

# Domestic Abuse Resource Pack for Schools & Educational Settings in Lincolnshire



To be reviewed July 2023

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**Amendments to this version:**

1. Changing of EDAN Lincs to LDASS as the new DA service for Lincolnshire as of 1<sup>st</sup> of April 2023 through out the whole document.
2. Update of new DASH/S-DASH form in Appendix 2.

## **INTRODUCTION**

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

Nationally, nearly 1 million women experience at least one incident of domestic abuse each year. 1 in 6 men report they have experienced domestic abuse and at least 750,000 children a year witness domestic abuse. Accordingly staff working within our universal and targeted services, as well as the general public can be affected; whether through intimate partnerships, family members, friends or our colleagues at work.

By working together in Lincolnshire we can:

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

This document provides teachers, safeguarding staff and management with advice and guidance for identifying and responding to domestic abuse. That could include young people in unhealthy relationships, children\* and young people who witness domestic abuse or parents who disclose abuse to a member of the school.

*Our vision is for people in Lincolnshire to live free from domestic abuse.*

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

- [Multi Agency Risk Assessment Conference \(MARAC\) Operating Protocol](#).
- [Multi Agency Safeguarding Adults Board Policies and Procedures](#)
- [Keeping Children Safe in Education; Statutory guidance for schools and colleges](#)
- Your own educational settings internal policies and procedures

## **WHAT IS DOMESTIC ABUSE?**

### **Definition of Domestic Abuse**

The Home Office (2021) definition of domestic violence and abuse is:

*Behaviour of a person (“A”) towards another person (“B”) is “domestic abuse” if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.*

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

- (a) physical or sexual abuse;*
- (b) violent or threatening behaviour;*
- (c) controlling or coercive behaviour;*
- (d) economic abuse;*
- (e) psychological, emotional or other abuse;*

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

### **The Impact of Domestic abuse on children and young people**

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

As school staff you get to witness these behaviours on a daily basis and can see the changes first hand. The table below shows some of these behaviours and symptoms that can affect a child/young person and some of the issues they may experience that require support.

When living with Domestic Abuse	When leaving domestic abuse
<b>Safety</b>	
<ul style="list-style-type: none"><li>• Injury/threats if attempts to intervene</li><li>• Having to leave the house to get help or be safe</li><li>• Running away</li><li>• Being injured before birth, or as a baby</li><li>• Self-harming in order to cope</li></ul>	<ul style="list-style-type: none"><li>• Continued threat from the abusive person</li><li>• Continued contact with abusive parent/carer through a 'Contact Order'</li><li>• Greater risk to health and safety when in temporary accommodation</li><li>• At greater risk of being killed at this point or in the first few months</li></ul>
<b>Education</b>	
<ul style="list-style-type: none"><li>• Erratic school attendance</li><li>• Late to school</li><li>• Attending school when ill because they do not want to be at home</li></ul>	<ul style="list-style-type: none"><li>• Disturbed sleep pattern leading to a loss of concentration</li><li>• Not getting a new school place</li><li>• Late to school because of new accommodation</li></ul>

<ul style="list-style-type: none"> <li>• Faking illness to stay at home to protect abused parent/carer</li> <li>• Disturbed sleep pattern leading to a loss of concentration</li> <li>• Unable to complete homework</li> <li>• Concentrating extra hard to escape</li> <li>• Not being able to take part in extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Missing school for court appearances</li> <li>• Unable to complete homework</li> <li>• Reduced finances affecting ability to buy uniform or take part in extra-curricular activities</li> <li>• Risk to abduction because they can be found via the school or educational setting the child attends</li> </ul>
Emotional Health and Development	
<ul style="list-style-type: none"> <li>• Restricted access to health care</li> <li>• Restricted access to food and clothing</li> <li>• Unwilling or unable to bring friends home</li> <li>• Erratic school attendance</li> <li>• Disturbed sleep patterns</li> <li>• Altered brain development</li> <li>• Living with conflict and tension</li> <li>• Distorted vision of relationships</li> <li>• Being forced to take part in abuse of parent/carer</li> <li>• Upset at death/injury of pet</li> </ul>	<ul style="list-style-type: none"> <li>• Not being able to see friends and family</li> <li>• Possible loss of a pet, possessions and all that is familiar</li> <li>• Stigma of being in temporary accommodation</li> <li>• Loss of access to activities e.g. sport or drama</li> <li>• Finances can improve or get worse</li> <li>• Maybe subject to a child protection investigation</li> <li>• Disturbed sleep pattern</li> <li>• Stress related illness and/or behaviours</li> </ul>

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

### **WHY SCHOOLS/EDUCATIONAL SETTINGS SHOULD RESPOND TO DOMESTIC ABUSE:**

Schools are often best placed to observe when children and young people are affected by domestic abuse as they have regular contact and are able to notice changes in behaviour and emotions. Schools can be a safe haven for those experiencing domestic abuse at home and a place of safety for the adult to receive support. Schools are able to carry the Lincolnshire ethos that "Domestic Abuse is not to be tolerated" and nurture the shared set of values that all people are to be treated with warmth and respect. Schools also have a number of legal requirements relating to domestic abuse. Where a family have chosen to Electively Home Educate (EHE), it is important that schools inform the local authority of this decision and identify any risk of domestic abuse known to them.

### **Safeguarding:**

Domestic Abuse is a safeguarding issue, thus schools have a duty of care for all its students to keep them safe from harm under the Education Act of 2002. The Department for Education Keeping Children Safe in Education recognises domestic abuse as a specific safeguarding issue

and therefore it is important that schools also identify it within their safeguarding policy and ensure all staff are aware of the procedures with regards to safeguarding children from domestic abuse.

#### Ofsted:

In recent correspondence with the PSHE Association it has been informed to schools that Ofsted "Inspectors will want to consider evidence that children and learners are able to understand, respond to and calculate risk effectively", and domestic violence, female genital mutilation and forced marriage were but a few of the examples of risks associated with this statement and that "children and learners are taught how to keep themselves safe and are aware of support available to themselves."

#### PSHE Association:

The PSHE Association have worked with the Home Office to further the work of the 'This is Abuse' Campaign in 2014 and produced the 'Disrespect Nobody' Campaign to cover Healthy Relationships, Consent and Sexting. All of which are safeguarding concerns for children and young people.

The full details of the workshops, with details of how to order the DVDs for schools to use are also available on the [Stay Safe Partnership Website](#)

#### Expectations of the School:

In respect to all of the above it is expected that Lincolnshire schools will work towards the following with the support of both the Lincolnshire County Council School Advisor, the Safeguarding in Schools Team, the Lincolnshire County Council MARAC Representative and the County Domestic Abuse Team:

- Ensure that all disclosures or suspicion of domestic abuse is acted upon in accordance with this protocol (see Section on Risk Assessment)
- Audit compliancy with this Protocol and the Lincolnshire Domestic Abuse Charter;
- Analyse data and use this to tackle risk;
- Ensure that lessons are learned from Domestic Homicide Reviews, Serious Case Reviews and Safeguarding Adults Reviews where domestic abuse is a feature;
- Share details within the school of new legislation, research and best practice;
- Work together with Lincolnshire County Council and other schools on publicity campaigns;
- Work towards both a Domestic Abuse Policy to support the young people in the school and their parent/carers AND a Domestic Abuse Guidance document for Employees and Managers in schools.
- Highlight who is requiring of what level of which domestic abuse training (including Female Genital Mutilation) and then assure themselves that those members of staff have completed and kept up to date with that training. [part of the 6 year Safeguarding Training Pathway for all staff, see page 36]

## **ASSOCIATED FORMS OF DOMESTIC ABUSE:**

### **Teenage abusive relationships**

As with adults, abuse in teen relationships doesn't just cover physical violence. Other examples of this type of abuse include:

Pressuring you into having sex.

Controlling behaviour including what friends you can see or speak to and where you go.

Jealousy or anger.

Threatening to put lies, personal information, pictures on social networking sites.

Constant name calling and comments.

Research completed by the NSPCC into partner exploitation and partner violence in teenage intimate relationships revealed that for girls in particular, having an older partner, and especially a "much older" partner, was a significant risk factor. Overall, three-quarters of girls with a "much older" partner experienced physical violence, 80 per cent emotional violence and 75 per cent sexual violence.

In those circumstances where the victim is under 18 years old and the perpetrator is 18 years or above, or if both victim and perpetrator are under 18 years, this should also be treated as a child safeguarding concern. A referral/signposting can also be made to specialist domestic abuse services when deemed appropriate. In the event that a child is known to be involved in a violent relationship, the practitioner should consider undertaking an Early Help Assessment. Should the practitioner subsequently decide they would like a consultation with an Early Help Advisor regarding their next steps this should be arranged. During the course of any such discussions the practitioner may find it helpful to consider with the Early Help Advisor whether the matter meets the threshold for social care intervention.

If the practitioner believes the child is at immediate risk then they should contact the police and initiate child protection procedures by contacting the Children's Services Customer Services Centre (CSC) on 01522 782111 and reporting a safeguarding concern; e.g. a child involved in a relationship with a violent girlfriend/boyfriend. Outside of normal working hours contact should be made to the Emergency Duty Team on 01522 782333.

To support working with this age group there are Workshops available in the [Resources](#) section of this document.

### **Abuse through technology – e.g. Sexting**

As a professional, the case you are involved with may have elements of online / digital abuse. Many of us now use mobile, social media, email and shop online for example. If someone wants to upset, scare or intimidate another person they may use technology to do it.

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

Questions you may wish to consider:

- Is the victim being abused in multiple ways and means?
- How long has it been going on for?
- Is it escalating?
- What is the motivation of the abuser?



- What is the victim worried will happen?
- Mental state of the victim – are they afraid / suicidal?

You may wish to refer to the [Get Safe Online website](#) for further advice as a professional, or to guide the person who is being abused online to advice on the steps they can take to improve their online security.

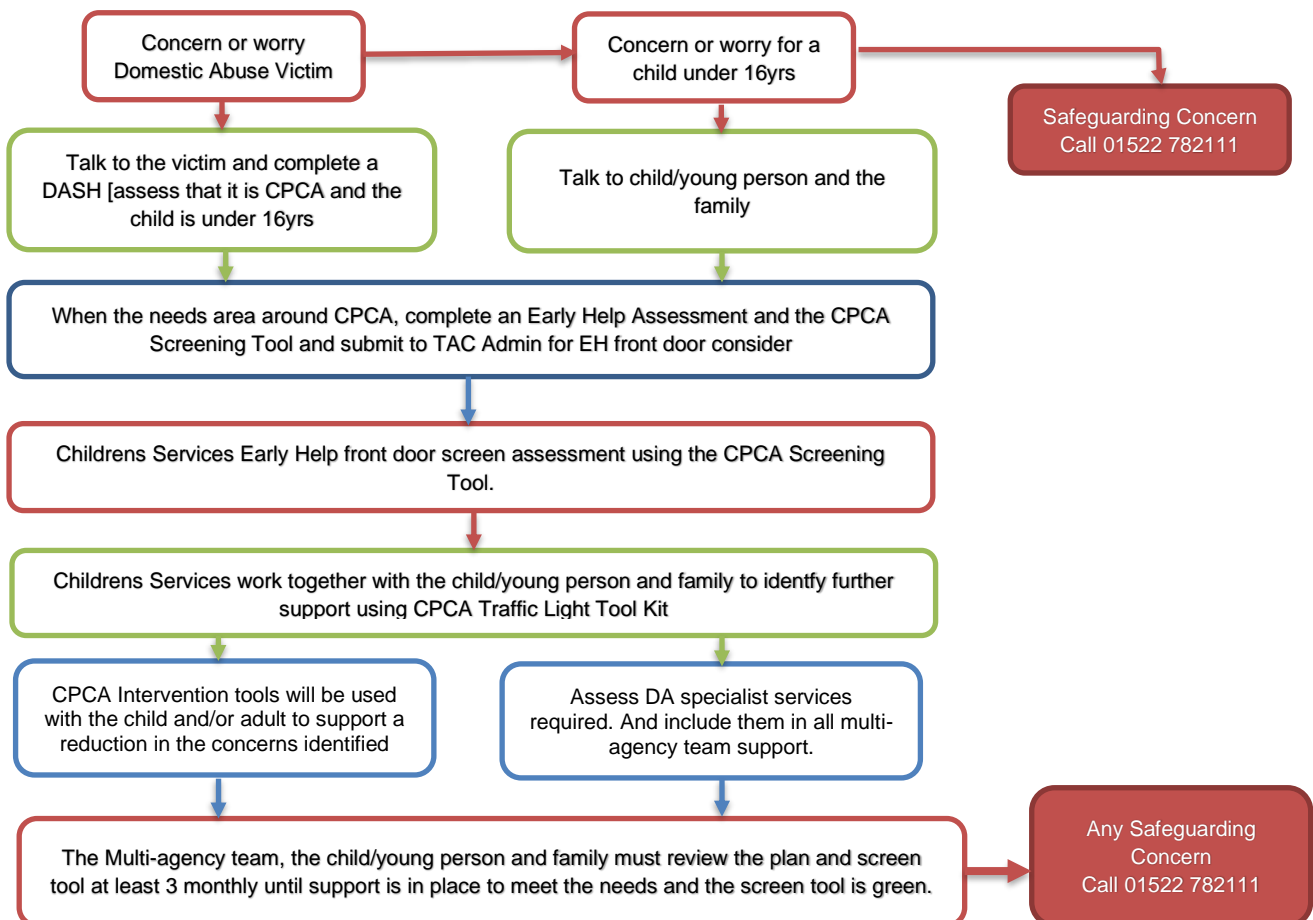
You can also utilize the Workshops in the [Resource](#) section of this document.

### **Child to Parent/Carer Abuse**

The official definition of domestic abuse covers individuals over the age of 16 years. However, there are occasions of familial abuse where the parent/victim is over the age of 16 years but the child displaying abusive behaviour is under that age, this is a hidden form of familial abuse and is often under reported. There is no current legal definition of CPCA, and it is not included as a sub-type of domestic abuse. It is mentioned within the Domestic Abuse Act 2021 Statutory Guidance, however, only children aged over 16 will fall under the current definition of domestic abuse.

If the child who is being abusive is aged **over** 16 years of age, and the case is assessed as high risk via a DASH, then a referral of child to parent/carers abuse can be made to MARAC. If a DASH results in there being no immediate harm to the parent/carers from the child aged over 16 years, please contact the specialist domestic abuse Service.

If the child displaying abusive behaviour is aged **under** 16 years of age, the following pathway can be used:



The Pathway is also available in the [CPCA 5 Minute Briefing and the CPCA Toolkit on the Professionals Hub](#).

There is also training on CPCA, see page 33.

## **Stalking and Harassment**

Stalking can be defined as persistent and unwanted attention where the victim feels pestered and harassed. There are many forms of harassment, ranging from unwanted attention from somebody seeing a romantic relationship, to violent predatory behaviour.

The British Crime Survey (2006) suggests up to five million people experience stalking or harassment in any given year and that many victims will suffer up to 100 incidents before talking to the police.

The most common forms of stalking/harassment are:

- Frequent, unwanted contact e.g. appearing at the home or workplace of the victim.
- Telephone calls, text messages or other contact such as via the internet (i.e. social networking sites).
- Driving past the victim's home or work.
- Following or watching the victim.
- Sending letters or unwanted gifts to the victim.
- Damaging the victim's property.
- Burglary or robbery of the victim's home, workplace, vehicle or other.
- Threats of harm to the victim and/or others associated with them (including sexual violence and threats to kill).
- Harassment of people associated with the victim (e.g. family members, partner, work colleagues).
- Physical and/or sexual assault of the victim and even murder.

### **Is someone at risk?**

If someone feels they are at immediate danger then call 999. The National Stalking Helpline can help with advice and support on 0808 802 0300 <http://www.stalkinghelpline.org/>

If someone is unsure that what is happening to them is stalking, then there are a set of questions which can be considered. For more information go to Paladin National Stalking Advocacy Service: <https://paladinservice.co.uk>

## **Child Sexual Exploitation and Domestic Abuse**

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

Like domestically abusive relationships, sexually exploitative relationships are characterised by an imbalance of power and the use of controlling behaviours to maintain a young person's subordinate or dependent position, and to regulate his or her everyday behaviour. Coercive behaviours are also extremely common including the use of assault, threat, humiliation and intimidation as a means of ensuring the compliance of a victim.

Child sexual exploitation can occur through the use of technology without the child's consent or immediate recognition. A central mechanism for offenders to extend their control of their victim is through the use of mobile technology.

If you are concerned that a child or young person may be a victim or at risk of Child Sexual Exploitation then you should complete the LSCP multi-agency risk assessment tool and follow the recommended action. The risk assessment toolkit can be found on the [Lincolnshire Safeguarding Children Partnership](#)

If you believe that a child/young person is at immediate risk this should be reported without delay to the Police:

- For emergencies use 999, or;
- For urgent/immediate reporting 101
- Contact the Customer Service Centre (CSC) on 01522 782111

Contact the Children's Services CSC on **01522 782111**. If it is outside normal working hours you can contact the Emergency Duty Team on **01522 782333**.

### **Child Exploitation and Online Protection (CEOP)**

CEOP is a National Crime Agency department designed to pursue those who sexually exploit and abuse children, prevent people becoming involved in child sexual exploitation, protect children from becoming victims of sexual exploitation and sexual abuse, and prepare interventions to reduce the impact of child sexual exploitation and abuse through safeguarding and child protection work.

CEOP focus' on organised criminal groups profiteering from the publication or distribution of child abuse images, supports local police forces with computer forensics and covert investigations and provides authoritative investigative advice and support to maximise UK law enforcement's response to crimes of child sexual abuse and exploitation.

CEOP has a wealth of online resources to support the work of professionals to protect children from harm:

<https://www.ceop.police.uk/>

### **Forced Marriage**

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

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

There are national guidelines for responding to cases of forced marriage.

[Multi-Agency Statutory Guidance for dealing with forced marriage](#) 2014. School staff should pay particular attention to Chapters 5 and 6.

## [Multi-Agency practice guidelines: Handling cases of forced marriage](#) 2014

- Any case of Forced Marriage must be reported to Lincolnshire Police by calling 999
- If the victim is under the age of 18 years a referral should also be made to Lincolnshire County Council Children's Services. Telephone: 01522 782111
- If the victim is over the age of 18 years and has additional care and support needs, a learning disability or there are any concerns about mental capacity a referral should be made to Lincolnshire County Council Adult Care. Telephone: 01522 782155.

Additional support is available by contacting the Forced Marriage Unit: <https://www.gov.uk/forced-marriage> Telephone: 020 7008 0151

The Forced Marriage Unit has also developed an e-learning package: [E-Learning training for professionals](#)

[Information for people directly affected by forced marriage](#) is also available.

### **Honour Based Abuse**

Honour based abuse refers to crimes or incidents committed to protect or defend the honour of a family and/or community. It can take many forms including harassment, criminal damage, arson, sexual assault, forced marriage, kidnap and even murder.

When dealing with potential victims it is important to recognise the seriousness/immediacy of the risk. Consider the possibility of forced marriage, abduction, missing persons and murder. Incidents that may precede a murder include:

- Forced marriage
- Domestic violence
- Attempts to separate or divorce
- A pre-marital relationship
- Pre-marital conflict
- Pregnancy
- Threats to kill or denial of access to children
- Pressure to go abroad
- House arrest and excessive restrictions
- Denial of access to the telephone, internet, passport and friends

When dealing with victims, do not speak with them in the presence of their relatives. Women that return to their families should be offered escape plans.

Please seek further advice from Lincolnshire Police and if someone is at immediate danger then call 999.

Karma Nirvana provide information and support for male and female victims of forced marriage and honour based abuse. Telephone: 0800 5999 247 Website: [www.karmanirvana.org.uk](http://www.karmanirvana.org.uk)

## **Female Genital Mutilation [FGM]**

Female genital mutilation (FGM) is child abuse and violates the rights to health, security and physical integrity of the person and to be free from torture, cruel and degrading treatment. Professionals have a duty to safeguard everyone, including women and girls, which means tackling FGM is an integral part of their role. Effective action must be taken to do so, without allowing themselves to be inhibited by fear of doing or saying the wrong thing. FGM is sometimes known as ‘female circumcision’ or ‘female genital cutting’.

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

Other Useful Key Links:

- The latest [statutory guidance on FGM](#), published July 2020
- [The Home Office resource pack on FGM](#)
- [The Home Office FGM E Learning Module](#)
- <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>
- The Department of Health Publications:
  - [Safeguarding women and girls at risk of FGM](#) - This document provides practical help to support NHS organisations developing new safeguarding policies and procedures for FGM.
  - [FGM E Learning](#) – for Health colleagues is also available via NHS Health Education England
- The NSPCC runs a specific FGM Helpline:  
Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk) or Telephone: 0800 028 3550

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

The latest statutory multi-agency guidance on female genital mutilation should be read and followed by all persons and bodies in England and Wales who are under statutory duties to safeguard and promote the welfare of children and vulnerable adults.

This guidance should be considered together with other relevant safeguarding guidance, including (but not limited to):

- [Working Together to Safeguard Children](#)
- [Working Together to Safeguard People \(Wales\)](#) This guidance covers safeguarding children and adults.

It is not intended to replace wider safeguarding guidance, but to provide additional advice on female genital mutilation. The information in this guidance may also be relevant to bodies working with women and girls at risk of FGM or dealing with its consequences.

See below for the Lincolnshire Female Genital Mutilation Protocol.



Mandatory reporting  
of FGM.pdf

## **Diversity:**

This section includes additional barriers, risks or considerations for practice relating to diversity including:

- Cultural and language barriers
- Disability
- LGBT
- Male Victims
- Older people

### **Cultural and language barriers**

Consideration should be given by all agencies of cultural differences between people from communities within the UK and from other countries as they could impact on the recognition, disclosure and prevention of DA.

Appropriate advice should be sought by practitioners when dealing with cultural differences as these are significant to them seeking help. This may include traveler communities, different religions and a range of beliefs about marriage, divorce, gender, sexual orientation, and domestic abuse as a taboo issue.

Limited English language may also be a significant barrier for victims of abuse seeking assistance from support agencies. Where there are language barriers practitioners should always use an appropriate interpreter. Family and friends should not be used to interpret in domestic abuse cases.

Practitioners should consider general language used at all times when working with and making written records of service users, ensuring that the language used to describe a situation or person is accurate, clear, non-inflammatory or judgmental.

### **Disability**

If a person has a disability, whether male or female, their chances of experiencing domestic abuse are greatly increased:

- Disabled women are twice as likely to experience domestic abuse as non-disabled women. (Women's Aid 2012). Disabled men and men with mental health problems are at greater risk of domestic abuse than non-disabled men. (Respect 2014)
- Studies show that 80% of disabled women have been sexually abused (Women's Aid 2012)
- 48% of cases involving older adults are those that cannot physically care for themselves (WA 2012)
- 1 in 4 women experience DA therefore 50% of disabled women experience domestic abuse.

Often the carer is a partner or family member. Research by Women's Aid (2008) found that many people with disabilities were afraid to speak out about the abuse due to fear of the carer (who is a partner or family member) leaving and them being left alone. They were reliant on the perpetrator for care and support, they were also afraid of losing their independence, and losing their care package. Many people were afraid of not being believed as the perpetrator who the carer was seen by friends and family as a 'hero' and 'selfless.' The ability to disclose may be reduced if the carer/perpetrator attends all appointments and is at all contacts.

Research has also found that sexual abuse was used as another form of control and power over women with disabilities as well as being used to humiliate and degrade.

Abuse can include with-holding medication, over medicating, refusing care e.g. taking to the toilet, washing, not feeding the person, threats to leave. The person's impairments are used to belittle and exercise control.

Disabled victims of domestic abuse are more likely to develop care and support needs including mental health, substance misuse and long term health effects.

**Lesbian, Gay, Bisexual, Transgender (LGBT+)** – For more information on LGBT+ visit the [Galop website](#)

There may be additional barriers to reporting domestic abuse for lesbian, gay, bisexual, transgender people. Approximately 25% of LGBT+ people suffer through violent or threatening relationships with partners or ex-partners, which is the same rate as in heterosexual women. As with all types of domestic abuse, the problem is under-reported, but in same sex relationships the victim is often afraid of revealing their sexual orientation or the nature of their relationship.

There are a number of aspects that are unique to LGBT+ domestic abuse. The perpetrator may threaten to 'out' the victim to friends, family, colleagues, and others as a method of control. For some people they may have been made to believe that they are experiencing this abuse because they are lesbian, gay, bisexual, or transgender. In addition a lot of national publicity about domestic abuse has historically been about heterosexual relationships, which could mean that there is a lack of understanding of domestic abuse by people in same sex relationships. This lack of understanding means that some people may not:

- Believe it happens in LGBT+ relationships.
- Recognise their experience as domestic abuse if it does happen to them.
- Know how to respond if they see domestic abuse being experienced by their friends.

### **Male Victims**

There are myths about men being victims of domestic, with some people thinking that it doesn't happen to men, men who are victims are not 'real men' and that the law only protects women. These myths are of course completely untrue, but it is possibly why 29% of male domestic abuse victims do not tell anybody about the abuse (Crime Survey England and Wales). Assuming Lincolnshire follows the national picture, this means that in the county there may be 2,439 male victims of domestic abuse who suffer in silence every year. In Lincolnshire all domestic abuse services and support is available for ALL victims.

### **Older People**

Older people might not identify themselves as victims of domestic abuse, particularly if the abuser is not their husband/wife. There is an increase in adult child to parent abuse. Some research suggests in up to 25% of cases where older women are abused. Financial abuse is also a common factor, particularly when an adult child is the abuser.

There may be fewer services involved with older people and they could be more isolated making it difficult to report the abuse or have someone else who will notice and report the abuse.

Additional barriers facing older people could include:

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

### **Perpetrators of domestic abuse**

Lincolnshire Domestic Abuse Partnership is responding to the needs of all domestic abuse perpetrators through the development and delivery of training and interventions aimed to reduce interpersonal violence. Individuals who use violence often have difficulties with emotional management, substance use and mental health which, if addressed, may reduce the likelihood of ongoing domestic abuse. Some perpetrators of domestic abuse may not be motivated to seek help. Engagement with support and intervention is significantly increased if professionals remain open and non-judgmental in their attempts to understand the perpetrators' reasons and motivations for using abusive behaviours. Continuing to increase our understanding of the complex reasons for domestic abuse is an essential part of reducing the harm caused to the lives of those affected by it.

People can be abusive without using physical violence, and this can have a devastating impact on families. Some perpetrators can appear to be caring and co-operative with agencies. Practitioners should be aware that some perpetrators may also try to manipulate professionals, their partners and other family members. Perpetrators may deny or minimise abuse, focus on the actions of others as the reason for their behaviour or avoid contact with those who seek to challenge them.

Domestic abuse has traditionally been understood as a crime perpetrated by dominant controlling men against vulnerable women. In reality, the reasons for abuse occurring within intimate and familial relationships involve far greater complexity than this assumption would suggest. Research spanning over 50 years has consistently found that men and women self-report perpetrating domestic abuse at similar rates, but women are twice as likely as men to be injured or killed during a domestic assault. Like all behaviours, interpersonal violence is best understood as being on a continuum of severity, and those at different points on that continuum require different approaches.

Respect, is an organisation aimed at promoting best practice in work with perpetrators, has produced [guidelines for working with male perpetrators](#). The guidance is based on working with male perpetrators of abuse towards female partners. Please remember that women can also be perpetrators and men can be victims. Also remember the wider definition of domestic which includes family members.

**Under no circumstances should the perpetrator of domestic abuse be informed if a case involving them has been referred to MARAC. This includes Subject Access Requests.**



## **WHAT CAN SCHOOLS/EDUCATIONAL SETTINGS DO TO PREVENT AND RESPOND TO DOMESTIC ABUSE:**

### **Professional Curiosity**

Many Domestic Homicide Reviews and Serious Case Reviews refer to a lack of professional curiosity or respectful uncertainty. School Staff need to demonstrate a non-discriminatory approach and explore the issues and formulate judgements that translate into effective actions in their dealings with children, adults and families. This should be matched by an organisational culture which supports its staff in openness, constructive challenge and confidence to practice sensitive and challenging circumstances at the front line.

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

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

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

Professional curiosity is much more likely if school staff:

- are supported by good quality training to help them develop
- have access to good management, support and supervision when working with challenging situations of domestic abuse which will impact on staff working with families
- 'walk in the shoes' (have empathy) of the child and / or adult to consider the situation from their lived experience
- remain diligent in working with the family and developing the professional relationships to understand what has happened and its impact on all family members

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

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

Staff must be cognisant to the needs of young people (aged 16 years or above) who may be experiencing inequality and / or violence in their relationships and be able to advise on their right to pursue actions under the revised guidance.

School staff must be curious around children missing in education and aware that this is a potential indicator of abuse. Children missing from education can be so for many reasons with regard to domestic abuse, they could be choosing to stay at home to protect the non-abusive

parent OR they could be kept at home by the parent/s to hide the abuse from teachers/professionals.

More information on this is explained in the Department for Education's: [Keeping Children Safe in Education document](#).

Children can also 'act out' or be very withdrawn at school because of how domestic abuse can affect them, all of which can build on your professional curiosity and prompt you to talk to the child to see what the issues are and what support can be offered.

School staff, however curious cannot protect children and adults by working in isolation. Domestic abuse requires a multi-agency response and families and communities also have a vital role to play in protecting children and adults.

If any staff member suspects or becomes aware of domestic abuse they must notify their Designated Safeguarding Lead [DSL] with their concerns whether they work directly with the pupils/ their family or not.

### **Asking the Question**

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

For example:

- Can you tell me what's been happening?
- You seem upset. How are things?
- Are you frightened of someone / something?
- How are things at home?
- Did someone hurt you?
- How did you get those injuries?
- Are you in a relationship in which you have been physically hurt or threatened by your partner/girlfriend/boyfriend?
- Have you ever been in such a relationship?
- Do you ever feel frightened by your partner/girlfriend/boyfriend or other people at home? For example, a family member.
- Are you (or have you ever been) in a relationship in which you felt you were badly treated? In what ways?
- Has your partner/girlfriend/boyfriend/family member destroyed things that you care about?
- Has your partner/girlfriend/boyfriend/family member ever threatened to harm your family? Do you believe that he/she would?
- What happens when you and your partner/girlfriend/boyfriend/family member disagree?
- Has your partner/girlfriend/boyfriend/family member ever prevented you from leaving the house, seeing friends, getting a job or continuing in education?
- What would happen if you wanted to go out with friends?
- Does your partner/girlfriend/boyfriend/family member restrict your access to money, or access your Child Benefit or allowances?
- Has your partner/girlfriend/boyfriend/family member ever hit, punched, pushed, shoved or slapped you?
- Has your partner/girlfriend/boyfriend/family member ever threatened you with a weapon?
- Does your partner/girlfriend/boyfriend/family member use drugs or alcohol excessively? If so, how does he/she behave at this time?

- Do you ever feel you have to walk on eggshells around your partner/girlfriend/boyfriend/family member?
- Have the police ever been involved?
- Have you ever been physically hurt in any way when you or they were pregnant?
- Has your partner/girlfriend/boyfriend/family member ever threatened to harm any children? Or to take them away from you/their parent?

Basic Principles:

Make sure that the time and place is appropriate when asking the question e.g. not when he/she is about to be picked up from school by a parent or pick up the children, or go to work or another appointment or when there are other people around. If you suspect domestic abuse, make sure that the perpetrator is not likely to interrupt you or come into the school. If you need to complete a risk assessment, make sure you have plenty of time - there are 27 risk factors to go through.

### **Disguised compliance**

As part of professional curiosity school staff should be aware of disguised compliance and use their professional judgment to question what is really going on.

Disguised compliance can take a number of different forms and parents, adults or perpetrators can use these techniques to avoid raising suspicions, to allay professional concerns and to delay or avoid professional intervention. Examples include:

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

If disguised compliance is suspected this should be carefully recorded with evidence.

### **Risk Assessment**

If you have evidence of domestic abuse, a disclosure has been made to you or an agency or a member of the public has shared concerns with you relating to domestic abuse you, or a competent practitioner within your agency, for example your Designated Safeguarding Lead and/or someone who has completed Domestic Abuse training on DASH, must make every effort to complete a DASH risk assessment with the victim. This will help you to explore the risks to the victim.

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

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

The DASH allows school staff to make an assessment of risk relating to domestic abuse and ultimately can help determine the course of action that is required. The assessment should be carried out at once, by the member of staff who identifies the concern wherever possible and safe. Where this is not appropriate the assessment should be carried out as soon as possible by the member of staff who identifies the concern or the colleague identified in the organisation's internal procedures.

There are 27 questions so please ensure that you are in a safe environment and that there is sufficient time to listen to the victim and complete the assessment. It is important that you document the answers and keep a record of the outcomes in line with your own agency protocols. Please refer to appendix 2 for the full DASH risk assessment. Or to make sure you are using the most up to date version you can download it from the [Lincolnshire Domestic Abuse Website](#)

### **Additional factors**

There are a number of factors that have the potential to increase the risk of abuse in relationships and accordingly increase the risk of harm to victims, children, dependents and perpetrators. The impact of mental health problems/issues and problematic drug and alcohol use should be considered as additional risk factors and must be planned for accordingly in collaboration with the client and relevant professionals where they are involved.

It is highlighted in Serious Care Reviews and in statutory safeguarding guidance that known risk factors for families are where problematic alcohol and/or drug use and parental mental health problems co-occur with domestic abuse. Nearly a third of mothers (31%) and a third of fathers (32%) had disclosed either mental health problems, problematic drug and alcohol use, or both. (SAFELIVES, In plain sight: The evidence from children exposed to domestic abuse, February 2014)

### **What happens Next and Referral Pathways**

**Please see appendix one – referral flowchart.**

On completion of the risk assessment you should decide on your course of action. The DASH risk assessment will help you to determine the most appropriate course of action and what response is required. It is important that school staff become familiar with this risk assessment and the referral pathways so that resources and intervention can be allocated accordingly.

Risk assessment and risk management will not remove the risk entirely but it can help to reduce the probability of harm. Always consider whether you need to take any immediate action to safeguard the victim and any children or vulnerable adults or share any information with agencies to safeguard the victim/family.

On completion of the risk assessment you will be able to make a judgment of whether the victim is at High Risk of significant harm or death. This is when:

- As a guide, if there are 14 yes answers or more you may wish to consider a MARAC referral. 14 yes answers or more does not mean an automatic referral to MARAC. You should use your professional judgement, and in particular discuss the case with your MARAC representative. If there is a high risk of serious harm or homicide the case should then be referred to the MARAC.

- You can see escalation of the abuse, either in frequency or severity and/or;
- Using your professional judgement you believe that the victim is high risk.

If you believe the victim to be at imminent high risk of significant harm or death and a crime has been committed you must contact the police, call 999 and make an emergency referral to the Multi Agency Risk Assessment Conference (MARAC). If further significant harm or death is not considered to be imminent you should still encourage the victim to report the abuse to Lincolnshire Police and make a referral to MARAC. If a crime has been committed but there is no immediate danger dial 101. You must tell the victim that you are making a referral to MARAC and that he/she will be contacted by an Independent Domestic Violence Advisor (IDVA). Please refer to the MARAC referral process section below.

If you do not consider the victim to be at high risk of serious harm and that the risk is not imminent then you should always ensure that details of specialist domestic abuse services are provided below:

### **High Risk referral process (MARAC):**

Multi-Agency Risk Assessment Conference (MARAC). The MARAC process ensures a timely risk assessment of the circumstances affecting a victim of domestic abuse and ensures that those individuals believed to be at high risk of serious harm or death are linked directly with appropriate services, providing a coordinated multi-agency response to high risk domestic abuse cases in a single meeting.

You must tell the victim that you are making a referral to MARAC and that he/she will be contacted by an Independent Domestic Violence Advisor (IDVA). The role of the IDVA is to discuss risk and safety, provide information about options available and be the voice of the victim at the MARAC. A leaflet about the Role of the IDVA is available by emailing the MARAC Administration Team on [maraclincolnshire@lincolnshire.gov.uk](mailto:maraclincolnshire@lincolnshire.gov.uk)

You must then contact the MARAC representative for your school/educational setting before submitting the referral. **Under no circumstances should the perpetrator of domestic abuse be informed if a case involving them has been referred to MARAC. This includes Subject Access Requests.**

If the victim has already been heard at MARAC and there has been a further significant incident with the same perpetrator, a repeat referral should be made via your MARAC representative. See the MARAC Operating Protocol for 'repeat referral' criteria and procedures.

Risk is dynamic and can change very quickly. If you feel that the victim is NOT at high risk of significant harm or death you should still ensure that they are referred to or given information for the local specialist domestic abuse services. Consider whether you need to share information with any other agency to safeguard the victim/family or prevent a crime.

For more detailed guidance on the MARAC process contact your MARAC representative:

Miriam Shucksmith

**Inclusion & Attendance Team**

**Children's Services, Lincolnshire County Council**

**Personal email: [miriam.shucksmith@lincolnshire.gov.uk](mailto:miriam.shucksmith@lincolnshire.gov.uk)**

**Generic email: [educationMARAC@lincolnshire.gov.uk](mailto:educationMARAC@lincolnshire.gov.uk)**

**Mobile: 07825 725 227**

## **The Role of your MARAC Representative**

MARAC is held every Wednesday and Thursday mornings, as a Lincolnshire MARAC. You will be contacted if a child at your school is to be discussed at a MARAC meeting. You will be asked to complete the MARAC Information Form [See appendix 4] which will then be forwarded to the MARAC meeting and shared on your behalf.

You do not need to have the parent's consent to share information with MARAC; GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.

## **Information Management [pre and post MARAC]**

MARAC Information will be shared with you via your Children's Services MARAC Representative, if required or the MARAC Administration Team:

MARAC Administration Team  
Lincolnshire County Council  
General Enquiries Email: [maraclincolnshire@lincolnshire.gov.uk](mailto:maraclincolnshire@lincolnshire.gov.uk)  
MARAC Referrals Email: [maracreferral@lincolnshire.gov.uk](mailto:maracreferral@lincolnshire.gov.uk)  
Telephone: 01522 554584

### **Information Management Pre MARAC:**

Each School is expected to flag the files of the persons concerned with the fact that they have been to MARAC for a twelve month period from the date of the meeting. This will enable the staff to know that those involved are at High risk of domestic abuse and can be re-referred into MARAC at any point if there is another incident, more information on this is available from the [MARAC Operating Protocol](#).

However, schools need to be aware that this flag is **not to be made known** to the abuser within the family as this could **increase the risk** to the non-abusive parent/partner. A simple dot or similar marker on the file will be sufficient that only the school staff know the meaning of. Please do not write MARAC or Domestic Abuse on the file for all to see.

### **Information Management Post MARAC:**

Each school is expected to keep their files up to date with the information that is shared at MARAC, and it is HIGHLY IMPORTANT that the staff DO NOT inform the perpetrator that the case has been to MARAC as this could put those involved at further risk of serious harm or death. As above more information can be gained from the [MARAC Operating Protocol](#). This information for example must be filed separately to the normal information on that child, in a separate system, as long as there is a marker on the main file and training for staff so that they are clear about where to look for further information

### **Transferring of MARAC information when a child moves setting**

When a child moves from one setting to another either in Lincolnshire or out of County, you would transfer the MARAC element of the case files in the same manner you share Child in Need or Child Protection files, separate to the Child's Case File for the same reasons as above.

For examples of how best to do this you can follow the LCC Safeguarding & Child Protection Policy [Transfer of Files Section] on Perspective Lite in LA Documents<Safeguarding>Safeguarding Policy You can also contact [safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk) for more information.

### **Attendance at MARAC**

Since Covid-19, MARAC meetings are now held on MS Teams, which has also allowed more agencies to attend, especially those who are based at the other end of the county. We are encouraging school safeguarding leads to attend for their specific cases to share the most up to date information and to be part of the multi-agency process. Having the voice of the child as part of the action plan from MARAC is key to understanding what is currently in place and what needs to be put in place for appropriate safeguarding.

Should you wish to attend, when research is requested for the MARAC, you can contact the MARAC admin team via secure email [marac@lincolnshire.gov.uk](mailto:marac@lincolnshire.gov.uk) stating which specific case you would like to attend for, and the date of the meeting and they will then send you all the relevant information and an MS Teams link and give you the time that the case is due to be heard.

This may also give you an opportunity to know which other professionals are involved with the family and who you need to share further risk information with, when required.

### **Operation Encompass**

Operation Encompass is a national police-led initiative to notify primary and secondary schools, where possible prior to the start of the next school day, when a child or young person has experienced domestic abuse resulting in the police being called out. An officer attending a domestic abuse incident will record at the scene the names and school of any children in the household. This will result in an email notification to the school in readiness for the start of the next school day. There are occasions when adults at the scene refuse to provide these details – on these occasions the police and education departments work together to identify the correct school, so the notification may be slightly delayed.

Schools must not discuss the domestic abuse notification with the parent/carer. Notification is about the child in the school the following contact/day. The information is limited and therefore does not safely allow any such discussion – you could increase the risk by talking to the child, or parents of the child.

Police website: [Operation Encompass \(lincs.police.uk\)](http://lincs.police.uk)

Resources and a training PowerPoint for DSL's can be found on Perspective Lite in LA Documents> Safeguarding> Areas Within Safeguarding > Domestic Abuse (MARAC)> Operation Encompass

### **Adult Safeguarding Referral Process**

According to the Care Act 2014, the local authority must make enquiries, or instruct others to do so, if they reasonably suspect an adult who has care needs is experiencing, or is at risk of, abuse or neglect. We have agreed that, in Lincolnshire, we will follow the DA Partnership protocols, so if you follow the procedures (MARAC/non MARAC) as outlined in this document, you know that you are acting in the client's best interest and, at the same time, fulfilling your statutory obligations. This is both with regard to positive obligations under the Human Rights Act, as well as any other statutory legislation, for example, the Care Act.

To re-iterate, where domestic abuse is the only presenting factor, and no other additional vulnerabilities (for example mental health issues, physical disabilities) are identified, there is no need to consider making a referral to the local authority safeguarding team. If, however, when you are talking through the questions on the DASH risk assessment with the individual, it becomes apparent that the individual may, for example, need to be assessed for adult care services, i.e. an assessment for admittance into a care home, nursing home or a re-ablement (home care package) or a well-being service – then please discuss this with your client and if

they are willing for you to make a referral for this type of service, then please contact the Local Authority's Customer Service Centre on 01522 782155. If it is outside normal office hours you can contact the Emergency Duty Team on 01522 782333. The main issue is that during your conversation with the client, you identify with the client which are the best services to assist them with the domestic abuse, their additional vulnerabilities and what the individual would like to do, in order to inform their decision-making.

People who are deaf, hard of hearing or speech impaired can contact the police' typetalk service. The typetalk landline numbers are **01522 558263** and **01522 558140**, the mobile number is **07761 911287**.

For all Safeguarding Adults Policies and Procedures go to the [LSAB website](#).

### **Early Help for Children**

The Early Help Assessment [EHA] process has been designed to help staff assess needs at an early stage and then work with the child / young person, their family and other practitioners and agencies to meet these needs. As such, it is designed for use when:

- You are worried about how well a child / young person is progressing.
- You might be worried about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing
- A child / young person or their parent / carer raises a concern with you
- The child's or young person's needs are unclear, or broader than your service can address alone; and/or
- The child or young person would benefit from an assessment to help a member of staff understand their needs better.

If you have any of these concerns complete an [Early Help Assessment Child and Family Assessment](#). If, on completion, a need is identified that you are unable to address, you will need to initiate a Team Around the Child (TAC).

If you are unsure what action to take you may want to have a consultation with an Early Help Advisor - telephone Children's Services Customer Services Centre (CSC) on **01522 782111**.

As the DASH form is an assessment tool for adult victims, practitioners need to consider using a risk assessment for the child(ren) with regards to the impact of the domestic abuse. Please consider the following tools for practitioners:-

- Barnardo's 'Assessing the risks to children from domestic abuse' [[Risk Identifications Matrix](#)].
- The Signs of Safety model should also be used, incorporating the direct work tool 'The Three Houses' 'Wizards and Fairies' [Templates for working with children].
- The practitioner should also consider Safety Planning with the victim, child(ren) and young people. Safety planning with the perpetrator can be undertaken if the abuse is acknowledged.

### **Children Safeguarding Referral Process**

If you believe a child or young person under the age of 18 years might be suffering, or is likely to suffer significant harm (including any mistreatment or abuse), contact the Children Services CSC on **01522 782111**. If it is outside normal office hours you can contact the Emergency Duty Team on **01522 782333**. If your referral is assessed as a safeguarding concern then you will be required to complete the Safeguarding Referral Form as written confirmation of your



referral. Send this via secure email (or post) to the locality area team as directed by the call advisor at the time of referral.

If your concern is in relation to an unborn child then you should follow the Lincolnshire Safeguarding Children Partnership [Pre-birth protocol](#).

For all safeguarding children policies and procedures go to the [Lincolnshire Safeguarding Children Partnership](#)

### **Safety Advice and Planning**

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

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

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

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

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

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

- She/he to have Caller ID on their telephones where possible.

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

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

If you are at home and being threatened or attacked

- When in danger always ring 999 – you may want to ring other support agencies but remember, this may delay help arriving.
- Try to stay calm and use a calm voice (even though you may not feel calm inside!)
- Do not fight back – it will make you more unsafe (although you can still defend yourself).
- Try to stay near a door/exit.
- Try to stay near a phone.
- Be aware of rooms with potential hazards (stairs, windows etc.)
- Be aware of rooms with weapons such as knives, blades, etc.
- Exit as quickly as possible.
- Go to a neighbour, friend or shop and seek medical help if needed.
- If you do leave in a hurry without taking important things, don’t worry. Agencies can help you to retrieve them at a later date.

Keeping yourself safe at work

- Tell your line manager what is happening – you may be able to change duties/venue if necessary.
- If possible, give a copy of the abuser’s photo to the security guard or reception staff.
- Keep a copy of any court order, injunctions etc. at work.
- Report any incidents to your line manager.
- Do not go to lunch alone.
- Ask someone to walk you to the car or bus.
- Diary or log any contact that the abuser has with you at work via telephone, e-mails, visits, etc.

Staying safe in your car

- Check around visually while you are parking the car and also before you get out.
- Park your car so you can drive straight off without making any manoeuvres, for example reverse into parking spaces and don’t park behind closed gates.

- Park as near to a street light as possible.
- Keep the doors locked when driving and remember that when you have windows open fully anyone can reach in.
- Always check your petrol, oil and water to avoid breaking down.
- Join a breakdown organisation, or keep the number of someone you can call in the event of a breakdown.
- Keep your mobile phone charged, in credit and in reach (i.e. not at the bottom of a cluttered bag).
- If you are not sure about finding your destination, get the directions before you set out.

### Safety when walking alone

- Walk as confidently as possible – hold your head up and try not to look frightened.
- Don't walk down alleyways, short cuts or across wasteland.
- Stick to routes that are well lit and near to residential areas if possible.
- If possible, tell someone where you are going, which way you are going and when you are expected to arrive.
- Keep your mobile phone charged, in credit and handy in a pocket or at the top of your bag.
- Have a torch with you and keep the batteries charged up. Check that it still works from time to time.
- Have a personal alarm with you if the Police or a domestic abuse agency has provided you with one.

### Safety planning and children

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

### **Remember:**

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

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

If appropriate, while making plans with your child, it is important to:

- Go through an escape plan with them – plan and find safe routes out of the home and to somewhere safe.
- Discuss how you would leave at different times, days and situations. Leaving in the dark or middle of the night would be different to leaving in the daytime.

- Discuss places they would run to or hide at in an emergency (such as a neighbour or corner shop) and agree a plan if you get separated from the children.
- Encourage the child to have a bag packed as well – this could include favourite things that they don't want to leave behind.
- Encourage children to stay out of the way during episodes of abuse.
- Show them how to use the telephone, including making a 999 call. Find somewhere for them to keep telephone numbers of who they can ring for help e.g. supportive family/friends.
- Discuss signals or codes, for example, agreed sentences, lights on/off, position of lamp, etc. These can help everyone living in the house. Also think about how children can raise the alarm to neighbours and/or family.
- Discuss who is going to know at school – this is important to a child who will usually be reluctant to talk about the abuse.
- Make sure the school knows who they can and can't talk to and that they have copies of any necessary paperwork such as court orders, injunctions etc.
- Discuss who will be picking the child up from school and possibly who they must never go with, even if there is a good story, e.g. "mum is poorly so 'X' has got to pick you up".
- Discuss which family, friends, babysitters, etc. who they can talk to or go to in an emergency – this is important to a child who may be confused about the abuse.
- Talk to the child about what to do if they see the abuser while at school or while with family or friends.
- Discuss not giving out addresses and phone numbers.
- Discuss what they can and can't say to the abusing parent (for example where they are living).
- Discuss safety during contact visits.
- Do activities with them that may encourage good conversation about what is happening.
- Perhaps encourage the child to keep a journal of how they are feeling, what has happened and what makes them scared/sad.
- Where possible, discuss any realistic options of the child having a telephone (including speed dials).
- Suggest your child looks at websites for children experiencing domestic abuse, for example: [www.thehideout.org.uk](http://www.thehideout.org.uk)

### Staying safe after the abuser has moved out

- Change the locks where possible – make use of security support that is available free of charge (see below).
- Where possible, shop and bank in a different place to before.
- Cancel any bank accounts, credit cards etc. that you have shared.
- Keep any court orders, injunctions, emergency telephone numbers with you.
- Keep a mobile with you at all times – try to keep it with credit on. Emergency calls can still be made without credit, and support agencies will accept reverse charges – but remember your battery needs to be charged!
- Set up speed dials for emergency telephone numbers.
- Change your regular travel routes/habits.
- Diary any abusive calls, visits, texts or email.

## Mobile/internet safety and digital stalking

You can pick up an inexpensive pay-as-you-go phone at a supermarket for about £10. It is a good idea to try to get one and get it charged up with a small amount of credit on it before you leave. Once you are safe then you should clean the old information from your usual telephone.

- Clean your telephone: back-up your photographs, music, address book and any apps you want to keep then you should do a factory reset. This will delete any unwanted software. (If safe, do this after the Police have reviewed your telephone for evidence.)
- Secure your telephone: set the telephone so that if it isn't used for more than a minute you have to put in a PIN to use it. Make sure that your telephone is set to hide your Caller ID. Change your login name and password on your Google/iCloud/iTunes account.
- There are mobile telephone applications that will block calls. Choose an application that offers a 'whitelist' feature. This means that it will only accept calls from those in your contact list. If you are using a whitelist then remember to add contacts such as the doctor's practice, school, solicitor and your police contact details.
- Choice of phone: a low cost telephone (not a smartphone) is the safest. If you have to have a smartphone think about using two telephones. A low cost one for texting and calling and a smartphone for internet browsing, games, music etc.
- Gather evidence: save all texts but also take pictures or screenshots of any threatening messages on your telephone. That way if anything happens to your telephone, you still have evidence of the text. Make a recording of all voicemails left on your telephone. Mobile operators limit how long they will keep the voicemail on the system (on average one week). Once that time is expired they delete the voicemail and that evidence is gone.

**Safety plans should be personalised so information above should all be considered and discussed with the victim where relevant. Any other additional risks and means of mitigating these should also be discussed with the victim.**

Emergency safety plans should be in place whilst assessments, referrals and interventions are being progressed.

In some cases where there is a severe risk of harm to the child/ren, the emergency safety plan / strategy should be for the child/ren and, if possible, the non-abusive parent, not to have contact with the abuser.

It is important that school staff do not work in isolation and utilise the skills and expertise of specialist services in assessing, intervening and safety planning for the victim and the child/ren.

## Local and National Domestic Abuse Support Agencies

LDASS provide support for female and male victims and for children affected by domestic abuse.

Website: [www.ldass.org.uk](http://www.ldass.org.uk)

Countywide helpdesk service that operates Mon-Fri 9am-5pm 01522 510041

Or email: [info@ldass.org.uk](mailto:info@ldass.org.uk)

### **SARC [Sexual Assault Referral Centre]:**

Provides a safe environment where victims of Rape, Sexual Assault or Sexual Abuse can get support and advice. They also provide the possibility of making a report to the police and undertaking a forensic examination. They are open to all victims, regardless of whether they want to report a crime to the police or not.

info@springlodge.org, [www.springlodge.org](http://www.springlodge.org) 01522 524402 - Mon - Fri 9am till 5pm  
01371 812686 - at any other time

### **National services:**

24-hour national Domestic Abuse Helpline <a href="http://www.nationaldahelpline.org.uk">www.nationaldahelpline.org.uk</a> 0808 2000 247	Shelter <a href="http://www.shelter.org.uk">www.shelter.org.uk</a> , 0808 800 4444
Forced Marriage Unit <a href="http://www.foc.gov.uk/forcedmarriage">www.foc.gov.uk/forcedmarriage</a> 020 7008 0151 9am to 5pm Mon – Fri	Samaritans <a href="http://www.samaritans.org.uk">www.samaritans.org.uk</a> , 113 123
Men's Advice Line <a href="http://www.mensadvice.org.uk">www.mensadvice.org.uk</a> , 0808 801 0327	Women's Aid <a href="https://www.womensaid.org.uk/">https://www.womensaid.org.uk/</a>
Mankind <a href="http://www.mankind.org.uk">www.mankind.org.uk</a> 01823 334244	National Stalking Helpline <a href="https://www.suzylamplugh.org/pages/category/national-stalking-helpline">https://www.suzylamplugh.org/pages/category/national-stalking-helpline</a> 0808 802 0300
Galop Support helpline for LGBT+ victims of domestic abuse <a href="http://www.galop.org.uk">www.galop.org.uk</a> , 0300 999 5428	Information for children and young people: <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a> <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> <a href="http://www.disrespectnobody.co.uk">www.disrespectnobody.co.uk</a>

### **Support for Perpetrators**

#### Assisting Rehabilitation through Collaboration (ARC)

The ARC (formally known as Integrated Offender Management) team in Lincolnshire has been developed to include a wide range of crime types, including domestic abuse. The ARC process accesses and streamlines a wide range of support and services in order to most effectively manage the risk factors which contribute to repeat offending behaviour. The safety and support for victims of ARC perpetrators is also core to the initiative.

#### Building Better Relationships (BBR)

Is a programme for male perpetrators of violence and abuse within (heterosexual) intimate relationships. BBR is run within prison and community delivery sites and aims to increase understanding of motivating factors in domestic violence, reduce individual risk factors linked to violence and develop pro-social relationship skills. Access to this programme is through the court following a conviction of a domestic abuse related offence, or through the family court and CAFCASS.

## Respect Phone line

The Respect Phone line is a confidential and anonymous helpline for domestic abuse perpetrators looking for help to address their behaviour. The main focus of the Respect Phone line is to increase the safety of those experiencing domestic abuse by engaging with the abusers to reduce the risk.

The Phoneline helps men and women in heterosexual or same-sex relationships who want to stop being violent and/or abusive towards a partner or ex-partner. It's also available for frontline workers who engage with domestic violence perpetrators in their work.

### Contact details of Respect for resource section

Opening hours: the Respect Phone line is open Monday - Friday 9 a.m. – 5 p.m. Call: free phone 0808 802 4040 Email: [info@respectphoneline.org.uk](mailto:info@respectphoneline.org.uk) (aim to reply within two working days).

Website: [www.respectphoneline.org.uk](http://www.respectphoneline.org.uk)

## **Resources**

There are many resources available for schools to use regarding domestic abuse, covering all age ranges from Reception to Sixth Form.

'Expect Respect' – pre-planned workshops aimed at reception to sixth form.

'Can You See Me' and 'Disrespect Nobody' – both aimed at Secondary schools to sixth form and both come with DVDs and pre-planned workshops.

'Making Sense of Relationships' – pre-planned workshops aimed at Key Stage 2, year 6 in Primary and Key Stage 3 & 4 in Secondary schools/settings, produced by the NSPCC in partnership with PSHE Association <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>

All available from the [Stay Safe Partnership Website](#)

'Alice Ruggles Trust Relationship Safety' – pre-planned workshops aimed at Key Stage 4, and above, produced by the Alice Ruggles Trust in partnership with the PSHE Association. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/alice-ruggles-trust-relationship-safety-resource>

'Love. Life.' aimed at 11- to 25-year-olds with learning disabilities, enables adults to start conversations with young people about feelings, privacy and boundaries, friendships, different kinds of love and online safety.

The NSPCC, in partnership with Elanor Stannage and Connecting Youth Culture, have developed a series of films and supporting resources about relationships and staying safe. Access to the resources is available via: [www.nspcc.org.uk/lovelife](http://www.nspcc.org.uk/lovelife)

## Training available for Lincolnshire Schools and Educational Settings:

Sessions for pupils:	Details of the content:	Details of how to book on to training:	Cost:
Multi-Agency Days (MAD) Student Workshops	Every Secondary school in the county can have two FREE days for two different year groups (either year 7 or 8 and then year 9 or year 10). This involves the year group having a day off timetable and receiving 5 workshops from specialists covering areas such as Healthy Relationships, Internet Safety, Drug/Alcohol Awareness etc...	For more information and/or to make a booking click <a href="#">here</a>	Free
Year 2 friendship and dealing with emotions – healthy relationship workshop	During the workshop Year 2s will explore friendship, what makes a good friend, what qualities should we look for, who are our friends inside and outside school. We will also look at emotions focussing on joy, anger and sadness. What makes us feel these emotions, how do we react when we feel these emotions and is this ok? Tips on how can we manage our emotions to feel calmer and happier. Finally we will signpost children to where they can get help.	For more information and/or to make a booking click <a href="#">here</a>	Free
Name of Training for Staff:	Details of the content:	Details of how to book on to training:	Cost:
Domestic Abuse Awareness – Short Course E-Learning package	This course is a basic awareness course, covering what domestic abuse is. It is aimed at all staff working in a school setting whatever their role.	You can book a place on this training via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a>	Free



Name of Training for Staff:	Details of the content:	Details of how to book on to training:	Cost:
Understanding Domestic Abuse E-Learning package	<p>Previously known as Awareness of Domestic Violence and Abuse.</p> <p>This training covers domestic abuse in more detail around the impact this has on the victim and children involved and covers basic information on both DASH and MARAC.</p>	<p>You can book a place on this training via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	Free
<p>E-learning</p> <p>DASH</p>	<p>You must complete the Understanding Domestic Abuse E-Learning to attend this training.</p> <p>This training covers how to identify, assess and manage Risk by using the DASH.</p>	<p>You can book a place on this training via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	Free
<p>E-learning</p> <p>MARAC &amp; MOP</p>	<p>You must complete the Understanding Domestic Abuse E-Learning to attend this training.</p> <p>This training covers what MARAC is, how to refer into one, how to prepare for one if a representative for your agency and covers the MOP, MARAC Operating Protocol, the document that explains how the MARAC works and the roles of all those involved.</p>	<p>You can book a place on this training via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	Free
<p>Child to Parent / Carer Abuse</p>	<p>You must complete Understanding Domestic Abuse E-learning to attend this training.</p> <p>This training covers how to work with families that have children under the age of 18 years, who are abusive towards their parents, that would fit the definition of domestic abuse, however, the abuser is not necessarily of age to be classed as a perpetrator of domestic abuse.</p>	<p>You can book a place on this training via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	Free

Name of Training for Staff:	Details of the content:	Details of how to book on to training:	Cost:
<p>Domestic Abuse in Practice E-learning and face to face</p>	<p>You must have completed Understanding Domestic Abuse to attend this training.</p> <p>This training covers the patterns &amp; behaviours of Controlling and Coercive Behaviour &amp; Stalking in an Intimate or Family Relationship. How to recognise the harm caused and the accumulative impact on the victim and how to signpost and support those affected by these behaviours.</p> <p>The training also covers the risk indicators involved within an abusive relationship and barriers involved with either seeking support, knowing you are in an abusive relationship or seeing to leave the relationship.</p>	<p>You can book a place on this training via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	<p>Free.</p>
<p>Children Experiencing Domestic Abuse</p>	<p>This module will examine the potential impact that living with domestic abuse has on children and young people and how you can help support these children.</p> <p>By the end of the module you will be able to;</p> <ul style="list-style-type: none"> <li>•Identify domestic abuse legislation</li> <li>•Identify the effect on children experiencing Domestic Abuse</li> <li>•Gain an understanding of the developing brain</li> <li>•Explore how we can support children experiencing domestic abuse</li> </ul>	<p>You can book a place on this training via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	<p>Free</p>

## Training available for Lincolnshire Schools and Educational Settings:

Name of Training for staff:	Details of the content:	Details of how to book on to training:	Cost:
Female Genital Mutilation Training called 'Recognising & Preventing FGM'	<p>Available from the Home Office as FREE E-Learning.</p> <p>The training includes awareness of what FGM is and how to spot the signs of children being removed from school over holiday periods to have the procedure carried out. As well as information on the changes to the law introduced through the Serious Crime Act 2015, updated prevalence data, the NHS England enhanced dataset, and new guidance for UK Visas and Immigration.</p>	<p>The training is available from the Home Office website <a href="http://www.fgmelearning.co.uk">www.fgmelearning.co.uk</a></p>	Free
Safeguarding Children From Abuse by Sexual Exploitation	<p>Increases awareness of the main issues in the sexual exploitation of children and young people and raises awareness of the legislation and guidance that applies to vulnerable groups and how these policies can be applied in practice.</p>	<p>You can request this learning via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	FREE however £25+VAT per license for Academy's and Private Organisations.
Child Exploitation (CE)	<p>The exploitation of children and young people (CE) is a growing issue in the UK. It can ruin childhood and cause lasting damage in every aspect of a young person's life. Everyone working with children, young people and families has a responsibility to be aware of CE and the role they can play in helping to prevent it and put a stop to it.</p>	<p>You can request a place via the LSCP Website <a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a></p>	Free

## **Domestic Abuse Policy and Procedure Advice**

Lincolnshire County Council, Domestic Abuse Team, would like to establish links with schools, support them in developing domestic abuse policies and procedures and train teachers in identifying domestic abuse, assessing risk and ensuring positive action takes place. This will give schools the confidence to then raise the issue with pupils and deliver healthy relationship lessons.

Identifying Domestic Abuse is part of the schools safeguarding responsibilities. Schools that access this service will be able to demonstrate the effectiveness of their safeguarding procedures and that leaders, managers and staff have created a culture of vigilance where pupils' welfare is actively promoted.

This service will support staff to identify when a pupil may be at risk of neglect, abuse or exploitation and how to listen to their concerns

### **Comments from schools that participated in the project:**

*DA is now firmly embedded in our school's PSHE curriculum across both key stages.*

*We continue to make students and staff aware of DA issues and keep up with events as and when they happen. We have a more open and effective reporting system due to the help and training we have received.*

*It was very beneficial for staff especially those who haven't received any previous training in this area. It was very informative and quite an eye opener regarding statistics.*

*We are now more aware as a whole school on what domestic abuse is, so therefore are more equipped to support young people and/or parents.*

*We have used the Expect Respect Package within our Primary setting with great effect, and it took no extra time to complete, it fit in nicely with our normal PSHE work.*

### **Service Description**

The free support on offer to education settings within Lincolnshire (nursery, primary, secondary and specialist) is:

- Face to face, telephone and/or email support and information on the domestic abuse partnership, domestic abuse/MARAC protocols and referral pathways
- Direction on where to access Domestic Abuse training for staff
- Support in developing internal policies and procedures
- Resources for educational settings
- Direct access to the monthly domestic abuse newsletter

The support will be provided by the Domestic Abuse Team at Lincolnshire County Council. The Domestic Abuse Project Officer has years of experience and expertise in domestic abuse including training, developing resources, producing policies and procedures, working in partnership, managing and administering the Multi Agency Risk Assessment Conferences (MARAC), publicity and awareness.

## Availability

The Domestic Abuse Project Officer will cover all schools throughout the county during normal office hours and will respond as quickly as possible.

## Benefits

This support for schools compliments the Governments drive to ensure that Domestic Abuse is everyone's responsibility as part of the latest national Violence Against Women and Girls (VAWG) Strategy.

Quote from the Governments VAWG strategy:

*'Educating and challenging young people about healthy relationships, abuse and consent is critical. Working with partners like the PSHE Association, leading Head Teachers and other practitioners to improve PSHE education, we will ensure schools have access to effective and high quality resources for teaching healthy relationships in classroom settings.'*

The support on offer from Lincolnshire County Council will give schools the confidence to include domestic abuse in PHSE education.

## Contact

This can be booked either through the Stay Safe Partnership

<https://www.lincolnshire.gov.uk/directory-record/1548/domestic-abuse-policy-and-procedure-advice-for-staff>

or via EduLincs by emailing [edulincs@lincolnshire.gov.uk](mailto:edulincs@lincolnshire.gov.uk)

**OR directly through**

**Natalie Watkinson**

**Domestic Abuse Project Officer**

**Lincolnshire County Council**

**via email [natalie.watkinson@lincolnshire.gov.uk](mailto:natalie.watkinson@lincolnshire.gov.uk)**

**or telephone: 07917 087219**

## **FURTHER INFORMATION:**

### **Information Sharing With and Without Consent**

General guidance:

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

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

The seven golden rules for information sharing:

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

Points for Consideration:

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

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

### **MARAC – Information Sharing and consent**

Information Sharing and Consent:

For further guidance on information sharing please refer to the [Domestic Abuse Information Sharing Agreement](#) and the [MARAC Operating Protocol](#)

Specific considerations in relation to children and adults – information sharing/consent

There may be circumstances where a parent is not informed that a safeguarding referral is being made, if you suspect;

- Sexual abuse, organised abuse or fabricated illness or injury (FII)
- It isn't possible to contact parents without causing undue delay in making a referral.
- The risk of destroying evidence
- Possibility of increased risk of domestic violence
- Possibility of the family moving to avoid professional scrutiny

It is always essential in safeguarding to consider whether the adult at risk is capable of giving informed consent in all aspects of their life. If they are able, their consent should be sought. This may be in relation to whether they give consent to:

- An activity that may be abusive – if consent to abuse or neglect was given under duress (e.g. as a result of exploitation, pressure, fear or intimidation), this apparent consent should be disregarded.
- A Safeguarding Adults enquiry going ahead in response to a concern that has been raised. Where an adult at risk with capacity has made a decision that they do not want action to be taken and there are no public interest or vital interest considerations, their wishes must be respected. The person must be given information and have the opportunity to consider all the risks and fully understand the likely consequences of that decision over the short and long term.
- The recommendations of an individual protection plan being put in place.
- A medical examination
- An interview
- Certain decisions and actions taken during the Safeguarding Adults process with the person or with people who know about their abuse and its impact on the adult at risk.

If, after discussion with the adult at risk who has mental capacity, they refuse any intervention, their wishes will be respected *unless*:

- there is an aspect of public interest (e.g. not acting will put other adults or children at risk); and/or
- there is a duty of care on a particular agency to intervene for example the police if a crime has been or may be committed.

When an agency works alongside a victim to complete a MARAC referral, their ability and capacity to give informed consent to the information within the referral should be considered. Victims must be made aware that the information shared will be discussed with the other agencies at the MARAC meeting and these agencies will also share information which is relevant to the abuse and protection of the victim and their family. The fact that agencies who work with the perpetrator will also receive the information needs to be made clear, the purpose of this being so that all agencies can work to protect victims and their families. Information will not be shared directly with the perpetrator without the victim's expressed consent and all agencies store this information securely and in line with the Data Protection Act (1998).

### **Emergency accommodation for victims fleeing domestic abuse**

Some victims will not be able to stay in their current home because they might not have a legal right to remain or the risk to them is too high.

#### Refuge

**You can contact either [LDASS](#) or [SoLDAS](#) for advice and availability. If it is not safe for the victim to remain in the county or it is out of normal working hours, contact the National 24hour domestic helpline for availability of refuge accommodation throughout the Country. Tel: 0808 2000 247**

#### District Council support

District Council's in Lincolnshire can provide support, information and advice about emergency accommodation and longer term housing options and solutions. Contact the local district council for further information.

### **Improved home security for victims of domestic abuse**

District Councils in Lincolnshire operate schemes to help victims of domestic abuse improve the security of their home. The schemes, sometimes called 'Sanctuary' or 'Target hardening' aim to provide additional security measures to deter and prevent someone from entering the property and reducing the fear for victims at risk of further harm.

The schemes are often run in partnership with Lincolnshire Police, who will advise on crime prevention, and with the specialist domestic abuse services who will look at risks and provide practical safety planning advice as well as emotional support.

Improved security measures could include:

- Door chains
- Covering over letterboxes and fitting external fire retardant letter boxes,
- Reinforcing exterior doors
- Extra door and window locks
- Alarms
- Smoke detectors and fire safety equipment

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



## **Domestic Violence Disclosure Scheme (DVDS)**

The Domestic Violence Disclosure Scheme was launched in Lincolnshire in March 2014. A police led scheme, with two routes available 'Right to Ask' & 'Right to Know'. The applications are managed and held by Lincolnshire Police, with all applications processed and managed by the Protecting Vulnerable Persons Unit – Police Safeguarding Hub (PVP - PSH). Should a disclosure be agreed, the exact form of wording is agreed, and how that will be delivered is managed by a Sergeant.

The DV Disclosure Scheme has the following key principles:

- Introduce recognised and consistent procedures for disclosing information to persons with concerns about a current/ex-partner. It enables a current/ex-partner of a violent individual to make informed choices about whether, and how, to take forward that relationship.
- Disclosure is considered if it is lawful, necessary and proportionate to protect a potential person at risk from harm.
- Disclosure MUST be accompanied by a robust safety plan, based on all relevant information, which delivers on-going support to the potential person at risk.
- As a practitioner, if you believe someone you are working with, or know, is at risk of harm and could be eligible under the scheme, you should refer a person/case to Lincolnshire Police as follows:
  - Members of the public (person at risk, third party i.e. guardian, parent) telephone Lincolnshire Police on 101 (non-emergency).
  - Practitioners can also refer cases they are working on if they believe a disclosure may be required by Lincolnshire Police on 101 (non-emergency)

Should someone be at immediate risk of harm, always call 999 in an emergency. For further information on the scheme see the [Lincolnshire Police](#) website.

## **Domestic Violence Protection Notices/Orders [DVPNO] Scheme**

From 23rd June 2014, Lincolnshire Police introduced the use of Domestic Violence Protection Notices (DVPN) and Domestic Violence Protection Orders (DVPO). The Crime and Security Act 2010 provides the Police with additional powers to protect victims of domestic violence and abuse, with the objective of securing a co-ordinated approach across agencies for the protection of victims and the management of perpetrators. The DVPN/DVPO process is not intended to replace the Criminal Justice system in respect of charge and bail of a perpetrator. A DVPN will be issued in circumstances where no enforceable restrictions can be placed upon the perpetrator. A DVPO can then be applied for from HM Magistrates Court Lincoln for a maximum period of 28 days. For Lincolnshire Police, a DVPN/DVPO will be required to be considered for all Domestic Abuse prisoners who are being released from custody with no further action being taken.

You can find more information on the scheme on the Lincolnshire Police website <https://www.lincs.police.uk/reporting-advice/domestic-abuse/>

## **MAPPA and Domestic Abuse**

MAPPA stands for Multi Agency Public Protection Arrangements. It is the process by which Police, Probation and Prison Services work together with other agencies to manage the risks posed by violent and sexual offenders living in the community in order to protect the public. This process focuses upon the perpetrator of the domestic abuse (or other offending) and managing their risk of serious harm and reoffending in order to protect current, previous and future victims.

Police, Prison and Probation make up the Responsible Authority which has a duty to ensure the risks posed by specified sexual and violent offenders are assessed and managed appropriately. There is a wide range of agencies with a duty to participate in MAPPA.

Should you feel that the perpetrator is high risk then consideration should be given to referring the individual to MAPPA. If the individual is already involved with another agency such as mental health services, Probation or the Prison Service it would be most appropriate to discuss a referral with the lead agency worker first.

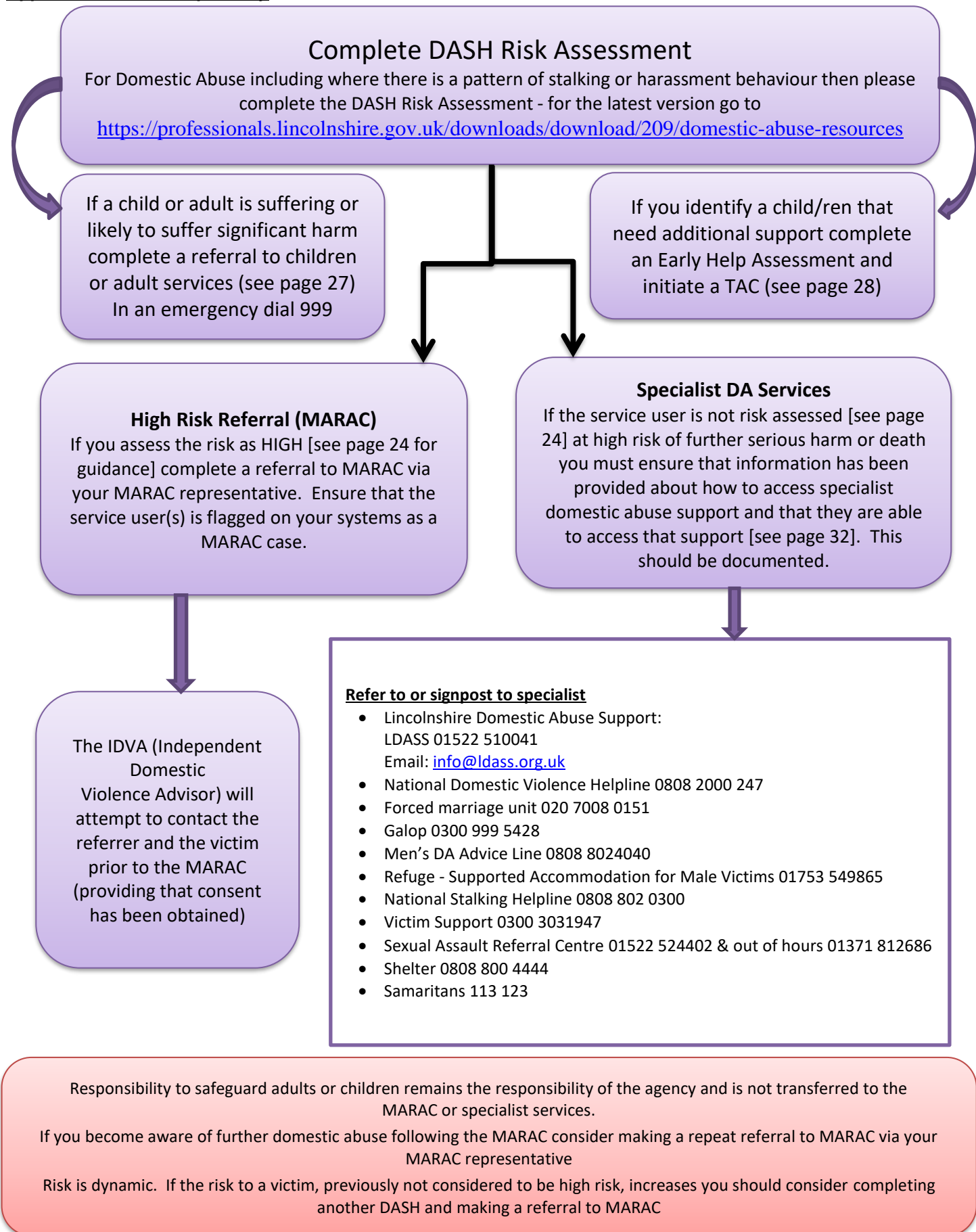
Should you require any guidance to complete the referral form or wish to discuss a case which you feel needs to be managed through MAPPA you are able to contact the MAPPA Unit at Lincolnshire Police Headquarters on: on 01522 558668 Or 01522 558255 or email: [EMNPS.eastwestlincolnshire.mappa@justice.gov.uk](mailto:EMNPS.eastwestlincolnshire.mappa@justice.gov.uk)

## **APPENDICES:**

1. Referral Pathway
2. Domestic Abuse, Stalking and Honour Based Abuse [DASH] Risk Assessment & Stalking DASH [S-DASH] Form  
<https://professionals.lincolnshire.gov.uk/downloads/download/209/domestic-abuse-resources>
3. Domestic Abuse Policy Template
4. MARAC Education Information Pro Forma

## Appendices

### Appendix 1 – Referral pathway



# DASH & S-DASH RISK ASSESSMENT

(Version 3.1 - 2023)



## DASH [Domestic Abuse Stalking & Harassment & Honour Based Abuse Risk Assessment Form]

Name of victim:	Date of completion:
-----------------	---------------------

### How to use the form:

Before completing this form for the first time we recommend that you complete internal domestic abuse training or ideally, the domestic abuse training available via the [LSCP](#)  
Risk is dynamic and can change very quickly. It is good practice to review this risk assessment after a new incident.

Guidance notes for both the DASH and S-DASH can be found on the [Lincolnshire Domestic Abuse Website](#)

### OASYS Definition of Serious Harm:

Harm which is life threatening or traumatic and from which recovery, whether physical or psychological, can be expected to be difficult or impossible.

### Definition of level of Risk:

**HIGH** – There are identifiable indicators of risk of SERIOUS harm. The potential event COULD happen at ANY TIME and the impact would be SERIOUS.

**MEDIUM** – There are identifiable indicators of risk of harm. The offender has the potential to cause harm but is UNLIKELY to do so UNLESS there is a change in circumstances, e.g. loss of accommodation, failure to take medicine.

**STANDARD** – No Significant CURRENT indicators of risk of harm.

### Recommended Referral Criteria to MARAC

- Professional judgement:** if a professional has serious concerns that the victim is at high risk of serious harm or homicide, they should refer the case to MARAC. There will be occasions where the particular context of a case gives rise to serious concerns even if the victim has been unable to disclose the information that might highlight their risk more clearly. ***This could reflect extreme levels of fear, cultural barriers to disclosure, immigration issues or language barriers particularly in cases of 'honour'-based abuse.*** This judgement would be based on the professional's experience and/or the victim's perception of their risk even if they do not meet criteria 2 and/or 3 below.
- 'Visible High Risk':** This is based on the number of 'yes' answers given on the DASH risk assessment. As a guide, if there are 14 yes answers or more you may wish to consider a MARAC referral. **14 yes answers or more does not mean an automatic referral to MARAC.** You should use your professional judgement, and in particular discuss the case with your MARAC representative. If there is a high risk of serious harm or homicide the case should then be referred to the MARAC.
- Potential Escalation:** There is an increase in the frequency or severity of the abuse.

### What next:

If any of the above Criteria are appropriate you should consider referring the case to MARAC, by completing a 'Referral to MARAC' form, available on the [Domestic abuse website](#).

**Always consult first with your manager and MARAC representative before submitting the referral.**

If any of the above criteria are not appropriate you should consider a referral to Lincolnshire Domestic Abuse Specialist Services or offer the person their contact details. Email: [info@ldass.org.uk](mailto:info@ldass.org.uk) Tel: 01522 510041 Website: <http://www.ldass.org.uk>

## DASH & S-DASH RISK ASSESSMENT

(Version 3.1 - 2023)



Please explain that the purpose of asking these questions is for the safety and protection of the individual concerned. Tick the box if the factor is present <input checked="" type="checkbox"/> . Please use the comment box to expand on any answer. It is assumed that your main source of information is the victim. If this is <u>not the case</u> please indicate in the right hand column	Yes (tick)	No	Don't Know	For Professional Judgement, state the source of info if not the victim e.g. police
1. Has the current incident resulted in physical injury? (Consider asking what was the first, worst and last incident for context)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are you very frightened? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. What are you afraid of? Is it further injury or violence? (Please give an indication of what you think (name of abuser(s)...) might do and to whom, including children). Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Do you feel isolated from family/friends i.e. does (name of abuser(s) ..... ) try to stop you from seeing friends/family/doctor or others? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are you feeling depressed <input type="checkbox"/> or having suicidal thoughts? <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Have you separated or tried to separate from (name of abuser(s)...) within the past year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there conflict over child contact?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Does (.....) constantly text, call, contact, follow, stalk or harass you? (Please expand to identify what and whether you believe that this is done deliberately to intimidate you? Consider the context and behaviour of what is being done.) <b>*if YES complete S-DASH attached</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are you currently pregnant? <input type="checkbox"/> Is the perpetrator pregnant? <input type="checkbox"/> Or have you recently had a baby (within the last 18 months)? <input type="checkbox"/> Or have you had a pregnancy loss in the last 12 months including miscarriage, ectopic pregnancy, still birth or a termination of pregnancy? <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Are there any children, step-children that aren't (..) in the household. Or are there any other dependants in the household (i.e. older relatives) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Has (....) ever hurt the children / dependants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Has (....) ever threatened to hurt or kill the children / dependants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Is the abuse happening more often?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Is the abuse getting worse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Does (....) try to control everything you do and / or are they excessively jealous? (In terms of relationships, who you see, 'being policed at home', telling you what to wear for example. Consider honour based violence and stalking and specify the behaviour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## DASH & S-DASH RISK ASSESSMENT

(Version 3.1 - 2023)



Tick box if factor is present. Please use the comment box at the end of the form to expand on any answer.	Yes (tick)	No	Don't Know	State source of info if not the victim
16. Has (....) ever used weapons or objects to hurt you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Has (.....) ever threatened to kill you or someone else and you believed them? (If yes, tick who.) You <input type="checkbox"/> Children <input type="checkbox"/> Other (please specify) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Has (.....) ever attempted to strangle/choke/suffocate/drown you? If yes, have there been times where it has been difficult to breathe, or where you have lost consciousness/become incontinent? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Does (.....) do or say things of a sexual nature that make you feel bad or that physically hurt you or someone else? (If someone else, specify who.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Is there any other person who has threatened you or who you are afraid of? (If yes, please specify whom and why. Consider extended family if HBA.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Do you know if (.....) has hurt anyone else? (Please specify whom including the children, siblings or elderly relatives. Consider HBA.) Children <input type="checkbox"/> Another family member <input type="checkbox"/> Someone from a previous relationship <input type="checkbox"/> Other (please specify) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Has (.....) ever mistreated an animal or the family pet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Are there any financial issues? For example, are you dependent on (....) for money/food/have they recently lost their job/debt/other financial issues? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Has ( ) had problems in the past year with drugs (Prescription or other), alcohol or mental health leading to problems in day-to-day life? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Has (.....) ever threatened or attempted suicide? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Has (.....) ever broken bail/an injunction and/or formal agreement for when they can see you and/or the children? (You may wish to consider this in relation to an ex-partner of the perpetrator if relevant.) Bail conditions <input type="checkbox"/> Non Molestation/Occupation Order <input type="checkbox"/> Child Contact arrangements <input type="checkbox"/> Forced Marriage Protection Order <input type="checkbox"/> Domestic Violence Protection Notice/Order <input type="checkbox"/> Stalking Protection Order <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Do you know if (.....) has ever been in trouble with the police or has a criminal history? (If yes, please specify.) Domestic Abuse <input type="checkbox"/> Sexual violence <input type="checkbox"/> Other violence <input type="checkbox"/> Breach of Orders <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total 'yes' responses				

**For consideration by professional:** Is there any other relevant information (from victim or professional) which may increase risk levels? Consider victim's situation in relation to disability, substance misuse, mental health issues, care and support needs, cultural/language barriers, 'honour'-based systems and minimisation. Are there concerns that they are supportive of terrorism, an extreme ideology or is vulnerable to radicalisation?

Are they willing to engage with your service? Describe:

Consider abuser's occupation/interests - could this give them unique access to weapons? Describe:

What are the victim's greatest priorities to address their safety?

**Do you believe that there are reasonable grounds for referring this case to MARAC? Yes / No**

If yes, have you made a referral? Yes/No

**Signed:**

**Date:**

**Do you believe that there are risks facing the children in the family? Yes / No**

If yes, please confirm if you have made a referral to safeguard the children: Yes / No

Date referral made .....

**Signed:**

**Date:**

**Name:**

**Any further Practitioner's Observations**

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**S-DASH - DASH (2009) Additional Stalking and Harassment Risk Questions**  
**Only to be used if you answered YES to questions 8 on the DASH.**

If you have concerns of stalking in the DASH element of this Risk assessment then please continue, so you can understand what risks there might be to your client regarding stalking.

Stalking is defined as (NPCC/CPS 2018): **A pattern of unwanted, fixated and obsessive behaviour which is intrusive. It can include harassment that amounts to stalking, or stalking that causes fear of violence or serious alarm or distress.**

**Once you have completed the checklist, and if you answer positively to any of the questions there is support from any of the national stalking organisations;**

**National Stalking Helpline:** Operated by the Suzy Lamplugh Trust, the National Stalking Helpline gives practical information, support, and advice on risk, safety planning and legislation to victims of stalking, their friends, family, and professionals working with victims.

**Free phone: 0808 802 0300 E-mail: [advice@stalkinghelpline.org](mailto:advice@stalkinghelpline.org) [www.stalkinghelpline.org](http://www.stalkinghelpline.org)**

**Paladin – National Stalking Advocacy Service** - Paladin is a service for high risk victims. High risk is defined as those who are at risk of serious harm and/or homicide.

Phone: 0203 866 4107 E-mail: [info@paladinservice.co.uk](mailto:info@paladinservice.co.uk) [www.paladinservice.co.uk](http://www.paladinservice.co.uk)

Professionals often refer to The 8 Stages of Homicide produced by Dr Jane Monkton Smith to understand the level of stalking, please visit [Domestic abuse resources – Professional resources \(lincolnshire.gov.uk\)](http://lincolnshire.gov.uk)

**You can also report any of these behaviours to the police for support to be offered.**

<b>The Context and details of what is happening is very important.            Tick the relevant box and PLEASE add the details</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>State source of info if not the victim</b>
<b>1. Are you very frightened?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Is there a previous domestic abuse and/or stalking/harassment history?</b> [involving you and/or anyone else that you know]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Has [insert name of stalker(s)....] ever destroyed or vandalised any of your property?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. Does [name of stalker(s)....] turn up at your workplace, home etc unannounced or uninvited more than 3 times per week?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5. Does [.....] follow you or loiter around your home, workplace etc?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6. Has [.....] made any threats of physical or sexual violence?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>7. Has [.....] stalked/harassed any third party since the stalking/harassment began?</b> (e.g. your friends, family, children, colleagues, partners or neighbours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>8. Has [.....] acted out violently towards anyone else within the stalking incident?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>9. Has [.....] persuaded other people to help him/her?</b> (wittingly or unwittingly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>10. Is [.....] known to be abusing drugs and/or alcohol?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>11. Have they attempted/threatened suicide?</b> (signs of finality and commitment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>12. Is [.....] known to have been violent in the past?</b> (This could be physical or psychological)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Insert any other relevant information below, for example: duration of stalking/harassment, various stalking/harassing behaviours engaged in by stalker, details of threats and violence, your beliefs concerning the stalker's motives and when it started, weapons owned by the stalker, nature of unwanted 'gifts'/items left or sent to the person and attitude/demeanour of stalker including mental health issues.				

# Domestic Abuse Policy

[Insert Name of School]

## Schools and Educational Settings in Lincolnshire

Name of Designated Safeguarding Lead / Head Teacher:	Date Policy Implemented:

## 1. Policy Statement

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

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

## 2. Introduction

This policy is to support schools and educational settings work towards a safer community.

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

## 3. Aims of this policy

- a. To send out a strong message that domestic abuse will not be tolerated and that schools and educational settings will promote healthy and respectful relationships.
- b. To develop an effective and supportive response for all those affected by domestic abuse.
- c. To optimise the opportunity for disclosure of domestic abuse in a safe environment.
- d. To offer practical suggestions of further support available.
- e. To offer the Head Teacher guidance on how to support employees affected by domestic abuse

## 4. Definition of domestic abuse

*The Home Office (2021) definition of domestic violence and abuse is:*

*Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.*

*Behaviour is "abusive" if it consists of any of the following:*

- (a) physical or sexual abuse;*
- (b) violent or threatening behaviour;*
- (c) controlling or coercive behaviour;*
- (d) economic abuse;*
- (e) psychological, emotional or other abuse;*

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

## 5. Raising of domestic abuse with Parent / member of staff

The member of staff who has the best working relationship with the parent/carer or member of staff should be the one who asks the questions about their concerns. This should occur in a safe and suitable environment, where the abuser or another

inappropriate person is not expected to interrupt or overhear and respect given to that persons privacy and dignity.

**These conversations should never happen in the presence of the abusive person and/or any children involved**

OR any family member unless the individual states that it is safe to do so while the family member is not with them.

More helpful information on asking the question is available on page 23 of the Domestic Abuse Resource Pack for Schools and Educational Settings [link at the end of this Policy].

**6. Response following disclosure or concern**

When responding to domestic abuse employees are expected to adhere to the Referral Pathway in the Domestic Abuse Resource Pack for Schools and Educational Settings [Appendix 1] page 27 onwards for appropriate processes of referral for all age ranges of those affected by domestic abuse.

In those circumstances where the victim is under 18 years and the perpetrator is 18 years or above, or if both victim and perpetrator are under 18 years this should also be treated as a child safeguarding concern. A referral/signposting can also be made to specialist domestic abuse services if aged 16/17 years. In the event that a child is known to be involved in a violent relationship, the member of staff should consider undertaking an Early Help Assessment. Should they subsequently decide they would like a consultation with an Early Help Advisor regarding their next steps this should be arranged. During the course of any such discussions the member of staff may find it helpful to consider with the Early Help Advisor whether the matter meets the threshold for social care intervention.

If the member of staff believes the child is at immediate risk then they should contact the police and initiate child protection procedures by contacting the Children's Services Customer Services Centre (CSC) on 01522 782111 and reporting a safeguarding concern; e.g. a child involved in a relationship with a violent girlfriend / boyfriend. Outside of normal working hours contact should be made to the Emergency Duty Team on 01522 782333.

**Professional Curiosity**

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

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

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

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

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

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

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

## **7. Recording of information**

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

For further information on how to manage the recording of information see page 26 of the Domestic Abuse Resource Pack for Schools and Educational Settings, link available at the end of this policy.

## **8. Staff Safety and Well Being**

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

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

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

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

## 9. Training

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

Full details are available on page 36 of the Domestic Abuse Resource Pack for Schools and Educational Settings, Training Section:

- Domestic Abuse Awareness – Short Course, E-learning.
- More in-depth Awareness of Domestic Violence and Abuse E-learning.
- Full days face to face Domestic Abuse, Risk assessment & MARAC Training.

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

Name/Title of Staff	Training
<i>E.g. The Designated safeguarding lead [DSL]</i>	<i>E-learning and face to face domestic abuse training</i>
<i>E.g. All Teaching staff</i>	<i>E-Learning</i>
<i>E.g. All Support Staff</i>	<i>DA Awareness delivered via the DSL as part of in-service days</i>

These can be completed as part of the 5 year Safeguarding Training Pathway for all employees and there is also the expectation that employees will complete refresher training every 3 years.

## 10. Key Contacts

### **Specialist Domestic Abuse Services:**

The Lincolnshire domestic abuse service provide support for female and male victims aged over 16 years and their children affected by domestic abuse.

LDASS

[www.ldass.org.uk](http://www.ldass.org.uk), 01522 510041 Mon-Fri 9am-5pm

email – [info@ldass.org.uk](mailto:info@ldass.org.uk)

**SARC [Sexual Assault Referral Centre]:**

Provides a safe environment where victims of Rape, Sexual Assault or Sexual Abuse can get support and advice. They also provide the possibility of making a report to the police and undertaking a forensic examination. They are open to all victims, regardless of whether they want to report a crime to the police or not.

info@springlodge.org, [www.springlodge.org](http://www.springlodge.org) 01522 524402 - Mon - Fri 9am till 5pm  
01371 812686 - at any other time

**National Services:**

<b>24-hour National Domestic Abuse Helpline</b> <a href="http://www.nationaldahelpline.org.uk">www.nationaldahelpline.org.uk</a> 0808 2000 247	<b>Shelter</b> <a href="http://www.shelter.org.uk">www.shelter.org.uk</a> 0808 800 4444
<b>Forced Marriage Unit</b> <a href="http://www.foc.gov.uk/forcedmarriage">www.foc.gov.uk/forcedmarriage</a> 020 7008 0151 9 a.m. to 5 p.m. Mon – Fri	<b>Samaritans</b> <a href="http://www.samaritans.org.uk">www.samaritans.org.uk</a> 113 123
<b>Men’s Advice Line</b> <a href="http://www.mensadvice.org.uk">www.mensadvice.org.uk</a> 0808 801 0327	<b>Women's Aid</b> <a href="https://www.womensaid.org.uk/">https://www.womensaid.org.uk/</a>
<b>Mankind</b> <a href="http://www.mankind.org.uk">www.mankind.org.uk</a> 01823 334244	<b>National Stalking Helpline</b> <a href="https://www.suzylamplugh.org/page/s/category/national-stalking-helpline">https://www.suzylamplugh.org/page/s/category/national-stalking-helpline</a> 0808 802 0300
<b>Galop Support helpline for LGBT+ victims of domestic abuse</b> <a href="http://www.galop.org.uk">www.galop.org.uk</a> , 0300 999 5428	<b>Information for children and young people:</b> <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a> <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> <a href="http://www.disrespectnobody.co.uk">www.disrespectnobody.co.uk</a>

**11. Key Resources**

The Domestic Abuse Resource Pack for Schools and Educational Settings is available via the [Lincolnshire Domestic Abuse Website](#)

[Keeping Children Safe in Education; Statutory guidance for schools and colleges](#)



There are many resources available for schools to use regarding domestic abuse, covering all age ranges from Reception to Sixth Form.

**National Workshop Packages:**

**'Expect Respect'** – pre-planned workshops aimed at reception to sixth form.

**'Can You See Me'** and **'Disrespect Nobody'** – both aimed at Secondary schools to sixth form and both come with DVDs and pre-planned workshops.

**Making Sense of Relationships** – pre-planned workshops aimed at Secondary schools/settings, produced by the NSPCC in partnership with PSHE Association

All available from the [Stay Safe Partnership Website](#)

It is hoped that with the use of these packages within schools and educational settings that students will learn what is a healthy relationship and unhealthy relationship at an earlier age, and thusly enable them to make educated choices at an earlier stage in their life.

[Please insert below the agreed package they will be delivering to what age group and on what timescales in your school / educational setting].

Name of Package	Year Group delivered to	Timeframe
<i>E.g. Disrespect Nobody</i>	<i>Year 9</i>	<i>Annually from now on</i>

**12. Signatories**

Signed by:

---

Title:

---

Dated:

---

Appendix 4 – MARAC Information Form

**INFORMATION FORM**

Please fill in this form to the best of your capability, with as much information known to you for the purpose of the MARAC (Multi Agency Risk Assessment Conference)

<b>Child Name:</b> <b>DOB:</b> <b>Date started at school:</b>
<b>Name of School:</b> <b>Contact:</b> <b>Tel:</b> <b>Mobile:</b> <b>Email:</b>
<b>Home address:</b>
<b>Professional opinion about the child concerned ("pen picture"):</b>
<b>Note records of last meetings or phone calls with parents:</b>
<b>Note recent attitude, behaviour and demeanor, including changes:</b>

**Highlight any relevant information that relates to any risk indicators:**

**Identify any other concerns or additional information your school holds that may be relevant, e.g. other agency involvement / names of lead professionals / TAC / CIN / CP / Care / statemented / ESCO involvement / access restrictions / etc :**

**Signature:**

**Date Completed:**

**When completed, please return this form by secure email to:**

**[EducationMARAC@lincolnshire.gov.uk](mailto:EducationMARAC@lincolnshire.gov.uk) . Thank you.**