<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9:00-9:15</td>
<td>Registration</td>
<td>Tea &amp; coffee</td>
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<tr>
<td>9:15-9:35</td>
<td>Welcome &amp; Introduction</td>
<td>Intro facilitators</td>
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<td>Learning outcomes</td>
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<td>Group rules</td>
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<td></td>
<td></td>
<td>Introductions - name, reasons for attending</td>
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<td></td>
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<td>today, hopes and fears</td>
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<tr>
<td>9:45-10:45</td>
<td>Defining domestic abuse</td>
<td>Domestic abuse quiz (or alternative: 'definitions'</td>
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<td></td>
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<td>exercise', or 'DA definitions cards exercise')</td>
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<td>DA definitions slides</td>
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<td></td>
<td></td>
<td>Gendered definition discussion (brief)</td>
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<tr>
<td>10:45-11:00</td>
<td>Break</td>
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<tr>
<td>11:00-11:45</td>
<td>Indicators of domestic abuse</td>
<td>DVD - Leaving</td>
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<td>Small group discussions about what the</td>
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<tr>
<td></td>
<td></td>
<td>indicators were from the DVD</td>
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<td></td>
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<td>Handout: Rosalind Penfold</td>
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<tr>
<td>11:45-12:45</td>
<td>Why do women stay?</td>
<td>Guided scenario re abuse at work from SWA</td>
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<td>Beiderman exercise</td>
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<td></td>
<td></td>
<td>(If time, 'Why Women Stay exercise 2')</td>
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<tr>
<td>12:45-1:30</td>
<td>Lunch</td>
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<tr>
<td>1:30-2:45</td>
<td>Snakes and ladders exercise</td>
<td>Introduction (5)</td>
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<td></td>
<td>inc barriers to leaving and staying left</td>
<td>Game (20)</td>
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<td></td>
<td></td>
<td>Small group discussion(20)</td>
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<td></td>
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<td>Whole group discussion (15)</td>
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<td>Police 5 minute input into specific barriers</td>
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<td>to contacting police</td>
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<td>2:45-3:45</td>
<td>Making a difference: helping women and children</td>
<td>Case study exercise - read to group + handout</td>
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<td></td>
<td>and children experiencing domestic abuse</td>
<td>Work between police &amp; women's aid?</td>
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<tr>
<td></td>
<td></td>
<td>(alternatively 'what women need' exercise)</td>
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<td></td>
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<td>Handout: tiny leaflets on how to help</td>
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<td></td>
<td></td>
<td>Handout: good practice guidelines</td>
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<tr>
<td>3:45-4:15</td>
<td>Questions, conclusions and evaluations</td>
<td>Explanation of email participant pack</td>
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<td>Evaluation form</td>
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The morning:
The morning session covers from participant arrival at 9am until lunch at 12:45pm.

<table>
<thead>
<tr>
<th>9:00 - 9:15</th>
<th>Coffee and registration:</th>
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<td>- Making sure that all participants are greeted and sign in</td>
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<thead>
<tr>
<th>9:15 - 9:45</th>
<th>Welcome, intros and icebreakers:</th>
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<tr>
<td></td>
<td>- Introduction of both facilitators, and assurance that both can be used throughout the day by participants.</td>
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<td></td>
<td>- Learning outcomes (as per slides)</td>
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<td>- Housekeeping</td>
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<td>- Group rules</td>
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Participant icebreaker and intro - Expectations exercise is used

Key points:
- participant safety
- open mindedness
- participation levels

<table>
<thead>
<tr>
<th>9:45 - 10:45</th>
<th>Defining domestic abuse:</th>
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<tr>
<td></td>
<td>A variety of exercises can be used for this part of the day. The 'domestic abuse quiz' is currently used. The participants are grouped into teams of 3-4, and given 15 minutes to answer the quiz. The whole room discuss their answers and thoughts and feelings about these. Alternatively, the participants are given a copy of the 'definitions' sheet, and in groups of 2-4 discuss the definition, choosing the one that they feel most fits for their idea of domestic abuse. This is discussed as a whole group, with the Scottish definition shared.</td>
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<td></td>
<td>Slides of domestic abuse facts and figures are shown (5 mins) with a discussion of the methodology behind these statistics.</td>
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<td></td>
<td>The gendered definition is shared, and explained to participants' satisfaction. Discussion covers the differences in gendered pattern of abuse, and differences in need.</td>
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Key points:
- the incorrect assumption of gender parity
- methodological problems with statistics
- problems with taking an episodic view of domestic abuse
- myths about domestic abuse and women experiencing it
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>10:45 - 11:00</td>
<td>Break</td>
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</table>
| 11:00 - 11:45 | **Indicators of domestic abuse:**  
Participants watch the Leaving DVD. Discussion is held as a big group about the type of indicators that women may show.  
**Key points:**  
- why women may try to hide domestic abuse  
- why we might fail to see domestic abuse  
- societal assumptions about whose business domestic abuse is  
- impact on children of domestic abuse (refer to full course) |
| 11:45 - 12:45 | **Dynamics of domestic abuse:**  
The whole group participates in the adapted SWA exercise - 'would you stay?'.  
The whole group discusses the psychological impact of domestic abuse, using the Biderman Analysis, ref SWA.  
The whole group is led in a discussion of how domestic abuse may begin, and how perpetrators may behave.  
**Key points:**  
- Changing pattern of abuse over time  
- Love in domestically abusive relationships  
- Escalation and women's awareness of this  
- Normalisation  
- Service generated risk |
EXERCISE: OUR EXPECTATIONS

Estimated time: 15 minutes

Purpose:
- To assist participants in identifying and articulating their expectations for the training workshop.
- To help facilitators understand the group's specific training needs and adapt the training program accordingly.
- To increase group cohesion and further enable participants to become acquainted with one another.

Group Circle Activity
Task:
Let's discuss the following question:

What would you like to learn about the problem of domestic abuse that would make this workshop useful in your work? A volunteer can begin the discussion and others will continue in turn.

Variation: Facilitator asks the participants to complete the following open-ended sentences:

- For me, domestic abuse is...
- A concern I have about this training workshop is...
- I hope I'll come away with...
- The questions I would like answered during this workshop are...

Facilitator can write the sentences down on a flipchart before the exercise and post the flipchart on the wall for all to see. Then the facilitator asks for a volunteer to start the process.

The group's responses should be written down on a flipchart (this list should be visible throughout the course of the workshop.) At the conclusion of the workshop, the facilitator should review the list of Expectations together with the group to summarize whether the participants' expectations have been met.

Facilitator's commentary:
When our expectations for the training have been met, we consider the training program to have been successful. Therefore, the goals that we articulate at the beginning of the workshop, such as learning new information about and understanding domestic abuse determine not only how much knowledge we will gain, but also whether our future actions to overcome violence against women will be successful.

What is Domestic Abuse?

Have a look at these definitions ... what do you think fits with your understanding of domestic abuse ... do you think any of these definitions covers the nature of domestic abuse?

"Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life"

"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 and friends)."

"Domestic violence, also known as domestic abuse, spousal abuse or intimate partner violence (IPV), can be broadly defined as a pattern of abusive behaviors by one or both partners in an intimate relationship such as marriage, dating, family, friends or cohabitation. Domestic violence has many forms including physical aggression (hitting, kicking, biting, shoving, restraining, slapping, throwing objects), or threats thereof; sexual abuse; emotional abuse; controlling or domineering; intimidation; stalking; passive/covert abuse (e.g., neglect); and economic deprivation."

"Domestic abuse occurs in all social groups, is not caused by stress, unemployment, poverty, alcohol or mental illness, or by the women who experience the abuse.' 'domestic abuse is associated with broader gender inequality and should be understood in its historical context, whereby societies have given greater status, wealth, influence, control and power to men. It is part of a range of behaviours constituting male abuse of power, and is linked to other forms of male violence'. "
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
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<tbody>
<tr>
<td>1. How many incidents of intimate partner violence were reported in Tayside between 2009 - 2010?</td>
<td>a) 471 b) 4,208 c) 8,132</td>
</tr>
<tr>
<td>2. On average, how long does it take a woman experiencing domestic abuse to leave the relationship?</td>
<td>a) 19 months b) 34 months c) 7 years</td>
</tr>
<tr>
<td>3. On average, how many episodes of violence does a woman experience before she contacts the police?</td>
<td>a) 6 b) 16 c) 35</td>
</tr>
<tr>
<td>4. In families in which there is a domestic abuse perpetrator, what percentage of family pets are abused?</td>
<td>a) 12 b) 88 c) 42</td>
</tr>
<tr>
<td>5. What percentage of people would report their neighbour if they witnessed them kicking their pet?</td>
<td>a) 25 b) 50 c) 75</td>
</tr>
<tr>
<td>6. What percentage of people would report their neighbour if they witnessed them kicking their partner?</td>
<td>a) 25 b) 50 c) 75</td>
</tr>
<tr>
<td>7. How many Scottish women are likely to experience domestic abuse within their lifetimes?</td>
<td>a) 1 in 4 b) 1 in 7 c) 1 in 10</td>
</tr>
<tr>
<td>8. In a recent survey of Scottish schools, how many boys felt it was acceptable in certain circumstances to hit their partner?</td>
<td>a) 1 in 3 b) 1 in 15 c) 1 in 30</td>
</tr>
<tr>
<td>9. Of all children killed between 2004 and 2008, what percentage lived with a known perpetrator of domestic abuse?</td>
<td>a) 1/8 b) 1/12 c) 1/2</td>
</tr>
</tbody>
</table>
Welcome the participants back from lunch, and seat them back in the study group seating arrangement.

Explain that, whilst the focus of the morning was on looking at the environment which causes and perpetuates violence against women, the afternoon will have a very practical focus. Tell the group that they will be looking at the impact of violence against women on women and children, and what first steps to take to work with disclosure.

Read the following, including the acknowledgement, and complete the flipchart exercises:

*Idea adapted from Activity 15, 'Going Forward' toolkit*  
*Scottish Women’s Aid*

Imagine you are a married parent of three small children, aged 8, 6 and 4 years old. You have been married for 15 years, and generally find things at home to be 'okay', but have noticed that your spouse seems a bit distant over the last few months. You aren’t sure what is happening, but worry at times about your marriage. Your spouse has been at home looking after the children since they lost their last job 7 years ago.

Your three children (two boys and a girl) are doing well at their school and nursery respectively, and they have a number of good friends in the area in which they live. This area is safe and friendly, although it is quite expensive to live there and the mortgage is quite high.

You really enjoy the work you do, but find that recently the workload has been crazy. You have been working many more hours than you are paid to, and you feel guilty about neglecting your child to cover the workload. In addition, the hours at work seem to add an extra strain on your relationship with your spouse.

It's 4.30pm on Friday afternoon and you are getting ready to leave work. You have had a particularly stressful week, and have really struggled to make it to the weekend. The phone rings. It is your boss saying that he has to see you about a decision that you made yesterday that he's unhappy about. You are feeling really fed up, as you tried to get hold of your boss all day yesterday to talk about this particular situation. He didn’t get back to you, and you’ve since heard that he took a three hour lunch break yesterday. When you meet him he’s not willing to hear you out. He says that if there is any comeback as a result of your decision, you will have to take full responsibility. He doesn't want his reputation to be ruined as a result of your inadequacies. You go home and have a miserable weekend.

On Monday morning your boss appears with a cup of coffee and a cake. He apologises and says that he’s really sorry for flying off the handle on Friday. He was under enormous pressure and unfairly took it out on you. He hopes you can both just forget about it and move on...

- How do you feel?
  
  *Exhausted*
Relieved
Angry
Tense
Emotional

- What do you do?
  Cry
  Drink a lot
  Smoke
  Keep on going
  Shout
  Take it out on my family

- Why do you stay?
  Can't get another job
  Hope it will get better
  Need the money
  Fear of the unknown
  Bits of it are all right
  Worried about the children
  Feeling too unconfident to look elsewhere

Emphasise the point that women in abusive circumstances remain for the same reasons that most of the rest of us do.
People in abusive circumstances often feel stressed and burnt out, and are lacking in the self-esteem to do much about it at times.
Introduction to Domestic Abuse
Why women stay
Exercise 2

Divide participants into two groups. Each group receives a copy of the case study for Yvonne and Nigel. One group lists all of the reasons that Yvonne should stay, the other group all of the reasons that Yvonne should leave (10 minutes). Groups should think in terms of gains and losses for each position.

Each group nominate one person to be 'Yvonne'. Both Yvonnes dialogue about whether Yvonne should stay or leave, supported by their group (5 minutes).

Discussion: the whole group should discuss what they gained from the exercise, and the extent to which external pressures dictate women's choices.
**Tayside Violence Against Women Training Consortium**  
**Practitioner’s Guide to Domestic Abuse**

**The afternoon:**  
The afternoon session covers from participant return from lunch at 1.30pm until course finish at 4pm

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1:30 - 2:30</td>
<td>Snakes and ladders (see guidance)</td>
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<td>2:30 - 3:15</td>
<td>Police input - this is given by the local domestic abuse officer, who discusses all the legal tools available to them in supporting women. Discussion of domestic abuse officer’s role.</td>
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<td>3:15 - 4:00</td>
<td>What do women need exercise. Small group exercise (groups of 4 - 5) discuss what women experiencing domestic abuse might need or want from services (see flowchart example and case study). Groups develop a flowchart based on these wants or needs (30 mins), and feed this back to the whole group.</td>
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<tr>
<td>4:00 - 4:15</td>
<td>Conclusions and evaluations.</td>
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Snakes and Ladders
Works well for 6 - 20 participants, although optimal for about 16.
Explanation of game: 5 minutes
Game: 15-20 minutes
Post game discussion: 25 minutes or more

Materials required: snakes and ladders board in oilcloth (approx 14') and 4 inflatable dice (details below)

Strengths of the exercise: Light relief/moving around exercise - really great for post-lunch
Limitations of the exercise: suitable for able-bodied participants who are comfortable with physical contact with co-participants.

A human-sized 'snakes and ladders' board (approx 14' square oilcloth) can be used to train participants about:

a) barriers to accessing service/disclosing domestic abuse, and also
b) additional vulnerabilities of particular populations of women.

c) just about anything you can think of to do with VAW!

Set-up:

The training room is set up with three break out zones on three different walls, marked by A4 cards entitled 'waiting area', 'form filling area', and 'exclusion zone'. There must be a flipchart at the exclusion zone. At the form filling area, a number of copies of 'the form' must be available (attached as PDF).

The snakes and ladders board is set in the middle of the room, with four large inflatable dice. Prior to the training, the trainer must think about the learning which they wish the participants to take from the exercise, and create 'snakes' and 'ladders' scenarios accordingly. For example, when I have played the game for police, I have sellotaped printed (and laminated) cards on the 'snakes' which read 'You are experiencing domestic abuse at home, but when you tell the police officer, they seem more interested that you are in a same-sex relationship than about the abuse'. A card used on a ladder might read 'When you are visited at home by a police officer, he uses a risk assessment tool. He explains why he is using this, and helps you to use it with him'. You need about ten cards (about the size of a small file reference card) to put on the snake's heads, and about ten to put at the bottom of ladders.

Advise participants that they are going to play a game which will help them to think about barriers to accessing help (or whatever your aim is). Tell them that it will be a chaotic and raucous game, and that there will be a lot of physical contact. It's useful to plan beforehand a few roles for anyone unable or uncomfortable at joining in - someone to watch out for cheaters; someone to exclude people at random (explained later) and so on. If any participant has a mobility impairment, I have chosen to use an alternative method of playing this, rather than this version, which will exclude them.
Game:

Participants are asked (in the whole group) to put their hand up if they know how to play snakes and ladders. Select one to tell the whole room how to play (up ladders, and down snakes). This is to ensure that assumptions about 'everybody playing snakes and ladders as children' are avoided.

Ask what 'winning' looks like in a game of snakes and ladders. The usual reply is 'getting to 100'. Ask what '100' might be for a woman experiencing domestic abuse. Encourage all possible answers (remaining and staying safe/leaving/reducing the abuse/keeping children safer/having more support etc). Prompt participants to recognise that each woman's idea of winning might be different to each other's, and different to worker's idea of what '100' should be for her.

Participants begin the game by being given a laminated card each. These are allocated randomly, and have one of the following options available:
- 'You are not ready to leave - wait ten minutes' (such participants will go to the 'waiting area' once the game begins).
- 'Roll three to begin the game'.
- 'You are ready to begin leaving. Start the game straight away'
- 'You need to complete a form before you can begin leaving' (participants go to the 'form filling' area)

Explain that there are three 'zones' outwith the board that participants need to be aware of. The 'form filling area', for those sent to fill in a form; a waiting area for those who are required to wait; and an exclusion area, to which you may send participants. Advise participants that if they are excluded, they should write on the flipchart how they feel about being excluded.

Announce that the game will begin. Some participants will have to go directly to fill a form in (form filling cards with silly questions on). Please make sure that too few pens are provided to do this easily. It works well if none of the pens actually work, and that you are rather unhelpful when asked for more. This is intended to draw out the awareness that women attempting to access service do not always understand the hoops that they feel they are made to jump - for post game discussion.

The participants which are ready to play need to throw whichever inflatable dice they can reach to progress up and down the board. Do not assist them in doing so by arranging an order in which dice are passed around. Actively make the game slightly harder by moving dice out of reach. Make sure that participants are reading the snakes and ladders cards, rather than just trying to 'win'. Encourage them to remember what they are stepping on, as you are going to 'quiz' them later!

---

1 I have an electronic copy of these cards, if anyone wants it mailed: sarah.watts@dundee.city.gov.uk
At random points in the game exclude groups of participants. I usually try to remove anyone progressing 'too fast' - the game should last for around 15 minutes so this is good for slowing the group down. Exclude people for:
- anyone wearing colours in their socks
- anyone with a birthday in May or June
- anyone who can't whistle, etc.

This represents the meaningless discriminations which groups of women might face - to be drawn out of the post-game discussion. Remind participants to write their feelings on the flipchart. Allow participants to rejoin the game after 3-4 minutes at the start of the board.

Post-game discussion:

This can be done in either small groups (in which case you'd need to make out A4 prompts for their discussion, or whole group. I do it mostly in whole group, and it works well.

Points for discussion:
- How did it feel to be in the game? Chaotic, frenzied, too many people etc
- Were there enough dice? Link this to an analogy about resources
- People who started first, how did that feel? Analogy of women enjoying relative privilege. What characteristics might that woman have?
- People who had to wait, what was that like? Analogy for women with less privilege.
- People who filled in forms, would you share with the whole group what you had to fill in? Might women accessing service sometimes feel that we ask for irrelevant information? Might they feel that they might be barred from service if they answer these forms wrongly? Might language and literacy be barriers?
- What was it like to be excluded? Was it rather good to be out of the chaos? Did they feel motivated to return to the game, or angry and rejected, and unwilling to return? What might that help us to understand about women's experiences? Is there something about resilience to think about here?
- Can we remember what the ladders were? Help the room to remember all of the supports to service access.
- Can we remember what the snakes were? Help the room to talk about the 'snakes/barriers for groups of women. Flipchart the groups of women who might experience additional vulnerability or barriers to service.

This discussion can be closed by asking each person to share one piece of learning that they took from participating in the game. Emphasise that all women face barriers to accessing service/disclosing domestic abuse, but that the game has focused on some additional vulnerabilities that some women face that result from structural and societal inequalities which intersect with gender inequality.
The discussion can be extended for another 30 - 45 minutes if required by dividing the room into small groups to think about how their own services provide barriers for the groups of women identified in the snakes and ladders exercise.

Alternatively, the discussion can segue into a mini-presentation on intersectionality, sharing with participants the importance of recognising the multiple inequalities faced by some women.

The basic snakes and ladders tool (including board and dice, but without VAW-relevant cards) is £600 from Barnardos. It is provided for youth work with young people, but I have found it very suitable for use exploring different aspects of VAW. It could feasibly be made by someone with permanent markers on the back of a large oilcloth tablecloth (ebay!), but the Barnardo’s version does look superb. We can lend one out, but you will need to collect and return to Dundee city centre, and we would need to talk you through the agreements for use (about 45 minutes to talk through the game).
Practitioner's Guide to Domestic Abuse
Questions/prompts for snakes and ladders

Just before we split into small groups to think about the barriers faced by different groups of women, I'd like to spend just a few moments thinking about the exercise generally.

What was it like to play the game overall?
- chaotic
- too many people battling to get the dice (resources)
- hopeless

How did it feel to fill out the form?
- Did the questions all make sense?
- Were some of the questions pointless?
- Might some women experience some of our processes like that? Which processes?

How did it feel when I sent you back, or off the board for a while?
- unfair, arbitrary, no visible rules to play
- different barriers for different groups of women

How did you respond to being sent back in the game on the snakes?
- How do you think women experiencing domestic abuse respond - think about resilience.

Headings for flipcharts around the room:

Who might 'going first' represent in terms of women accessing services? (relative privilege)

What groups of women do you think would be represented by 'waiting for services' or being 'excluded' from services?

What did that make you think about women's possible experiences?

So from that exercise, what would we want to do to improve our processes to support all women to access services?
- Equal access: BME, LGBT, socio-economic status
- Provision of good information
- Trained/educated staff
- etc
For the next forty-five minutes you will be engaged in thinking about what women and children would need from you/from agencies to make a positive difference for them.

There are two parts to what you will need to think about:

1. How to keep this woman/children safe in the immediate instance. You will be told whether your woman/children is planning to remain in the relationship, planning to leave the relationship, or has already left the relationship.

2. Using your thoughts about what women would need to promote safety to create a flowchart of what support you would want offered to your person experiencing domestic abuse.

i.e.

```
  Asking about domestic abuse
       ↓
        Yes
        ↓
   Are there any children in the family/resident?
       ↓
        No
        ↓
        Yes
        ↓

I would want us/agencies to respond with empathy and acceptance

I'd want us to reassure women why we are asking this, and that we want to help.
```

Whilst your flowchart does not have to be exhaustive, you will want to include any agencies which you feel might be helpful to her, and any specialist help that will be required to help her access these.

Whilst you will not have time to share your flowchart with the other groups, we would like you to share with the other groups thoughts that you have had whilst participating in the exercise - for example, have you become aware of any barriers to help for women that you had not thought about before?
You are supporting a woman called Melanie, who is 24 and has a small son, David, who is 3.

Melanie has separated recently from her long-term partner, Joe, with whom she was in a relationship with for 6 years.

Melanie tells you that Joe started to be aggressive and abusive with her around the time she got pregnant with David, and that this got worse after she gave birth. She shares with you that Joe has ‘never hurt’ her, and that Joe ‘wouldn’t ever hit’ her. Melanie explains that Joe gets angry sometimes due to pressure at work, and that this happens only when Joe has been drinking, and that this is when the abuse begins.

Melanie says that she once left Joe, about 2 years ago, but that Joe turned up at Melanie’s work, and at Melanie’s mother’s house until she agreed to return to their home. During the three days that she had left, Joe called Melanie’s mobile phone on 46 occasions.

Melanie tells you that when Joe is angry, Melanie is able to calm things down by ‘doing what Joe wants [her] to do’. She doesn’t explain this statement any further.

Melanie says that Joe would never harm David, and that nothing ever happens when David is in the room with them.

Melanie, Joe and David live in a privately-owned home, which both Melanie and Joe pay the mortgage on.

Melanie tells you that she is worried that she is making a fuss about nothing much, especially when she knows that ‘things are so much worse for other women’. Melanie tells you that she has thought about leaving Joe, but thinks that Joe might tell all Melanie’s colleagues things about their relationship which Melanie would rather keep private. She asks for your advice.