

# Domestic Violence and Abuse Resource Pack for Schools: Good Practice Guidance

Babcock LDP Educational Psychology Service



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## Introduction

This resource pack has been created with the aim of supporting staff in schools to work helpfully with children and young people who are experiencing, or have lived with domestic violence and abuse (DVA). Statistics indicate that there are likely to be significant numbers of children who will have been affected in some way by this issue yet Calder et al. (2004) note the invisibility of the majority of these children.

However, the historical context of response to DVA shows that there has been significant political interest, perhaps picking up ground in the 1990's. This has resulted in initiatives such as the National Domestic Violence Delivery Plan (2005), the 'This is Abuse' campaign (2011) and the Violence against Women and Girls strategy (2015).

The general awareness of DVA has improved over recent years with increased media coverage together with opportunities for professionals to develop awareness through training (e.g. as provided in Devon through Against Domestic Violence and Abuse - ADVA). However, a consistent message from staff in schools is that whilst they may have a greater awareness of DVA issues, it can be hard to know how best to respond to these in school and provide support to those children affected. This is where we hope this booklet will be helpful.

The aims of the resource pack are therefore to:

- Provide a context for understanding why school staff might benefit from developing knowledge and skills in this area
- Consider how you might know if a child or young person is experiencing or has lived with DVA
- Look at safeguarding issues
- Suggest ideas for working directly with children and young people
- Consider specific issues: children living in a refuge and contact with a perpetrator
- Provide information on general educational programmes

## Definitions

The term DVA covers a range of behaviours. The addition of the term 'abuse' can be helpful in avoiding an over-emphasis upon the physical aspects of behaviour.

This definition is the one used locally which is clear and helpful:

“Domestic violence and abuse is essentially about the misuse of power and the exercise of control by one person over another within the context of any intimate or close relationship. Such abuse may manifest itself in a variety of ways including physical violence, emotional or psychological abuse, sexual violence and abuse, financial control and abuse and the imposition of social isolation or movement deprivation.” (ADVA)

Further clarification comes in the definition found in the useful Department of Health publication 'Improving Safety, Reducing Harm, Children, Young People and Domestic Violence', (2009):

'Whatever form it takes, domestic violence is rarely a one-off incident, and it should instead be seen as a pattern of abusive and controlling behaviour through which the abuser seeks power over their victim. Domestic violence occurs across society, regardless of age, gender, race, sexuality, wealth or geography.' (DoH, 2009)

It is recognised that perpetrators and victims of DVA can be male or female.

## Some statistics

Although statistics will tell only part of the story, some of the figures that are available are alarming in terms of the scale of the issue and of children and young people's involvement in it.

The Joint Strategic Needs Assessment Devon Overview (2013) reported that:

- In 2012-2013, children were present at 39% of the 8,915 domestic abuse incidents attended by the police in Devon in 2012-13
- 832 children and young people were associated with the 670 high risk cases that were taken to Multi Agency Risk Assessment Conferences (MARACs) in Devon; 25% of these were repeat attendances

The Devon Domestic and Sexual Violence and Abuse Joint Strategic Health Needs Assessment (2011) reported that:

- An estimated 7% of 16-59 female population were victims of domestic abuse in Devon in the previous year
- Children were present at nearly half of the 9,151 domestic violence incidents attended by the Police in Devon in 2009-10

Other relevant findings include:

- Domestic abuse was the biggest crime type across the South West Peninsula from 2012-2013, where there were 29,636 reported incidents (Devon & Cornwall Police)
- 26% of 18 to 24 years olds had lived with violence between their parents/carers and for 5% this was frequent and on-going (Cawson, 2002)
- There is co-occurrence of domestic violence and child abuse in 40% of cases (Walby and Allen, 2004)

It is important to recognise that these figures may underestimate the scale of the issue as they can only be based upon reported incidents. Research has shown that much DVA goes unreported and that it may have been a long-standing problem before it is eventually reported, if ever.

When viewed within the context of an individual school or classroom, it is clear that whether known about or not, there are likely to be significant numbers of children and young people whose lives have been affected by DVA.

### **How might children and young people (CYP) be affected?**

We will consider later some of the specific effects that DVA might have on CYP but the next sections will outline some of the psychological mechanisms that might help to explain how CYP are affected.

## Attachment Theory

It is within close attachment relationships with a carer that children learn to make sense of themselves, other people and social interaction. These relationships shape the child's Internal Working Model of themselves, other people and the world. In a secure attachment, the child's needs are sensitively met, and through repeated experiences of distress being soothed the child begins to be able to self regulate their emotional state. The close reciprocal relationship also provides the foundation for social interaction and the beginnings of empathy. The development of a secure base within a close relationship enables the child to begin to explore and learn about the world around them.

Babies and young children living in the context of DVA may well develop secure attachments with their carers but this could be jeopardized by:

- Lack of emotional availability of the carer because they may be pre-occupied with trying to keep safe
- Greater likelihood of Post-Natal Depression reducing the responsiveness of the caregiver with their baby



## Developmental Trauma and Stress

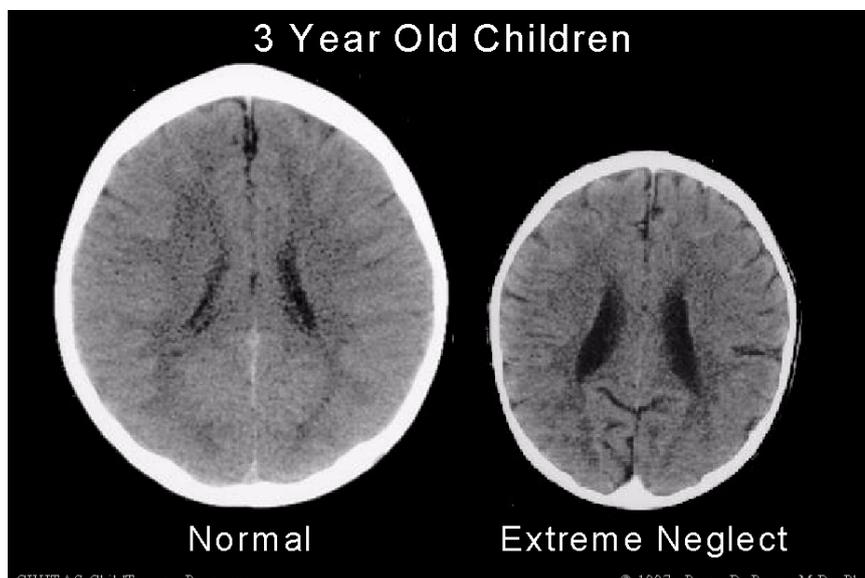
Trauma can be defined as an event or events that involve actual or threatened death or serious injury, or other threat to personal integrity. It includes being witness to such an event. The overwhelming response is that one's sense of safety is shattered, leading to fear, helplessness, vulnerability and a view that the world is a dangerous place.

Clearly, it is extremely frightening and stressful for a child to witness the source of their own safety (i.e. the carer) being at risk. To see one's carer being frightened and the other behaving in a very frightening manner again creates huge stress for the child. Research has found CYP to be in the same or next room in 90% of DVA incidents (Hughes, 1992) with many (73%) directly witnessing violent assaults (Abrahams, 1994). Even if the child does not see what is happening, it is highly likely that they will hear a disturbance; this can be equally distressing, particularly if the child can only imagine what is going on.

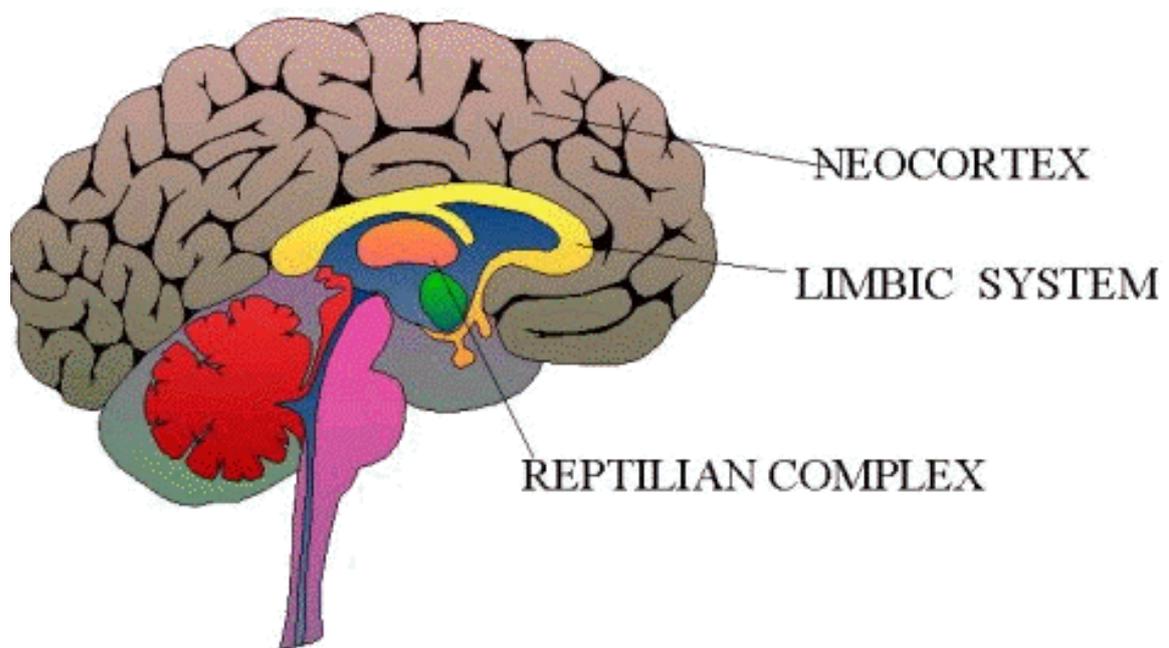
The repeated experience of not having help to soothe their own distress, creates developmental trauma through the impact on the brain of continued stress dysregulation.

The development of technology has allowed us to see how the brain works in far more detail than has previously been possible. The effects of stress hormones and in particular, cortisol, have been investigated. What is now very clear is that repeated exposure to stressful events, resulting in the release of cortisol, can have profound effects upon the anatomy and functioning of the brain.

Figure 1:



The more sophisticated parts of the brain (neocortex), which develop through use and positive experiences, begin to control the more reactive and primitive areas of the brain (reptilian complex). However, the release of cortisol switches off these more sophisticated areas of the brain, allowing the more primitive areas to respond to stress. Over time, this means that the necessary helpful connections within the cortex are underdeveloped and lead to some of the effects that we will discuss later (see Figure 1).



There is also evidence that when pregnant women experience stress, the cortisol that is released will pass into the unborn baby's body and affect them in a similar way. This means that it is possible for babies to be born already traumatised. This has some special significance here as we know that pregnancy is a specific trigger for the occurrence of DVA.

## **Social Learning Theory**

Social learning theory explains how behaviours and attitudes can be learned through how we see others behaving and responding. This has some potential for explaining some of the effects that DVA has on children; we know that they are likely to have witnessed the behaviour of both the abuser and the victim and through this may learn to behave in similar ways.

Social Learning Theory proposes that humans are active information processors and think about the relationship between their behaviour and its consequences. Children observe the people around them behaving in various ways.

In society children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate.

Children pay attention to some of these people and encode their behaviour. At a later time they may imitate (i.e. copy) the behaviour they have observed. A child is more likely to attend to and imitate those people it perceives as similar to itself.

It should however be noted that there is no clear evidence to suggest that those who witness DVA will go on to be abusers themselves.

## **Signs that children and young people are experiencing or have experienced DVA**

Research confirms that experiencing DVA can have a long term impact on CYP and their development, even if their experiences were years ago. Although all CYP respond differently to experiencing DVA, there are some common effects that are often seen:

- Changes in behaviour and personality that can happen quickly and dramatically
- Defiance – active or passive as a means of gaining control
- Displaying disruptive behaviour, acting out violent thoughts and showing little empathy for others
- Reactivity and impulsivity – impaired ability to control behaviours
- Alcohol/drug use in adolescents
- Separation anxiety beyond what would normally be expected for the age of the child
- Signs of anxiety or depression including excessive worry about siblings/parents
- Aggression – misreading situations, ‘strike first before I am hurt’ mentality
- Hypersensitivity/ hypervigilance or dissociation (tuning out)
- Perceiving threat in neutral or friendly situations
- Lack of emotional regulation
- Physical ailments e.g. headaches, tummy aches
- Developmental delays in younger children
- Poor school attendance or lateness – might be staying home to protect non-abusive parent, hide their injuries, or they may be prevented from coming to school
- Not handing in or completing homework
- Difficulties in peer relationships, social withdrawal, difficulty reading social cues
- Under achievement in school or excessive focus on doing well
- Poor concentration
- CYP who are no trouble at all (sometimes you may not observe any of these signs in a CYP who is nevertheless experiencing DVA)

Many CYP will display all or some of these behaviours. Although experiencing DVA may not be the cause, it is vital that school staff consider the possibility of DVA both currently happening and experienced in the past.

The following will also influence the impact of DVA on the CYP:

- The age of the CYP
  - Pre-school children may show more physical evidence of anxiety
  - Primary school children may show a broader range of behavioural or emotional responses
  - Adolescents may show avoidance or denial strategies, e.g. use of alcohol/drugs, leave home – ‘escape’
- The individual characteristics and personality of the CYP – resilience factors
- The range of experiences that might constitute DVA and the time-scale involved - is DVA a current or past experience for the CYP?
- Current living arrangements – is the CYP still in the environment where DVA is an issue?

CYP who have experienced DVA often have difficulty identifying and regulating their emotions and hence the behaviour that they display is often a method of communicating how they are feeling.

Some of the feelings that CYP who have experienced DVA may have include:

- Fear - of those they love in their own home
- Distrust - of adults and professionals
- Anxiety - Will this go on forever? Will mum be killed? What will happen if someone finds out?
- Sadness and loss - Why is this happening?
- Anger - at abuser or victim for not leaving/leaving and taking the CYP away from their familiar life
- Guilt - believing they have caused violence/abuse or should have stopped it
- Shock
- Shame - someone may find out
- Confusion - still love both parents, doesn't make sense, home should be a safe place
- Helplessness - life is unpredictable, I am powerless to change things
- Alone - only happening to me

## Safeguarding

Before moving on to looking at ways of supporting children who have experienced DVA, it is essential to consider safeguarding issues.

The experience of DVA is a child protection issue. This was formalised in the Adoption and Children Act 2002, which expanded the category of significant harm to include:

‘...any impairment of the child’s health or development as a result of witnessing the ill-treatment of another person, such as domestic violence’.

In addition, it is also important to bear in mind the evidence for the co-existence of DVA and other forms of child abuse. This may arise through:

- lack of discrimination between the victim and the CYP in the actions of the perpetrator
- the victim being unable to meet the needs of the CYP because of their own needs
- the CYP being hurt if they try to intervene

**When you become aware of a CYP experiencing DVA you will need to follow the safeguarding policy in place in your school or setting. This will include sharing the information that you have with the Senior Designated Officer for Child Protection in your setting.**

It will be important to consider the issue of confidentiality when talking to CYP. You cannot offer complete confidentiality to CYP and you will need to let them know that you may need to pass on information that they give to you to other adults, if you feel that their safety is at risk. Where possible, you should let the CYP know what you will be passing on and to whom.

Further information about safeguarding issues can be found on the safeguarding pages at <http://www.babcock-education.co.uk/ldp/>

A key document is ‘Working Together to Safeguard Children 2013’ (DfE), which can be found on <https://www.gov.uk/government/publications/working-together-to-safeguard-children>

## Contact with the Perpetrator

Contact with the perpetrator can be a positive or negative experience for CYP who have lived with DVA. A contact order means:

“...an order requiring the person with whom a child lives, or is to live, to allow the child to visit or stay with the person named in the order, or for that person and the child otherwise to have contact with each other”.  
Section 8 Children Act 1989

The presumption of a right to contact between a parent and CYP refers to the CYP’s right to contact and not the right of the parent. Courts will not become involved in contact between separated parties unless there is a dispute. When the courts become involved CAFCASS (Children and Families Court Advisory Support Service) scrutinise applications for contact for any possible allegations of harm to CYP. The Court has to give particular consideration to the likely risk of further harm to the CYP whether physical or emotional, through granting or refusing contact.

Contact can take different forms:

- Indirect contact - writing letters and cards, emails, text messages
- Direct contact - telephone calls, visiting contact, overnight stays

Direct contact can be supervised or unsupervised and sometimes child contact centres are used for contact. However the contact will not necessarily be supervised one-to-one as there may be several families in the same room. Furthermore, even in supervised contact it can still be difficult to monitor some of the subtle communication taking place between the perpetrator and the CYP, which may have a further impact on them.

Research suggests that perpetrators of DVA can use contact as a way of furthering the abuse of the victim. CYP are often caught in the middle of this. 76% of CYP who have been ordered by the courts to have contact with a violent parent, are said to have been further abused as a result of contact being set up (Radford et al. 1999).

Some of the issues surrounding contact include:

- The perpetrator applying for a contact order as a way of tracking down the partner e.g. going to their house to pick up the CYP, following the victim home after contact
- The potential loss of power for the perpetrator may increase efforts to regain control
- CYP at risk of physical, sexual and/or emotional abuse during contact
- The perpetrator having no real interest in the CYP
- The perpetrator saying negative things to the CYP about the non-abusive parent
- The perpetrator getting the CYP to behave in a certain way towards the non-abusive parent

How school staff can support CYP with contact:

- Ask about contact arrangements, when it is happening and where
- Be aware of the CYP's responses to contact – before and after
- Provide the CYP with opportunities to discuss their contact on a regular basis if they want to, including their fears/concerns and how it went
- Acknowledge the different feelings/emotions that contact may provoke and reassure the CYP that it is okay to feel all these positive and negative emotions e.g. It is ok both to be frightened and want to see dad
- Support the CYP to develop strategies to manage their feelings

## Living in a Refuge

A small minority of children who have experienced DVA will spend some time living in a refuge. Living in a refuge can present CYP with a range of new experiences, both positive and negative. Alongside this often comes a mixture of different feelings and emotions, some of which can be overwhelming. It is very common for children living in a refuge to experience some, or all of the following:

- Relief....sense of being safer, calm
- Recognition that 'I'm not the only one...'
- Feelings of anger and resentment towards the non-abusive parent for taking them away from their dad/family/school/friends etc.
- Sense of loss – children have often had to leave suddenly and hence might be missing friends, pets, relatives, school, belongings, house, toys
- Loss of coping strategies and sources of support e.g. extended family
- Threat to their identity... 'Who am I?'
- Uncertainty – how long will we be here, what will happen when we leave?
- Fear – will we be found?

The reality of living in a refuge can be challenging for both children and non-abusive parents. Some of the issues that may arise include:

- Need for secrecy – not telling people where you are
- Rules and boundaries – house rules set by other people, e.g. children not being allowed in the kitchen
- Communal living – sharing a bedroom with their parent and siblings, living very closely with other children and families, lack of personal space
- Difficulties finding a quiet place to complete homework
- 'Parenting in a goldfish bowl'
- Financial issues – not having access to money, waiting for benefits to come through
- Having to start at a new school, maybe without the correct uniform
- Starting school mid-term, adding to the sense of difference
- Coming from a different area with a different accent etc. again adding to the sense of difference
- Establishing new friendships
- Pressure on the relationship between the non-abusive parent and the child

### How schools can help:

- Have a clear protocol for dealing with issues of confidentiality whilst allowing for the collection of relevant educational information
- Priority needs to be given to children from refuges when processing school admissions to minimise disruption to education
- Ensuring that when a child living in the refuge joins your school, they are provided with a uniform as soon as possible so that they do not instantly stand out as being different
- Recognise that completing homework may not be a top priority for this child or it may be extremely difficult for them to do so; are there any opportunities for the child to complete homework in school?
- Promote peer relations and a sense of belonging e.g. through encouraging the child to join clubs

## Talking to Children and Young People

One of the key things highlighted as being helpful by CYP who have experienced DVA, is having someone that they can talk to. The fact that an adult is willing to talk about such issues shows the CYP that adults are aware that it happens and that it is okay to talk about it. There may be some CYP for whom more specialist therapeutic support may be required but for many, the chance to talk to a trusted adult who has good listening skills will be very helpful.

Generally, we must be careful not to jump to conclusions, ask leading questions or put words into the CYP's mouth. It is also vital that the person talking to the child is not judgemental about the victim or perpetrator. The child may be experiencing quite ambivalent feelings towards both the victim and the perpetrator, and any judgements made by the adult may further confuse the child.

When an opportunity arises to talk to a child, some open-ended questions may provide enough of a stimulus for the child to begin to talk:

- You seem a little different, how's things, are you ok?
- I can tell by the way you're talking things seem hard/difficult for you?
- How are things at the moment as you don't seem yourself?
- How are things at home...?
- Is there anything you would like to talk about?
- How could things be different/better for you at the moment?

It is helpful to try to enable the child to describe their understanding of what is happening and what it means to them, rather than being too keen to interpret things for them.

Key messages that children need to hear if they are talking to you about DVA:

- It's not okay
- It's not your fault
- It must be scary for you
- I will listen to you and believe you
- You have done the right thing in telling me
- You can tell me how you feel: it is okay to have mixed feelings towards your mum/dad etc.
- There is nothing you could have done to prevent/change it
- We can talk about what to do to keep you safe

However, there are also a few things to try to avoid saying:

- I know how difficult things are for you
- I understand how things must be
- I know how you must be feeling
- I know what you must be going through
- I understand what home must be like

Opportunities to talk with children and young people may arise informally and more formally. With younger children, what is important to them or troubling them may be enacted through play. Whilst play therapy is a specialist intervention requiring training, thoughtful adults can still get alongside children in play, and through comments and questions can help them to express thoughts and feelings. Small world play and puppets can be useful in this respect.

Similarly, whilst art therapy is a specialist intervention, some children will be comfortable with opportunities for 'Drawing and Talking'. Drawing and Talking is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is encouraging the children to draw with a person they feel comfortable with regularly, at the same time each week, and this person asking some non-intrusive questions about the child's drawings.

## Safety Planning

Safety planning is a practical way of helping children who are experiencing DVA. The plan aims to help the child stay safe, especially when their parent is being physically abused. It also aims to increase the child's sense of power and decrease fear.

The key messages for the child are:

- They have a right to be safe and cared for in a safe environment
- Their concerns will be taken seriously
- They are not responsible for adult violence
- They should not try to intervene but get out and if possible try to get help
- They have the right to protect themselves; to say 'no'; to get out of violent situations
- They can help siblings but they are not responsible for their long term safety; this is an adult's responsibility

Safety planning could include:

- Asking children to identify a safe place to go to if there is further violence
- Asking children to identify a person they can go to if necessary
- Ensuring the child knows how to contact the emergency services
- Making sure that the child understands that it is neither safe nor their responsibility to intervene to try and protect the adult being abused

Although staff in schools may be well-placed to work on safety planning with children, such work will need to be thought about carefully. If there are other services involved with the family, then this may have already been addressed. It would also be important to involve the non-abusing parent in thinking about the child's safety planning and they may well already have a plan for themselves and their children.

## Scripts

Sometimes, children can face questions from their peers that are difficult for them to answer because of their experiences, for example, 'Where do you live?'. It can be helpful to give children the opportunity to think about what they can say when faced with awkward questions and develop a simple 'script'. The principle would be to keep an element of truth in what is said. For example:

Q: Where do you live?

A: Not too far from Tesco (keep vague).

Q: Shall I call for you to catch the bus together?

A: Probably better to text me and I'll meet you at the bus stop.

Q: Can I come to your house?

A: It's a bit difficult because it's not our house, we're staying with friends/other people.

Q: Why have you moved here?

A: It wasn't very nice where we were before and Mum thought it would be better here.



## Understanding and Managing Behaviours that Challenge

A wide range of behaviours may be evident in CYP who have experienced DVA and some may be more challenging to manage in school.

Some key principles:

- Thinking about what might lie beneath the behaviour will be helpful in working out how best to support the child and manage inappropriate behaviour
- Providing an environment that offers nurture, security and predictability will be extremely helpful
- An effective system of communication with home that takes into account the ongoing safety of the victim

### Behaviours and strategies

Behaviour/Issue	Possible reason	Possible strategies
<p><b>Separation Anxiety</b></p> <p>Can also be linked to: <b>need to see siblings</b></p> <p>Can also be linked to: <b>poor attendance in older children</b></p>	<p>Fear of what might happen to parent/carer</p> <p>Child may feel protected by siblings or take on a role of protecting them</p> <p>Fear of what might happen to parent</p>	<ul style="list-style-type: none"> <li>• Member of staff to meet and greet child</li> <li>• Use of transition object from home</li> <li>• Visual plan of what happens on arrival at school</li> <li>• Build in an opportunity for contact with siblings if informal contact during the school day is not effective</li> <li>• Opportunity to make contact with parent at a designated time during the school day</li> </ul>

<p><b>Aggression towards adults and peers</b></p>	<p>Poor development of social skills</p> <p>Modelling behaviours observed</p> <p>Anger/frustration regarding experiences, including sense of loss if they have moved</p>	<ul style="list-style-type: none"> <li>• Acknowledge feelings but set clear boundaries regarding acceptable behaviour</li> <li>• Emphasise what behaviours are acceptable in this environment</li> <li>• Emotional literacy work (see below)</li> </ul>
<p><b>Repeated aggressive play themes</b></p>	<p>Re-enactment of experiences, possibly to help them make sense of what happens</p>	<ul style="list-style-type: none"> <li>• Ensure safety</li> <li>• Comment upon what you see and what you think the child may be feeling to play in this way</li> <li>• Boundaries for acceptable behaviour</li> </ul>
<p><b>Poor concentration</b></p>	<p>Fear/anxiety related to home and family</p> <p>Hypervigilance to ensure personal safety</p> <p>Tiredness due to disrupted sleep</p>	<ul style="list-style-type: none"> <li>• Depending on the age of the child: <ul style="list-style-type: none"> <li>• Tasks broken down into small steps</li> <li>• High demand activities interspersed with lower demand activities</li> <li>• Increased proximity to adult</li> </ul> </li> </ul>
<p><b>Lack of homework</b></p>	<p>Lack of time/space at home</p> <p>Lack of adult support</p>	<ul style="list-style-type: none"> <li>• Opportunities to complete homework in school time</li> </ul>
<p><b>Poor self-esteem</b></p>	<p>Behaviour of adults at home creates feeling in the child that they are in some way 'bad' or at fault or not worthy of positive attention</p>	<ul style="list-style-type: none"> <li>• Positive nurturing environment</li> <li>• Key adult in school who is interested in them</li> <li>• Build on personal areas of strength and have these recognised</li> <li>• Opportunities for extra-curricular activities</li> <li>• Take on new roles and responsibilities in school</li> <li>• Increased participation in decision-making</li> </ul>

## Emotional Literacy Resources

CYP who have experienced DVA often have difficulty regulating and dealing with their emotions. Therefore one of the most useful ways you can support CYP who have experienced DVA is to help them to develop their emotional literacy skills. CYP need to be able to identify and label their emotions and feelings and know how to manage these appropriately. The following websites contain some useful free emotional literacy resources:

[www.tes.co.uk](http://www.tes.co.uk) The Times Educational Supplement website has a huge number of downloadable resources for emotional literacy. Go to Teaching Resources, Special Educational Needs, Wellbeing/Emotional Literacy.

[www.do2learn.com](http://www.do2learn.com) This website is designed for children with learning difficulties. It contains some really useful resources that could be used with all children experiencing emotional difficulties such as feelings games and facial expression generators.

[www.kidshealth.org](http://www.kidshealth.org) This website covers lots of different aspects of 'being healthy'. It contains separate sections for children and teenagers and provides lots of useful information about different feelings and emotional experiences.

[www.teachingexpertise.com/resources](http://www.teachingexpertise.com/resources) This website has free downloadable resources, and excerpts from useful books that you can then go on to buy if you think they will be useful.

<http://www.primaryresources.co.uk> Lots of free downloadable resources.

The SEAL (Social Emotional Aspects of Learning) resources that you may have within school also provide a wide range of activities for children of all ages/developmental stages.

## **General Educational Programmes**

### ***LINX***

The LINX Programme is a group programme aimed at 12-18 year olds who are showing signs of escalating violent behaviour or are having difficulties forming positive relationships with others. Often (but not always) these young people have experienced DVA at some point in their lives.

The programme is run over 12 weeks for 1-2 hours a week and aims to develop empathy and positive interaction skills in the young people through exploring issues such as power, control and empathy. It tries to challenge the behaviour these young people are displaying in a safe, non-threatening way. The programme is delivered to single sex groups and is delivered by at least two co-facilitators. Professionals from many agencies including the Youth Offending Team, Youth Service, Domestic Violence Support Workers and teachers have been trained to deliver the programme.

For more information please contact Louise Rampling (Family Worker) or Jan McLean (Advisory Teacher), Babcock LDP, by phone on 01271 388691.

### ***Is This Love?***

Is This Love? Is a resource pack to help teenagers to recognise abusive behaviour and what is acceptable behaviour within relationships. The pack helps teenagers develop the confidence to seek help and has been designed to compliment the Sex and Relationship (SRE) aspects of the PSHE curriculum.

The pack has been developed by Against Domestic Violence and Abuse (ADVA) in conjunction with young people. It is aimed at pupils in Year 10 and 11. The pack contains a short animated film to stimulate discussions, a help sheet for teachers, a sheet for students with discussions points from the film and an hour long lesson plan. There is also a PowerPoint presentation for use in PSHE or assembly. All the resources are available at:

<http://www.devon.gov.uk/adva-education-pack.pdf>

<http://www.youtube.com/watch?v=BC7Eq2j75p8>

### ***Expect Respect***

The Expect Respect Educational Toolkit has been put together by Women's Aid and consists of one easy to use 'Core' lesson for each year group from Reception to Year 13. It is based on broad themes that have been found to be effective in tackling DVA. The toolkit can be download for free from [www.thehideout.org.uk](http://www.thehideout.org.uk) (go into the section for adults and follow the link to resources). You do not need to download the whole toolkit, you can just download the introductory section and the year that is appropriate to the age group you are working with.

### ***Spiralling***

Spiralling is an educational resource pack and DVD that can be used with children of all ages to explore positive relationships. It has been put together by the Bristol Domestic Abuse Forum. The pack contains different activities for children of every age and a film that can be used with teenagers. All of the resources can be downloaded free from:

<http://www.bava.org.uk/professionals/resources/>

## **Training and Services**

### ***Devon Children's Safeguarding Board and Devon Adult's Safeguarding Board***

The Devon Children's Safeguarding Board and Devon Adult's Safeguarding Board jointly manage Devon's commissioned Domestic Violence and Abuse safeguarding training as part of their overall safeguarding training programmes across Devon. These are accessible to all front-line workers and managers in Devon. Agencies outside of Devon are also welcome to attend although there will be very much a Devon focus on working practices.

Courses are delivered by a specialist team of trainers who have been delivering DVA training in Devon for over 8 years.

Courses available include:

- 'Tackling Domestic Violence & Abuse' (1 x day Foundation Course – formerly known as 'Level 1')
- 'Tackling Domestic Violence and Abuse – The Impact on Children' (2 Day Training – formerly known as 'Level 2')
- 'The MARAC Process in Devon – Increasing Safety for Victims of Domestic Violence and Abuse' (i.e. how to identify risk of serious harm using a DASH RIC and how to refer to your local MARAC)
- 'Tackling Abusive Behaviour – Taking Responsibility' (formerly Tackling Perpetrators of Domestic Violence and Abuse)

For more information please go to: <https://new.devon.gov.uk/dsva/>

### ***Devon Domestic Abuse Support Services***

Provides services for children and adults living in the Devon County Council area, which include:

- One to one support and group work for CYP
- Toolkits for parents and schools
- Workshops delivered in schools and colleges
- 'Becoming Respectful' – a 12 week intervention for males aged between 16-24 years
- A Victim Care Unit

For more information please go to:

<https://www.splitz.org/devon/devon-domestic-abuse-support-service.html>

Tel: 0345 155 1074

## ***Stop Abuse for Everyone (SAFE)***

Stop Abuse for Everyone (SAFE) works as part of a multi-agency strategy, to end DVA in Devon. SAFE continues to work collaboratively with other domestic violence and abuse organisations in the South West, as well as with a wide range of statutory bodies and other voluntary agencies.

Services include:

- An Independent Domestic Violence Adviser (IDVA) service Mid and East Devon
- A Specialist Domestic Violence Court IDVA Mid, East and Exeter – provides a service for victims needing specialist support through the criminal justice system
- Children and Young People’s workers (funded by Children In Need) - a community/family support service for Children and Young People affected by/living with DVA
- A Boys and Young Men's male worker (funded by Comic Relief) working with boys and young men affected by living with DVA, helping re-establish positive and healthy relationships within the family
- Providing domestic violence and abuse awareness-raising sessions to secondary schools and colleges, group settings in youth services and schools
- 1 to 1 support sessions for CYP (5-17 year olds)
- 1 to 1 support sessions with Parents/Carers

For more information please go to: [www.safe-services.org.uk](http://www.safe-services.org.uk)

Tel: 01392 269540 or 01392 269547

## ***North Devon Against Domestic Abuse (NDADA)***

NDADA is a registered charity and their free service covers Northern Devon i.e. North Devon and Torridge District Council areas. NDADA continues to:

- Provide temporary refuge accommodation to women and children who have suffered DVA and also to offer support and aftercare to any woman who has left the refuge
- Encourage service users to determine their own futures and to help them achieve this, whether this involves returning home or starting a new life elsewhere
- Recognising and caring for the emotional and educational needs of the children involved
- Offering support, advice and help to any service user who asks for it

- Educate and inform the public, the media, Police, Courts, Social services and other partners and organisations with respect to DVA
- NDADA is now very focused on supporting the family in a more holistic approach - keeping families safe and relationships healthy

Services include:

- A Refuge - purpose built property that offers support and accommodation for single women and women and their children
- An Independent Domestic Violence Adviser (IDVA) service North Devon – working with those assessed at High Risk and referred to Multi-Agency Assessment Conferences
- A Specialist Domestic Violence Court IDVA North - This IDVA's role is to support victims of domestic abuse through the criminal justice system from the point at which an arrest has been made up until the court proceedings have ended
- Children and Young People's workers (employed by Devon Domestic Abuse Support Services) offering a consultation service to schools, training opportunities and work with individual children where the victim and/or perpetrator is accessing support from NDADA or Devon Domestic Abuse Support Services
- Pattern Changing Courses – A 14 week course for women that aims to enable women to begin to understand the problem of abuse and its impact on the entire family, to become aware of their lifelong patterns, to set realistic goals, and to learn techniques for developing new patterns of their own choosing

For more information please go to: [www.ndada.co.uk](http://www.ndada.co.uk)

Tel: 01271 321946

### ***Babcock LDP***

In addition to the training and services above, Babcock LDP Educational Psychologists are able to provide training and consultation with regard to DVA and the impact on CYP.

Please contact Bryony Curtis (01392 287233) or Gemma Newbery (01271 388691) for further information.

## **Books and Websites**

For Professionals:

[www.womensaid.org.uk](http://www.womensaid.org.uk) – includes Expect Respect Educational Toolkit  
NSPCC – Feel Safe at Home – can be downloaded from the NSPCC website  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Making an Impact: Children and Domestic Violence - A Reader by M. Hester, C. Pearson and N. Harwin.

Children Living with Domestic Violence by A. Mullender and R. Morley.

Domestic Violence and Child Protection: Directions for Good Practice by Catherine Humphreys

Children Living with Domestic Violence: Towards a Framework for Assessment and Intervention by Martin C. Calder

Children's Perspectives on Domestic Violence by Audrey Mullender

Childhood Experiences of Domestic Violence by Caroline McGee

Domestic Violence and Children by Abigail Sterne and Liz Poole

For Children and Young People:

[www.dotcomcf.org](http://www.dotcomcf.org)

[www.thehideout.org.uk](http://www.thehideout.org.uk)

[www.burstingthebubble.com](http://www.burstingthebubble.com)

## National Contacts

24 hour National Domestic Violence Freephone Helpline	0808 2000 247	<a href="http://www.nationaldomesticviolencehelpline.org.uk">www.nationaldomesticviolencehelpline.org.uk</a>
National Male Helpline	0808 801 0327	<a href="http://www.mensadviceline.org.uk">www.mensadviceline.org.uk</a>
Chinese Information and Advice Centre	08453 131 868	<a href="http://www.ciac.co.uk">www.ciac.co.uk</a>
Jewish Women's Aid	0808 801 0500 (Mon-Thurs 9.30am–9.30pm)	<a href="http://www.jwa.org.uk">www.jwa.org.uk</a>
Kiran Asian Women's Aid	0208 558 1986	<a href="http://www.kiranproject.org.uk">www.kiranproject.org.uk</a>
Newham Asian Women's Project	0208 472 0528	<a href="http://www.nawp.org">www.nawp.org</a>
Southall Black Sisters	0208 571 0800 (Helpline) 0208 571 9595 (General enquiries)	<a href="http://www.southallblacksisters.org.uk">www.southallblacksisters.org.uk</a>
Forced Marriage Unit	0207 008 0151 (Mon–Fri, 9am–5pm) or 0207 008 1500 (Emergency Out of hours – Ask for the 'Global Response Centre')	<a href="http://www.gov.uk/stop-forced-marriage">www.gov.uk/stop-forced-marriage</a>
Broken Rainbow (LGBT Domestic Violence Charity)	0300 999 5428 or 0800 999 5428 (Mon & Thurs 10am–8pm, Tue & Wed 10am–5pm)	<a href="http://www.brokenrainbow.org.uk">www.brokenrainbow.org.uk</a>
The Intercom Trust (LGBT Charity)	0800 612 3010	<a href="http://www.intercomtrust.org.uk/portal.htm">www.intercomtrust.org.uk/portal.htm</a>

## Local Contacts

### Devon wide

**NAME OF ORGANISATION:** DEVON DOMESTIC ABUSE SUPPORT SERVICE (SPLITZ SUPPORT SERVICE)  
**Key contact name:** Chrissy Stower  
**Type of service (brief description):** Domestic Abuse Support Service for adult and child victims and perpetrators of domestic abuse. Information, Advice and Guidance from trained staff on our helpdesk. One to one and telephone support, risk assessment, safety advice, advocacy, practical and emotional support via the Outreach team. Domestic Violence Perpetrator Program: Group work for men who are abusive and want to change their behaviour. Support for children and young people through one to one support, group work, toolkits for parents and schools and workshops in schools and colleges.  
**Tel:** 0345 155 1474  
**Address:** Buckland House, Park Five, Harrier Way, Exeter EX2 7HU  
**E-mail:** [admin@splitzdevon.org](mailto:admin@splitzdevon.org), secure email for referrals: [referrals.devon@splitz.org.cjsm.net](mailto:referrals.devon@splitz.org.cjsm.net)  
**Website:** [www.splitz.org/devon](http://www.splitz.org/devon)  
**Referral procedure:** We accept self-referrals and agency referrals. For self-referrals please call our helpline on 0345 155 1074. For agency referrals we ask for a referral form and DASH risk assessment to be emailed or faxed to us. We do not accept referrals by post. We have separate referral forms for children and young people and for adults. You can request both forms including contact details from our helpdesk. Our secure email address is [referrals.devon@splitz.org.cjsm.net](mailto:referrals.devon@splitz.org.cjsm.net). Our fax number is 01392 368071.

**NAME OF ORGANISATION:** DEVON AND TORBAY SARC  
**Key contact name:** Lyndsay Allen  
**Type of service (brief description):** The Oak Centre is Devon and Torbay's Sexual Assault Referral Centre. We provide information and support for men, women and children who have experience rape or sexual assault. We support people who are considering their options around reporting to the police by providing a confidential and safe space in which to discuss the criminal justice process. We also support people who have already decided to report to the police throughout the investigation and court process. We provide support in the immediate aftermath of an assault whilst giving individual access to a forensic medical service to assist a police investigation.  
**Tel:** 01392 436967  
**Address:** Devon and Torbay SARC, Hawkins House, Pynes Hill, Exeter, EX2 5SS  
**E-mail:** [ndht.OakCentreEnquiries@nhs.net](mailto:ndht.OakCentreEnquiries@nhs.net)  
**Website:** [www.northdevonhealth.nhs.uk/sexual-assault-centre/](http://www.northdevonhealth.nhs.uk/sexual-assault-centre/)  
**Referral procedure:** Professionals via referral form. Self-referrals accepted also.

**NAME OF ORGANISATION:** DEVON RAPE CRISIS SERVICE  
**Key contact name:** Anna Janota  
**Type of service (brief description):** Specialist support to women aged 18+ who have experienced any form of sexual violence, at any time in their lives. Support on the telephone, email - both are anonymous services. Specialist face to face support available in Exeter and in 21 other locations across Devon and Torbay includes advocacy and practical support. All support is designed to help women to cope with and recover from the impact of sexual violence. All services are free and confidential.  
**Tel:** Referrals – 01392 208756 Helpline; 01392 204174  
**Address:** PO Box 765, Exeter, EX1 9TG  
**E-mail:** Agency enquiries and referrals; [info@devonrapecrisis.org.uk](mailto:info@devonrapecrisis.org.uk)  
Support for service users; [support@devonrapecrisis.org.uk](mailto:support@devonrapecrisis.org.uk)  
**Website:** [www.devonrapecrisis.org.uk](http://www.devonrapecrisis.org.uk)  
**Referral procedure:** agency referrals via 01392 208756 self-referrals via 01392 204174 and [support@devonrapecrisis.org.uk](mailto:support@devonrapecrisis.org.uk)

**NAME OF ORGANISATION:** DORSET, DEVON AND CORNWALL COMMUNITY REHABILITATION COMPANY  
**Key contact name:** Carol Haydon (Exeter, East and Mid Devon) Jane Bennett (North Devon)  
**Type of service:** Supervision and management of Domestic Violence perpetrators sentenced by the Courts following conviction and assessment by the National Probation Service.  
Provision of Building Better Relationships (BBR) Accredited Programme attached to Statutory Orders.  
Referral of victims / survivors to Partnership Link Worker as part of Building Better Relationships Programme in order to offer voluntary support and contact to the victims of offenders on the BBR Programme. The main role is to ensure that risk to the victims does not increase by the perpetrators participation on this programme and to enhance the safety of the victim. They are supportive in attitude and give women information about how to obtain the help they may need, encouraging access to appropriate local community resources. The Link Worker also has a role in giving and receiving information for assessment and evaluation purposes.  
Work with other agencies to manage and reduce the risks to victims.  
**Referral:** Statutory Order imposed by a Court following assessment on conviction.  
**Tel:** 01392 455401 (Carol Haydon)  
01271 321681 (Jane Bennett)  
**E-mail:** [carol.haydon@dcc.probation.gsi.gov.uk](mailto:carol.haydon@dcc.probation.gsi.gov.uk)  
[jane.bennett@dcc.probation.gsi.gov.uk](mailto:jane.bennett@dcc.probation.gsi.gov.uk)  
**Address:** 3-5 Barnfield Road, Exeter, EX1 1RD  
Kingsley House, Castle Street, Barnstaple, EX31 1DR  
**Website:** [ddccrc.co.uk](http://ddccrc.co.uk)

**NAME OF ORGANISATION:** THE RAPE & SEXUAL ABUSE LINE (RSAL)  
**Key contact name:** Carol Hazelton  
**Type of service (brief description):** RSAL is a freephone, anonymous listening service for people over 16 years who have been raped or abused at any time.  
**Tel:** 0808 800 0188  
**Address:** PO Box 325, Exeter EX1 1WQ  
**E-mail:** [sal@sal-devon.co.uk](mailto:sal@sal-devon.co.uk)  
**Website:** [www.therapeandsexualabusehelpine.co.uk](http://www.therapeandsexualabusehelpine.co.uk)  
**Referral procedure:** self-referral

**NAME OF ORGANISATION:** SEEDS DEVON  
**Key Contact:** Jeanette Brown  
**Type of Service:** Service users reference group, survivors educating & empowering the domestic abuse services also incorporating 3c's Club, coffee, cake & crafts, where we recruit from & collate survivor stories & gain input to surveys etc.  
**Tel:** 07866355409  
**Address:** 1 Queens Road, Exeter, EX2 9ER  
**Email:** [seedsdevon@gmail.com](mailto:seedsdevon@gmail.com)  
**Website:** [www.seeds-uk.org](http://www.seeds-uk.org)  
**Reference procedure:** call or email

**NAME OF ORGANISATION:** VICTIM SUPPORT  
**Key contact name:** Tracy Thompson SDM Jackie Thomas SSDM  
**Type of service (brief description):** Supporting Victims and Witnesses of all types of crime. Including SV and DVA.  
**Tel:** 0845 456 6099 helpline number for clients 01626 356706 office number to speak to Tracy or Jackie.  
**Address:** Bridge House Courtenay Street, Newton Abbot TQ12 2QS  
**Website:** <https://www.victimsupport.org.uk>  
**Referral procedure:** Clients can self-refer using the helpline; professionals may use the office number to talk over any queries.

## Exeter, Mid and East Devon

**NAME OF ORGANISATION:** CHAPTER 1

**Key contact name:** Francesca Hannis / Gavin Milne (programme information).  
Maree Collier (referrals).

**Type of service (brief description):** Specialist DV programmes and pathways for parents (post separation), responding to risk / need, but enabling robust change / safety work to occur in a child focused context with successful contact outcomes in mind. Parallel children's group work to support children's experience of re-establishing contact and life after separation. Specification of programmes yet to be finalised, but likely to include perpetrator intervention addressing typical DV dynamics, incorporating parenting / child focus content. Secondly a programme focusing on Pattern changing, as well as all other resident parent needs post separation. Likely to be delivered in partnership with local DV agencies with specialism's in these areas. Also opportunities for one to one post or pre-programme counselling based work.

Cost – subsidised and means tested sliding scale.

**Tel:** 01392 491902

**Address:** 56 Longbrook St, Exeter, EX4 6AS

**E-mail:** [exetercontact@chapter1.org.uk](mailto:exetercontact@chapter1.org.uk)

**Website:** tbc

**Referral procedure:** Referral documents TBC. Initial enquiries welcome,

**NAME OF ORGANISATION:** EXETER CITY COUNCIL

**Type of service:** Housing Advice & Options Service for Exeter City Council

**Tel:** 01392 265655

**Address:** Housing Options Team, Exeter City Council, Civic Centre, Paris Street, Exeter, EX1 1RQ

**E-mail:** [housing.advice@exeter.gov.uk](mailto:housing.advice@exeter.gov.uk)

**Website:** [www.exeter.gov.uk](http://www.exeter.gov.uk)

**Referral:** Anyone can present to the drop in service that we run on Monday to Friday's 9am - 4.30pm, or make an apt by calling the number above.

**ORGANISATION:** DEVON SMARTMOVE – COMMUNITY HOUSING AID

**Key contact name:** Jenny Pleasants

**Type of service:** Housing Advice

**Tel:** 01392 430228

**Address:** 17, McCoy's Arcade, Fore Street, Exeter, EX4 3AN

**E-mail:** [ruth.eyles@communityha.org.uk](mailto:ruth.eyles@communityha.org.uk)

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

**Referral:** please contact us in the first instance as different projects have different referral routes

**NAME OF ORGANISATION:** STOP ABUSE FOR EVERYONE

**Key contact name:** Fleur Buechler

**Type of service (brief description):** **East and Mid IDVA Service-** Supporting high risk victims of DVA who have been referred to MARAC. Exeter, East and Mid Court IDVA - Supporting high risk victims of DVA through the Criminal Justice system.

**Pattern Changing courses-** Provision of courses in Exeter, East and Mid Devon to support Victims of Domestic Violence the course focuses on different techniques that will help victims deal with the realisation so that they can more on and develop a more positive outlook for the future as well as promoting self-worth, respect, confidence and self-esteem.

**Children And Young Person's Service-** Supports children and young people aged 5-25 who have been impacted by DVA. The Community CYP Service provides a 6 week programme to parent and child to re-build relationships and improve general well-being and increase access to services. The Boys and Young Men's Service provides dedicated support to young people who would benefit from a positive male role model and can work on positive strategies to overcome the impact of DVA. The team also provide educational and Prevention Workshops in schools, colleges and other organisations.

**Tel:** 03030 300112

**Address:** 1 Queens Road, Exeter, EX2 9ER

**E-mail:** [info@safe-services.org.uk](mailto:info@safe-services.org.uk)  
**Website:** [www.safe-services.org.uk](http://www.safe-services.org.uk)  
**Referral procedure: Marac IDVA- Refer to East and Mid Devon Marac Co-ordinator and RIC must be completed with the Marac/Mash referral.**  
Court IDVA- Via Devon and Cornwall Police only  
Pattern Changing- Via Secure email or FAX only- [pattern.change@safeexeter.cjsm.net](mailto:pattern.change@safeexeter.cjsm.net) -  
Fax- 01392 256993  
Children and Young Person's Service- Via Secure email or FAX only-  
[cyp.services@safeexeter.cjsm.net](mailto:cyp.services@safeexeter.cjsm.net) - Fax- 01392 256993

**NAME OF ORGANISATION: NJENNI ENTERPRISE**

Currently provide training to public and voluntary organisations on So-Called, Honour Based Violence, Early/Forced Marriage and Female Genital Mutilation, our clients include Devon and Cornwall Police, Devon County Council, Devon Rape Crisis Service and the College of Policing. For more information about our work please contact Alexis Wright at [alexis@njennienterprise.co.uk](mailto:alexis@njennienterprise.co.uk) or on 07807774585

**NAME OF ORGANISATION: UBUNTU COUNSELLING SERVICES**

**Key contact name:** Dr Faith Stafford  
**Type of service (brief description): Multicultural Counselling Service, providing short term (8-16 sessions) face-to-face counselling for all ethnic minority communities in Devon. NHS commissioned service, free to clients. Also offering group work: Horticultural group, Writing Group, Domestic Violence Education Group, Men's Therapeutic Group.**  
**Tel:** 01392 201572  
**Address:** c/o CVS Wat Tyler House, Exeter, EX4 6PD  
**E-mail:** [info@ubuntucounsellingservices.org.uk](mailto:info@ubuntucounsellingservices.org.uk)  
**Website:** [www.ubuntucounsellingservices.org.uk](http://www.ubuntucounsellingservices.org.uk)  
**Referral procedure:** Anyone can refer to the service. Form on website or ask by email or make telephone contact.

North Devon and Torridge

**NAME OF ORGANISATION: NORTH DEVON AGAINST DOMESTIC ABUSE (NDADA)**  
**Type of service (brief description):** North court and MARAC IDVA service, Pattern Changing course, refuge  
**Tel: Refuge Tel:** 01271 321946  
**Address:** P.O. Box 141, Barnstaple EX32 7YN  
**E-mail:** [admin@ndada.co.uk](mailto:admin@ndada.co.uk)  
**Website:** [www.ndada.co.uk](http://www.ndada.co.uk)  
**Referral procedure:** please contact us in the first instance as different projects have different referral routes

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