCRC relating to domestic abuse include that children have a right to:

- Life: Governments should ensure that children survive and develop. (Article 6).
- Expression: To express their views and to have their views heard in all manners affecting the child. (Article 12).
- Parents sharing a responsibility for their upbringing and development and should always consider what is best for the child. Government should help parents and provide support such as child care if parents are working. (Article 18).
- Protection: the Government should ensure that children are properly cared for, and protection from violence, abuse and neglect by their parents or anyone else who has responsibility for looking after them. (Article 19).
- A reasonable standard of living: adequate for the child's physical, mental, spiritual, moral and social development. Parents or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development supported by the government where relevant. (Article 27).
- Protection: Governments should provide ways of protecting children from the illicit use of drugs and the production and trafficking of such substances. (Article 34).
- Protection: Government should protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare. (Article 36).
- Special help: To restore their self respect if they have been neglected or abused. (Article 39).

In October 2008 the United Nations Committee on the Rights of the Child published its latest report into how the UK state party was implementing the UNCRC. The report contained a recommendation relating to domestic abuse which stated:

that the State party:

- a) ensure that professionals working with children (including teachers, social workers medical professionals, members of the police and the judiciary) receive training on their obligation to report and take appropriate action in suspected cases of domestic violence affecting children ...

This guidance should help to clarify the role of education professionals in identifying and supporting children and young people who experience domestic abuse.



“ I was so scared I used to bite my nails ... we wanted her (mum) to sleep with us all the time. ”

Section 1: Introduction

The Welsh Assembly Government aims to achieve a sustained and effective response to domestic abuse in Wales: this aim can only be accomplished if agencies and professionals work effectively together. Although there is already some excellent work being carried out in schools in Wales to address the effects of domestic abuse; there is more that can be done. Many teachers and youth workers have made it known to agencies working in the field that they would like to tackle domestic abuse but they need guidance to do so. This booklet is intended to assist all persons who work with children and young people in dealing with the issue of domestic abuse **and accentuates the importance of protecting and listening to them in line with the UNCRC**. If you work in schools or the youth services this information is for you. However, it is also particularly relevant to refuge children's workers and residential children's home staff.

Raising Awareness

Welsh Women's Aid estimates that as many as 150,000 children and young people are affected by domestic abuse in Wales at any one time. However, because it is recognised that domestic abuse is under reported the scope of the problem is difficult to pin-point with accuracy. This means that statistics can only provide a glimpse of the actual picture. What is known is that domestic abuse accounts for around one quarter of all violent crime. The Welsh Assembly Government accepts that fundamental change is necessary if domestic abuse is to be eradicated in Wales. Acknowledging that children and young people who live in homes where domestic abuse is taking place are victims is an important step towards this end. Every child and young person has the right to grow up safe from harm. The Welsh Assembly Government's stated policy aim is to reject the notion that abusive behaviour between partners and family members in their own home is their business alone. Domestic abuse is not a private matter; it is also a child protection issue. Promoting a greater awareness amongst those who work with children and young people of the issues surrounding domestic abuse is at the heart of this booklet.

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. Those who are forced to marry are often subjected to domestic abuse. (Further information is available: 'Multi-agency practice guidelines: Handling cases of Forced Marriage')

www.fco.gov.uk/forcedmarriage

Identification and Referral

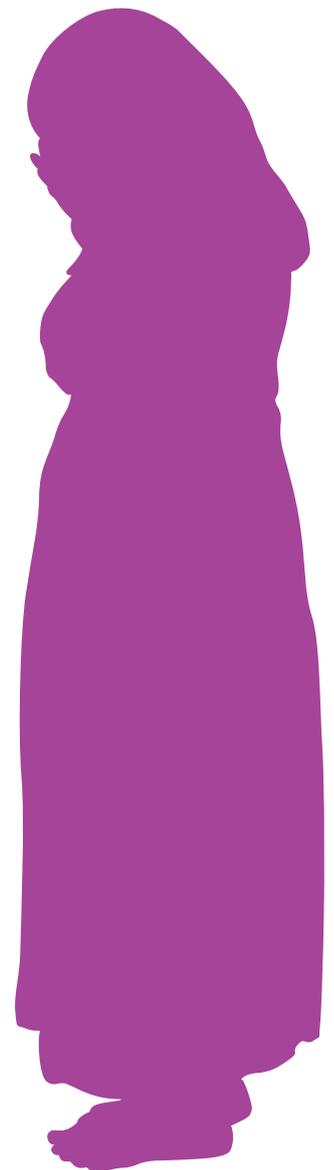
Safeguarding children and young people in Wales requires the identification and referral of every child or young person who is suffering domestic abuse at home. This guidance provides an illustrative list of indicators to aid effective identification - **whenever there is reason to believe that domestic abuse is taking place referral action must be taken via the established child protection procedures.** It also gives clear guidance on how to deal with disclosure and defines the roles and responsibilities of school staff in this context.

One in five child abuse cases dealt with by the NSPCC involves domestic abuse; in nine out of ten cases, children or young people are present and are affected in the home while abuse is going on; and in about half the cases, there is abuse to children too. Differences in culture or ethnicity can never be used to justify or explain away domestic abuse.

www.barnardos.org

Preventative Work

Primary prevention work is core to stopping abuse before it happens. A key objective in Wales is to ensure that all organisations strive to create an environment in which children and young people are **empowered**. Issues need to be raised, challenged and discussed - to effect a positive change in behaviour and attitudes. Schools in particular can play a major part in challenging gender stereotypes. Culture is something we make: we must aim to create a school culture in Wales where diversity and individuality are embraced and where self-respect and respect for others are valued. Tackling domestic abuse should be part of a 'whole school' ethos and part of the culture of other organisations such as youth work settings.



Section 2: The Realities of Domestic Abuse

Why Do People who encounter Domestic Abuse Stay?

It is a fact that in the majority of domestic abuse situations, the mother will be seen as the victim. However, it must also be acknowledged that some fathers will also suffer domestic abuse. Domestic abuse is also prevalent in same sex relationships. When a child or young person is living with domestic abuse it can be difficult to understand why the abused parent just doesn't leave. The decision is not so simple. Victims suffer different combinations of abuse - physical, sexual, emotional, psychological, social and financial - all of which affect the decision to leave.

Types of Domestic Abuse:

- **Physical abuse** puts a parent under immense pressure, particularly when making the decision to leave their abuser. It is likely that they will fear their abuser will find them and harm, even kill, them and the children - they have probably been threatened many times. Actually, these fears are well founded; many victims/survivors suffer abuse when they are no longer living with their abuser.
- **Sexual abuse** can result in gynaecological diseases and other problems including unwanted pregnancies, exhaustion and miscarriage.
- **Emotional/Psychological abuse and social isolation** are equally debilitating. Victims may have low self-esteem and a severe lack of confidence. If they have been totally controlled they may be unaware that help is available. Deprived of friends, with no support network and possibly facing a language barrier if they are from a black or minority ethnic background, they may feel incapable of leaving their abuser.
- **Financial abuse** gives rise to practical difficulties that may also make the decision to leave extremely difficult. They may believe that they have no where to go. If they have been financially dependent on their abuser for a significant period of time they may feel unable to cope financially or they may not be able to access any financial support of their own.

Even if they are financially independent, the decision to enter temporary accommodation, whether refuge, temporary supported housing or a bed and breakfast, will often mean that they will have to leave all their belongings behind - including pets. This is especially difficult where their child has disabilities and the home has been adapted to suit the child's needs. Also, their children will more than likely have to go through the disruption and upset of changing schools. The difficulty of the decision can also be compounded by the fact that the children may still love both of their parents and the stress of breaking up the family unit can often prove too much.

“ At home we were not allowed to play outside. The phone was incoming calls only ... he didn't let us socialise with anyone. ”



What Impact Does Domestic Abuse Have on Children and Young People?

In every school in Wales there are pupils who have experienced or who are living with domestic abuse. Older children, in particular, often try to step in to protect their abused parent or siblings, risking injury in the process. Children and young people are also at risk of being hit by objects aimed at the victim. Sometimes they will try to find a place to stay out of the way but at other times the severity of the situation will cause them to try to get help. Any child or young person who lives in a home where domestic abuse is taking place is personally at a higher risk of systematic physical abuse. Many children and young people who have witnessed domestic abuse have also talked about the emotional impact it has had on them witnessing aggressive or violent behaviour between the two adults in their lives.

For a child or young person, experience of domestic abuse can give rise to a whole range of feelings including:

- Confusion
- Distress
- Anger (particularly important for boys, who may be more likely to express anger at their inability to protect the victim or their role in the abuse)
- Guilt
- Helplessness
- Worry
- Isolation

It can impact on many aspects of life. It can affect a pupil's ability to concentrate on their school life and work, and it can have profound long-term consequences for their education, development and well-being.

Disruptive behaviour at times may also indicate some underlying issues.

Some children affected by domestic abuse will have a poor school attendance record. Further guidance is available from the Welsh Assembly Government : 'Statutory Guidance: To help prevent children missing from education'. There is also available a practical toolkit - 'To help identify children missing from education'.

Another form of domestic abuse is forced marriage. Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. Forced marriage for those under the age of 18 is child abuse and for the child can mean rape on a regular basis. (Further information is available: 'Multi-agency practice guidelines: Handling cases of Forced Marriage')

www.fco.gov.uk/forcedmarriage

“ Negative feelings stay with you forever, I can see the door swinging off ... I can see him shouting and screaming ... it could have happened three years ago but when I think about it - it's like its happening right now. ”

What Problems Do Children and Young People Escaping Domestic Abuse Face?

Escaping domestic abuse often involves changing schools. This can be on either a temporary or permanent basis. In some cases it can happen on several occasions. The transition experience is made worse where a school fails to meet the particular needs of children and young people who are entering, living in, or leaving refuge or other temporary accommodation.

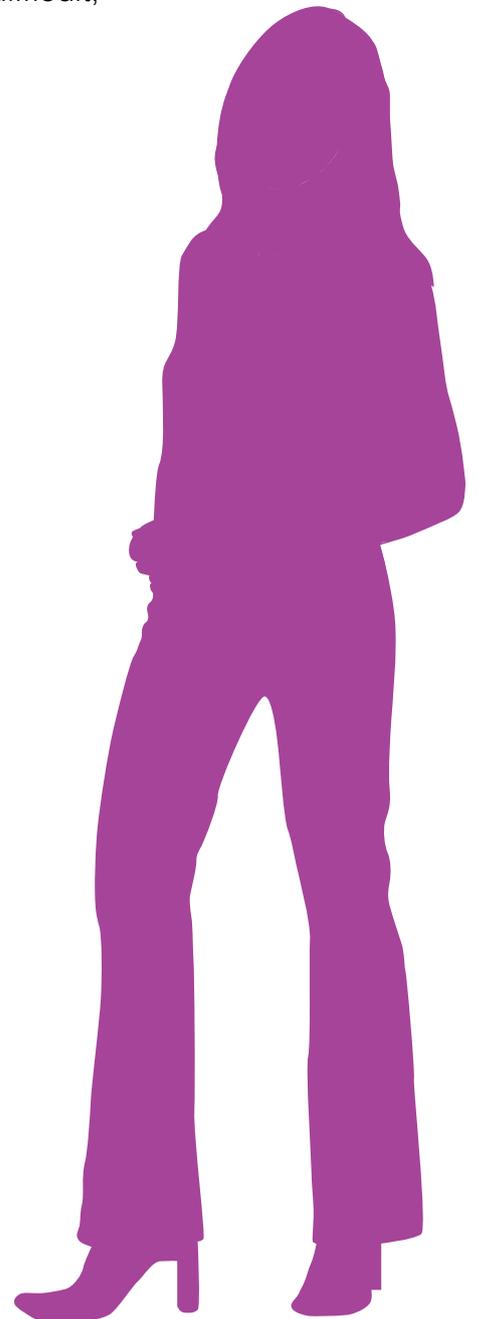
It is important that schools understand and empathise with children and young people who are coping with the difficulties and added stress of living in refuge or other temporary accommodation:

- friends are often unable to visit, leaving them feeling socially isolated;
- they may experience bullying;
- financial pressures may prevent them participating in school trips or extra curricular activities.

They may have to cope with practical difficulties too:

- having to travel further to access a new school may mean that they do not always get to school on time;
- finding a quiet place in which to do homework may be difficult;
- completing homework may be hard without access to a computer and other resources;
- coursework may have had to be left behind;
- it may be impossible to continue the same exam option;
- school may have to be missed to attend court;
- in some refuges there is no accommodation for boys above a certain age and this can be disruptive.

“ The refuge is lovely; I feel safe ... you can run free. [I have written] a logo on the computer ... ‘Together we can reach our target’. ”



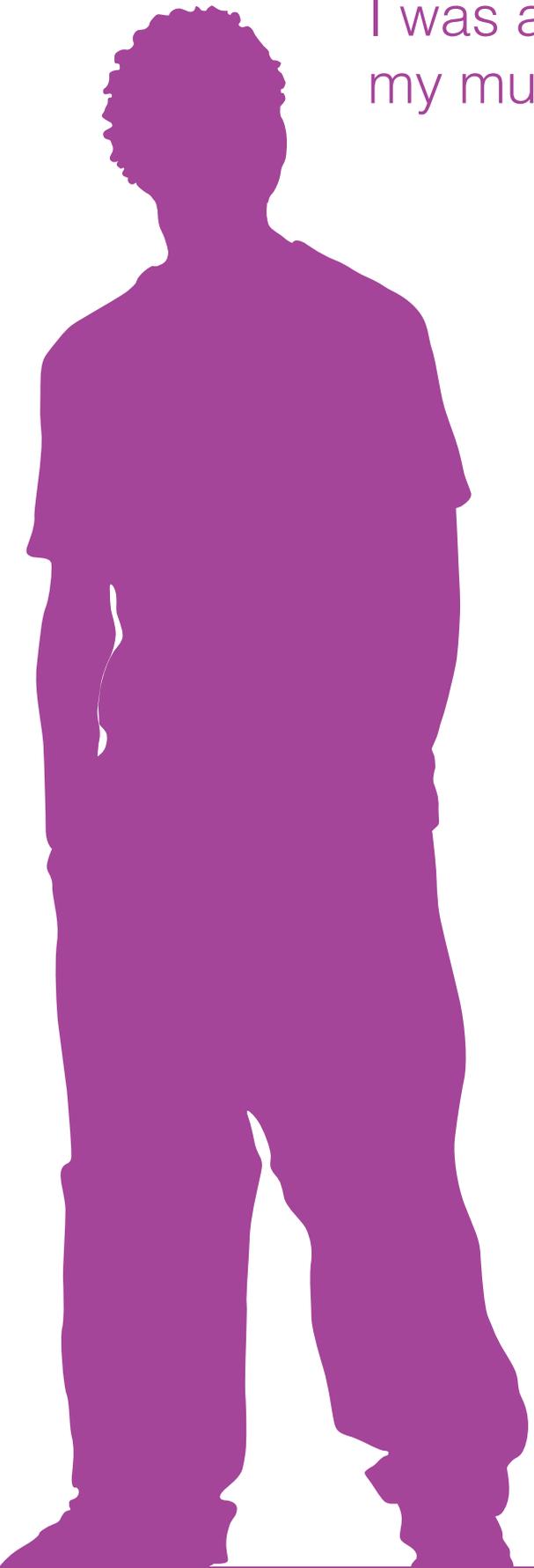
Section 3: Identification

Indicators

Children and young people are individuals and their hurt will manifest in a wide range of ways. All school site staff and people who work with young people should familiarise themselves with the following indicators which are illustrative rather than 'all inclusive':

- Unexplained injuries
- Seasonally inappropriate clothing that covers up such injuries e.g. long sleeved jumper in the summer
- inability to concentrate
- Low self esteem
- Suicidal actions/ thoughts
- Fear
- Anger
- Withdrawal
- Confusion
- Poor social skills/ highly developed social skills
- Shame
- Helplessness
- Insecurity
- Self harm
- Troublesome behaviour/perfect behaviour
- Sadness
- Tension
- Nervousness
- Depression
- Weight loss
- Lack of trust
- Criminal behaviour
- Truancy/running away
- Bullying/victim of bullying
- Substance misuse
- Secretive about family life
- Advanced maturity/sense of responsibility
- Aggression/anger toward a parent/ siblings
- Protective of a parent and or siblings
- Attending school late/ staying late after school
- Not taking part in extra-curricular activities
- Faking illness to stay away from school/ attending school even when ill
- Unexplained bruises
- Children who are delivered and collected from schools when it is no longer age appropriate

In particular, schools should be aware that disruptive behaviour might be a direct response to a pupil experiencing domestic abuse at home. However, signs in children and young people may not be linked to domestic abuse at all and the symptoms could indicate other unrelated problems.



“ It [domestic abuse] just takes over ... I couldn't concentrate, I was always worried about my mum ... ”

Knowledge and Understanding

It is essential to understand the dynamics of different lifestyles, parenting practices and the impact of domestic abuse on different communities. Cultural stereotyping results in cultural misunderstandings and consequentially children and young people who are suffering domestic abuse in black and minority ethnic communities can go unidentified. Cultural assumptions are dangerous whereas cultural knowledge is empowering - it is key to effective intervention. **DOMESTIC ABUSE IS UNACCEPTABLE IN ANY CULTURE.**

“ ... my dad lectured us for hours ... he would hit my mum and then say 'do not let anyone treat you like this'. All our family and neighbours knew what was happening to us but they didn't do anything - they just accepted it. ”

Section 4 : Referral

What Should I do if I Suspect a Child or Young Person is Suffering Domestic Abuse?

Domestic abuse in any family unit that includes children is a child protection issue and should be dealt with using the relevant child protection procedures.

Telling a member of staff that they are suffering domestic abuse is problematic for most children and young people. Some will have agreed with their abused parent to deny that domestic abuse is taking place and this in turn makes it very hard to tell a member of staff. Others, depending on age, may not fully realise that their experience at home is something that others are not experiencing. Some children and young people may also not want to break up the family - older children in particular may fear being removed from the family home or fear what may happen to their parents. For others, their cultural upbringing may make it difficult to disclose: it is common for children and young people from some ethnic minority communities to turn to aunts and uncles for advice and help rather than any official figure such as a teacher. As for a child or young person who is living in a 'tight-knit' relatively closed ethnic minority community, it may be unlikely that he/she will tell anyone at all. Any or all of these issues may be present and can lead to a child or young person feeling confused and conflicted about what course of action they want to take. This is why appropriate intervention is crucial.

If you suspect that any child or young person is suffering domestic abuse you should make a referral to the appropriate person. Within the school environment this will be the designated child protection person who will be familiar with the advice available and the procedures to be followed. **Do not doubt your suspicion/opinion, always err on the side of caution - you must pass your concerns to the designated person.** Their name and contact details should be familiar to **all site staff** and not just teaching staff.

Disclosure - Listening to Children

Children and young people who report to a member of staff that they are suffering domestic abuse must be listened to and heard, whatever form their attempts to communicate their worries take.

The following points provide guidance on how to deal with a child or young person who makes a disclosure:

- ensure a safe environment that is conducive to the child or young person sharing their confidences, this will reduce the opportunity for them to feel threatened or worried;
- the child or young person should be listened to but not interviewed or asked to repeat the account. Avoid questions, particularly leading questions;
- the child or young person should not be interrupted when recalling significant events;
- all the information should be noted accurately, including details such as timing, setting, who was present and what was said, in the child or young person's own words;
- care should be taken not to make assumptions about what the child or young person is saying or to make interpretations;
- listening to means just that; on no account should suggestions be made to children or young people as to alternative explanations for their worries;
- the written record of the disclosure should be signed and dated by the person who received them as soon as practicable;
- all actions subsequently taken should be recorded;
- immediately report your concerns to the designated child protection person.

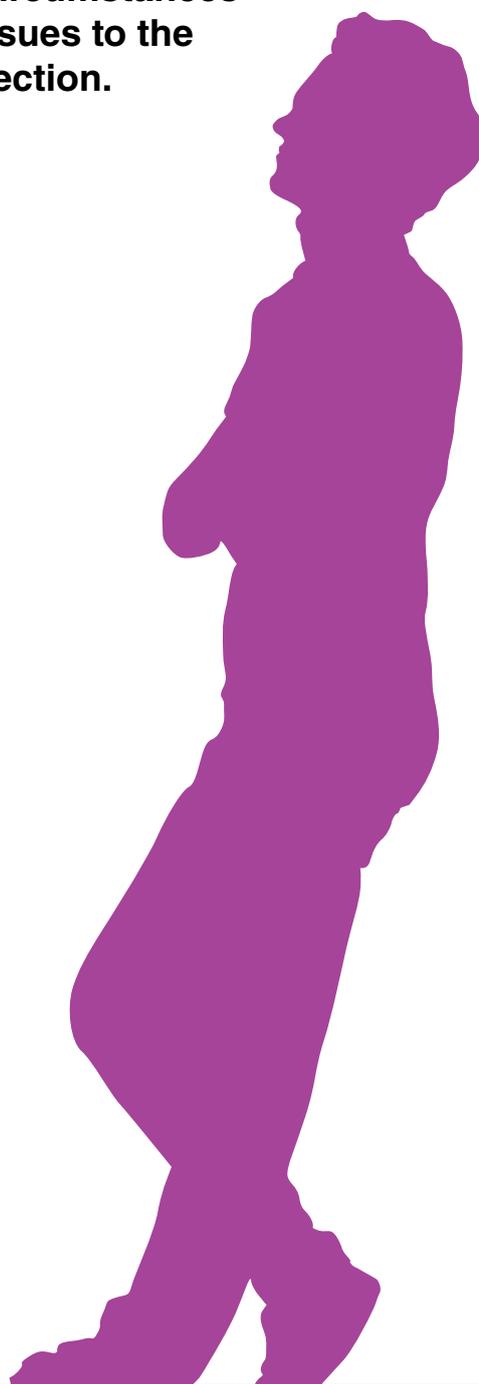
A member of staff must not promise confidentiality to a pupil who makes a disclosure. In responding to a child or young person who makes a disclosure, account should be taken of the age and understanding of the child or young person and whether the child or young person may be at risk of significant harm. While acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to the child or young person who approaches him/her asking for confidentiality that, he/she will need to pass on what has been told so as to ensure the protection of the child or young person, in accordance with the local procedures agreed by the Local Safeguarding Children Board (LCSB) and the All Wales Child Protection Procedures. Within that context, the child or young person should then be assured that the matter will be disclosed only to people who need to know about it. The support needs of a child or young person who express concerns about significant harm should be considered and met, utilising resources within and/or beyond the school as necessary.

Children or young people with additional learning needs and/or communication difficulties may not always be able to disclose when they are suffering abuse. These children/young people are particularly vulnerable and staff need to be aware of physical signs, changes in behaviour etc. which may be indicative of different types of abuse - not just physical. This is key in cases where a child with a disability needs support for self care/intimate personal care etc. Implications for schools include the need to work on communication/empowerment and advocacy.

The principles and issues implicit in the above guidance should have been discussed at the local level by the headteacher and designated child protection person with the Local Authority lead officer, Social Services Department and the LSCB.

It is not advisable for you to discuss the circumstances with mum or dad - you should refer any issues to the person designated to deal with Child Protection.

“ At school we formed our own society ... there were five of us and we used to discuss it [domestic abuse] with our friends ... eventually I told my teacher. ”



Section 5: Practical Steps

How Can Schools Meet the Needs of Children and Young People Experiencing Abuse?

Inter-agency co-operation and sharing of information is an essential part of any professional response to domestic abuse. The welfare of a child or young person is better protected where a school establishes working partnerships with other agencies working in the field.

Sharing information between professionals in order to safeguard children is acceptable and does not contravene the Data Protection Act. Safeguarding Children: Working Together Under the Children Act 2004 provides comprehensive - non-statutory - guidance on information sharing.

Children and Young People's Framework Partnerships, Local Safeguarding Children Boards, Community Safety Partnerships and Domestic Abuse Fora are established across Wales and are working together to improve safeguards for victims and their children.

National Assembly for Wales Circular 30/2006 (See Appendix 1 for website link) places a requirement of governing bodies of maintained secondary and feeder primary schools to draw up plans to facilitate the transition of pupils from primary to secondary school. Transition Plans might include information likely to impact on successful transfer, social or academically, such as identifying pupils' personal and social needs as well as sharing information about their attendance and behaviour.

It is good practice for schools to make a 'Statement of Intent' to work in partnership with refuges, temporary supporting housing schemes and other agencies to ensure that the transition to a new school is made as easy as possible.

Practical support can also be provided within the school:

- Children looked after by local authorities must be given highest priority for school places when applying within the normal admissions round and must be admitted to an appropriate school, even if it is full, when applying outside the normal round.
- Looked after children arriving after the normal round will be treated as permitted exceptions if the class exceeds 30.
- A lack of previous school information shouldn't be an obstacle to settling a child or young person in a new school.

- It's important to deal sensitively with a child's or young person's introduction to a new school - children and young people escaping violence want to be treated in an equal manner but at the same time they need teachers to empathise with their particular circumstances.
- Make sure a child or young person doesn't feel isolated when he/she starts school.
- Implement a mentoring scheme for all new pupils to provide support and stability.
- Make sure that all staff are made aware of the child or young person's circumstances so that any behavioral problems are treated appropriately.
- Recognize the benefits of out-of-school learning opportunities.
- Understand that there can be problems meeting the costs of school trips or extra-curricular activities.

It is not uncommon for abusers to approach schools for information in an attempt to track down family members. Never disclose any information that could jeopardise their safety: the security of all persons staying in refuge is paramount.

- Respect confidentiality.
- Exercise caution when issuing school press reports with the inclusion of photographs and information on individual pupils.

“ The refuge is really nice ... I feel safe now knowing he does not know where we are. ”

What Action Could Schools, Youth Groups and Voluntary Organisations Take to Prevent Domestic Abuse?

Prevention work with children and young people in schools and youth work settings serves a dual purpose. First, it promotes positive values - helping to bring about a change in attitude and influencing future behaviour. Second, it arms children and young people with essential skills and abilities - facilitating emotional-well being.

The Surrounding Issues

To be successful in reducing the incidence of domestic abuse in Wales will require schools, youth groups and voluntary organisations in particular to engage with children and young people to explore the pertinent issues surrounding domestic abuse, for example:

- children's rights
- care
- mutual respect
- equality
- fairness
- negotiation
- co-operation
- expectations in relationships
- parenting skills
- racist abuse
- homophobic abuse
- bullying
- gender stereotyping
- violence
- conflict/conflict resolution

Domestic Abuse and the school curriculum

It is important that schools tackle the issue of domestic abuse. Domestic abuse is common but wrong. This knowledge in itself can bring comfort to any child or young person who has suffered or who is suffering domestic abuse at home.

Prevention work should be integrated where practicable into all aspects of school life and addressed at all appropriate points in the curriculum, for example in English, Welsh, Religious Education and Personal and Social Education (PSE).

High quality PSE helps to create a positive school ethos where pupils have a safe environment in which to learn and have the opportunity and confidence to share concerns with others. Discussing the issues and listening to the views and opinions of peers can help change attitudes and provide support for those who are suffering domestic abuse. When discussing domestic abuse within PSE or any school context, it is important to be aware that children and young people could be at different stages of abuse: some will have experienced domestic abuse, some will be experiencing domestic abuse and some will experience domestic abuse in the future.

Active citizenship promotes that learners should be given the opportunities to:

- Develop respect for themselves and others.
- Value families and friends as a source of mutual support.
- Value diversity and recognize the importance of equality opportunity.
- Participate in school life.

And understand:

- Their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities.
- How injustice and inequality affect people's lives.

Health and emotional well-being promotes that learners should be given the opportunity to:

- Take increasing responsibility for keeping the mind and body safe and healthy.
- Feel positive about themselves and be sensitive towards the feelings of others.

And understand:

- The importance of personal safety
- What to do when feeling unsafe.

(Personal and social framework for 7-19-year-olds in Wales: www.wales.gov.uk/personalandsocialeducation).

During and after lessons teachers should look out for specific indicators of domestic abuse which can include:

- aggressive behavior towards the materials used;
- willingness/unwillingness to participate;
- mood swings;
- acting withdrawn;
- relaying of specific stories or incidents.

“ Just before we left he had begun to lock us in the house all the time. He wanted to control us and that made me really angry. I told him he shouldn't do that to us, but he would not listen and he is a very strong man. ”

It is vital that children and young people are signposted to relevant, up-to-date helpline information.

The Assembly Government recommends that schools, youth groups/voluntary organisations display appropriate available domestic abuse leaflets and posters.

Schools and youth groups/voluntary organisations can respond to domestic abuse in a variety of ways:

- as part of the 'Statement of Intent', schools could draw up with pupils a 'Mission Statement' to address domestic abuse;
- ensure that people with designated child protection responsibilities are trained to deal with domestic abuse issues and are confident in making a referral;
- include domestic abuse as part of the wider training in and whole school policy for Child Protection;
- become involved in multi-agency training and local Domestic Abuse Fora;
- use specific educational material to help children and young people understand the realities of domestic abuse. Examples of good practice can be found on the Welsh Assembly Government's web site, www.wales.gov.uk/domesticabuse (detailed at appendix 1);
- make use of contemporary materials. Materials available from the BBC (www.bbc.co.uk/relationships/domestic_violence/) could be especially useful to engage young people in discussion about domestic abuse;
- use visual stimulation - both videos and theatre work can be particularly useful to reach any child who is trying to learn a new language. However, it is important to understand that this medium can be particularly emotive;
- be aware that disclosure can come through other mediums, for example story writing and artwork;
- bring in individuals or groups such as Welsh Women's Aid, the Police and Hafan Cymru to talk to children and young people;
- ensure that the domestic abuse helpline number (**All Wales Domestic Abuse 24-hour Free-phone Helpline 0808 80 10 800**) is listed in relevant Pupil materials, for example homework diaries or school planners.

“ I wasn't allowed to read books but I used to sneak them in and read them under my bed ... but he'd rip them up and say they were evil ... but you have to use your imagination don't you? There is nothing wrong with 'Charlie and the Chocolate Factory' is there? ”

Who can you go to for Support or Help?

Tackling domestic abuse can be stressful especially if you or someone known to you is personally experiencing domestic abuse at home. If you need advice or support there are agencies which can help you. A list of telephone numbers for agencies that can offer immediate help and support can be found at Appendix 2.



“ If I was angry I wouldn't bully anyone. He [dad] has a big temper and he tries to be big but inside he is very small. ”

Appendix 1

Available Resources

Can be found at:

Welsh Assembly Government website:

www.wales.gov.uk

Statutory Guidance: To help prevent children missing from education’.

Practical toolkit - ‘To help identify children missing from education’.

<http://wales.gov.uk/publications/accessinfo/drnewhomepage/educationdrs2/educationdrs2009/schlcounslngoptoolkit/;jsessionid=vYG6K6vfzNFx4SRbZpShF3Gx0FJ3qZGtBMcWsjY7GvPGPxykJ945!469745487?lang=en>

Circular 30/2006

www.wales.gov.uk/topics/educationandskills/publications

The following document is guidance for all the statutory partners of the Local Safeguarding Children Boards and provides information on a range of child safeguarding issues.

Safeguarding Children: Working together under the Children Act 2004 (Circular 12/2007)

<http://cymru.gov.uk/publications/circular/2007/1637402/;jsessionid=wynCKJdJmRy4cLnQSzL5TDNJLNVhRMjXyzyh1LkGnNJRRbkRTZm7!-845036832?lang=en>

Personal and Social Education Framework for 7 to 19-year-olds in Wales:

www.wales.gov.uk/personalandsocialeducation

All Wales Child Protection Procedures

www.ssiacymru.org.uk/index.cfm?articleid=298

Safeguarding Children in Education Circular 05/2008

www.wales.gov.uk/publications/circulars/2008/safeguardingchildren

BBC Website

www.bbc.co.uk/relationships/domestic_violence/

Forced Marriage: Multi-agency practice guidelines: Handling cases of Forced Marriage

www.fco.gov.uk/forcedmarriage

Appendix 2

Helpline Numbers

All Wales Domestic Abuse 24-hour Free-phone Helpline

(Offering support to women, men and children)

Tel: 0808 80 10 800

Website: www.walesdomesticabusehelpline.org

NSPCC

Tel: 0808 800 5000

Website: www.nspcc.org.uk

Childline

Tel: 0800 1111

Website: www.childline.org.uk

Children in Wales

Tel: Head Office 029 2034 2434

Tel: North Wales 01286 677570

Website: www.childreninwales.org.uk

Black Association of Women Step Out (BAWSO)

(Offering support to black and ethnic minority women)

Tel: 029 20644633

New Pathways Rape and Sexual Abuse Services

Tel: Merthyr Tydfil 01685 379310

Tel: Risca Office 01495 233972

Tel: Swansea 01792 206885

Tel: Carmarthen 01267 235464

Rape and Sexual Abuse Service

Tel: North Wales 01407 724469 Ext 83938

Minority Ethnic Women's Network Wales (MEWN Cymru)

Tel: 029 2040 4445

Email: administration@mewn-cymru.org.uk

Henna Foundation

Tel: 029 2049 6920

Email: hennafoundation@btinternet.com

Website: www.hennafoundation.org

Forced Marriage Unit

Tel: 020 7008 0151 (out of hours: 020 2048 9800)

Website: www.fco.gov.uk/forcedmarriage

Samaritans (Cardiff)

Tel: 029 2034 4022

Hafan Cymru

(Housing Association dedicated to preventing abuse and promoting independence for women, men and children)

Tel: 01267 225555

Website: www.hafancymru.co.uk

Welsh Women's Aid

(Lead Agency offering support to all Welsh women and children who are experiencing domestic abuse)

Tel: Aberystwyth 01970 612748

Tel: Rhyl 01745 334767

Tel: Cardiff 029 2039 0874

Website: www.welshwomensaid.org

Women's Safety Unit

(Providing access to a range of effective and immediate support services)

Tel: 029 2022 2022

Project Dyn

(Male advice line and support service)

Tel: 0808 801 0321

Website: www.dynproject.co.uk

Man Kind Initiative

(A charity that supports male victims of domestic abuse across the UK)

Tel: 01823 334244

Website: www.mankind.org.uk

RESPECT helpline

(A support service for perpetrators of Domestic Abuse)

Tel: 0845 122 8609

Website: www.respect.uk.net

Relate

(Provides children and young people a counselling service for any young person who is having problems at home)

Tel: 0300 100 1234

Website: www.relate.org.uk

Stonewall Cymru

(Launched an Education for All campaign to tackle homophobic bullying in Welsh schools)

Tel: 08000 502020

Website: www.stonewall.org.uk/cymru