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The All Wales School Liaison Core Programme

Newsletter

Summer 2013



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Dear Colleague,

We hope you had an enjoyable Easter Holiday. This summer issue is packed full of interesting features including a special feature on domestic abuse and issues around consent in law.

Special feature: Domestic abuse

The new definition for domestic abuse was implemented in March 2013. The old definition only referred to adults which did not reflect reality. As we all know domestic abuse in the home affects young people and additionally some teenagers are involved in abusive relationships.

This fact is borne out by the British Crime Survey 2009/10 which found that 16-19 year olds were the group most likely to suffer abuse from a partner.



“One study found that women experienced an average of 35 incidents of domestic abuse before contacting the police. When women do not report domestic abuse their children’s experience is also unlikely to be reported.”

NSPCC

12.7% of young women and 6.2% of young men in this age group suffer abuse, compared to 7% of women and 5% of men in older age groups.

Domestic abuse can be defined as: *any incident or pattern of coercion or threatening behaviours, violence or abuse (psychological, physical, sexual, financial or emotional) between adults aged 16 or over, who are or who have been intimate partners, dating or family members regardless of gender or sexuality.*

The definition has been widened to include those aged 16-17 years and the wording now reflects coercive control.

What is controlling and coercive behaviour?

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

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

"In families where there is domestic abuse, children may also be physically and sexually abused. Research studies estimate that in 30 to 60% of domestic abuse cases, the abusive partner is also abusing children in the family."

- NSPCC

Types of domestic abuse may include a range of abusive behaviours. It is not necessarily a physical act of violence; it can be a pattern of controlling behaviour. It can happen inside or outside the home. Victims suffer different combinations of abuse - physical, sexual, emotional, psychological, social and financial.



What children experience in homes with domestic abuse:

- Seeing the violence or hearing shouts, screams and crying from another room;
- Witnessing the outcome of violence, such as cuts or bruises and the emotional impact on the abused parent
- Intervening between the abuser and the other person, sometimes getting physically hurt in the process
- Being deliberately injured in order to terrorise the non-abusive parent.

"My mum and dad argue all the time and my dad hits my mum. When I ask him to stop he threatens me, pushes me and calls me names."

- **Childline**

In Wales in 2010 4,782 children and young people were directly involved in cases of domestic abuse. In fact, 2,700 children (including unborn children) were on Child Protection Registers in March 2010.

In the situation where the abuse is occurring within the home, children and young people are identified as victims. These children are protected by laws related to child protection and safeguarding.

Domestic abuse is not a 'one-off' occurrence. It is frequent and persistent.



The majority of children witness the violence that is occurring at home and in 80% of cases they are in the same or the next room.

- NSPCC

Children can experience short and long term cognitive, behavioural and emotional effects as a result of witnessing abuse. It is important to remember that each child will respond to the trauma differently. Some may be resilient and not exhibit any negative effects. Children's responses to the trauma of witnessing domestic violence may vary according to a multitude of factors including, age, race, sex and stage of development.

Children may also feel angry, guilty, insecure, alone, frightened, powerless or confused.

They may have ambivalent feelings towards both the abuser and the non-abusing parent.

What children say they want!

- To talk to and be listened to
- To know and understand what is happening
- Safety for their friends and family
- More services, trained professionals and information to help them

"Grown-ups think they should hide and shouldn't tell us, but we want to know, we want to be involved and we want our mums to talk to us about what they are going to do; we could help them make decisions"

- Girl speaking to NSPCC

Domestic abuse and teen relationships

A recent study by the NSPCC and the University of Bristol questioned 1,353 young people (aged between 13 and 17 years old, from eight UK schools) on violence in their intimate relationships. Key points from the research include the following:



- 33% of girls and 16% of boys reported some form of sexual abuse
- 25% of girls (the same proportion as adult women) and 18% of boys reported some form of physical relationship abuse
- Around 75% of girls and 50% of boys reported some form of emotional relationship abuse
- Most commonly reported forms of emotional abuse, irrespective of gender, were 'being made fun of' and 'constantly being checked up on by partner'
- Younger participants (aged 13 to 15 years old) were as likely as older adolescents (aged 16 and over) to experience some forms of relationship abuse
- The majority of young people either told a friend or no-one about the violence; only a minority informed an adult
- Risk factors which may increase a teenager's susceptibility to relationship abuse can include previous experiences of parental domestic violence, physical and sexual abuse and violent peer groups.

The warning signs

- Physical signs of injury / illness
- Truancy, failing grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend
- Inappropriate sexual behaviour / language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm
- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress



“Relationship abuse can have a negative impact on how safe young people feel in school - this will impact on their participation, achievement and education.”

- Teen Abuse Teachers Guide, Home Office.

Teen relationship sexual abuse

“He would force me to do sexual things that I didn’t want to do and also spread rumours round the school that I was ‘easy’. At the time I mentioned it to some of my friends but I don’t think they really understood what was happening.”

- 13 year old girl – The Hide Out (www.thehideout.org.uk)

What is consent?

Consent is someone giving permission or agreeing to something, after they have thought carefully about whether or not they want to do it. **There should be no pressure to consent.** In law a young person must be 16 to give consent.

Young people in their relationships need to be empowered to realise that:

Consent to one sort of sexual activity does not mean they are giving consent to everything. Permission is required for each activity

Consent may be withdrawn at any time. If a partner changes their mind, it’s their right to do so

Even if they have had sex with someone before, a young person still needs their partner’s permission the next time

If under the influence of alcohol then consent cannot be given

IF CONSENT IS NOT GIVEN – IT’S RAPE OR SEXUAL ASSAULT.

The UK has one of the highest teen pregnancy rates in Western Europe. Being pregnant is a high-risk time for the onset or escalation of abuse as the prevalence of abuse is higher among young mothers than other young women. In fact, young women who are being abused are 4-6 times more likely than their non-abused peers to become pregnant.



Your SCPO can deliver a Safer Relationships lesson or assembly to KS4 or a session to a small group of pupils that deals with rape and sexual assault.



National Core Programme Quiz Finals February 7th 2013

Sir Thomas Picton Comprehensive School Haverfordwest win!



The National final of the All Wales Core Programme Quiz took place in the Copthorne Hotel, Cardiff. The four teams competing for the national trophy were the successful regional winners from each of the Welsh force areas:

- Caldicot Comprehensive School, Caldicot representing Gwent
- Llangatwg Comprehensive School, Neath representing South Wales
- Sir Thomas Picton School, Haverfordwest representing Dyfed Powys
- Ysgol Uchradd Bodedern, Anglesey representing North Wales

A teacher commented, *“They have absorbed a lot of important information and facts, and will be using these as part of our mentoring scheme to teach others.”*

During the quiz, hosted by Kevin Johns, from Swansea Sound Radio, the teams answered questions on, drugs and substances, antisocial behaviour, arson reduction, personal safety, road safety, health issues, ages in law and were also tested on their powers of observation. Tension mounted as the rounds progressed with all the teams only having a few points between them at the start of the final round. At the end of round six, everyone waited in anticipation for the final score to be announced. Kevin John then confirmed the winning school as Sir Thomas Picton School from Haverfordwest.

A pupil commented, *“The competition was great, the iTunes vouchers and Olympic memorabilia were great; I will have some thing to remember this day always.”*



South Wales: Llangatwg Comprehensive, Neath



Gwent: Caldicot Comprehensive, Caldicot.



North Wales, Ysgol Uwchradd Bodedern, Anglesey

Drug in the spotlight: Alcohol

Alcohol problems within families often cause misery for children and other family members. Estimates of the number of children in the UK living with parents with alcohol problems range from 1.3million to 2.5 million.

As many as 64,000 children in Wales may be adversely affected by parental alcohol problems, and this is likely to be a conservative estimate. Moreover, the number of children affected by parental alcohol misuse is estimated to be as much as five times higher than those affected by parental drug misuse.

Negative experiences of children and adolescents living with parental alcohol misuse

- High levels of violence
- Experiencing or witnessing neglect or abuse physical, verbal or sexual
- Poor and/or neglectful parenting
- Inconsistency from one or both parents
- Having to adopt responsible or parenting roles at an early age
- Feeling negative emotions such as shame, guilt, fear, anger and embarrassment
- Possible neurodevelopmental consequences of substance misuse in pregnancy (e.g. foetal alcohol syndrome) that may contribute to developmental delays or learning difficulties.

Three key principles:

- Children under 15 shouldn't drink alcohol as there is evidence that it can harm the developing brain, bones and hormones
- Drinking at age 15 years and older can be hazardous to health. Binge drinking and heavy alcohol use puts young people at serious risk – from injuries, fights, regretted sexual activity and substance misuse
- If parents use alcohol responsibly, it is more likely their children will. Parents and carers can protect children from misusing alcohol by maintaining a close relationship with their children, setting clear rules about alcohol and supervising their children's drinking.

Hot off the press!



Methoxetamine (MXE) which since 4/4/12 has been in the temporary ban category for drugs has since the 26th February 2013 been categorised as Class B. This is also true of Black Mamba.

“Children under 15 should not drink alcohol” - Advice from the Chief Medical Officer for Wales, Dr Tony Jewell

Dr Tony Jewell points to research that shows clear evidence that alcohol can harm the development of children. The new guidance for parents called, You, Your Children and Alcohol, aims to help protect children and young people from the risks linked to alcohol consumption.

Research shows that:

- four out of 10 Welsh 15-year-olds drink alcohol on a weekly basis
- two out of 10-15 year olds report having been drunk for the first time at the age of 13 or younger.

In the transition from primary to secondary school children's views on alcohol often change, from generally negative to positive. The best educational initiatives:

- give children the facts
- alert them to the potential health, legal and social consequences of irresponsible use
- equip them with skills which combat peer pressure before these concepts change.

Teacher Conference 2013

Did you know?

- 412 New Emerging Drugs (NEDs) have been identified in the last two years with 4 times as many being found in the UK than in any other country
- Wales has experienced a significant increase in usage of Mephedrone. Offences recorded in Wales increased by 83% in 2011-12
- In Wales, the domestic abuse definition has changed to include teenagers aged 16 years or over. 12.7 % of females and 6.2 % of males in the 16-19 age group suffer abuse from a partner
- Online 1 in 8 young people aged 8-18 discovered that someone they were communicating with was an adult pretending to be much younger



A teacher comment from the conference evaluation, *“Awesome! Plenty of resources were highlighted to use straight away in school. It broadened my knowledge immensely and I thought I was quite aware.”*

In January 151 secondary teachers attended 3 conferences across Wales, funded by the Welsh Government. The conferences focused on best practice in substance use and misuse education, anti-bullying, domestic abuse and Internet safety as part of the PSE curriculum.

The training was delivered by the All Wales School Liaison Core Programme, the Welsh Network of Healthy Schools, Children in Wales, Hafan Cymru and Wise Kids with the support of CEOP the Child Exploitation and Online Protection agency.

The days proved very successful with 100% of the delegates rating the overall training as excellent or very good. Teachers stated they were going back to school with the intention of updating their PSE schemes of work and policies and feeding back to other members of staff as part of a whole school approach.

“A fantastic day, very enjoyable with excellent resources and advice that is relevant and up to date.”

- Teacher comment

What's new?

Resources

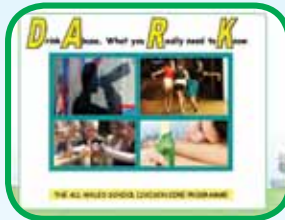
Forced marriage teacher resources to be found on the schoolbeat website in the behaviour strand under – Rights and Responsibilities – the Teacher Follow-up work for KS4.

Various assemblies delivered by school officers

Drug and substance misuse assemblies



KS2 Start Thinking Of the Problem



KS3 Drink Abuse, what you Really need to Know



KS2 Drugs



KS3 Drugs

ASB assemblies



KS2



KS3

Internet safety assemblies



Anti-bullying assemblies



KS2



KS3

Coming soon!

By September, it is aimed to have the parent section fully available. There will be up to date advice, information and sign posting to agencies and help with concerns around drug and substance misuse, child safety and behaviour. If your school has not already done so, you may like to hyperlink from your school website to our site. www.schoolbeat.org

There are new games being developed for the pupil section to follow up the Lower KS2 lesson called Stay SMART. These should also be available in September.

Don't forget there are lots of high quality up to date resources in our teacher section for use in the classroom with pupils from Foundation Phase to KS4.

KS2

Picture This

A new mobile phone lesson for pupils at KS2. The lesson aims to help pupils to be able to use a smartphone safely and to recognise mobile phone misuse.

KS4

Dangerous Deceptions

A new lesson on child exploitation that helps pupils to identify what sexual exploitation is and where to go for help.

Available
September
2013

"The Core Programme is an important part of our PSE curriculum. In addition to the quality lesson deliveries made by our school officer, the SchoolBeat website offers lots of great resources and advice for use in the classroom."

- Year 6 teacher

