

GOOD PRACTICE GUIDELINES FOR



Violence against Women Prevention Education
in Post-Primary Education Sector
LIMERICK, CLARE AND NORTH TIPPERARY

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Note

While the HSE West, ADAPT Services, Ascend Services, Barnardos (Thurles), Clare Haven Services and Rape Crisis Midwest have endeavoured to establish and operate prevention education guidelines which accord to the best standards of practice in child care, these organisations will not accept liability for any error, omission, misrepresentation or misstatement contained therein, whether negligent or otherwise, and these guidelines are not intended to impose any legal obligation or duty on these organisations, in favour of any particular person or classes of persons.

Abbreviations

VAW	Violence against Women
SPHE	Social Personal and Health Education
RSE	Relationships and Sexuality Education
LCA	Leaving Certificate Applied
DES	Department of Education and Science
DoHC	Department of Health and Children
WHO	World Health Organisation



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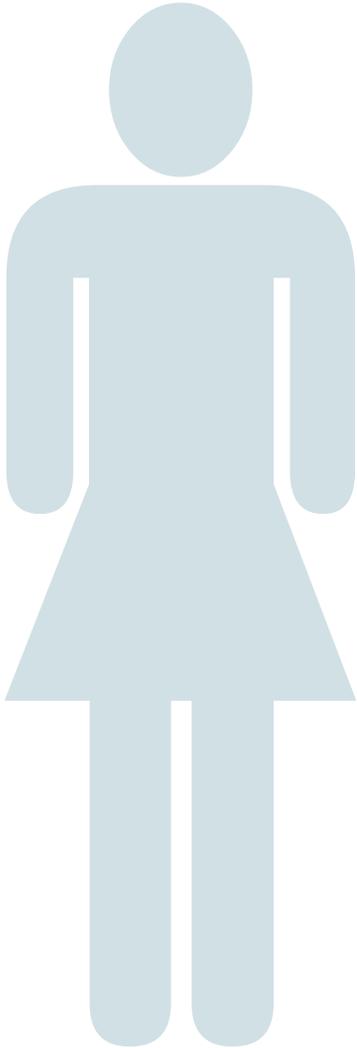
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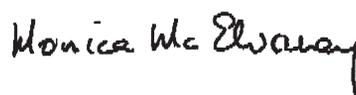


Violence against women is a serious issue which affects families, communities and the wider society in Ireland. Research in Ireland indicates that 15% of women have experienced severely abusive behaviour from an intimate partner at some time in their lives (Watson and Parsons 2005). The Mid West Regional Planning Committee (MW RPC) on Violence against Women was established following the government Task Force Report on Violence against Women in 1997. The MW RPC has a remit in planning and developing services to provide a regional response to domestic violence, rape and sexual assault. The MW RPC strategy includes a focus on awareness raising, education, training and information dissemination and the promotion of a range of prevention programmes. These strategies are aimed at challenging the social beliefs and structures which facilitate unequal power relations between men and women.

The development of good practice guidelines for violence against women prevention education is an initiative of MW RPC. This policy document represents three local health office areas, Clare, Limerick and North Tipperary pending further national policy development of prevention education. In conjunction with agencies experienced in delivering programmes to schools and education centres to promote healthy relationships, the guidelines are intended as a tool for all stakeholders in the post-primary education sector:

- to support the development of young people;
- to raise awareness about issues of social, environmental and developmental interest;
- to promote sustainable, best practice approaches in both prevention and response.

Furthermore, these guidelines aim to promote a partnership approach between the agencies and school/education centres as *“early adolescence represents an important opportunity for preventive intervention. Adolescence is a unique developmental stage when young people are defining their individual identity and values, and being exposed to increasing spheres of influence, including the commencement of their own intimate relationships”* (Mulroney 2003).



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2.1 Definitions

Violence against women is a pervasive issue, not confined by age, class, ethnicity, race, sexuality, religion or disability. The following definitions indicate the breadth and spread of the problem.

Violence against Women

The UN Declaration on the Elimination of Violence against Women defines violence against women as: *“any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”* (Article 1) (United Nations 1993).

Domestic Violence

“Domestic violence¹ refers to the use of physical or emotional force or threat of physical force, including sexual violence, in close adult relationships². This includes violence perpetrated by spouse, partner, son, daughter or any other person who has a close or blood relationship with the victim. The term ‘domestic violence’ goes beyond actual physical violence. It can also involve emotional abuse; destruction of property; isolation from friends, family or other potential sources of support; threats to others including children; stalking; and control over access to money, personal items, food, transportation and the telephone” (Report of the Task Force on Violence against Women 1997:27).

Teen Dating Violence

Teen dating violence is defined as *“any hurtful or unwanted behavior perpetrated upon an individual by a dating partner or former dating partner. It includes physical, emotional and psychological abuse. Teen dating violence often begins with jealousy and extreme possessiveness and is characterized by the need of one partner to control every aspect of the other partner’s life. It is often not taken seriously by adults and is seen as ‘just a phase’ or ‘puppy love’ so it often goes unchecked”*.³

1 The terms domestic violence and domestic abuse are used interchangeably throughout these guidelines.

2 Further and more detailed definitions of domestic and sexual violence are available on the following websites:
<http://www.amnesty.ie/amnesty/live/irish/action/article.asp?id=3614&page=3323>
<http://www.who.int/mediacentre/factsheets/fs239/en/>

3 Baltimore Sexual Assault and Domestic Violence Center, ‘Commonly used definitions in the domestic violence and sexual assault treatment profession. Website address: <http://www.turnaroundinc.org/pages/facts/glossary.html>

Potential Impacts at Different Ages⁴

The following table outlines the potential impact of domestic abuse on young people of different ages and stages of development.

Key Aspects of Development

Potential Impact of Domestic Abuse

Preschoolers	
Learn how to express aggression and anger, as well as other emotions, in appropriate ways.	Learn unhealthy ways of expressing anger and aggression; possibly confused by conflicting messages (e.g. what I see vs what I'm told).
Think in egocentric ways.	May attribute violence to something they have done.
Form ideas about gender roles based on social messages.	Learn gender roles associated with violence, victimisation, and patriarchal ideology.
Increased physical independence (dressing self, etc).	Instability may inhibit independence; may see regressive behaviours.
Primary School-Aged Children	
Increased emotional awareness of self and others.	More awareness of own reactions to violence at home and of impact on others (e.g. concerns about mother's safety, father being charged).
Increased complexity in thinking about right and wrong; emphasis on fairness and intent.	Possibly more susceptible to adopting rationalisations heard to justify violence (e.g. alcohol causes violence; victim deserves abuse).
Academic and social success at school has primary impact on self-concept.	Ability to learn may be decreased due to impact of violence (e.g. distracted); may not notice or may disregard positive statements or selectively attend to negatives or evoke negative feedback.
Increased same sex identification.	May learn gender roles associated with intimate partner abuse (e.g. males as abusers, females as victims).

⁴ Taken from Baker, L and Gaffe, P.G. (2007)

Key Aspects of Development

Potential Impact of Domestic Abuse

Adolescents	
Increased emotional awareness of self and others.	Family skills for respectful communication and negotiation may be poorly developed; transition to adolescence may be more difficult for youth and family.
Physical changes brought on by puberty.	May try to physically stop violence; may use increased size to impose will with physical intimidation or aggression.
Increased peer group influence and desire for acceptance.	Possibly more embarrassed by violence at home; may try to escape violence by increasing time away from home; may use maladaptive coping to avoid violence (e.g. drugs).
Dating raises issues of sexuality, intimacy, relationship skills.	May have difficulty establishing healthy relationships; possibly at greater risk to becoming involved in dating violence (e.g. may see boys as abusers, gender role stereotypes).
Increased influence by media.	Possibly more influenced by negative media messages about violent behaviour, gender role stereotypes.

Everyone has the right to live
their life free from violence and aggression.

2.2 The Principles Underpinning These Guidelines

The primary principle underpinning prevention education in relation to violence against women is that everyone has the right to live their life free from violence and aggression. These guidelines are also informed by the principles of the following policy documents and it is recommended that they are read in conjunction with these resources.

- SPHE Guidelines (DES 2001)
- Children First Guidelines (DoHC 1999)
- Child Protection Guidelines for Post-Primary Schools (DES 2004)
- WHO Health Promoting School – a school constantly strengthening its capacity as a health setting for living, learning and working (WHO 1998).

2.3 The Purpose of the Guidelines

- To raise awareness of what is meant by domestic and sexual violence.
- To assist schools⁵ develop good practice in responding to domestic and sexual violence and in so doing to create the opportunity for discussion which empowers victims to speak out and receive support.
- To assist schools to promote healthy relationships in accordance with the aims of the RSE programme.
- To provide information about the school programmes which address the issue of domestic and sexual violence.
- To provide information to schools about services available in the region.

⁵ These guidelines have been developed for use within the entire Post-Primary education sector. For ease of reading, the use of the word “school” throughout the document is taken to incorporate all areas in this sector.

A review of international literature suggests that there is a growing body of research that examines domestic abuse, violence against women and violence within a 'teen dating relationship' from the perspectives of incidence and impact. From an Irish perspective, the National Crime Council and the Economic and Social Research Institute's publication of 'Domestic Abuse of Women and Men in Ireland' is a valuable source of systematic, nationally representative information (Watson and Parsons, 2005). This study, which incorporated 3000 randomly selected telephone interviews and some focus group methodology, indicates that 15% of women (1:7) and 6% of men (1:16) have experienced severely abusive behaviour of a physical, sexual or emotional nature from a partner at some time in their lives.

International evidence from the United States, Canada and Australia indicates that many young people experience violence in dating relationships (Bureau of Justice 2000, Price et al 2000, and Mulroney 2003). While no Irish research exists on incidence amongst young people, research carried out by Women's Aid with 302 young people in four Dublin schools and one senior college found that *"95% of young women and 84% of young men reported knowing someone who had experienced abuse, violence and harassment - ranging from being followed, to being forced to have sex, to being hit by a partner. The persons known were mainly young women"* (Women's Aid 2001).

Research on the attitudes of 1400 young people in Scotland to violence, sex and relationships indicated that while the majority of young people (aged 14 -18) reported "never" experiencing or inflicting physical violence within the context of a teen relationship, some young people of both genders did report experiencing verbal and emotional abuse and physical violence within the context of their own relationships. 12% reported that they had been hurt or frightened in the context of a fight or an argument with their partner (Burman & Cartmell 2003:2).

Research in the UK on the impact of domestic violence on children suggests that *"children experiencing domestic violence can be negatively affected in every aspect of their functioning, safety, health, school attendance, economic well-being and emotional development"* (Local Government Association UK 2006:1).

4.1 Rationale

Schools are in a position to influence the development of young people and to raise their awareness about issues of social, environmental and developmental interest.

4.2 Stakeholders

Boards of Management, teachers, parents/guardians, students and the whole school community can become involved in creating a school environment where violence within relationships in any form is not tolerated.

4.3 A Whole School Approach

Challenging the social acceptance of abusive behaviour in society and schools is more effective where there is a whole school approach. Whole school measures are taken by schools to reduce social acceptance of bullying among all members of the school community. Examples of whole school measures in schools include:

- seeking to build a culture within the school of zero tolerance of violence and bullying;
- placing discussions about violence against women within the broader social and cultural context;
- discussing abuse within young people's relationships as well as adult relationships, e.g. through the RSE/SPHE curriculum;
- providing support to vulnerable students;
- developing safe and confidential intervention and referral pathways;
- committing to supporting international, national and local campaigns addressing violence against women, such as the annual '16 Days of Action' Campaign⁶;
- displaying in a prominent place posters which highlight the issue of violence against women and have information on services for women and children;
- developing an anti-bullying policy in the school or reviewing the current policy;
- providing training for relevant staff.

4.4 Vulnerable Groups

Some groups of young people are particularly vulnerable and may have specific support needs. It is essential that they are included in programmes dealing with violence prevention, sexuality, healthy relationships and personal safety. It is important that they also have access to information and support. Among those most vulnerable are:

- young people who have witnessed domestic abuse and/or experienced domestic abuse in their own homes;
- young people who have experienced abuse in dating relationships;
- young people with disabilities⁷ and/or specific learning difficulties.

4.5 Curriculum Integration

Where a programme relating to violence against women is facilitated in schools, it is best integrated into the current curriculum so that anti-violence is promoted as a theme consistently across the school community. There is an important opportunity to provide such programmes as part of the curriculum in:

- Transition Year
- Social Education module of the LCA
- Draft Senior Cycle SPHE Curriculum.

⁶ 16 Days of Action is an annual international campaign that runs from 25th November (International Day against Violence against Women) to 10th December (International Human Rights Day). For further information and details of events go to: <http://www.ireland16days.blogspot.com/> or http://www.glasgow.gov.uk/NR/rdonlyres/1272E7A4-77F6-4F65-8D16-D5320D5BD771/0/Historyof_16DaysofAction.pdf

⁷ Young people with disabilities are particularly vulnerable as "the odds of having experienced severe abuse are 2.9 times higher for those who are severely hampered by a condition or disability" (Watson and Parsons 2005)

4.6 Who Might Facilitate Prevention Programmes in the Classroom?

There are specialist agencies for women and children in the region who provide school programmes on the issue of violence against women. These include ADAPT Services, Clare Haven Services and Rape Crisis Midwest.

Schools can consider a range of delivery options:

1. The teacher delivers the programme within the current curriculum with the specialist agency acting as a resource.
2. The specialist agency delivers the programme with the teacher acting as a resource.
3. A co-facilitation approach can be considered, with the teacher and the specialist agency taking equal responsibility for running group work and presenting information.

4.7 Programme Outline

This section contains outlines of programmes for:

- Teachers and other relevant support staff
- Senior cycle students aged 15-18.

Full details of individual programme content are available from the service providers listed. Contact details are contained in the Appendices.

PREVENTION PROGRAMMES Focus on Domestic Abuse

Target Group	Teaching and relevant support staff
Aims	<p>To facilitate teachers and other relevant staff to:</p> <ul style="list-style-type: none"> • explore the dynamics of domestic abuse and its impact; • be aware of indicators of abuse in relationships and how to address concerns; • develop the knowledge and skills necessary to provide appropriate initial response to disclosure of abuse; • be informed as to the supports available to women, children and young people living with domestic abuse.
Themes	<ul style="list-style-type: none"> • Understanding domestic abuse • Dynamics of abuse - power and control wheel • Impact/effects of abuse • Impact on children and young people • Abuse in teen relationships • "Grooming" and other tactics of abusers • Good practice in responding to disclosure • What local women's services offer • What young people can do • What schools can do
Method	Programmes are participative and are based on the experiential learning cycle (Kolb 1984). Programmes utilise a range of methods to suit different learning styles and maximise active participation.
Timeframe	Programmes can vary in length. The recommended minimum length is 4-5 x double classes.
Evaluation	Programmes are evaluated at the point of delivery.
Providers	<p>Women's Support Services:</p> <ul style="list-style-type: none"> • ADAPT Services • Clare Haven Services

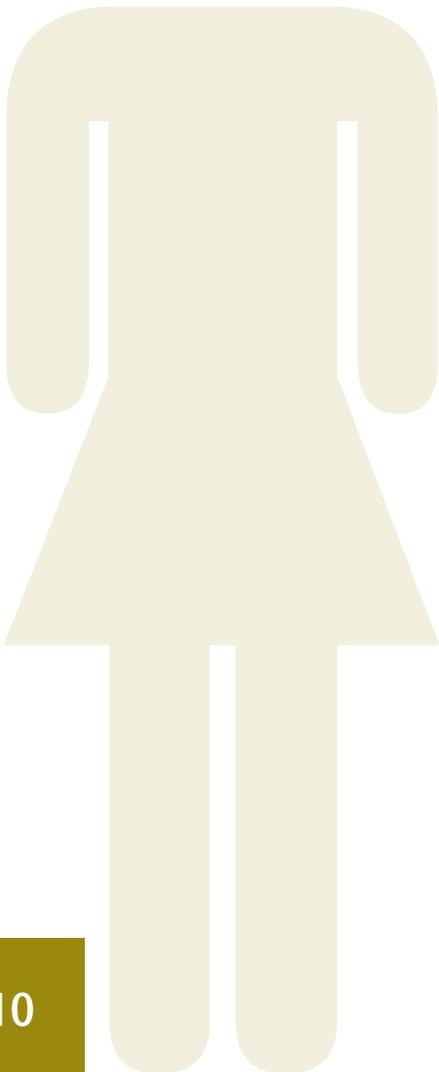
	PREVENTION PROGRAMMES Focus on Domestic Abuse	PREVENTION PROGRAMMES Focus on Sexual Violence
Target Group	Young People (15-18 years)	Young People (15-18 years)
Aims	<p>To facilitate young people to:</p> <ul style="list-style-type: none"> • explore attitudes and values underpinning male/female relationships; • be aware of indicators of abuse in relationships and avoid such relationships; • develop the knowledge and skills necessary to build healthy relationships; • be informed as to the supports available to individuals living with domestic abuse. 	<p>To facilitate young people to:</p> <ul style="list-style-type: none"> • explore attitudes underpinning the myths surrounding rape and sexual abuse; • be aware of sexual violence in the media and its effects; • create awareness of long- and short-term effects of sexual violence and be aware of available supports; • develop healthy relationships
Core Themes	<ul style="list-style-type: none"> • Relationships (Respect/Power) • Safe/unsafe relationships • Abusive relationships • Impact/effects of abuse • Teen relationships • What local women’s services offer • What young people can do • What schools can do 	<ul style="list-style-type: none"> • Teenage myths and attitudes • Defining sexual violence • Exploring the media • Healthy/unhealthy relationships • Assertiveness
Method	Programmes are participative and are based on the experiential learning cycle (Kolb 1984). Programmes utilise a range of methods to suit different learning styles and maximise the active participation of students.	The delivery method is both information-based and experiential. The programme can be tailored to meet specific needs of groups.
Timeframe	Programmes can vary in length. The recommended minimum length is 4 x double classes.	Programmes can vary in length. The recommended minimum length is 5 x double classes.
Evaluation	Programmes are evaluated at the point of delivery.	Programmes are evaluated at the point of delivery.
Providers	<p>Women’s Support Services:</p> <ul style="list-style-type: none"> • ADAPT Services • Clare Haven Services 	<p>Rape Crisis Counselling Services:</p> <ul style="list-style-type: none"> • Rape Crisis Midwest

4.8 Best Practice Guidelines for Delivery of a Prevention Programme

Where a school decides to invite a specialist agency to facilitate or co-facilitate a prevention programme, Section 7 of the SPHE Guidelines (2001) on the Role of Visitors in complementing and supporting the SPHE programme should be followed.

In addition:

- Prevention programmes need to be available to both male and female students.
- The use of a male and female co-facilitation team should be encouraged.
- Students need to be reminded of the support staff available in the event of disclosure or distress.
- Support staff need to be made aware that the programme is being facilitated within the school.
- An agreement or contract between the school and the specialist agency, outlining the roles and responsibilities of each, needs to be in place. (For sample contract see Appendix A).
- The content of the programme should be accessible to parents and guardians (as per the SPHE/RSE policy of the school).
- Schools are recommended to have in place a clear confidentiality policy and clear guidelines on what will happen if a young person makes a disclosure of abuse as a result of their involvement in the programme. In the absence of a discrete policy, guidance may be available from policies such as Child Protection Guidelines and Procedures, Substance Misuse, Bullying and the SPHE/RSE policies.
- If the programme is led by the specialist agency, that agency needs to be familiar with the school's SPHE policy and the curriculum within which their input fits.
- Information on internal and external services for young people affected by issues of domestic abuse and/or sexual violence needs to be clearly displayed in the school.





5.1 Recommended Response to Disclosure by a Young Person⁸

Initial response to disclosure

- **Be courteous:**
Treat her/him as you would wish to be treated.
- **Safe space:**
Pick a private place to talk - a quiet place away from others.
- **Be attentive and listen carefully:**
Give the person time to say what s/he wants.
- **Be clear and honest:**
Explain what you can and cannot do and what delays or uncertainties there may be.
- **Be reassuring and do not blame or judge:**
Reassure that s/he is not to blame for whatever has happened.
- **Do not ask leading questions or make suggestions:**
Let the person speak in her/his own time.
Don't stop the person recalling significant events but don't make her/him repeat the story unnecessarily.
- **Reassure the person but do not promise to keep it a secret:**
Explain the limits of confidentiality and your responsibility to pass information on to relevant staff to keep everyone safe.
- **Do not offer 'advice' - under any circumstances:**
Do not tell her/him what to do but do tell her/him about local services and support that are available.
- **Do not over-react, be aware of your own feelings and remain calm:**
An overly emotional response can silence the person disclosing.

Ending the conversation

- **Reassure her/him again.**
- **Arrange follow-up:**
Arrange to see her/him in the near future (if possible).
- **Assess immediate safety:**
Safety is paramount - Is it safe for her/him to go home?
Are there immediate steps needed to protect her/him?



⁸ Taken and adapted from Child Protection Guidelines for Post-Primary Schools (DES 2004), Western RPC (2005), Wolverhampton Domestic Violence Forum (2004), Women's Aid NI (2005), Positive Response (2006).

After the conversation:

- Record the discussion accurately and retain the record. Keep the account factual.
- Any disclosure of abuse should be reported to the designated liaison person.
- It is essential to maintain confidentiality. Only those directly involved in dealing with the issue need to know.⁹

Always remember - you do not have to deal with the situation on your own

- **School Policies:**
Schools have policies on child protection and bullying to help teachers deal with difficult situations. Familiarise yourself with these policies and consult with the designated liaison person in your school.
- **Specialist Agencies:**
There are professionals in local women's services who can work with and support teachers.

Be aware of the impact on you on hearing the disclosure and seek support if required.

It takes courage to disclose information about domestic abuse and it can be traumatic. Therefore when a young person makes a disclosure, it is essential to take it seriously, believe what s/he says and follow these guidelines.

5.2 Recommended Response to Disclosure by a Woman¹⁰

It takes courage to disclose information about domestic abuse and it can be traumatic. Therefore when a woman makes a disclosure it is essential to take it seriously, believe what she says and follow these guidelines.

Initial response to disclosure

Where a woman¹¹ (e.g. parent or colleague) discloses abuse by her partner, the guidelines on page 12 and 13 should be followed. There are, however, some additional considerations and these are outlined below.

- **Do not put her under pressure** to leave the abusive partner.
- **Do not recommend couple counselling** – couple counselling can be very unsafe where there is domestic abuse.
- **Reassure her** that you will not speak to the alleged abuser about her disclosure.
- **Encourage her to contact** the local specialist agency for support and help with planning for her safety. Offer her the use of a phone if she wants to contact the local service or any other relevant service.
- **If you are concerned about the safety of a child**
 - Talk with designated liaison person/s in the school and they can decide whether they need to report to Child Protection Services.

Where there is no disclosure

If you are concerned that a woman may be in an abusive relationship:

- **Make an opportunity to talk to her about your concerns** – some of the following questions may help to open up the conversation:
 - You seem anxious at times. Is there anything worrying you?
 - I've noticed that the children seem unsettled. Is everything ok at home?
 - Are you worried about the children?
 - Can you talk to your partner about what's worrying you?
 - Have you spoken to anyone else about what's worrying you?
- **Let her know that she can talk to you again**, that you are willing to listen and that you are not going to judge her whatever the problem is.

¹⁰ Taken and adapted from HSE Western RPC (2005), Positive Response (2006), Baker et al (2007).

¹¹ While these guidelines are written in the context of the abuse of women, they are also relevant to any situation where an adult (male or female) is the victim of abuse.

5.3 Handling parent-attended events where domestic abuse is an issue:¹²

Where the school is aware of domestic abuse in a family, the following guidelines may be helpful in relation to handling parent-teacher meetings and other parent-attended events such as graduations and open nights.

In anticipation of events, school principals might consider:

- **Being aware of how the school informs the non-abusive parent of any events:** The alleged abuser may control access to correspondence. Give consideration to how the school might make direct contact with the parent who is the alleged victim.
- **Having relevant documentation on file:** If one parent has sole custody, consider requesting a copy of the Custody Order or any other relevant legal documents.
- **Being prepared to be flexible** to support solutions that maximise comfort and safety for students, their families and staff (e.g. separate parent conferences with the father and mother).
- **Safety is paramount:** Being prepared to make decisions about limiting access to school functions by a parent whose behaviour jeopardises the safety and well-being of students and their teachers.

During events, individual teachers might consider:

- **Focusing on the student** and the student's participation in the event.
- **Do not blame:** Do not inadvertently blame either parent for whatever situation unfolds when talking with the student.
- **Being aware of your attitudes** and feelings towards each parent and the situation. This will help to safeguard against your attitudes and feelings leading to unhelpful or non-professional practice.

¹² Taken and adapted from the Centre for Children & Family in the Justice System (2002).

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The Specialist Agency:

We (Specialist Agency) agree to facilitate a programme of to (Class name) between (Date) and (Date) from am/pm to am/pm. Agreed number of participants in group (No more than 20)

We commit to the following:

- To provide a contact person to liaise with the school prior to, during and after the programme.
- To make available to the contact teacher the content of the programme.
- To provide one or two facilitators for the workshop in accordance with the agreed delivery option preferred by the school.
- To agree with the contact teacher details regarding the handover of the group on completion of the programme.
- To have a staff member available to the school/students at designated times for a period of two weeks following the programme.
- To contact agreed staff member (name & location)

in the event of any personal disclosure that raises concerns about the safety of a child in compliance with the Department of Education and Science (2004) Child Protection Guidelines for Post-Primary Schools.

- To carry out a brief evaluation of the programme on completion.

The School:

We, (The School)
invite (Specialist Agency)
to facilitate (name of programme)

for students and will commit to the following:

- To inform the students of programme content in advance of the programme.
- To provide a suitable room with adequate ventilation.
- To ensure that all participating students are assembled at the agreed time for the workshop.
- To provide a contact teacher to liaise with the specialist agency prior to, during and after the programme.
- To agree with the specialist agency details regarding the handover of the group on completion of the programme.

To provide the name and location of the staff member

Name Tel:

to be contacted in the event of any personal disclosure by a student that raises concerns about the safety of a child in compliance with Department of Education and Science (2004) Child Protection Guidelines for Post-Primary Schools.

Agreed to:

School Principal: Date:

Agency: Date:

Service	Location	Prevention Programmes	Copies of Guidelines	Specialist Services
ADAPT Services Refuge and Support Services	Rosbrien, Limerick Tel: 061 412354 Helpline: 1800 200 504	●	●	●
Clare Haven Services Refuge and Support Services	Gort Road Business Park, Gort Road, Ennis, Co. Clare Tel: 065 6842646 Helpline: 065 6822435 www.clarehaven.ie	●	●	●
Rape Crisis Midwest Counselling & Support	Phoenix House, Punches' Close, Rosbrien Road, Limerick Tel: 061 311511 Free phone: 1800 311 511 www.rapecrisis.ie	●	●	●
Ascend Services Support Services	Roscrea 2000, Newline, Roscrea, Co. Tipperary Tel: 0505 23379			●
Southill Domestic Abuse Project Support Services	Southill, Limerick Tel: 061 313025			●
Barnardos	Family Support and Daycare, Mall House, Slievenaman Road, Thurles, Co. Tipperary Tel: 0504 20018		●	
Health Service Executive	Health Promotion Centre Parkview House, Pery St, Limerick Tel: 061 483215 Project Worker Violence Against Women Child Care Directorate, St. Josephs Hospital, Mulgrave St., Limerick Tel: 061 461346		●	

It is important that each school creates a local directory of contacts/services in its area. This could include:

<p>Social Work Service Tel:</p>	<p>Local Health Centre Tel:</p>	<p>Public Health Nurse Tel:</p>
<p>Community Welfare Officer Tel:</p>	<p>Garda Station Tel:</p>	<p>Child and Family Support Services Tel:</p>
<p>Other Tel:</p>	<p>Other Tel:</p>	<p>Other Tel:</p>

A useful guide to services, both statutory and voluntary, is the Health Lines Directory. A new edition of the directory is currently being prepared for print and via a dedicated website in 2008. Details and a link to the guidelines will be contained in both. This will be available through the HSE national website, www.hse.ie in 2008.

