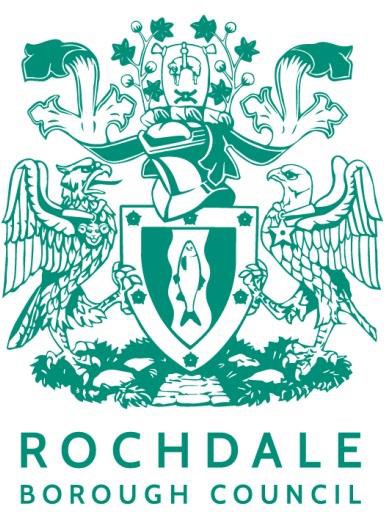
**Rochdale Children’s Domestic Abuse Toolkit Guidance**

**Created 2022**

**Updated 2024**



# Table of Contents

Page No.

|  |  |
| --- | --- |
| **INTRODUCTION** | 3 |
| **WHAT IS DOMESTIC ABUSE:** | 4 |
| Definition of domestic abuse | 5 |
| The Impact of domestic abuse on children and young people | 5 |
| **WHY SETTINGS SHOULD RESPOND TO DOMESTIC ABUSE:** | 7 |
| Safeguarding | 7 |
| Ofsted | 7 |
| Responding to domestic abuse | 8 |
| Responding to domestic abuse flow chart | 9 |
| **WHAT CAN SETTINGS DO TO RESPOND TO DOMESTIC ABUSE:** | 11 |
| Professional curiosity | 11 |
| Asking the question | 12 |
| Disguised compliance | 12 |
| DASH Risk Assessment and MARAC | 12 |
| Notification processes | 14 |
| Safety advice and planning | 14 |
| Local and national domestic abuse support agencies | 16 |
| Training available for Rochdale schools and educational settings | 18 |
| **Further information:** | 18 |
| **Appendices:** | 19 |
| 1 – Associated forms of domestic abuse & referral pathways | 20 |
| 2 - Domestic abuse policy template | 27 |
| 3 – Resources to use with children and young people - PT 2 of the toolkit (separate document) | |

# INTRODUCTION

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

Rochdale Council would like to acknowledge the support offered by Lincolnshire City Council to Rochdale’s community safety and resilience service which supported the development of this Domestic Abuse Tool Kit. Recognition is also given to the contributions from; Children’s Social Care, Children’s Special Educational Needs Team (SEND), Rochdale Women’s Welfare Association, Victim Support, Safenet, Rochdale Connections Trust, Children’s Society, WHAG and Rochdale Council Education Safeguarding officers.

By working together in Rochdale, we can aim to:

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

This document provides all staff with advice and guidance for identifying and responding to domestic abuse. That could include; young people in unhealthy relationships, children and young people who are affected by domestic abuse or parents who disclose abuse to a staff member or service volunteer.

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

* + Keeping Children Safe in Education; Statutory Guidance for schools and colleges. [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
  + Rochdale Borough Safeguarding Children Partnership, Multi-agency procedures: [Rochdale Safeguarding Partnership Board - Multi-Agency Policy and Procedures](https://rochdalesafeguarding.com/professionals/multi-agency-policy-and-procedures)
  + Your own service will have internal policies and procedures for you to follow. Each service has a duty to ensure a safeguarding policy and procedure is in place.

# What is domestic abuse?

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

# Definition of Domestic Abuse

The statutory definition of domestic abuse is:

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

1. A and B are each aged 16 or over and are personally connected to each other, and
2. the behaviour is abusive.

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

1. Physical or sexual abuse;
2. Violent or threatening behaviour;
3. Controlling or coercive behaviour;
4. Economic abuse (see below)
5. Psychological, emotional or other abuse;

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

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

1. Acquire, use or maintain money or other property, or
2. Obtain goods or services.

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

1. They are, or have been, married to each other;
2. They are, or have been, civil partners of each other;
3. They have agreed to marry one another (whether or not the agreement has been terminated);
4. They have entered into a civil partnership agreement (whether or not the agreement has been terminated);
5. They are, or have been, in an intimate personal relationship with each other;
6. They each have, or there has been a time when they each have had, a parental relationship in relation to the same child (see subsection (2));
7. They are relatives.

# The impact of domestic abuse on children and young people

**The Domestic Abuse Act 2021, recognises children as victims in their own right.**

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

As staff working with children, you may witness these behaviours on a regular basis and can see the changes first hand. The table below shows some of these behaviours and symptoms that can affect a child/young person and some of the issues they may experience which require support.

|  |  |
| --- | --- |
| **When living with domestic abuse** | **When leaving domestic abuse** |
| Safety | |
| * Injury/threats if attempts to intervene * Having to leave the house to get help or be safe * Running away * Being injured before birth, or as a baby * Self-harming in order to cope | * Heightened risk of harm and homicide * Continued threat from the abusive person * Continued contact with abusive parent/carer through a 'Contact Order' * Greater risk to health and safety when in temporary accommodation * At greater risk of being killed at this point or in the first few months |
| Education | |
| * Erratic school attendance * Late to school | * Disturbed sleep pattern leading to a loss of concentration * Not getting a new school place |

|  |  |
| --- | --- |
| * Attending school when ill because they do not want to be at home * Faking illness to stay at home to protect abused parent/carer * Disturbed sleep pattern leading to a loss of concentration * Unable to access learning * Concentrating extra hard to escape * Not being able to take part in extra-curricular activities * Changes to behaviour, displaying distressed behaviour/ dysregulation etc. * Exceptionally good behaviour and high achievements | * Late to school because of new accommodation * Missing school for court appearances * Unable to access learning * Reduced finances affecting ability to buy uniform or take part in extra-curricular activities * Risk to abduction because they can be found via the school or educational setting the child attends |
| Emotional Health and Development | |
| * Restricted access to health care * Restricted access to food and clothing * Unwilling or unable to bring friends home * Erratic school attendance * Disturbed sleep patterns * Altered brain development * Living with conflict and tension * Distorted vision of relationships * Being forced to take part in abuse of parent/carer * Upset at death/injury of pet | * Not being able to see friends and family * Possible loss of a pet, possessions and all that is familiar * Stigma of being in temporary accommodation * Loss of access to activities e.g. sport or drama * Finances can improve or get worse * Maybe subject to a child protection investigation * Disturbed sleep pattern * Stress related illness and/or behaviours |

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

**Why settings should respond to domestic abuse:**

Schools are often best placed to observe when children and young people are affected by domestic abuse as they have regular contact and are able to notice changes in behaviour and emotions.

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

Other services that work with children are also in a good position to recognise signs of domestic abuse and refer children and young people to local services to support their mental health and well-being or to provide in-school support.

# Safeguarding:

Domestic abuse is a safeguarding issue, therefore schools have a duty of care for all its students to keep them safe from harm under the Education Act of 2002. The Department for Education **Keeping Children Safe in Education 2021 –** [Keeping](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) [children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) recognises domestic abuse as a specific safeguarding issue and therefore it is important that schools identify it within their safeguarding policy and ensure all staff are aware of the procedures in regards to safeguarding children from domestic abuse.

# Safeguarding responsibility for the voluntary, charity and private sectors

This statutory guidance sets out the responsibilities of individual organisations responsibilities under [Section 11 of the Children Act 2004](http://www.legislation.gov.uk/ukpga/2004/31/section/11). These duties, as applied to individual organisations and agencies, and are set out in [Working together to safeguard](https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [children 2023: statutory guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) The responsibilities include:

* Clear safeguarding policy
* Culture of listening to children
* Safe and skilled workforce – including safer recruitment
* A named safeguarding lead (and deputy)
* Access to safeguarding training

# Ofsted:

As a part of every inspection, Ofsted will review and report on whether safeguarding arrangements are effective. Within the judgement on leadership and management, inspectors will consider the culture of safeguarding - how organisations identify individuals who may need early help or who are at possible risk of harm; help learners reduce their risk of harm by;

Securing the support they need, or referring in a timely way to those who have the expertise to help.

Ofsted will also carry out inspections of care, voluntary organisations where children are being offered a service to ensure safeguarding procedures are implemented.

# Responding to domestic abuse

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

* + Keep children as the focus in terms of any concerns about domestic abuse.
  + Always act to safeguard the child as per school and Rochdale safeguarding procedures.
  + Ensure that all disclosures, reports and indicators of domestic abuse are acted upon in accordance with this protocol and local safeguarding procedures (see ‘Risk Assessment’ section)
  + Ensure that lessons are learned from Domestic Homicide Reviews, Children’s Safeguarding Practice Reviews and Safeguarding Adults Reviews where domestic abuse is a feature;
  + Share details within the organisation of new legislation, research and best practice;
  + Work together with Rochdale Council and on publicity campaigns;
  + Develop and promote a domestic abuse policy for employees and managers in the organisation.
  + Complete a domestic abuse training needs analysis and ensure all staff receive the appropriate level of training in accordance to their role and responsibility. To be refreshed in line with local and statutory requirements.

# Responding to domestic abuse flow chart- Schools:

School is made aware of domestic abuse either by:

1. **Operation Encompass notification**
2. **Notification and telephone contact received from EHASH**
3. **Child disclosure/professional concerns**
4. **Adult disclosure (including 3rd party)**
5. **Operation Encompass Notification**
   * Review Operation Encompass notifications as priority
   * Check school records for previous history of safeguarding issues
   * Contact EHASH and relevant professionals if there are additional safeguarding concerns
   * Inform relevant staff members of the notification
   * Provide and monitor appropriate support for the child and add child to vulnerable children’s school list
   * Update the Operation Encompass notification with actions taken including behaviour and attendance progress

# Notification and telephone contact received from EHASH

* + Check school records for previous history of safeguarding issues
  + Contact EHASH and relevant professionals if there are additional safeguarding concerns
  + Inform relevant staff members of the notification
  + Provide and monitor appropriate support for the child and add child to vulnerable children’s school list
  + Add to child’s school record

# Child disclosure/professional concerns

* + Safeguarding Lead or Deputy to be informed of the disclosure/concern/ check school records for previous history of safeguarding issues
  + Contact EHASH and relevant professionals for advice and decision making about next steps
  + Explain to young person in sensitive and age appropriate manner reason for EHASH referral
  + Explain confidentiality parameter.

# Adult disclosure

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

# Third Party Disclosure – this may be a concerned friend/family member etc.:

# Safeguarding Lead or Deputy to be informed of the disclosure

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

# What an organisations do to reduce the risk and respond to domestic abuse:

**Professional curiosity**

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

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

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

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

Staff must be curious around children missing in education/group sessions and aware that this may be a potential indicator of abuse or concern. Children missing from education, groups-sessions or clubs can be so for many reasons however, with regard to domestic abuse, they could be choosing to stay at home to protect the non-abusive parent ‘OR’ they could be kept at home by the parent/s to hide the abuse from professionals.

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

# Asking the Question

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

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

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

**Basic Principles**:

Make sure that the time and place is appropriate when asking the question e.g. not when they have another appointment or when there are other people around. If you suspect domestic abuse, make sure that the perpetrator is not likely to interrupt you or come into the school. If you need to complete a DASH risk assessment, make sure you have plenty of time - there are 24 risk factors to go through (please see below).

# Disguised compliance:

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

Disguised compliance can take a number of different forms and parents, adults or perpetrators can use these techniques to avoid raising suspicions, to allay

professional concerns and to delay or avoid professional intervention. Examples include

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

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

# DASH risk assessment & MARAC

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

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

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

Training on how to complete a DASH and the next steps in relation to MARAC is included in our 1 day Domestic Abuse Training, to book a place please visit: [Rochdale Safeguarding Events](https://rochdalesafeguarding.com/events)

# MARAC (Multi-Agency Risk Assessment Conference)

**A MARAC is a multi-agency risk assessment conference** that meets weekly in Rochdale. The purpose of the MARAC is for agencies to share information about `high’ risk victims of domestic violence and abuse and for agencies to work collaboratively to safeguard, and reduce the victims risk by putting in place safety measures to support victims. The MARAC is attended by key partners such as; Police, Children’s Social Care, Mental Health, Probation, Housing, etc. Victims are referred to the MARAC by a number of agencies following the completion of a DASH risk assessment tool.

The DASH Risk assessment can be completed by any agency. There are 24 questions on the DASH Risk assessment.

# High Risk

* A victim is deemed high risk in any of the following :
* If a victim scores **14** or more on the risk assessment (yes responses)
* If there have been **3** or police callouts in **12 months**
* If the abuse is escalating
* or professionals have concerns about the victims and family safety

Safeguarding Leads and staff who have a close supportive relationship with parents may be in a position to complete a DASH with a parent/adult, where he or she is unwilling to seek support elsewhere.

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

Rochdale also hold daily high risk triage meetings with Children’s Social Care and the Police to ascertain any cases that need an immediate response.

# Safety advice and planning

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

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

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

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

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

* Dial 999 in an emergency and teach your children to call 999 in an emergency, and teach them what they would need to say (for example, their full name, address and telephone number).
* Ask her/him to plan in advance how they might respond in different situations, including crisis situations.
* Think about the different options that may be available.
* Does she/he have trusted neighbours, friends or family nearby where they could go in an emergency? If so, tell them what is going on, and ask them to call the Police if they hear sounds of a violent attack.
* Rehearse an escape plan, so in an emergency victims and children can get away safely.
* Victims should pack an emergency bag for themselves and their children and hide it somewhere safe, for example, at a neighbour or friend’s house. They should try to avoid mutual friends or family.
* She/he should try to keep a small amount of money on them at all times, including change for the telephone and for transport if required.
* She/he should ensure they have a safe mobile phone, try to keep it with them and charged up.
* She/he should keep credit on her/his phone.
* She/he should set up speed dials for emergency telephone numbers.
* She/he should try to memorise telephone numbers, or keep them in a place of safety.
* She/he to have Caller ID on their telephones where possible.

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

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

**Safety planning and children**

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

# Remember:

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

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

# Local and national domestic abuse support agencies

**Local:**

Rochdale’s support services for victims, people who harm and children affected by domestic abuse includes; safe accommodation, outreach support, group-work sessions & therapeutic services.

|  |  |
| --- | --- |
| **Rochdale Specialist Domestic abuse services (single point of access)**  Phone 0161 507 9609  Email [rochdale@victimsupport.org.uk](mailto:rochdale@victimsupport.org.uk)  For details of all local provision please visit [www.rochdale.gov.uk/rochdale.gov.uk](http://www.rochdale.gov.uk/rochdale.gov.uk)  **Early Help and Safeguarding Hub (EHASH) (contact details below) For any safeguarding concerns regarding children: Tel: 0300 303**  **0440, Out of office hours - 0300 303**  **8875 -Email:** [**ehash@rochdale.gov.uk**](mailto:ehash@rochdale.gov.uk)**.** | **SARC [Sexual Assault Referral Centre]: (**Open 24 hours to all victims, regardless of whether they want to report a crime to the police or not.)  [St Mary’s Hospital Oxford Road,](https://www.bing.com/local?lid=YN1029x9568754123167390967&id=YN1029x9568754123167390967&q=St.%2BMarys%2BSexual%2BAssault%2BReferral%2BCentre&name=St.%2BMarys%2BSexual%2BAssault%2BReferral%2BCentre&cp=53.46138000488281%7e-2.22528076171875&ppois=53.46138000488281_-2.22528076171875_St.%2BMarys%2BSexual%2BAssault%2BReferral%2BCentre) [Manchester M13 9WL](https://www.bing.com/local?lid=YN1029x9568754123167390967&id=YN1029x9568754123167390967&q=St.%2BMarys%2BSexual%2BAssault%2BReferral%2BCentre&name=St.%2BMarys%2BSexual%2BAssault%2BReferral%2BCentre&cp=53.46138000488281%7e-2.22528076171875&ppois=53.46138000488281_-2.22528076171875_St.%2BMarys%2BSexual%2BAssault%2BReferral%2BCentre)  Phone 0161 276 6515 |

# National services:

|  |  |
| --- | --- |
| 24-hour national Domestic Abuse Helpline [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk/) 0808 2000 247 | Shelter [www.shelter.org.uk,](http://www.shelter.org.uk/) 0808 800 4444 |
| Forced Marriage Unit [www.foc.gov.uk/forcedmarriage](http://www.foc.gov.uk/forcedmarriage)  020 7008 0151 9am to 5pm Mon – Fri | Samaritans [www.samaritans.org.uk,](http://www.samaritans.org.uk/) 113 123 |
| Men’s Advice Line [www.mensadviceline.org.uk,](http://www.mensadviceline.org.uk/) 0808  801 0327 | Women's Aid <https://www.womensaid.org.uk/> |
| Mankind  [www.mankind.org.uk](http://www.mankind.org.uk/) 01823 334244 | National Stalking Helpline [https://www.suzylamplugh.org/pages/](https://www.suzylamplugh.org/pages/category/national-stalking-helpline) [category/national-stalking-helpline](https://www.suzylamplugh.org/pages/category/national-stalking-helpline) |

|  |  |
| --- | --- |
|  | 0808 802 0300 |
| Galop Support helpline for LGBT+ victims of domestic abuse  [www.galop.org.uk](http://www.galop.org.uk/), 0300 999 5428 | Information for children and young people:  [www.thehideout.org.uk](http://www.thehideout.org.uk/) [www.nspcc.org.uk](http://www.nspcc.org.uk/) [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk/) |

**Training**

Rochdale Borough Safeguarding Children Partnership delivers training on domestic abuse and related safeguarding topics. Training is free to people working or volunteering in Rochdale. For more details and to book please visit: [Rochdale](https://rochdalesafeguarding.com/events) [Safeguarding Events](https://rochdalesafeguarding.com/events)

# Further information:

**Information sharing with and without consent:**

**General guidance:**

Knowing when and how to share information is not always easy but it is important to get it right. Families need to feel reassured that their confidentiality is respected. In most cases, you will only share information about them with their consent, but there may be circumstances when you need to override this.

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

The seven golden rules for information sharing:

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

# Points for consideration:

* + Is there a legitimate purpose for sharing information?
  + Does the information enable a person to be identified?
  + Is the information confidential?
  + If so, do you have consent to share?
  + Is there a statutory duty or court order to share the information?
  + If consent refused/there are good reasons not to seek consent
  + Is there sufficient public interest to share information?
  + If the decision is to share, are you sharing the right information in the right way?
  + Have you properly recorded your decision?

For further details, please refer to the information sharing guidance for practitioners.

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

# Domestic Violence Disclosure Scheme (DVDS) Claire’s Law

# The Domestic Violence Disclosure Scheme (DVS’s), also known as “Claire’s Law” enables the police to disclose information to a victim or potential victim of domestic abuse about their partner’s or ex-partner’s previous abusive or violent offending.

# [Request information under Clare's Law: Make a Domestic Violence Disclosure Scheme (DVDS)](https://www.gmp.police.uk/rqo/request/ri/request-information/cl/triage/v2/request-information-under-clares-law/) application | Greater Manchester Police (gmp.police.uk)

# APPENDICES:

1. Associated forms of domestic abuse & referral pathways
2. Domestic abuse policy template
3. Resources for working with children or young people affected by domestic abuse

# APPENDIX 1

**Associated forms of domestic abuse:**

**Young people’s abusive relationships**

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

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

# Abuse through technology

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

Questions you may wish to consider:

* + Is the victim being abused in multiple ways and means?
  + How long has it been going on for?
  + Is it escalating?
  + What is the motivation of the abuser?
  + What is the victim worried will happen?
  + Mental state of the victim – are they afraid / suicidal?
  + Has the abuse impacted on their emotional well-being?

You can find more support on anxiety and metal health symptoms on the NHS website: https:/[www.nhs.uk/mentalh-health/conditions/generalized-anxiety.](http://www.nhs.uk/mentalh-health/conditions/generalized-anxiety)

# Child to parent/carer violence or abuse

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

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

**For information on ‘Break4Change’** contact 01706 924691 or email [parenting@rochdale.gov.uk](mailto:parenting@rochdale.gov.uk)

There is awareness training for professionals around CPVA which can be accessed via Rochdale Borough Safeguarding Children Partnership [Multi Agency](https://www.rbscp.org/multi-agency-training-courses/) [Training Courses | Multi-Agency Training | RBSCP](https://www.rbscp.org/multi-agency-training-courses/)

# Stalking or harassment

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

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

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

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

The most common forms of stalking are:

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

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

# Specialist Stalking Services:

|  |  |
| --- | --- |
| The National Stalking Helpline: 0808 802 0300  <http://www.stalkinghelpline.org./> | [Suzy Lamplugh Trust](https://www.suzylamplugh.org/am-i-being-stalked-tool)- Paladin National Stalking Advocacy Service: [https://paladinservice.co.uk](https://paladinservice.co.uk/) |
| Alice Ruggles Trust<https://alicerugglestrust.org/> |  |

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

# Child sexual exploitation and domestic abuse

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

If you are concerned that a child, or young person may be a victim or at risk of Child Sexual Exploitation (CSE), then you should consult with The Complex Safeguarding Team on; 0300 303 0350.

If you believe, a child/young person is at immediate risk this should be reported immediately to the Police:

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

# Forced Marriage

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

For forced marriage cases please follow guidance as detailed in the Greater Manchester Safeguarding Procedures Manual: [5.8.3 Forced Marriage and So-](https://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html?zoom_highlight=forced%2Bmarraige) [called ‘Honour Based Violence’](https://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html?zoom_highlight=forced%2Bmarraige)

It’s strongly recommended that staff consult the multi-agency practice guidelines on the forced marriage: [Multi-agency statutory guidance for dealing with forced](https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible?_hsenc=p2ANqtz-88pmvH1ax6MgYReYKwttWqNOX9iEZ6ytckpeFVdi6ncWzNUwHiip3MhCTyLeGvo_oCJgCu) [marriage and multi-agency practice guidelines: Handling cases of forced marriage](https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible?_hsenc=p2ANqtz-88pmvH1ax6MgYReYKwttWqNOX9iEZ6ytckpeFVdi6ncWzNUwHiip3MhCTyLeGvo_oCJgCu) [(accessible version) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible?_hsenc=p2ANqtz-88pmvH1ax6MgYReYKwttWqNOX9iEZ6ytckpeFVdi6ncWzNUwHiip3MhCTyLeGvo_oCJgCu)

Additional support is available by contacting the Forced Marriage Unit: [**National**](https://www.gov.uk/guidance/forced-marriage#forced-marriage-unit)[**Guidance – Forced Marriage Unit**](https://www.gov.uk/guidance/forced-marriage#forced-marriage-unit)

[**Forced Marriage Protection Orders**;](https://www.gov.uk/apply-forced-marriage-protection-order) have been introduced to protect victims from being forced into marriage.

# Honour based abuse and violence (HBAV)

**What is HBAV?**

The National Police Chiefs’ Council have provided a definition which states that HBAV is:

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

# Forms of HBAV

HBAV can take many forms:

Domestic abuse / violence, sexual harassment, assault & rape, psychological abuse, child abuse, kidnapping, false imprisonment, Female Genital Mutilation (FGM), threats to kill, forced marriage, coercive controlling behaviours, stalking, house arrest, servitude, isolation from family

and community, denial of further education/employment, excessive restrictions on freedom and social activities, abandonment or sending someone back to their country of origin, dowry abuse, forced suicide and murder/“honour killing”.

# One chance rule

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

# Responding to HBAV

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

# Useful links and guidance:

* + RBSCP 7 Minute Briefing Forced Marriage: [https://rochdalesafeguarding.com/assets/c31bdc8b/forced\_marriage\_-](https://rochdalesafeguarding.com/assets/c31bdc8b/forced_marriage_-_18.05.2021.pdf)

[\_18.05.2021.pdf](https://rochdalesafeguarding.com/assets/c31bdc8b/forced_marriage_-_18.05.2021.pdf)

* + RBSCP Honour Based Abuse and Violence web-page: [Rochdale Safeguarding Partnership Board - 'Honour’ based Abuse/Violence](https://rochdalesafeguarding.com/p/what-is-abuse-and-neglect/honour-based-abuseviolence-hba-v)
  + [Greater Manchester HBAV guidance](https://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html)

# Female genital mutilation [FGM]

Female genital mutilation (FGM) is a procedure where the female genitals are; deliberately cut, injured or changed, but there is no medical reason for this to be done.

It's also known as female circumcision or cutting, and by other terms, such as; sunna, gudniin, halalays, tahur, megrez and khitan, among others. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

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

For any FGM cases please refer to Greater Manchester’s safeguarding guidance & procedures: <https://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html>

If you know someone in immediate danger, contact Rochdale Police. If you believe a child or young person under the age of 18 years might be suffering, or is likely to suffer significant harm (including any mistreatment or abuse), contact the

Children Services via our **Early Help and Safeguarding Hub (EHASH) (contact details below)**

For FGM specialist support locally, please visit [The Guardian Project (nestac.org.uk)](https://www.nestac.org.uk/the-guardian-project) [www.rochdale.gov.uk/domesticabuse](http://www.rochdale.gov.uk/domesticabuse)

# Diversity:

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

* + Cultural and language barriers
  + Disability
  + Lesbian, Gay, Bisexual & Transsexual (LGBT)
  + Male victims
  + Older people

# Cultural and language barriers

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

Some families may need interpreters, such as physical (British Sign Languages) or verbal.

# Disability

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

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

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

People with care and support needs who are experiencing domestic abuse can be referred to;

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

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

There are a number of aspects unique to LGBTQ+ domestic abuse. The people who harm may threaten to ‘**out’** the victim to friends, family, colleagues, and others as a method of control. For some people they may have, been led to believe that they are experiencing this abuse because they are lesbian, gay, bisexual, or transgender. In addition, a lot of national publicity about domestic abuse has historically been about heterosexual relationships, which could mean that there is a lack of understanding of domestic abuse by people in same sex relationships.

For more information on LGBTQ+ visit the [Galop website](http://www.galop.org.uk/domesticabuse)

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

# Male victims

Males can be victims of domestic abuse too. There may be additional barriers such as they fear no one will believe them or their masculinity will be questioned. Locally we have support for male victims who can contact Rochdale Domestic Abuse Service; 0161 507 9609 or email; [rochdale@victimsupport.org.uk](mailto:rochdale@victimsupport.org.uk)

or nationally please see:

[ManKind Initiative - Supporting Male Victims of Domestic Abuse](https://mankind.org.uk/)

# Older people

Older people might not identify themselves as victims of domestic abuse, particularly if the abuser is not their husband/wife. There is an increase in adult child to parent abuse. Financial abuse is also a common factor, particularly when an adult child is the abuser.

Additional barriers facing older people could include:

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

**Appendix 2 –Domestic Abuse Policy Template**

**Domestic Abuse Policy**

**[Insert Name of School/organisation]**

**Schools/ Educational Settings and local community organisations providing Domestic Abuse support in Rochdale.**

|  |  |
| --- | --- |
| **Name of Designated Safeguarding Lead /**  **Head Teacher/Organisational lead:** | **Date Policy Implemented:** |
|  |  |

**Policy Statement**

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

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

1. **Introduction**

This policy is to support schools, educational settings and local community based organisations work towards a safer community.

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

1. **Aims of this policy**

To send out a strong message that domestic abuse will not be tolerated and that all settings will promote healthy and respectful relationships.

To develop an effective and supportive response for all those affected by domestic abuse

To optimise the opportunity for disclosure of domestic abuse in a safe environment

To offer practical suggestions of further support available.

To offer the Head Teacher or Safeguarding Lead guidance on how to support employees affected by domestic abuse. **Definition of domestic abuse**

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

The statutory definition of domestic abuse is:

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

(a) A and B are each aged 16 or over and are personally connected to each other, and

(b) The behaviour is abusive.

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

(a) Physical or sexual abuse;

(**b**) Violent or threatening behaviour;

(**c**) Controlling or coercive behaviour;

(**d**) Economic abuse (see below)

**(e**) Psychological, emotional or other abuse;

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

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

**(a)** Acquire, use or maintain money or other property, or

**(b)** Obtain goods or services.

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

**(a)** They are, or have been, married to each other;

**(b)** They are, or have been, civil partners of each other;

**(c)** They have agreed to marry one another (whether or not the agreement has been terminated);

**(d)** They have entered into a civil partnership agreement (whether or not the agreement has

been terminated);

**(e)** They are, or have been, in an intimate personal relationship with each other;

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

**(g)** They are relatives.

Coercive and controlling behaviour:

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

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

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

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

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

These conversations should never happen in the presence of the abusive person and/or any children involvedOR any family member unless the individual states that it is safe to do so while the family member is not with them.

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

1. **Response following disclosure or concern**

When responding to domestic abuse, employees are expected to adhere to flowchart in the ‘Domestic Abuse Resource Toolkit Guidance’.

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

If the member of staff believes a child is at immediate risk then they should contact the police and initiate child protection procedures or reporting a safeguarding concern;

Or report a safeguarding concern by contacting; Early Help and Safeguarding Hub (EHASH) Telephone: 0300 303 0440, Out of office hours – 0300303 8875, E-mail:ehash@rochdale.gov.uk

1. **Professional curiosity**

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

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

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

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

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

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

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

1. **Recording of information**

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

For further information on how to manage the recording of information, see page 18 of the Rochdale Children’s Domestic Abuse Toolkit.

1. **Staff safety and well-being**

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

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

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

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

1. **Training**

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

Full details of local free domestic abuse courses can be found on Rochdale’s safeguarding Children’s Partnership’s website:

Rochdale Safeguarding Events

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

Name/Title of Staff Training:

E.g. the designated safeguarding lead [DSL] E-learning and face to face domestic abuse training

1. **Key agencies and resources**

Please refer to The Rochdale Children’s Domestic Abuse Toolkit (resources)

1. **Signatories**

Signed by:

Title:

Dated: