Unlocking Potential

RENFREWSHIRE MULTI AGENCY PARTNERSHIP
TACKLING VIOLENCE AGAINST WOMEN AND
CHILDREN

Violence Against Women And Children
Training Consortium

FACILITATOR’S PACK
RAISING AWARENESS OF DOMESTIC ABUSE
THEORIES AND PRACTICE ISSUES

Unlocking Potential
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### PROGRAMME (ONE DAY)

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1. Facilitators should begin by welcoming participants to the One Day Basic Domestic Abuse Awareness Course.

2. The facilitators for the day should be introduced by name.

3. Evacuation procedures and fire alarm procedures should be explained (Is one planned for today?)

4. Lunch, coffee breaks – times should be provided as per programme.

5. Toilets – describe location.

6. Smoking – Renfrewshire Council has a “no smoking” policy. If you require to smoke you must not do so at the front of this building.

7. IT IS IMPORTANT THAT PARTICIPANTS ARE MADE AWARE THAT SOME OF THE MATERIAL USED IN THE COURSE MAY CAUSE QUITE A BIT OF AN EMOTIONAL RESPONSE – PARTICIPANTS SHOULD BE PREPARED FOR THIS.

8. Also – some participants may themselves have past or current experiences of abuse and the work here may cause them to remember incidents etc.

9. Direct all participants to the information in the “Getting Support” sections in the GOOD PRACTICE GUIDE AND ASSOCIATED LEAFLETS.

10. Participants are asked to respect confidentiality and not talk over one another, etc.

11. ICE BREAKER (Option 1) – Ask participants to introduce them self (name and job) and to tell the group up to 3 things of interest about themselves.

12. Set up PowerPoint slides 1-7
Facilitators Notes for PowerPoint 1 - 7

Facilitators should use their own words to describe the aims and objective for the day. (Slides 2, 3 and 4)

**AIM OF THE ONE DAY BASIC AWARENESS TRAINING MODULE**

The aim of the training is to build a solid understanding of the nature and the scope of domestic abuse as a gender based violence (GBV) and its impact on those who experience it, providing delegates with the confidence and the knowledge to deal with the issue in their work setting.

**OBJECTS OF THE TRAINING**

By the end of the training delegates will:

- Be able to define Domestic Abuse as sexual, physical, mental/emotional abuse (as termed by the Scottish Government) and how this relates to the wider Violence Against Women agenda and able to list 3 examples of each.

- Be able to appreciate the impact of domestic abuse on those who experience it and how it affects their behaviours and choices

- Understand the main issues of providing a sensitive and appropriate service to women, children and young people experiencing domestic abuse

- Have an increased awareness and understanding of the national policy drivers influencing work within the Violence Against Women agenda

- Be able to identify and list local sources of support and information for women and children experiencing abuse.

- Be able to explore individual and organisational responses to women and children who disclose abuse.

Facilitator should introduce the quiz.

- This is an opportunity to test your own knowledge.

- Participants should be given about 5 minutes to complete it.

- Participants will not be asked to share their responses unless they choose to.

When completed, the facilitator should begin to read out the answers. This is best done using your own words and is more interesting if you are able to demonstrate particular parts using anecdotal evidence. Facilitator should be mindful of confidentiality.

**Stop after the first question and use this as an opportunity to look at the Scottish government definition - PowerPoint slides 5, 6 and 7**

The answer sheet and the definition sheets should be given as a handout at the end of this section.
WHAT DO YOU KNOW ABOUT DOMESTIC ABUSE?

1. By abuse of women we mean women who experience:
   - Mental/emotional abuse
   - Physical Abuse
   - Sexual Abuse
   - Any of the Above
   - All of the Above

2. The most common type of violence/abuse against women occurs:
   - In the street
   - In the home
   - In the pub
   - In the work place

3. What percentage of all homicides of women are committed by a partner or ex-partner?
   - 5-10%
   - 30-35%
   - 50-55%
   - 70-95%

4. Male abusers have one thing in common:
   - They come from the East coast of Scotland
   - They are unemployed
   - They are professional men e.g. Lawyers, Teachers etc.
   - They are physically strong
   - They abuse their power

5. Rape within marriage become illegal in Scotland in:
   - 1670
   - 1777
   - 1945
   - 1989

6. On average a woman is assaulted how many times before seeking help?
   - 8 times
   - 20 times
   - 25 times
   - 35 times
7. What is known about the prevalence of domestic abuse in black and minority ethnic communities?

There is more  There is less  It is the same

8. During attacks on their mothers, in what percentage of attacks are children in the same or the next room?

0%  10%  50%  90%

9. Men who physically abuse their partners also physically abuse children in the household in what percentage of cases?

15%  25%  35%  55%

10. Boys who grow up with domestic abuse are more likely to become abusers as adults than other boys.

True  False  Not sure
ANSWERS TO QUESTIONS PLUS EXPLANATIONS

Q1. By abuse of women we mean women who experience:

Mental/emotional abuse  Physical Abuse  Sexual Abuse
All of the above  Any of the above

We use the definition of the Scottish Partnership on Domestic Abuse National Strategy to Address Domestic Abuse in Scotland. The National Strategy says that each local area should adopt this definition, in addition to the strategy itself, to ensure coherent work in the future.

Domestic abuse is most commonly perpetrated by men against women and takes a number of specific and identifiable forms. The existence of violence against men is not denied, nor is the existence of violence in same sex relationships, nor other forms of abuse, but domestic abuse requires a response which takes account of the gender specific elements and the broader gender inequalities which women face. In this context, the definitions adopted are as follows:

GIVE PARTICIPANTS HANDOUT 4 AND HANDOUT 5

Q2. The most common type of violence/abuse against women occurs

In the Street  In the home  In the pub  In the work place

One in 5 women experience Domestic Abuse at some time. One in 10 Women experience Domestic abuse currently. 66% suffer domestic abuse at the hands of someone close to them, 21% at the hand of an acquaintance and 13% by strangers.

Q3. What percentage of all homicides of women are committed by a partner or ex-partner?

5-10%  30-35%  50-55%  70-95%

For homicides recorded for the ten years 1991 to 2000 inclusive, 54% of female victims aged between 16 and 69 were killed by a partner (source – Statistical Bulletin CrJ/2001/9 Homicide in Scotland, 2000). The figure for male victims aged between 16 and 69 killed by partners is give as 8%.
Women are most likely to be killed or seriously injured as they try to leave, or after they have left the abuser, which suggests that some women may be trapped in a violent situation because of threats to murder them if they attempt to leave.

I woman is killed every 3 days

Q4. Male abusers have one thing in common

They come from the East coast of Scotland  They are unemployed

They are professional men eg. Lawyers, Teachers etc.  They are physically strong

They abuse their power

In this survey, by Mooney, 67% of men stated they would use physical violence against their partner in certain circumstances, such as infidelity. Research by the Zero Tolerance Trust (Butron & Kitzinger, 1998) on young people’s attitudes to violence against women found that about half of young men and a third of young women thought it was okay to strike a woman in certain circumstances or to force her to have sex.

Abusive men actually exercise a lot of control. They are seldom abusive in front of other adults. They often deliberately avoid marking their partner’s fact of other visible areas. They manage to control who they abuse – it’s their partners not friends, work mates of the boss.

Information on Myths and Reality Statements

Most Men who abuse their partners are either mentally ill or have drink problems

For a lot of people it is easier to believe that an abusive man is mentally ill than it is to accept that he knows exactly what he is doing when he assaults, rapes or emotionally tortures his partner. Most men who abuse their partners are only abusive to them, never to anyone else.

While it is true that some men only abuse their partners when they have been drinking, some only do it when they are sober and some do it drunk or sober. Alcohol (and to an extent drugs) can provide an easy excuse, but it is more of a trigger than a root cause.
Q5. Rape within marriage become illegal in Scotland in

1670  1777  1945  **1989**

Q6. On average a woman is assaulted how many times before seeking help?

8 times  20 times  25 times  **35 times**

On average women are assaulted 35 times before seeking help


Repeat victimisation is more common for domestic abuse than for other crimes. In an accident and emergency department survey, 43% (of people affected by domestic abuse) had been assaulted before. *(Makeover et al, 1995).* Hamner and Saunders (l.1993) found that once they did decide to seek help, women on average contacted 11 agencies before they obtained the help they needed, with black women contacting on an average of 17 agencies.

Studies indicate that 50-80% of women who have, or are experiencing, domestic abuse will seek medical assistance, but these same studies indicate that there is often a failure to detect domestic abuse despite strong indicators of its presence. *(Pahl, 1985; McWilliams & McKermer, 1993; Richardson & Feder, 1996).* Only 25% of women seeking medical help actually reveal they have been abused, according to the British Medical Association. *(Domestic Violence: a health care issue? London: BMA 1998).* Reasons for failing to detect domestic abuse vary – workload pressures, a lack of time, fear of overstepping professional boundaries, a reluctance to offend women and a fear of opening up something that is potentially a huge issue to deal with, are some of the reasons given.

Q7. What is known about the prevalence of domestic abuse in black and minority ethnic communities?

There is more  There is less  **It is the same**

Domestic abuse occurs in all communities regardless of race, class and background, there is no evidence that it is more common in black or minority ethnic communities. What is different is that black and minority ethnic women and children face the added oppression of racism in seeking and obtaining help from various agencies. In fleeing the abuse, they may be isolated from community support networks, and also face additional discrimination in their new neighbourhood.
Information on Myths and Reality Statements

Domestic abuse is accepted in minority ethnic communities.

This myth is linked to stereotypes e.g.

- Compliant Asian women being controlled by men
- Arranged marriages being seen as more oppressive than other marriages and arranged marriages being seen as the same as forced marriages.
- Black men being violent and dangerous

Women of different ages, race, class, sexuality, culture, religion and mental and physical abilities experience domestic abuse. Black women and women and children from minority ethnic groups faced the added oppression of racism in seeking and obtaining help from agencies. In fleeing the abuse, they may be isolated from community support networks, and may also face additional discrimination in new neighbourhoods.

Q8. During attacks on their mothers, in what percentage of attacks are children in the same or the next room?

| 0% | 10% | 50% | 90% |

Studies asking where children are during attacks on their mothers have found that the child is in the same or next room in 90% of cases (Hughes, 1992)

Women’s Aid experience, backed up by children’s writing (see “Young People Say”, Scottish Women’s Aid 1997). And research – for example interviews with children by Jaffe et al (1990) – reveals that the majority of children can describe in detail assaults their parents were unaware they had witnessed. Living with domestic abuse is emotional abuse: children and young people may directly observe violence or threats of violence against their mother; they may overhear and abuse; they may see the effects without seeing the abuse itself or experience the effects of fear and intimidation themselves. Many children intervene to try and help their mother, and children may be directly emotionally, physically and/or sexually abused themselves.
Q9. Men who physically abuse their partners also physically abuse children in the household in what percentage of cases?

15%  25%  35%  55%

Hughes et al (1989) found that child abuse and women abuse occurred together in 40-60% of cases. Bowker et al (1988) found that 70% of men who physically abuse their partners also physically abuse children in the household. A plethora of studies from America feature accounts from women who support this assertion. Sometimes the child or young person is hurt while trying to protect his or her mother.

Various studies have highlighted the very real dangers for both women and children when contact is granted in cases of domestic abuse. In 1999, a survey of 130 abused parents found the 76% of the 148 children who were ordered by the courts to have contact with their estranged parent were said to have been abused as a result of this:

- 10% were said to have been sexually abused during contact
- 15% were physically assaulted
- 26% were abducted or involved in an abduction attempt
- 36% were neglected during contact
- 62% suffered emotional harm.

Most of these children were under the age of 5.

Perhaps the most worrying finding in this report is that direct contact was slightly more likely to be ordered in cases where there were allegations of child abuse. This suggests that it is actually dangerous for women to mention abuse in private law proceedings, because usually this will be construed as vindictive or “implacably hostile” behaviour. Many of the abused parents in the survey were accused in court of making false allegations of domestic violence or child abuse. Often their allegations were dismissed despite supporting evidence in terms of police involvement, non-molestation orders and convictions for assault or breached injunctions. 30% of women involved in the survey said they were told by the judge that domestic violence was not relevant, 39% were threatened with imprisonment for refusing to comply with a contact order and 25% were warned that residence might be granted to their abusive partners. (Radford, Sayer & AMICA; 1999).
Q10. Boys who grow up with domestic abuse are more likely to become abusers as adults than other boys.

True  False  Not sure

Research shows that the majority of abusers come from families with no history of abuse. Stark and Flitcraft, 1985, state that men who have not lived with abuse are twice as likely to abuse as men who have and 90% of all children from violent homes did not resort to violence against their partners.

Many men who abuse and whose fathers were abusive, have brothers and uncles who do not abuse. Evidence suggests that within families, most victims of maltreatment do not go on to abuse their children (Kaufman & Zigler, 1993, Egeland, 1993)

**Information on Myths and Reality Statements**

Children who experience domestic abuse are caught in a cycle of violence and often become abusers as adults.

There is no evidence that there is a “cycle of violence”, whereby children who were abused, or witnessed abuses, go on to become abusers themselves. While surveys have established links, it’s not at all conclusive as many men who abuse come from families with no history of abuse. Children who witness abuse do not automatically grow up to be abusive towards their partners. Many completely reject the use of abusive behaviour as a result of their experiences.
DOMESTIC ABUSE as gender based abuse can be perpetrated by partners or ex-partners and can include physical abuse (assault and physical attack involving a range of behaviour), sexual abuse (acts which degrade and humiliate women and are perpetrated against their will, including rape) and mental and emotional abuse (such as threats, verbal abuse, racial abuse, withholding money and other types of controlling behaviour such as isolation from family or friends);

The abuse may be actual, threatened or attempted and can become worse over time. Domestic abuse can sometimes happen outside the home but threatens the safety of the person within their own home. These circumstances are also included in the definition of domestic abuse. Domestic abuse is the abuse of power and it is the responsibility of the perpetrator not the victim. Perpetrators come from all social classes, ethnic groups, occupations and economic income groups.

Domestic abuse is most commonly perpetrated by men against women. The existence of violence against men is not denied, nor is the existence of violence in same sex relationships, nor other forms of abuse, but domestic abuse requires a response which takes account of the broader gender inequalities which women face.
GENDER BASED VIOLENCE is a function of gender inequality and an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

It is men who predominantly carry out such violence, and women who are predominantly the victims of such violence. By referring to violence as ‘gender based’ this definition highlights the need to understand violence within the context of women’s and girl’s subordinate status in society. Such violence cannot be understood, therefore, in isolation from the norms, social structure and gender roles within the community, which greatly influence women’s vulnerability to violence.

Accordingly, violence against women encompasses but is not limited to:

- Physical, sexual and psychological violence occurring in the family, within the general community or in institutions, including: domestic abuse, rape, incest and child sexual abuse;
- Sexual harassment and intimidation at work and in the public sphere;
- Commercial sexual exploitation, including prostitution, pornography and trafficking;
- Dowry related violence;
- Female genital mutilation;
- Forced and child marriages;
- Honour crimes.
- Activities such as pornography, prostitution, stripping, lap dancing, pole dancing and table dancing are forms of commercial sexual exploitation. These activities have been shown to be harmful for the individual women involved and have a negative impact on the position of all women through the objectification of women’s bodies. This happens irrespective of whether individual women claim success or empowerment from the activity.

It is essential to separate sexual activity from exploitative sexual activity. A sexual activity becomes sexual exploitation if it breaches a person’s human right to dignity, equality, respect and physical and mental wellbeing. It becomes commercial sexual exploitation when another person, or group of people, achieves financial gain or advancement through the activity.
International Context

The United Nation's Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Global Platform for Action adopted at the Fourth World Conference on Women in Beijing in 1995 link this approach to tackling violence against women with commitments made by the UK Government.

CEDAW is an international convention adopted in 1979 by the United Nations General Assembly. Described as an international bill of rights for women, it came into force on 3 September 1981. CEDAW is one of the most highly ratified international human rights conventions, having the support of 185 State parties. It was ratified by the UK in 1986. CEDAW is a powerful tool for articulating, advocating, and monitoring women’s human rights. The Convention’s enforcement is monitored through a reporting system mechanism used to keep an eye on government accountability within the respective country and at the United Nations.

The Platform for Action reaffirms the fundamental principle that the human rights of women and of the girl child are an inalienable, integral and indivisible part of universal human rights. As an agenda for action, the Platform seeks to promote and protect the full enjoyment of all human rights and the fundamental freedoms of all women throughout their lives.

Human Beings, which entered into force in the UK on 1 April 2009, and the ‘Palermo Protocol’, formally the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children. This is a protocol to the UN Convention on Transnational Organised Crime.

National Performance Framework and Policy Context

Work to address the causes and consequences of violence against women is necessary to achieve the national outcomes:

*We live our lives safe from crime, disorder and danger.*
*We have tackled significant inequalities in Scottish society.*
*We have improved the life chances for children, young people and families at risk.*
*Our children have the best start in life and are ready to succeed.*
*We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.*

Our approach complements and interacts with a suite of Government policy agendas.
Safer Lives: Changed Lives COSLA 2009

This document

- provide a definition of violence against women to underpin existing work and form the basis for future work;
- highlight the links between different forms of violence against women to support joined-up policy and practice development around the issue;
- guide the development of a shared approach for local and national work on violence against women underpinned by partnership;
- actively promote the development of existing effective measures and the adoption of new measures, at a local and national level, to address violence against women; ensure that work on violence against women is carried out across the 4 P’s – Prevention, Protection, Provision and Participation.

Prevention – to prevent, remove or diminish the risk of violence against women and its impacts on children and young people

Protection – to protect women from victimisation, repeat victimisation or harassment by perpetrators and protect the children and young people affected

Provision – to provide adequate services to deal with the consequences of violence against women and children to help them to rebuild their lives

Participation – to ensure policy making and practice development around violence against women is shaped by the experiences, needs and views of those who use services

Gender Equality Duty
Just as we recognise that violence against women is a consequence of continuing inequality between men and women, so it is also a barrier to achieving equality. The tools available to lever change in gender equality are therefore integrally relevant to tackling violence against women.

Our approach is set firmly within the context of the Gender Equality Duty, which expects all public bodies to have due regard to eliminating discrimination and promoting equality between men and women. The Equality and Human Rights Commission (EHRC) has made it clear that, as part of its function to monitor public bodies on their compliance with the Duty, it will take into account actions which authorities and agencies undertake to address violence against women.
**The UN Convention on the Rights of the Child (UNCRC)** is international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. The convention gives children and young people over 40 substantive rights. These include the right to:

- Special protection measures from all forms of physical and mental violence including sexual abuse and exploitation;
- Access to services such as education and health care;
- Develop their personalities, abilities and talents to the fullest potential;
- Grow up in an environment of happiness, love and understanding;
- Be informed about and participate in achieving their rights in an accessible and active manner.

All of the rights in the convention apply to all children and young people without discrimination. The principles, values and core components of GETTING IT RIGHT FOR EVERY CHILD are based on the UNCRC.

**Getting it Right for Every Child** is a national programme that is changing the way adults think and act to help children and young people grow, develop and reach their full potential.

*Getting it right* is about all children, not just children ‘in need’ or those most ‘at risk’. The programme seeks to enable parents, families, practitioners and communities to identify, at the earliest possible stage, where support is needed for a child and to provide that support at the earliest opportunity.

*Getting it right for every child* experiencing domestic abuse asks how agencies can best work together to ensure that children and young people affected by domestic abuse are:

- **Safe**: protected from abuse, neglect and harm by others at home, at school and in the community.
- **Nurtured**: living within a supportive family setting, with additional assistance if required, or, where this is not possible, within another caring setting, ensuring a positive and rewarding childhood experience.
- **Healthy**: enjoying the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy choices.
- **Achieving**: supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school, and in the community.
- **Active**: having opportunities to take part in activities such as play, recreation and sport which will contribute to healthy growth and development, both at home and in the community.
- **Respected**: having the opportunity, along with carers, to be heard and involved in decisions which affect them.
- **Responsible**: having opportunities and encouragement to play active and responsible roles in their schools and communities and where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.
- **Included**: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.
The National Domestic Abuse Delivery Plan for Children and Young People (June 2008) considers how best to improve outcomes for all children and young people affected by domestic abuse and draws on a host of recent policies. Action to implement the Delivery Plan recognises that tackling domestic abuse will require interventions to be systematically planned and coordinated at local level. It will also require practitioners across many different sectors to have the knowledge base, skills and capacity to provide support through their own agencies and, where necessary, engage fully in a multi-agency response to address the complex issues facing children, young people and their families as a consequence of domestic abuse. This approach demands a change of culture in many organisations who have traditionally had a ‘siloded’ or specialist focus on perpetrators, adult survivors (usually women), or children. (Humphreys et al, 2008)

The Priorities for Action include:

**PROTECTION**

1. Improve the National Health Service (NHS Scotland) identification of and response to the needs of women and children affected by domestic abuse.

2. Develop a universal, systematic approach to information gathering and decision making that will place children’s needs and wishes at the heart of agencies’ response to domestic abuse.

3. Develop interventions targeted at perpetrators of domestic abuse which are integrated with appropriate support services for women and children.

4. Further develop specialist approaches to the handling of domestic abuse cases within the criminal justice system.

5. Ensure children and young people affected by domestic abuse do not experience additional physical, emotional or psychological harm as a consequence of contact arrangements (both court and privately arranged) with the abusive parent.

**PROVISION**

6. Ensure all children and young people affected by domestic abuse have access to specialist services that meet their needs.


8. Reduce the risk to women and children of becoming homeless as a consequence of domestic abuse and ensure, whenever necessary, they are supported to make the move into safe and suitable accommodation without facing additional emotional, economic or social disadvantages.

9. Ensure a consistent, holistic approach to children and young people affected by domestic abuse through the development of skilled workforces and robust inter-agency working.

**PREVENTION THROUGH EDUCATION**

10. Improve the way that schools and school staff respond to domestic abuse and to the additional support needs of children and young people affected by domestic abuse.
11. Support individuals, organisations and communities across Scotland to engage in local action aimed at preventing and reducing the harm caused by domestic abuse to children, young people, their families and communities.

12. Ensure the general public understands the impact of domestic abuse on children and young people from the perspective of children and young people, and ensure children and young people themselves know what to do and where to get help if they are affected by domestic abuse.

PARTICIPATION

13. Ensure the ongoing participation of children and young people affected by domestic abuse in developing policy and practice to address domestic abuse.

*Integrated Children’s Services Plan* Every child in Renfrewshire matters. Their journey to adulthood should be a safe, healthy and nurturing experience. Every child should be respected and supported to achieve their full potential.

*Outcomes for 2008-2011:-*

- To make information about and access to children’s services easier.
- Protect all children enabling them to have the best start in life.
- Enabling young people to achieve the 4 capacities of C for E
- Targeting services to improve life chances for children young people and families as risk.
- Jointly assess and provide services that are high quality, continually improving, efficient and responsive to children and young people’s needs.
- Focus on developing the range of services that support mental health and emotional wellbeing of children, young people and families.

**NHS Strategy and Action Plan**

**Training Consortium**

**Single Outcome Agreement**
PATTERNS OF ABUSE – GAINING POWER AND CONTROL

Objectives

By the end of this activity, participants should be able to:

- Describe how men use physical, psychological, emotional and sexual abuse on women
- Identify the motivation of abusers as gaining power and control

Method

1. Prepare 8 sheets of flipchart paper with headings as follows:

   - Isolation
   - Disability/Exhaustion
   - Degradation
   - Threats
   - Displays of total power
   - Enforcing trivial demands
   - Occasional indulgences
   - Distorted perspectives

2. Introduce the activity by explaining that the group will be invited to draw a profile of a woman experiencing domestic abuse by looking at different aspects of her life using their existing knowledge and understanding of the issues.

3. Go through the prepared flipcharts, one at a time, asking participants to give examples under each heading of the different forms of abuse they are aware of, that women experience. Invite the group(s) to consider additional ways men might abuse women from marginalised groups. Encourage participants to be specific when describing the abuse. Record what they say on the flipchart sheets.

   Alternatively, you can divide the whole group into four smaller groups and give each group two of the headed flipchart sheets to work on. If using this approach, it may be useful to go round each group and give them prompts, if necessary.

4. Once completed, leave all sheets on display and allow a few minutes for participants to review what’s been written. If done in small groups, ask each group to give feedback on one heading each, until all eight have been covered.

5. Explain that although the headings are real and specific to women experiencing domestic abuse, the headings actually come from a book “Rape in Marriage” by Diana Russell. She adopted them from the list of categories, which was drawn up to describe techniques used to torture and brainwash prisoners of war. Amnesty International uses the same criteria to define torture. These prisoners on release often (and should) receive a lot of support, as well as facilities to counteract their appalling treatment. Women experiencing domestic abuse, on the other hand, are often blamed for staying and made to feel responsible.
5. Allow time for discussion and comments that participants want to make as a result of the activity. Possible discussion points:

- The systematic and planned nature of domestic abuse, often involving methodical and repeated actions, as opposed to individual isolated incidents.
- How children can be involved in the abuse by the perpetrator
- The huge amount of strength and will power women need to free themselves
- The effect of this experience on self-esteem, confidence and ability to make judgments
- How the experience might impinge on a woman’s ability to make crucial decisions
- The impact on a woman’s ability to communicate clearly with agencies and officialdom e.g. housing, solicitors, courts, police, social workers, GPs etc.
THEORIES ABOUT THE CAUSES OF DOMESTIC ABUSE

MODELS OF INDIVIDUAL PATHOLOGY

Abusive men are described as aberrant from the norm (Gayford, 1975) and their abusive behaviour regarded as a consequence of alcohol abuse, childhood experience, stress, low self-esteem or mental illness.

Women are equally viewed as contributing to their abuse either through their dysfunctional personality (Gayford, 1975), addiction to violence, or by the derivation of sexual pleasure from the abuse (Pizzey & Shipiro, 1982).

The “Clyde of Violence” theory proposes that the experience of, or witnessing of, domestic abuse as a child will result in abusive behaviour as an adult. Boys will grow up to be abusers and girls will grow up to be “victims” as outlined in the diagram below.

There are different variations on the cycle, including a non-gender specific cycle which says children (both boys and girls) who live with abuse go on to abuse.
Points to consider in relation to models of individual pathology.

- Abusive men are not social outcasts. Abusive men come from all walks of life and from all backgrounds. They are ordinary men who abuse their partners. They can’t necessarily be distinguished from non-abusing men.

- In relation to women being addicted or attracted to abusive men. A common question is, “How else do you explain why some women have numerous abusive relationships?” Studies have shown that violent and abusive men go on to be violent and abusive in new relationships, and as between 1:3 and 1:5 women experience domestic abuse, some women will be unfortunately enough to meet, and have a relationship with, more than one abusive man.

- Women living in a constant state of stress and fear may behave in ways that appear irrational and confused.

Points to consider specifically in relation to the Cycle of Violence theory.

- Many studies show that the majority of abusers come from non-violent backgrounds

- Many people resolve never to use violence or other forms of abusive behaviour

- Many children advocate strongly against domestic abuse – no child would want to believe they are doomed to abuse or be judged by others because of their experiences – and enabling children to work through their experiences and make sense of them is a crucial role for children’s support workers

- It allows abusers to avoid responsibility for their behaviour

- The cycle of violence is appealing to many people because it provides a simple explanation of abusive behaviour. It is backed up by appealing to so-called “common sense” e.g. Infamous cases where an abuser has been abused as a child as in the case of Fred West; personal knowledge of someone who was abused as a child who went on to abuse others; children are adversely affected by living with abuse, etc.

- The theory assumes that men are only abusive because they have lived with an abusive father, when many studies show otherwise
INTERACTIONAL AND FAMILY MODELS

The main theme here is that both partners contribute to the abuse either through lack of skills to talk things through, or due to unfortunate incompatibility. Women, for example, are said to goad their partners into being abusive through poor communication skills. The terms “family violence” and “violent relationships” also reflect these models.

Points to consider in relation in interactional and family models include:

- If we accept this view then we also accept that it is all right for men to be abusive and to use violence when provoked. They decide what is acceptable of what provokes them.
- We also shift responsibility away from the abuser and on to the woman. This wouldn’t happen with other crimes.
- Whilst we acknowledge that women are sometimes abusive and use violence on their partners, this is most likely to be in self-defence. There is also a difference in the likely effects of this, e.g. men are far less likely to live in fear, to have their life controlled, to be injured or killed.

Social Structure

External factors such as unemployment, poor housing and poverty are identified as the causes of domestic abuse. The social structure model implies that domestic abuse is largely confined to lower income groups and sees it as a symptom of frustration over limited life opportunities, lack of education and skills.

Points to consider specifically in relation to the social structure model include:

- Research with women has indicated that domestic abuse occurs across all social classes (Mooney, 1994)
- Some women may be more visible because of their use of public services (Pahl, 1985)
- It allows abusers to avoid responsibility for their behaviour
- It does not explain the gender specific nature of domestic abuse
FEMINIST ANALYSIS OF ABUSE

This model suggests the roots of domestic abuse lie in societal structural inequality between men and women. It is argued that abuse of women is tolerated because it is embedded within cultural norms and the historical, unchallenged dominance of men in society. Our society is organised around the family unit with the prevailing cultural norm for the man to be at the head of the unit, to take charge, make major decisions and to have the final say. Domestic abuse is one part of the range of behaviour, which constitute male abuse of power and is lined to other forms of male violence. E.g. child abuse and rape.

Points to Consider Specifically in Relation to the Feminist Analysis of Abuse Include:

- External factors such as poverty or alcohol abuse are perceived as potentially contributing to the abuse, but these don’t explain the high prevalence of the problem or its gender specific nature

- Places responsibility with the individual, but also recognises the role of society

Acknowledges gender specific nature of domestic abuse
Method

1. Set up DVD to Play “Daddy be Good” and explain to participants that the DVD will last for approximately 10? Minutes. They can take notes as they watch. Ask them to note the interplay between each if the adults and the children.

2. Do not show the last section where Caitlin speaks out.

3. Break the large group into groups of 5/6

4. Ask the small groups to go away to consider each section of the DVD

5. Ask the small groups to return to the large area after 5 minutes and to be prepared to give feedback on their return.

6. On their return, play the DVD again but stop at the end of each section and ask for feedback from the small groups.

7. Finally play the last part of the DVD where Caitlin speaks out.

8. Ask participants to work out what is going on for the child and how it makes them feel listening to her story.
Children’s Quotes – Listening to Children’s Voices

METHOD

1. Begin by asking participants to pull chairs into a circle and put any packs etc away

2. There are a number of cards in the pack with quotes on them from children for the South Ayrshire Scottish Women’s Aid Group. Please inform candidates that this is where the quotes have come from and a special thank you to the group for allowing us to use these quotes.

3. Explain that this exercise has been used several times before and that on each occasion some of the participants have found it to be very emotional. Participants have to take of them self and if they find it too difficult they should decline to read out their card.

4. Explain also that we have the permission of the children to use their quotes because it brings the child’s voice into the training session.

5. Distribute one set of cards amongst all the participants.

6. Give the participants a few moments to read their own card.

7. Invite participants to read their card aloud. It is best done randomly so that participants can choose to speak out or not.

8. Ask the group “how did it make you feel to read and hear these statements?” and open the discussion.
“My mum says I just have to forget our old house ‘cos we can’t ever go back there, but I keep on thinking about it and sometimes I can’t get to sleep for it.”

“Everything is different now and it feels weird”

“They won’t even let us go to the same school, at least if I was at the same school as my big sister it wouldn’t be so bad.”

“Why is this allowed to happen?”

“I am ashamed of him – I can’t tell anyone because then they will know I haven’t got a proper dad.”
“I feel like killing myself... I’m really scared he’s going to start hitting me and my brother and sisters...”

“I’d rather run away than go home.”

“My friends don’t want to listen anymore - it’s been going on for too long - I’ve become a broken record...”

“I’d rather he hit me than my mum.”

“I saw my dad hit my mum over dogs. I did not walk them so it put him in a bad mood and he took it out on my mum.”

“You try to keep things to yourself because if you told your mum she might...”
find out and be worried.”

“I saw a smear of blood, I knew somehow it was my mum. I had this feeling in my stomach and my heart. It was so horrid and dreadful. Even just thinking of it makes me cringe.”

might come tumbling down.”

“I was angry with my father... And I took it out on my mother as well because she was still with him. I’d take it out on my brother as well... there was no loving any more.

“If you say you are sad mums tears
“People might think that because my dad is violent that I’ll end up just the same as him. No way. I’m not my dad’s shadow and I’m not his echo. Violent people choose to be violent. I could never treat anyone the way my dad treated my mum.”

“My friends have been there when he’s hit my mum... I mean, in front of me it’s not so bad, but he shouldn’t do it in front of my friends.”

“I wish I could have a dad like my pal Sean ‘cos his dad is kind even to other children that’s not even his, and my dad is kind to none of us.”

“My mum and dad was fighting and then my dad
smashed up my playstation and said he was goin’ to put us all out if my mum didn’t watch it.”

“One time he hurt my mum so hard that she had to go to the hospital but usually he just hits her not as hard.”

“Its as if we don’t exist. They can catch you if you don’t have a telly license but they can’t catch you for behaving like a human being. My mum has no life.”

“I cant even remember when it was different but my mum says it used to be different before... but I cant remember it.”
“The worst thing was not being able to tell my pals we was going, but that was maybe better because I think I would have been dead embarrassed telling them.

“My mum was crying last night because shes got no furniture to put in our new house.”

“The panel says they’ll be watchin’ me, that’s a joke, they should be watchin’ him hes the one that screwed all our lives up. No way am I going to that school... I don’t care what they say.”

“Nobody bothers about what I want to do. I don’t get asked. We just got
told we had to leave."

"If people could just know what hes like. He should be locked up for the things hes done to my mum."
Facilitators Notes for PowerPoint Slides 16 to 22

This section of the programme is two parts. The first part is a recap of the morning and a reminder of the 5 point plant but it begins to take the issue to a more personal level for participants. The second part is all about statistics and can be very dry unless you add some anecdotal backgrounds etc.

AIM

- To recap briefly on the work undertaken in the morning
- To link the 5 point plan to practice
- To give participants an opportunity to reflect on what this means for them
- To provide participants with an insight into the nature and prevalence of domestic abuse
- To provide statistical evidence that demonstrates the scope of the problem
- To present participants with an opportunity to reflect on the scale of the issue and the impact that this may have in their workplace.

METHOD

1. Use the PowerPoint presentation slides 16 to 18

2. USE YOUR OWN WORDS - This morning’s session concentrated in patterns and theories. We linked domestic abuse trauma similar to what is found in torture or kidnap victims and we looked at various studies that have tried to find a reason or explanation for the abuse. This afternoon’s programme will give us an opportunity to reflect on the personal impact of domestic abuse and how all this affects real people.

3. Slide 16 – remind participants that all of the work we are doing today is underpinning the 5 point plan. Make it personal – are you part of the problem?

4. Read slide 17 slowly

5. Are you part of the solution?

6. Read slide 18 slowly. Ask participants to question themselves. “Why is this work important?”

7. Let’s start with some of the why’s

8. Read slides 19 to 21 slowly then leave slide 22 on the PowerPoint as you move on to the next section.
INDICATORS OF DOMESTIC ABUSE

METHOD

1. Introduce this section by explaining that the afternoon sessions look at practice work related or service issues.

2. Go back to slide number 22 on the PowerPoint.

3. Remind participants that everything we do should contribute to delivering the 5 point plan.
   i. Awareness of the abuse – means that we should be prepared to recognise the impact of domestic abuse and respond appropriately
   
   ii. Confidentiality and privacy – isn’t just about keeping secrets. It can also be about knowing when to pass on information or seek advice

   iii. Identification - asking the question – workers tell us this is the hardest bit

   iv. Crisis intervention – and if the answer is yes –what do you do now

   v. Provision of information about options and resources –sometimes all you need to do is listen but there are other times when all you will have to do is give the woman the information and let her make the choice.

4. Remind participants of the Routine Enquiry currently being implemented by the NHS.

5. Explain that we will be working in smaller groups for the rest of the afternoon and that ample time has been allocated to allow you to explore each of the topics.

6. The next task is divided into three parts.

7. The first part looks at the indicators of abuse (the signs that might make you think that there is possible DA.

8. The second part looks at what you might do or say in relation to each element of the 5 point plan.

9. And the third part looks more closely what action you might take in the crisis situation

10. Divide the large group into groups of 5 or 6.

11. Give each group a copy of the scenario (HO 6) and several sheets of flip chart paper and pens.
12. Allow approximately 45 minutes for the group task (that’s about 15 minutes for each part of the task).

13. Facilitators should join the group periodically to move the discussions along and to provide or add information at the various stages

14. PART ONE - Identification

- Ask one group member to record the discussion on the flip chart and to be prepared to provide a brief overview of the discussion, paying particular notice to any areas where there is disagreement or concern.

- Ask one member of the group to read out the case study.

- Open the discussion to answer the question “what might indicate that this is a case of DA.

15. PART TWO – using the 5 Point Plan

- On the second flip chart paper – look at what should be said or done in relation to the 5 point plan.

- Ask participants to give reasons why they might take a particular course of action.

16. PART THREE – Support in a Crisis

- Begin this section by explaining that the fourth point of the plan is the Crisis stage or crisis intervention and that the fifth is information and options.

- Point out that how you respond to women at this stage and what you say to them is very important. We know from research carried out over the years that women prefer to receive crisis support from the person they have chosen to disclose to.

- Women are the experts in their own situation so they may listen to your advice and information but choose not to act on it. Workers should try not to judge women if they choose to return

- Ask each group to discuss the following and to make a list on the flip chart paper of the kinds of information you might need or want to give to the women if she wants to
  a. Leave right now
  b. Go back home to an abusive situation because she is too scared to leave
  c. Plans to leave in the future
  d. What advice they might you give about staying safe once they left an abusive situation
INFO for Facilitators – you would expect groups to cover these issues.

STAGE ONE – Routine Investigation of Abuse

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<tr>
<td>1.1</td>
<td>You should consider that any women or child whom you come in contact with may have been subjected to domestic abuse - sexual physical or psychological.</td>
<td>How do we know who is and isn’t abuse. Not all abused people walk around with black eyes.</td>
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| 1.2 | You should be familiar with the indicators which suggest domestic abuse. Women may have experiences of all three forms of abuse. | Lists are helpful but often things on them will contradict each other.  
 i.e. chaotic household or ultra tidy. |
| 1.3 | Where women or children have been referred to you from another agency, e.g., police, social work. Workers should give thought to how best to contact the woman to reduce the possibility of further violence. |   |
| 1.4 | If any of the indicators are present, you should investigate further using the remaining stages of these guidelines. | You should also consider the impact that disclosure will have on workers who are responsible for carrying out routine enquiries.. Are they trained/knowledgeable? What of the emotional impact it may have. |

STAGE TWO - Confidentiality and privacy

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<td>2.1</td>
<td>You should make every effort to provide a quiet, private environment where confidentiality can be assured.</td>
<td>Consider how difficult it might be to do this when your are on a home visit</td>
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<td>2.2</td>
<td>Where possible, children should not be in the same room when you are talking about the incidents.</td>
<td>This may not be possible because of the availability of rooms or if the child/ren are distressed.</td>
</tr>
<tr>
<td>2.3</td>
<td>Where possible women should be interviewed alone.</td>
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</table>
| 2.4 | Where there are barriers to communication (such as where the woman is deaf or her first language is not English), you should arrange for a skilled sensitive interpreter or advocacy worker to be present. Family or friends should not be used for interviews of this kind. | Consider the difficulties for women who come to this country to get married.  
 What about women with mental health problems or learning difficulties |
| 2.5 | If a home visit is required, you should endeavour to determine if the perpetrator of the violence is still in the home. You should consider meeting the woman sometimes this can be a real help – use health appointments, schools and nurseries to get her on her own. |   |
in another place such as the local school her children attend or the local GP surgery.

| 2.6 | Where the interview is being carried out in the family home, you should make every effort to adhere to the guidelines above. | You should make reference in any written report whether the interview was carried out in the presence of the perpetrator/other person. |
| 2.7 | Best practice suggests that two workers should be involved where an assessment is carried out in the client’s home. |

**STAGE THREE - Identification: Asking the Question**

| 3.1 | Initial questioning should be indirect and non-threatening, e.g.  
• “Is everything all right at home?”  
• “Are you getting the support at home that you need?”  
• “Are you finding childcare difficult?” | Other questions? |
| 3.2 | You should go on to ask more direct questions if the women:-  
• affirms that there is a problem  
• gives an answer that does not seem plausible  
• is hesitant | What questions? |
| 3.3 | Listen carefully - the woman may talk around the subject before getting to the point. Requests for help are often veiled or oblique. |
| 3.4 | Whilst a worker may assure confidentiality it must be explained at the beginning of the procedure that there are limitations. If any issues arise which suggest a child/ren is at risk, then the Child Protection protocols must be instigated. |
| 3.5 | If a woman does choose to disclose to you, you should be prepared to offer her accurate information about the options open to her and the local support groups and agencies. |
### STAGE FOUR - Crisis Intervention

| 4.1 | Women have regularly stated that it would be their choice to be supported by the first person they disclose to. This is referred to as the ‘Crisis Stage’ because women become much more vulnerable to abuse from violent partners immediately following disclosure or leaving the family home. |
| 4.2 | SAFETY PLANNING  
Workers should be prepared to discuss issues of safety  
- Is it safe for the women to return home?  
- Does the woman require alternative accommodation?  
- Would Women’s Aid refuge be appropriate?  
- Would Housing Advice be able to offer support either in the short or longer term?  
- Could she stay with family or friends?  
- Would a DIAL alarm be of benefit?  
- Have or should the police been involved?  
- Where there are Child Protection issues - remember - the woman is also a victim. |
| 4.3 | MEDICAL ATTENTION  
You may have to make immediate arrangements for the woman (or child/ren) to receive medical attention where either physical or sexual abuse has been perpetrated.  
- With the woman’s permission contact the GP for an appointment  
- Consideration should be given to attending A&E  
- Consideration should be given to attendance at a screening centre/hospital for sexually transmitted diseases |
| 4.4 | Should the woman require to travel to another department, unit or medical centre, it is essential to ensure that she has the financial ability to pay for fares, etc. Remember - public transport is difficult to negotiate when you are distressed or have several young children to supervise. Both practical and financial assistance should be offered. |
## STAGE FIVE - Providing Information and Options

<p>| | |</p>
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| **5.1** | You must be aware that it can be difficult for women to remember the detail of your advice and information, therefore a selection of useful leaflets should be offered.  
  - The users’ guide to our Housing Advice and Homeless Services  
  - Do you need advice about money? Advice Works  
  - Benefits Agency  
  - Rape Crisis Centre  
  - Renfrewshire Women’s Aid  
  - Women and Children First  
  - CRISIS  
  - VIA |
| **5.2** | You should offer to make an appointment with an organisation or agency before she leaves the office, should the women wish it. |
| **5.3** | You should familiarise themselves with the role of agencies and organisations and have the ability to explain these to the women |
| **5.4** | Women may choose to return to an abusive situation. It is up to the women to decide the appropriate course of action. Each woman will use the information you give her in her own time. It may be difficult for you to understand this decision but workers should respect and accept this decision. |
| **5.5** | You should discuss a strategy for her return home and ‘some ideas for emergencies’. |
| **5.6** | You should provide the woman with information about how to contact you and your organisation in the future |
Indicators of Domestic Abuse

You are a family support worker in a multi disciplinary team.

You have received a referral for a family who have recently moved into the area from another local authority area.

The family compliment is Mum, Dad and three children aged 7, 5 and 3.

Some concerns have been raised by the school’s Home-link worker. This is the eldest child’s 3rd school in two years due to the family moving around a lot. Both school age children are experiencing difficulties settling in to their new school.

The 7 year old is very isolated, failing to interact with other children and seems very timid and quiet in class.

The 5 year old misbehaves in class and has episodic aggressive outburst.

The parents did not attend parent’s evening and the Home-link worker feels that the family needs some support to address these issues.

You make contact with the family and arrange a home visit to discuss the supports available to the family.

When you visit the home you find it in pristine condition with very little evidence of the three young children living there (no toys or mess).

The Dad introduces himself, his wife and the children. He tends to do all the talking, explaining the reasons for the family’s unsettled way of life as due to his job. He now says that he works from home which means he can support his wife who suffers from anxiety and depression. He seems very calm, collected and self-assured, whilst Mum seems anxious, jumpy and avoids making eye contact with you.

When you talk about the concerns, he responds by blaming his wife for being over-protective of the children and too indulgent (lets them away with murder). He states that now that he is at home full time, he can help out more and get things sorted.

You notice a scald on the back of Mum’s hand and you ask what happened. Dad answers saying that she’s always hurting herself because she’s so clumsy and that she burnt herself on the iron, probably a bit spaced out because of her medication.
Group Instructions for Indicators Scenario

1. Read the scenario aloud

2. One member should be prepared to do a feedback of the discussion at the end

3. Divide the first sheet of paper it into two columns and head one “Indicators” and the other “why”

4. After approximately 15 minutes begin to think about these kinds of situations in relation to the 5 point plan and your current post. One of the facilitators will help you through this section.
   
   i. Awareness of the abuse – what other indicators might there be
   
   ii. Confidentiality and privacy – how would you provide this
   
   iii. Identification - asking the question - what words or phrases would you use
   
   iv. Crisis intervention
   
   v. Provision of information about options and resources

5. The 3rd section looks closer at parts 4 and 5 above.

6. Consider what you would do or say if the woman
   
   a) Wants to leave right now
   
   b) Want to return home because she is scared of him
   
   c) Wants to go home now but want to leave at some point in the future

7. Think also about what information you might give her to keep her safe one she decides to leave.
RECOGNISING ABUSE

The violence and abuse that women and children suffer may be actual, attempted or threatened and may encompass the different forms of abuse. Recognising that violence and abuse often escalates in frequency and severity over time is also crucial in shaping the understanding of, and response to, women and children’s experiences of such abuse.

Many women report that the onset of violence occurs during pregnancy.

<table>
<thead>
<tr>
<th>EMOTIONAL</th>
<th>Verbal abuse</th>
<th>Frequently blames or criticizes her</th>
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<tr>
<td></td>
<td>Humiliation - often in front of the children</td>
<td>Ridicules her beliefs, religion, race, class or sexual preferences</td>
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<td></td>
<td>Controlling and monitoring the woman’s movements</td>
<td>Tries to keep her from doing things</td>
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<td></td>
<td>Playing mind games</td>
<td>Does not include her in important decision making</td>
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<td>Distorting the woman’s sense of perspective</td>
<td>Tells people she suffers from a mental illness</td>
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<td>Rejection</td>
<td>Threatens suicide if she does do as he bids</td>
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<td>Threatens her with deportation</td>
<td>Uses drugs or alcohol as an excuse for his behaviour</td>
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<td>Extreme jealousy and possessiveness</td>
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<td>Minimizes or denies the abuse</td>
<td>Does not allow her to sleep</td>
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<td>PHYSICAL</td>
<td>SEXUAL</td>
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<tr>
<td>Slapping</td>
<td>Rape (including vaginally, anally and orally)</td>
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<tr>
<td>Pushing</td>
<td>Sexual assault</td>
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<tr>
<td>Kicking</td>
<td>Unwanted sexual intimacy</td>
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<tr>
<td>Hitting head of floors/ walls</td>
<td>Penetration with objects</td>
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<tr>
<td>Assault with a weapon</td>
<td>Coercive involvement in acts of pornography or unwanted sexual acts</td>
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<tr>
<td>Stabbing</td>
<td>Forced to get pregnant</td>
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<tr>
<td>Choking</td>
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<tr>
<td>ECONOMIC</td>
<td>Keeping woman/children short of food/clothing</td>
<td>Making all the decisions about money</td>
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<td></td>
<td>Controlling family income</td>
<td>Criticises the amount of money she spends</td>
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<td></td>
<td>Not allowing woman to work</td>
<td>Places her on a budget that is unrealistic</td>
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<td>Controls the woman’s pay/income</td>
<td>Prohibits access to bank accounts</td>
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<tr>
<td></td>
<td>Refuses to pay bills</td>
<td>Refuses to get a job</td>
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- Keeping woman/children short of food/clothing
- Controlling family income
- Not allowing woman to work
- Controls the woman’s pay/income
- Refuses to pay bills
- Making all the decisions about money
- Criticises the amount of money she spends
- Places her on a budget that is unrealistic
- Prohibits access to bank accounts
- Refuses to get a job
THE IMPACT OF ABUSE – WOMEN

The impact of abuse and violence will be dependent on each woman and the circumstances she finds herself in.

- Bruises, cuts and broken bones
- Isolation
- Non communicative
- Increased tendency to suffer from depression or other mental health problems
- Low self esteem and lack of confidence
- Sleep problems
- Suicide
- Unwanted or repeated pregnancies
- Miscarriage or still births
- Difficulties in parenting and caring for children
- Homelessness
- Pelvic or severe menstrual problems
- Increased sick leave from employment or forced to give up work/training
- Unsafe coping strategy (self preservation) including drugs, alcohol misuse.
RAISING THE QUESTION

- The following screening questions are merely for guidance. Others may be more appropriate in specific circumstances

- Do you get support at home, who from and how often?

- How does your partner help you?

- Is everything all right at home between you and your partner?

- We all have rows occasionally, tell me do you ever argue or row with your partner?

- What happens when you argue or row?

- Does your partner get jealous, and if so how does he behave when he is jealous?

- Have you ever been in a relationship with anyone who ever hurt you?

- Does your partner ever make you feel frightened or scared by his behaviour?

- Does he call you names, or shout, or threaten you in any way?

- Where are your children when your partner behaves like this?

- Does his behaviour frighten them?

- Have they ever got hurt when he has been hurting you?

- Many women tell me that their partners are not always nice to them, and can be cruel either physically or emotionally - does this ever happen to you? (Use Duluth Power and Control Wheel - and ask the women if her partner ever behaves in any of the ways identified. Explain that the wheel was put together by women who were experiencing or had experienced domestic violence).

- You have a nasty looking bruise/cut/scratch/burn, can you tell me how they happened and when?
STAYING WITH AN ABUSIVE PARTNER

Many women choose to continue to live with their abusive partners despite repeated assaults, deteriorating self esteem, isolation from family and friends, threats of death and despite children living in constant fear. This decision can be truly confusing for workers who support abused women and/or are requested to investigate/compile reports for child protection purposes.

The decisions they make may appear unsound. However, some women are faced with little real choice.

- Homelessness
- no money
- ill health
- poor self esteem,
- fear of the unknown
- kids who don’t want to leave or miss their friends/pets
- change of schools
- leaving family and friends

The list of reasons why women stay goes on and on. There is little wonder why women often feel compelled to return or stay because, put simply, they have little choice. Research carried out by organisations such as Women’s Aid also tells us that the period following the decision to leave is the most dangerous for both her and the children.

In incidences where a woman chooses to stay or return to an abusive situation the worker should consider assisting the woman to identify a personal safety plan.
Burnout Facilitator Notes

METHOD

1. There is little or no introduction to this exercise. Explain only that we are going to look at coping strategies and dealing with problems and stress.

2. Read the scenario about the worker.

3. Then ask the group to return to their small groups and ask them to consider the scenario and each of the four points.

4. Ask participants to return to the large group and to provide feedback.

5. Get all the sub group responses for “what do you feel?” before moving on to the next heading.

6. The groups usually come up with the same or similar things so ask each group just to list anything not already mentioned.

7. Start with a different sub group for the next question “what do you say?” on so on.

8. When all the answer sheets are displayed – CROSS OUT “DO” AND “YOU” ON ONE OF THE FLIPCHARTS CHANGING THE QUESTIONS TO “WHAT DOES SHE FEEL?” “WHAT DOES SHE SAY?” “WHAT DOES SHE DO?” AND FINALLY “WHY DOES SHE STAY?”

9. Make the point that it is no different for women who have experience abuse and who are faced with difficult choices of staying to make it work/better or losing their home, self respect etc. BUT THEY HAVE AN ADDITIONAL DILEMMA – WOMEN ARE MUCH MORE AT RISK FROM VIOLENCE INCLUDING DEATH ONCE THEY HAVE DECIDED TO LEAVE.
You are a worker in a small but very busy, family run company and have been working there for over three years. You are the team leader which means that you have responsibility for 6 other workers. You sort out the workload for each of them; manage all their personnel type issues including training, absence, annual leave and discipline. You think you have a good team and your bosses are always pleased by you team’s output.

Following a restructuring of the company, you get a new boss who has been redeployed from another section.

At first everything seems great. Your new boss seems to appreciate your hard work - in fact your boss has told you so several times. The boss arrives in late one afternoon and asks you to sort out a report that is expected at the Managers meeting the following morning. It is a huge piece of work and the only way you will get it finished is to work late.

After a few months you notice that you are working late several times a week doing last minute reports and exercises that the managers want in a hurry. You decide to mention this to your boss. You boss dismisses you saying that you are being unhelpful and that you need to pull your weight.

You try to raise the issue of workload with some of your colleagues but they just go on about how much fun the new boss is because they are always suggesting nights out etc. One colleague mentions that the boss even got someone else to finish off a report for her because they were all heading off down to the pub.

You are starting to feel that you are being used so you decide that you will raise some of the issues at your team meeting. The boss joins the team meeting and openly pokes fun at you in front of your team. When you say that it’s not fair, they say that you can’t take a joke.

You notice that several of the team are late almost every morning. You are responsible for the absence monitoring and discipline so you try to assert yourself with the team but the boss undermines you and changes all the decision you have made.

You find out for another staff member that your boss has just got a big bonus because of a great idea they came up with. When he tells you about it you realise that it was one of your ideas and that when you had raised it with your boss they had laughed at you and made fun of you in front of your team.

WHAT DO YOU FEEL?

WHAT DO YOU SAY?

WHAT DO YOU DO?

WHY DO YOU STAY?
Method

1. This is an open discussion session the aim of which is to identify what local workers or women think about local services

2. Facilitators should record the discussion using the flip chart

3. Both negative and the positive aspects of the discussion should be noted

4. Facilitator should encourage the group to look at a variety of agencies and organisations

5. Facilitators should try to encourage the group to answer the question “what do you think helps?” As workers and as women seeking help and support
Method

1. Introduce this section by explaining that participant’s feedback is important at all times but particularly on this occasion because this is a pilot course.

2. The evaluation form is quite detailed but we would appreciate your honesty.

3. The second section of the form is about you and your learning. We would like to know if this course suited your training needs and expectations.

4. We would also like to know what you would like in terms of Violence Against Women training in the future.

5. Add your name and contact details so that we can keep you informed of course that are coming up.
Please complete the evaluation form as fully as possible.

(Score 1 for least helpful/interesting and 10 for most helpful/interesting.)

Your comments on each section are most welcome.

Consider

- How we could have approached a subject differently?
- Could we have explained things clearer?
- Could we have used a different approach to get the message across?

1. Joining instructions for the course

   COMMENTS__________________________________________________________

2. Introductions and Ice breaker

   COMMENTS__________________________________________________________

3. PowerPoint Presentation – aims of the day

   COMMENTS__________________________________________________________

4. Quiz – what do you know about domestic abuse?

   COMMENTS__________________________________________________________
5. PowerPoint Presentation – Policy Drivers

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COMMENTS


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COMMENTS

7. PowerPoint Presentation – Theoretical perspectives

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COMMENTS

8. DVD – Daddy be good

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COMMENTS

9. Laminated cards – Children’s Voices

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COMMENTS
10. PowerPoint Presentation – Nature and prevalence

1  2  3  4  5  6  7  8  9  10 🔆

COMMENTS__________________________________________

11. Small group exercise – indicators, disclosures and crisis

1  2  3  4  5  6  7  8  9  10 🔆

COMMENTS__________________________________________

12. Small group discussion - burnout

1  2  3  4  5  6  7  8  9  10 🔆

COMMENTS__________________________________________

13. Group discussion – work place strategies

1  2  3  4  5  6  7  8  9  10 🔆

COMMENTS__________________________________________

Please continue over leaf.
Unlocking Potential

RENFREWSHIRE MULTI AGENCY PARTNERSHIP
TACKLING VIOLENCE AGAINST WOMEN AND CHILDREN

NAME _______________________________ EMAIL ADDRESS _______________________________

1. Why did you apply for this particular course?

2. What Violence Against Women training would you be interested in doing in the future? (Some courses have minimum entry requirements.) Please tick all that apply.

<table>
<thead>
<tr>
<th>Understanding Domestic Abuse</th>
<th>2 day course at Caledonia University</th>
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<tr>
<td>Domestic Abuse – Training For Trainers</td>
<td>2 X 2 day course provided by Scottish Women’s Aid</td>
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<tr>
<td>Basic Awareness of Childhood Sexual Abuse (level 1)</td>
<td>1 day course provided by Women and Children First and Say Women</td>
</tr>
<tr>
<td>Basic Awareness of Childhood Sexual Abuse (level 2)</td>
<td>1 day course provided by Women and Children First and Say Women</td>
</tr>
<tr>
<td>Understanding the Impact of Rape and Sexual Assault</td>
<td>1 day course provided by Women and Children First and Rape Crisis Glasgow.</td>
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<tr>
<td>Safe to Say – an experiential course over 2 ½ days looking at supporting people who disclose childhood sexual abuse. Provided by Women and Children First, Rape Crisis and Community Learning and Development</td>
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<tr>
<td>Supporting Survivors of Childhood Sexual Abuse with Addiction Issues</td>
<td>2 day course provided by Strada and Say Women</td>
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What Days and times suit best? (Tick all that apply)

Monday to Friday Daytime       Monday to Friday Evenings       Saturday or Sunday Daytime
3. **THE PORCELAIN DOLL** (LAURA G)

I am a broken doll
Average I am no more
On the outside I am perfection
But my heart is bruised and sore
They call me broken doll
Because of my broken heart
My heart broke long ago
And now it’s in two parts
The only visible sign of hurt
Is the sadness in my eyes?
No one knows how I feel
My smile is my disguise
I am a porcelain doll
With a very broken heart
My thoughts were my weapon
Now it’s in two parts
So sweet looking on the outside
But inside angry and sore
Inside my tears are falling
Continually non stop
My broken heart gets heavier
With every single drop
Inside my broken heart
Is swimming in my tears
For its thinking of the tragedy
It’s been threw all the years
I’ am a broken doll
Who’ll be broken even more?
On the outside I am perfection
But my heart is bruised so sore.