



Multi-Agency Guidance for Professionals on Identifying and Responding to Violence and Abuse in Teenage Relationships



Gloucestershire
Safeguarding Children
Executive

Produced by:

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1. INTRODUCTION

Tackling domestic abuse and sexual violence (DASV) continues to remain a priority nationally and locally. As a result of localised work to respond to victims of DASV, there is ever increasing awareness of young people experiencing violence and abuse within their own relationships.

The purpose of this guidance document is to:

- Increase professional understanding of violence and abuse within teenage relationships.
- Ensure professionals are aware of how to identify risk and assess this via the Young People's Risk Identification Checklist.
- Ensure awareness of the response and referral pathway for young people who are experience violence and abuse in their relationships.

The guidance is not aimed to provide an exhaustive list of possibilities for responding to violent and abusive teenage relationships, and practitioners should be aware of any procedures that their own agencies hold in dealing with such cases.

This guidance should also be read in conjunction with the South West Child Protection Procedures and Gloucestershire Child Protection Procedures.¹

This guidance should also be read in conjunction with the Gloucestershire Guidance available at www.glostakeastand.com:

- Identifying and Responding to Domestic Abuse
- MARAC Guidance and Operating Protocol
- Identifying and Responding to Stalking
- Identifying and Responding to Sexual Abuse and Violence
- Identifying and Responding to Harmful Traditional practices

1.1 Definition of Domestic Abuse

National Definition of Domestic Violence / Abuse, March 2013 (HM Government)

'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.'

This can encompass, but is not limited to, the following types of abuse:

- *Physical*
- *Psychological*
- *Sexual*
- *Financial/Economic*
- *Emotional*

¹ Child Protection Procedures: <http://www.gscb.org.uk/article/120318/Working-with-Children--Young-People>

‘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 and regulating their everyday behaviour.

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

This definition, which is not a legal definition, includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

There is currently no national definition of ‘teenage relationship abuse’, but the Expect Respect Toolkit provides the following definition as a guide:

“Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.”²

The change in the National domestic abuse definition to include those aged 16 and above aimed to recognise that young people often have experiences of abuse within their relationships that are akin to those of adults. It is however clear that those aged under 16 also experience abusive relationships, and whilst they do not fall under the domestic abuse definition, child protection processes need to ensure a specific response and referral pathway.

2. UNDERSTANDING VIOLENT AND ABUSIVE TEENAGE RELATIONSHIPS

Violence and abuse in young people’s relationships is a child protection issue, and responses to this issue should follow already existing safeguarding processes and procedures. This type of abuse does feature very similar dynamics to that of adult domestic abuse relationships, but it is important to recognise that the risks may be different given the age of the victims and perpetrators and the pressures linked to teenager’s relationships.

Teenage romantic relationships are often short lived, but can be experienced as intensely as adult relationships and it is therefore important for parents and professionals to take these relationships seriously. Young people’s lack of experience and understanding of constructing healthy relationships, alongside their increased susceptibility to gender stereotypes can make it difficult for them to recognise abusive behaviours.

Research conducted by the NSPCC and University of Bristol (2009) into young people’s relationships found that:

- 75% of girls and 50% of boys reported experiencing some form of emotional partner abuse.
- 33% of girls and 16% of boys reported experiencing sexual abuse within their relationships.
- 25% of girls and 18% boys reported experiencing some form of physical abuse.

² <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

- Girls reported a greater likelihood of experiencing repeated abuse and noted that this either remained at the same level of severity or worsened-especially at the end of a relationship.

Key within this research was that younger participants, those aged 13-15, reported experiencing some form of relationship abuse at the same level as those aged 16 and above. It is therefore paramount that responses to violent and abusive relationships do not just focus on those who fall under the domestic abuse definition, and that child protection processes recognise and respond to younger victims.

Research conducted by Safe Lives in 2017 details that young people experience the highest rates of domestic abuse than any other age group; with a survey of 13-17 year olds noting that 25% of girls and 18% of boys reported having experienced some form of physical violence from an intimate partner³. Alongside this, the likelihood that the abuse young people are experiencing is high severity/risk is the same if not more than that for adults. It is therefore key that professionals can identify abuse in young people's relationships and ensure they are provided with appropriate support.

2.1 Risk factors in violent and abuse in teenage relationships and warning signs

Many of the risk factors associated with young people in abusive relationships mirrors those for adults.

The key high risk factors, when assessing young people in abusive relationships, can be identified as the following:

- Feeling frightened
- Escalation in frequency and severity of incidents
- Isolation
- Pregnancy
- Use of weapons (these don't have to be guns and knives, it could be any item used to inflict damage to a person, consider the use of dog leads, remote controls, crockery, knuckledusters etc.)
- Recent separation, or recent separation attempts
- Substance misuse
- Controlling behaviour
- Threats to kill
- Strangulation, choking, suffocation, drowning (any action which restricts the victims airways)

However, even if these risk factors are not present the young person could still be at significant risk of harm and so professional judgement should be applied in every circumstance.

³ Safe Lives, Young People and Domestic Abuse:
<http://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

Mental Health problems, substance misuse and domestic abuse combined can increase the risk of serious harm. The presence of these three vulnerabilities together should always indicate a likelihood of incidents resulting in significant harm. This is equally recognised in young people and the risks posed to them within abusive relationships.

There are additional risks which need to be taken into account when working with Young People around their experiences of relationship violence and abuse. These are:

- Child Sexual Exploitation (The CSE Screening Tool is available at <http://www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/child-sexual-exploitation-and-missing-children/>)
- Female Genital mutilation
- So called 'Honour-Based' violence and Forced Marriage
- Connections to local gang networks or the Dangerous Drugs Network
- Risks from family
- Grooming
- Risks of online abuse

This list is not exhaustive and every young person should be treated individually and the risks assessed upon their individual circumstances.

Identifiable warning signs will vary according to each individual person and the type(s) of abuse they are experiencing. However, there are particular behaviours which could indicate that a young person is experiencing abuse in their relationship.

Whilst injuries and bruises are clear indicators of physical abuse (often bruising and injuries are concealed on the body, not necessarily the face and limbs in order to ensure they are not visible), significant risks are posed through sexual abuse and coercive control⁴ which are not as visible.

Identifying coercive control is more difficult and can often require observation over a period of time in order to identify changes to behaviour. For example, if a young person is becoming isolated from peer groups, notably changes their appearance (this can include make up, hair styles and clothing), justifies abusive behaviours (especially if they refer to the behaviours as being their own fault) or stops attending school/work/college or any other group which they normally attend.

With young people it is imperative that the risks of Child Sexual Exploitation (CSE) and grooming (especially online) are considered in all instances. It is also important to take note of any overtly sexualised behaviour as a possible indicator of previous sexual abuse.

It is imperative that time is taken to reflect on patterns of behaviour and any changes noted.

The use of new technologies and social media also need to be considered when assessing risk in young people's abusive relationships.

⁴ Stark, E., 2012. Re-presenting Battered Women: Coercive Control and the Defense of Liberty. In: *Violence Against Women: Complex Realities and New Issues in a Changing World*. Quebec: Presses de l'Université du Québec.

Whilst identifying risk factors, professionals should be aware of the complex experiences of young people in their transition from childhood to adulthood. These experiences will have an impact on the behaviour and decision making of the young person, and as such may impact on the way they respond to abuse and the way they engage with professionals and services. These experiences can therefore increase a young person's vulnerability and as such, should be considered in any assessment of risk.⁵

3. RISK ASSESSMENT

Understanding the current circumstances and risk posed to Young People in abusive relationships is key to providing an appropriate professional response.

For all domestic abuse cases, the DASH risk assessment⁶ tool is used in order to understand victim's circumstances and risk level; looking to understand whether the victim is at risk of significant harm or death. In response to the heightened awareness of Young People also experiencing abuse within their own relationship, a Young Peoples version of the DASH was developed by Safe Lives.⁷

The 'Safe Lives Risk Identification Checklist for the identification of high risk cases of domestic abuse, stalking and 'honour'-based violence, Young Peoples version', or Young People's DASH has been developed to support professionals to identify the levels of risk posed to young people aged 13+.

The main aim of the YP DASH is to identify risk within their relationships, and any specific considerations that inform professional judgement of risk. The YP DASH is designed to inform referrals to children's social care as part of child protection processes.

3.1 How to use the Young Persons DASH (YP DASH)

The YP DASH should be used with every young person (aged 13+) who discloses to you that they are experiencing current violence or abuse within their relationship; or if you have identified the signs of abuse, made enquiries and had this confirmed by the young person. In this context, 'current abuse' can be defined as any form of relationship abuse occurring at that present time and within the last three months. It is important to note that risk can change and each young person's circumstances will differ; as such, your professional judgement should always be taken into account.

The YP DASH should be completed at the first disclosure of abuse, in a safe environment, allowing the young person to fully disclose. There may however be some circumstances where you may delay the completion of the YP DASH, as it may be important to first build a relationship of trust with the young person to enable them to confide in you more readily. In these circumstances, the YP DASH should be completed at the earliest appropriate opportunity.

The YP DASH is a tool accessible to all professionals and should be used to assess risk at the earliest opportunity and before any onward referrals to support are made.

⁵ Safe Lives: Young People and Domestic Abuse, 2017

⁶ The Domestic Abuse, Stalking and Honour Based Violence (DASH 2009) Risk Identification, Assessment and Management Model. <http://www.dashriskchecklist.co.uk/>

⁷ www.safelives.org.uk

The YP DASH should be completed with the young person directly. There may however be circumstances in which you complete the YP DASH retrospectively, following a detailed discussion with the young person; this however should be only in exceptional circumstances.

There may also be occasions where you are aware of additional information from other professionals that may have some influence on the risk assessment; where appropriate, this should also be considered in your assessment.

It is important to note, that information should not be gathered from other family members unless a young person specifically asks you to do so. This is particularly important in circumstances where 'honour' based violence is a concern, as family members may also pose a threat.

It is important to note that all professionals have a responsibility and safeguarding duty to respond to young people at the earliest point possible to prevent risk or exposure to violence and abuse. The YP DASH should therefore be used to help inform referrals to children's social care, but does not act as a threshold for safeguarding. Where you have identified relationship abuse in any young person under the age of 18, you should follow local child protection processes.

Gloucestershire Domestic Abuse Support Service (GDASS) have produced a completion guide to support professionals to complete the Young Persons DASH and effectively assess risk. This is in appendix 2 and also available via the GDASS⁸ website and the 'GlosTakeaStand'⁹ website.

3.2 Understanding the outcome of the YP DASH

Following completion of the YP DASH, all professionals should include its results in a referral to children's social care. The YP DASH will highlight whether the young person can be considered as:

Standard Risk: Current evidence does not indicate likelihood of causing serious harm.

Medium Risk: There are identifiable indicators of risk of serious harm, but this is unlikely unless there is a change in circumstances, for example: relationship breakdown, pregnancy, substance misuse.

High Risk: There are identifiable indicators of risk of serious harm. The potential event could happen at any time and the impact would be serious. Risk of serious harm (Home Office 2002): 'A risk which is life threatening and/or traumatic, and from which recovery, whether physical or psychological, can be expected to be difficult or impossible'.

High risk can be determined in the following ways:

- **Visible High Risk:** This accounts for the number of ticks on the YP DASH. If the victim has answered yes to 14 or more questions, the risk of serious harm is clear.
- **Professional Judgement:** If the outcome of the YP DASH is less than 14, professional judgement of high risk can be applied where they deem it appropriate. In these circumstances the professional will have identified key high risk factors from the YP DASH, and may also consider further contextual or circumstantial information not captured within

⁸ <http://www.gdass.org.uk/>

⁹ www.glostakeastand.com

the YP DASH that raises concerns of serious harm. The victim's perception of risk may also be considered.

- **Potential Escalation:** This applies if the outcome of the YP DASH is less than 14, but the result of the YP DASH indicates that the victim is experiencing an escalation in frequency or severity of abuse.

Where a young person has been identified as high risk, the case will be held by children's social care. Where necessary, a decision can be taken by children's social care as to whether a multi-agency strategy discussion should be held in order to share information and develop a plan to protect the young person.

If the young person is aged 16 or above, a referral to the Multi-Agency Risk Assessment Conference (MARAC) can also be made. The statutory responsibility for the safeguarding of the young person will remain with children's social care, but MARAC can be considered as an alternative or additional approach to multi-agency safeguarding.

4. SAFETY PLANNING

After completion of the YP DASH, the professional should consider any necessary immediate safety measures. This should include a referral to children's Social Care and where necessary, reporting to police, support with medical attention/advice.

It is recommended that a professional then takes the young person through setting up a safety plan. This plan aims to help the young person consider options to keep themselves safe at home, at schools and other places they attend in their daily lives.

As part of this process, it is important to ensure that the young person is aware of where they can seek further support, and where appropriate, how they can get in touch with you as a professional.

Gloucestershire Domestic Abuse Support Service (GDASS) have produced a guide to safety planning that can be found in Appendix 3, or at the GDASS website. GDASS and Safe Teenage Relationship Education & Empowerment Team (STREET) can also be contacted by professionals for advice and guidance on how to appropriately respond to young people in abusive relationships.

5. REFERRAL PATHWAY

Upon identification of a young person experiencing abuse in their relationships, a YP DASH should be completed and submitted to the Children and Families Helpdesk alongside the Multi-Agency Referral Form (MARF)¹⁰. The case will then be considered for any possible early help or social care response. You may be required, in your professional capacity, to participate in any safety planning or interventions.

Young people aged 13-19 can also be referred into specialist support Service STREET and for those aged 16+ referrals can be made to GDASS. Referrals into these services should be accompanied by a YP DASH and details for these services are provided in section 6.

¹⁰ Children and Families Services Helpdesk: 01452 426565 (during office hours), or childrenhelpdesk@gloucestershire.gov.uk but if you are concerned about the immediate safety of a child please contact the Police on 101 at any time. Out of hours contact the Emergency Duty Team on 01452 614194

Where a young person aged 16+ has been identified as high risk, you can also make a referral into the MARAC process. Guidance on the MARAC can be found at www.glostakeastand.com.

The diagram below provides an overview of the referral pathway.



Where young person is aged 16+ and they have been risk assessed as high risk, a referral can also be made into the MARAC process. To make a referral, submit the YP DASH with case summary to MARAC@gloucestershire.pnn.police.uk Guidance on the MARAC process can be found at www.glostakeastand.com

Given the nature of the experiences of young people, this guidance should also be considered in line with Gloucestershire Child Protection Procedures available at: <http://www.gscb.org.uk>

Other consideration should be given to:

Child Sexual Exploitation (CSE): <http://www.gscb.org.uk>

Missing children processes and procedures: <http://www.gscb.org.uk>

Female Genital Mutilation Mandatory Reporting:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Honour Based Violence and Forced Marriage: www.glostakeastand.com

6. KEY CONTACTS AND HELPFUL LINKS

Children and Families Helpdesk

Tel: 01452 426565

Email: childrenshelpdesk@gloucestershire.gov.uk

Safe Teenage Relationship Education & Empowerment Team (STREET)

For 1:1 and group based support for young people aged **13-19** who:

- Have experienced or are experiencing teenage relationship abuse
- Are adversely affected by domestic abuse in the home either current or historic
- Are displaying harmful behaviour in their relationships

Website: <https://www.gdass.org.uk/support-for-young-people/>

Email: street.glos@gsg.cjsm.net

Professional's line: 01452 726 584

Gloucestershire Domestic Abuse Support Service (GDASS)

For advice, referral and IDVA service

Website: <http://www.gdass.org.uk>

Email: support@gdass.org.uk

Helpdesk line: 0845 602 9035

Professionals line: 01452 726561

Gloucestershire Healthy Living and Learning (GHLL)

Website: <https://www.ghll.org.uk/>

Including access to information and resources for the Pink Curriculum

Further details on support available in Gloucestershire, and guidance documents to support agency response can be found at www.glostakeastand.com

7. GLOSSARY

'Honour'-Based Violence: is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence (CPS).

Forced Marriage: A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 (CPS).

Female Genital Mutilation: It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons(Home Office).

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (Dept for Education: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Multi-Agency Risk Assessment Conference (MARAC): A best practice model, rolled out nationally, to respond to high risk victims of domestic abuse. It is a process that facilitates the sharing of multi-agency information and a collaborative assessment of risk and action planning to reduce serious harm to victims of domestic abuse.

8. APPENDICES

Appendix 1:

Young People's DASH (Domestic Abuse Stalking and Harassment) Risk Indicator Checklist

See accompanying guidance document for support to complete this form.

Name of Person Completing:	
Organisation/Role:	
Contact details	
Date:	

Standard

Medium

High

Victims details		Person Causing Harm/Alleged Perpetrator	
Name:		Name:	
DOB:		DOB:	
Address:		Address:	
Post Code:		Post Code:	
Contact No.		Contact No.	
Email:		Email:	
Gender:		Gender:	
Specify Relationship e.g. Family, partner, ex- partner, other etc.		Specify Relationship e.g. Family, partner, ex- partner, other etc.	

	YES	NO	DON'T KNOW	State source of info if not the victim (eg police officer)
1. Are you frightened? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. What are you afraid of? Is it further violence? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Are you feeling low or finding your emotions hard to cope with? Are you having suicidal thoughts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Has the current incident resulted in injury? Please state what and whether this is the first injury:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does [...] constantly text, contact, follow, stalk or harass you, either in person, online or by phone? <i>If there are concerns around risk to the young person due to stalking behaviours the additional S-DASH questions should be considered (see appendices). Guidance around Stalking and Harassment can be found on the 'GlosTakeAStand' Website.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Does [...] try to control everything you do? (For example, who you see, or what you wear?) Do they get jealous about anything you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is the abuse happening more often?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is the abuse getting worse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do you see your family/friends as much as you would like? Does [...] stop you from seeing friends and family or professionals? Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Are you pregnant or do you have a baby?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Are there any financial issues? For example, is [...] experiencing difficulties with money (debts or loans) or are you dependent on [...] for money or do they take money from you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Have you broken up with or tried to break up with the person who is hurting you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. If you have children, is there conflict between you and the person who is hurting you over seeing the children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Has [...] ever used weapons or objects (such as a phone or household item) to hurt you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>15. Has [...] ever threatened to kill you or someone else? If yes, tick who:</p> <p>You <input type="checkbox"/></p> <p>Children <input type="checkbox"/></p> <p>A member of your family <input type="checkbox"/></p> <p>Other (please specify) <input type="checkbox"/></p>				
<p>16. Has [...] ever attempted to strangle/choke/suffocate/drown you?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>17. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>18. Is there any other person who has threatened you or who you are afraid of? (Consider HBV risks, forced marriage and gang-related activity)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>19. Do you know if [...] has hurt anyone else? If yes, tick who:</p> <p>Children <input type="checkbox"/></p> <p>Another family member <input type="checkbox"/></p> <p>Someone from a previous relationship <input type="checkbox"/></p> <p>Other (please specify) <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>20. Has [...] ever mistreated an animal or their family pet?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>21. Has [...] had problems in the past year with drugs (prescription or other), alcohol or mental health, leading to problems in leading a normal life? If yes, please specify which and give relevant details if known.</p> <p>Drugs <input type="checkbox"/></p> <p>Alcohol <input type="checkbox"/></p> <p>Mental health <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>22. Has [...] ever threatened or attempted suicide?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>23. Has [...] ever breached their bail conditions or not followed an order by the police or a judge in court?</p> <p>Bail conditions <input type="checkbox"/></p> <p>Child contact arrangements <input type="checkbox"/></p> <p>Forced Marriage Protection Order <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>24. Do you know if [...] has ever been in trouble with the police or has a criminal history?</p> <p>If yes, please specify:</p> <p>Domestic abuse <input type="checkbox"/></p> <p>Sexual violence <input type="checkbox"/></p> <p>Other violence <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total 'yes' responses				
<p>Use this space to outline any other concerns you have which would contribute to the risks facing the young person:</p> <p>(See Guidance document for advice around this section)</p>				
<p>Comments:</p>				
<p>Does the young person have any specific needs or vulnerabilities in relation to disability and learning difficulties, substance misuse, mental health issues, cultural/language barriers, 'honour'-based systems or geographic isolation?</p>				
<p>Risk Assessment:</p>				
<p>STANDARD: No indication of the likelihood of serious harm</p>	<p><input type="checkbox"/></p> <p>Comments:</p>			
<p>MEDIUM: The alleged perpetrator/person causing harm has the potential to cause serious harm but is unlikely to do so unless there is a change in circumstances</p>	<p><input type="checkbox"/></p> <p>Comments:</p>			
<p>HIGH: There is an immediate risk of serious harm. A risk which is life threatening and/or traumatic, and from which recovery, whether physical or psychological, can be expected to be difficult or impossible</p>	<p><input type="checkbox"/></p> <p>Comments:</p>			

Appendix 2: GDASS YP DASH Completion Guide

This guide is to be used by professionals when completing a Young Persons DASH. The guide illustrates what information the professional is expected to obtain in order to effectively populate the YP DASH and accurately assess the risk of harm through domestic abuse to the young person.

Some questions relate only to the current situation and for some the historical context should be included and considered in order to predict future behaviour.

Question number	Question	Historical / Current	Include the following information:
1	Are you very frightened?	Currently only	Most people will say they are scared, but we need to know what the worst thing they think could happen is – don't give them the option, let them tell you. Who they feel the risk is to i.e. Themselves/New partners etc. Use Q2 to record this.
2	What are you afraid of? Is it further violence?	Currently only	As above
3	Are you feeling low or finding your emotions hard to cope with? Are you having suicidal thoughts?	Currently only	Does the young person have any diagnosed mental health conditions? If they are feeling suicidal, have they made a plan to end their life? Does this plan also include anyone else?
4	Has the current incident resulted in injury?	Currently only	<u>Current</u> incident only. Otherwise select 'No' <u>Note previous injuries regardless</u> (FIRST/WORST/LAST) include approx. dates of injuries and any medical treatment received.
5	Does (.....) constantly text, call, contact, follow, stalk or harass you?	Currently only	If texts/calls, how many approx. a day? What is normal for them/what would the young person feel is appropriate? Are they possibly being tracked? Why do they feel they are being watched? Is this feasible?

6	Does (.....) try to control anything you do and/or are they excessively jealous?	Currently only	Tracking – Why do they feel they are being watched? Is this feasible? What aspects of their life do they feel they have no control over?
7	Is the abuse happening more often?	Currently only	More often. So in what way has it escalated? How regularly is it happening now compared to previously?
8	Is the abuse getting worse?	Currently only	This refers to increase in severity only. Primarily relating to physical incidents. How does the current abuse compare to previously?
9	Do you see your family/friends as much as you would like? Does [...] stop you from seeing friends and family or professionals?	Currently only	How is the young person stopped from seeing friends and family? What happens if they resist? Are they still attending school or college?
10	Are you currently pregnant or have you recently had a baby	General	Are they known to social care?
11	Are there any financial issues? For example, is [...] experiencing difficulties with money (debts or loans) or are you dependent on [...] for money or do they take money from you?	Currently only	How is money earned? What is it spent on? Are there any physical threats to hand over money, or are they blackmailed to do so? If blackmail, what is being threatened? Can the victim reasonably live on their income?
12	Have you broken up with or tried to break up with the person who is hurting you?	Currently only	How many times? When was the last time? What makes them go back, in their opinion?
13	If you have children, is there conflict between you and the person who is hurting you over seeing the children?	Currently only	Note any child contact arrangements. Are these court ordered?

			Are the children witnessing abuse?
14	Has [...] ever used weapons or objects (such as a phone or household item) to hurt you?	Include Historical	This can include normal household objects. If they have threatened to use a weapon select 'No' but note the threat and which weapon they have threatened to use.
15	Has (.....) ever threatened to kill you or someone else?	Include Historical	The key to this is whether they believed the threat. Do they think this is a real possibility? Approx. dates of incidents. Most recent date.
16	Has (.....) ever attempted to strangle/choke/suffocate/drown you?	Include Historical	Did they lose consciousness? Were threats made at the time? How regularly is this happening? Are they using objects to do this? i.e scarves/belts/dog leads. Approx. dates of incidents. Most recent date.
17	Does (....) do or say things of a sexual nature that makes you feel bad or that physically hurt you or someone else?	Currently only	If this is not happening currently select 'No'. Note any previous incidents.
18	Is there any other person that has threatened you or that you are afraid of?	Currently only	Always consider HBV. Get details (name/Address/DOB if possible) of anyone who poses an additional risk. This is especially important if HBV is suspected.
19	Do you know if (.....) has hurt anyone else?	Include Historical	Consider Clare's Law (if over 16). Are these DV related?
20	Has (.....) ever mistreated an animal or the family pet?	Include Historical	This includes inappropriate chastisement Do they currently keep animals?

			Has a report been made to police or RSPCA?
21	Has (.....) had problems in the past year with drugs (prescription or other), alcohol or mental health leading to problems in leading a normal life?	Include Historical	Are they currently receiving any medical treatment or counselling for these? Approx. how much is taken? Is this a normal amount for this person? How does it affect their behaviour?
22	Has (.....) ever threatened or attempted suicide?	Include Historical	Although it says include historical, consider mainly throughout this relationship. Include approx. dates and the victim's perceived reasons for these. Were medical interventions used or sought.
23	Has [...] ever breached their bail conditions or not followed an order by the police or a judge in court?	Include Historical	Are there convictions for this? Do they know whether there have been breaches relating to offences against others?
24	Do you know if (.....) has ever been in trouble with the police or has a criminal history?	Include Historical	Consider Clare's law (if over 16).
Use this space to outline any other concerns you have which would contribute to the risks facing the young person:			Use this box to outline <u>the first, worst and last incidents</u> . If you feel this is high risk, use this box to clearly outline exactly why you feel there is <u>an immediate risk of significant harm or murder to the victim</u> . Use bullet points. If you feel it is high risk but are not referring to a MARAC, use this box to explain why. For example, case may already be held by MARAC or client is moving to refuge. In the case where client is moving to refuge request a MARAC to MARAC transfer from MARAC Administrator after discussion with your line manager. List any agencies or workers already involved, including best method of contact. Is the young person, or the children, if any, known to Social Care?

<p>Does the young person have any specific needs or vulnerabilities in relation to disability and learning difficulties, substance misuse, mental health issues, cultural/language barriers, 'honour'-based systems or geographic isolation?</p>	<p>Include any additional needs, consider the following:</p> <ul style="list-style-type: none"> • Disability • Mental Health diagnosis, or concerns • Substance misuse • Risks of Female Genital Mutilation, Forced Marriage or so called 'Honour-based' violence • Connection to known gangs • CSE, grooming or sex working
<p>Risk Assessment:</p>	<p>Use the comments boxes to justify why you have selected the risk level.</p> <p>A referral to safeguarding services should be considered in every instance.</p> <p>If you have selected 'High' an immediate referral to safeguarding services and MARAC (if over 16) is required.</p> <p>You can use the YP DASH as the referral for MARAC, and the completed risk assessment should be sent to marac@gloucestershire.pnn.police.uk</p>

If you feel that you would benefit from further discussion or advice around assessing risk and/or completing a DASH or YP DASH then please contact the GDASS helpdesk on 0845 602 9035.



Rae

RELATIONSHIPS
ABUSE
EDUCATION

A TEEN'S GUIDE TO SAFETY PLANNING

www.gdass.org.uk

Why do I need a safety plan?

Everyone deserves a relationship that is healthy, safe and supportive. If you are in a relationship that is hurting you, it is important for you to know that the abuse is not your fault. It is also important for you to start thinking of ways to keep yourself safe from the abuse, whether you decide to end the relationship or not. While you can't control your partner's abusive behaviour, you can take action to keep yourself as safe as possible.

What is a safety plan?

A safety plan is a practical guide that helps lower your risk of being hurt by your abuser. It includes information specific to you and your life that will help keep you safe. A good safety plan helps you think through lifestyle changes that will help keep you as safe as possible at school, at home and other places that you go on a daily basis.

How do I make a safety plan?

Take some time for yourself to go through each section of this safety planning workbook. You can complete the workbook on your own, or you can work through it with a friend or an adult you trust.

Keep in mind:

- In order for this safety plan to work for you, you'll need to fill in personalised answers, so you can use the information when you most need it.
- Once you complete your safety plan, be sure to keep it in an accessible but secure location. You might also consider giving a copy of your safety plan to someone that you trust.
- Getting support from someone who has experience working with teens in abusive relationships can be very useful.

Staying safe at school

The safest way for me to get to and from school is:

.....
.....

If I need to leave school in an emergency, I can get home safely by:

.....
.....

I can make sure that a friend can walk with me between classes. I will ask:

..... and/or
.....

I will eat lunch and spend free periods in an area where there are school staff or faculty nearby. These are some areas at school where I feel safe:

..... ,
..... and
.....

I could talk to the following people at school if I need to rearrange my schedule in order to avoid my abuser, or if I need help staying safe at school:

- School Counsellor
- Coach
- Teachers:

.....
.....

- Principal
- Assistant
- Head
- School security
- Other:

.....
.....

Staying safe at home

I can tell this family member about what is going on in my relationship:

.....

There may be times when no one else is home. During those times, I can have people stay with me. I will ask:

.....

The safest way for me to leave my house in an emergency is:

.....
.....

If I have to leave in an emergency, I should try to go to a place that is public, safe and unknown by my abuser. I could go here:

.....

and/or here:

I will use a code word so I can alert my family, friends, and neighbours to call for help without my abuser knowing about it.

My code word is:

.....

-
-
-
-
-
-
-
-
-
-
-

If I live with my abuser, I will have a bag ready with these important items in case I need to leave quickly (check all that apply):

Mobile phone/charger Spare money

Keys

Driver's license/ other ID

Copy of restraining order

Birth certificate National Insurance

Immigration papers and other important documents

Change of clothes Medications

Special photos / valuable items

If I have children, anything they may need (important papers, formula, nappies)

Other:

.....

MY SAFETY PLAN PART 2

Staying safe emotionally

My boyfriend/girlfriend often tries to make me feel bad about myself by saying or doing this:

.....
.....

When he/she does this, I will think of these things I like about myself:

..... ,
..... and
.....

I will do things I enjoy, like:

..... ,
..... and
.....

I will join clubs or organisations that interest me, like:

..... or
.....

If I feel down, depressed or scared, I can call the following friends or family members:

Name:

.....

Phone number:

.....

Name:

.....

Phone number:

.....

Name:

.....

Phone number:

.....

Name:

.....

Phone number:

.....

Getting help in your community

For emergencies: call

999

National Domestic Violence Helpline:

call 0808 2000 247

Gloucester Police Non-Emergency:

call 101

Local Domestic Abuse Service: call

GDASS on 0845 602 9035

During an emergency, I could call the following friends or family members at any time of day or night:

Name:

.....

Phone number:

.....

Name:

.....

Phone number:

.....

Name:

.....

Phone number:

.....

Name:

.....

Phone number:

.....

MY SAFETY PLAN PART 3

These are things I can do to help keep myself safe every day:

I will carry my mobile phone and important telephone numbers with me at all times.

- I will keep in touch with someone I trust about where I am or what I am doing.
- I will stay out of isolated places and try to never walk around alone.
- I will avoid places where my abuser or his/her friends and family are likely to be.
- I will keep the doors and windows locked when I am at home, especially if I am alone.
- I will avoid speaking to my abuser. If it is unavoidable, I will make sure there are people around in case the situation becomes dangerous.
-
- I will call 999 if I feel my safety is at risk.
- I can look into getting a protective order so that I'll have legal support in keeping my abuser away.
- I will remember that the abuse is not my fault and that I deserve a safe and healthy relationship.
-

These are things I can do to help keep myself safe in my social life:

- I will ask my friends to keep their mobile phones with them while they are with me in case we get separated and I need help.
- If possible, I will go to different shopping centres, banks, supermarkets, cinema, etc. than the ones my abuser goes to or knows about.
- I will not go out alone, especially at night.
- No matter where I go, I will be aware of how to leave safely in case of an emergency.
- I will leave if I feel uncomfortable in a situation, no matter what my friends are doing.
- I will spend time with people who make me feel safe, supported and good about myself.

These are things I can do to stay safe online and with my mobile phone:

- I will not say or do anything online that I wouldn't in person.
- I will set all my online profiles to be as private as they can be.
- I will save and keep track of any abusive, threatening or harassing comments, posts, or texts.
- I will never give my password to anyone other than my parents or guardians.
- If the abuse and harassment does not stop, I will change my usernames, email addresses, and/or mobile phone number.
-
- I will not answer calls from unknown, blocked or private numbers.
- I can see if my phone company can block my abuser's phone number from calling my phone.
-
- I will not communicate with my abuser using any type of technology if unnecessary, since any form of communication can be recorded and possibly used against me in the future.
-

Appendix 4: Stalking DASH (S-DASH) questions

1. Are you very frightened?
2. Is there previous domestic abuse or stalking/harassment history?
3. Have they vandalised or destroyed your property?
4. Have they turned up unannounced more than three times a week?
5. Have they followed or loitered near your home or workplace?
6. Have they made threats of a physical or sexual violence nature?
7. Have they harassed or stalked any third party since the harassment began?
8. Have they acted violently towards anyone else during the stalking incident?
9. Have they engaged other people to help with their activities?
10. Has the stalker had problems in the past year with drugs, alcohol or mental health?
11. Is the stalker suicidal? Is there last resort thinking/finality?
12. Have they ever been in trouble with the police or do they have a criminal history?

Guidance on identifying and responding to stalking can be found at
www.glostakeastand.com