

# Training Resource

## SUPPORTING CHILDREN: DOMESTIC ABUSE AND BULLYING

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# INTRODUCTION

Barnardos' Training and Resource Service are delighted to provide this resource for trainers who work with those directly engaged in work with children and young people.

The purpose of this pack is to support and enrich work in supporting children who are dealing with either Domestic Abuse or Bullying. The topics have been researched and developed by Barnardos' Training and Resource Service in collaboration with members of our Training Panel.

The content of this resource is drawn from evidence-based research and practice. Information on both topics includes theoretical background; session plans; an outline agenda; handout and worksheet samples; sample PowerPoint slides on CD; and a resource list.

The intention is to provide trainers with material that can be adapted and tailored to suit the needs of individual services with whom they may be working. The pack is based on the principles of adult learning, and provides variety and choice to ensure that the delivered training will make a real impact on the audience and on their work with children.

This training resource is intended to be used by those whose role is to support childcare service providers, such as the staff of City/County Childcare Committees, childcare development workers, childcare service managers, childcare trainers or others.

## **FORMAT**

The pack provides all of the information and resources needed to provide a full day training workshop. It comprises a PowerPoint Presentation (on a CD) accompanied by comprehensive facilitator's/trainer's guidance and notes (in this book) as well as worksheets and resources.

The section on Facilitating the Training Workshop consists of general information, with examples of ice breakers and activities that can be used or adapted to suits the group's needs. Sample evaluation sheets and sign-in registers are included as well.

In sections 3 and 4, there are notes with background theories and information on the particular topic; a suggested agenda for a full day session and also a suggested one for a half day session; some sample lesson/session plans that can be adapted by individual trainers; sample handouts with suggestions where they can be used; and worksheets. There are also lists of resources and organisations that may be of use at the back of this book.

For trainers working with staff from early years services who are incorporating Siolta into their service, both topics, domestic abuse and bullying, may be linked with the Siolta standards (see [www.siolta.ie](http://www.siolta.ie)).

Some examples of how this could be achieved are as follows:

### **Standard 1: Rights of the Child**

In the context of bullying, children's rights would be reflected in ensuring that all children are heard, respected and respect each other. Also in relation to bullying, the right of staff to have a safe working environment, free of bullying, could be discussed under Standard 15 on Legislation and Regulation.

### **Standard 6: Play**

Various forms of play would be an important therapeutic support for children experiencing either domestic abuse or bullying. Practitioners who are aware of a child experiencing either of these situations are well placed to encourage and provide the child with the opportunity to use materials such as art, or to let off steam if stressed through some active outdoor activities. Competent staff might use home corner play to facilitate a child to express some of their issues concerning their experience of domestic abuse while the issue of bullying could be addressed through games or group discussion.

### **Standard 12: Communication**

Domestic abuse and the private nature of such a situation could be referred to in working on Standard 12, Communication where the issue of confidentiality is addressed.



# FACILITATING THE TRAINING WORKSHOP

## ADULT LEARNING

In order to provide effective learning, trainers need to take into account the principles of adult learning, recognising that adults have particular needs and expectations when they undertake a training course. Using these principles, trainers can design, plan and deliver material and programmes. They move through a continuum of roles: from facilitator to instructor to mentor and coach. They must recognise that adults have varying learning styles and design their training accordingly. Adults will have concerns and anxieties and the trainer needs to be cognisant of these; they tend to have dominance for left or right brain thinking and the training needs to both use the strength of this and recognise its limitations.

The wealth of experience of adult learners, while not always formally acknowledged, is a rich resource for groups in a session to draw upon, and the trainer will be adept at enabling learners to share in the design of sessions.

Some examples of application of the principles of adult learning are as follows:

- **Collaboration:** Although trainers have the overall responsibility for leading a learning activity, adult learning is a co-operative enterprise that respects and draws upon the knowledge that each person brings to the learning setting. Some adults may be less comfortable than others regarding self directed learning and may need more encouragement and guidance in making contributions.
- **Different styles:** Use auditory, visual, tactile and participatory teaching methods. Skillful use of these, for example, backing up a handout with the use of graphics, speaking it perhaps using mnemonics or rhyming words, and using movement or physical activity, will reinforce and embed the learning for all styles. Use colours, sound and props as much as possible. This will accelerate the learning process and ensure good understanding and retention.
- **Adults tend to be problem focused in their learning:** Emphasise how learning can be applied in a practical setting. Use case studies, problem-solving groups and participatory activities to enhance learning. Adults generally want to immediately apply new information or skills to current problems or situations.
- **Failure:** Recognise that adults may have a fear of failure or be self conscious. For example, they may have a concern about being the oldest member of the group; about not having formal qualifications; of being made to look foolish; or of perhaps not knowing so much about the topic as others.
- **Bring the design to fruition:** Ensure that the benefits of the good design you have put into the training plan is supported by the preparation of a good learning environment. You as the trainer need to be emphatic about the type of layout that you feel will best

benefit your group of learners. Ensure that their comfort and needs are considered to allow for minimum distraction. Careful use of breaks will enhance learning. Breaks need not be just official coffee, tea or smoke breaks, they can be built in judiciously to vary pace and embed the learning, for example using movement to do a quick evaluation. The resources in this pack include references on adult learning for further reading, and also include suggested icebreakers and activities that can be adapted and used throughout a session (see page 6-8).

## DEVELOPING LESSON PLANS

The lesson plan can be developed based on Gagne's 'Nine Events of Instruction'.

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating recall of prerequisite learning
4. Presenting new material
5. Providing learning guidance
6. Eliciting the performance
7. Providing feedback about correctness
8. Assessing performance
9. Enhancing retention and recall

According to Gagne's theory, one cannot adequately plan instruction without first identifying a measurable learning outcome (objective) and constructing a learning hierarchy for that outcome.

A central notion in Gagne's theory is that different kinds of learning outcomes have different internal and external conditions that support them.

The internal conditions are skills and capabilities that the learner has already mastered (these would have been identified by a learning hierarchy, sometimes called a task analysis).

The external conditions are the things that the trainer or teacher arranges during the training.

## TRAINING CHECKLIST

**NOTE:** In advance, check for any special needs requirements, including literacy issues, in the group and allow for this in planning and design.

- Go through the programme plan, checking the timing.
- If co-training/facilitating, agree individual responsibilities for training.



- Use a sample timetable, decide when and where formal breaks will take place. This will differ for full day or a shorter session.
- If using the Powerpoint, you will need to have access to a laptop and data projector. Allow time to try out technology in advance including a CD or memory stick. If you do encounter difficulties on the day, be prepared to talk through the programme with the participants, using prepared handouts. Have a flip chart available.
- Agree who is responsible for organising a venue, training equipment and catering if required. Take into account the size of the room and whether there is adequate heating and ventilation and disability access, which is essential.
- Request the layout of the room beforehand including tables, chairs, screen, sockets extension leads, flipcharts and stand etc. Check that you have access to the venue well in advance of the starting time. Check that it is suitable for small group work if necessary or that there is break out space available.
- Arrive at the venue least 30 minutes in advance of your starting time. Check the equipment again.

### EQUIPMENT REQUIRED FOR DELIVERING TRAINING

1. PowerPoint equipment
2. Flip Chart and markers to take feed back
3. Special equipment or materials such as soft ball for group exercise, post-its
4. Prepared handouts and work sheets
5. Refreshments – water, tea, coffee, sugar, biscuits

## SAMPLE HOUSEKEEPING/GROUND RULES

In order to maximise learning outcomes for the day in a safe environment, it is useful for the group to establish ground rules among themselves. Ground rules could include the following:

- **Confidentiality:** Personal details discussed in the room must stay in the room as this will help people to reflect freely on a very sensitive issue. **Confidentiality cannot be maintained if a child protection issue emerges through disclosure of child physical, sexual or emotional abuse, or neglect.**
- **Respect one another and respect difference:** This includes difference of age, ethnicity, culture, gender, marital status or any other difference which may belong to the group.
- **Taking turns:** Each person will have opportunity to be heard, and the trainer will ensure that there will be an equitable balance of contributions.
- **Individual opinions:** Since this is a sensitive subject, people may have differing experiences and points of view. Individual opinions will be listened to respectfully even if they differ from yours.
- **Timekeeping:** Participants will respect time keeping, and return on time. The facilitator will also start and finish on time.

## GENERAL HOUSEKEEPING POINTS

- **Mobile phone check:** Simon Says is fun way with large group to ensure phones are off. Give couple of simple Simon Says orders, then say 'Simon Says take out your phones and turn them off'. Or suggest that if a phone rings the owner will have to sing a song or say a poem!
- **Fire exits** are identified.
- **Attendance sheets** will be circulated and completed.
- **Evaluation form** to be completed at the end of the training.

## ICE BREAKERS OR GROUP ACTIVITIES

Short activities such as ice breakers can be used for various reasons, such as simply enabling a group to get to know each other or as something for individuals or groups to work on when they have completed a set task. Having the creative crossword (page 11) on the screen or flipchart will exercise brains and help people to be occupied without distracting others. Activities are also useful to get people moving and to reenergise them.

The choice of activity should be relevant to the topic and can be adapted if needs be, for example Going to Market can be used both as an introductory activity and also an evaluation tool at the end of a session.

Group members may already know each other, though they may not necessarily know each other very well or know names. Friends usually like to sit together initially, but to maximise their experience of the training it may be worth considering moving people around after the first break.

Laying a room out in cabaret style is useful as it facilitates group work. Also, people can be asked to swap with another table at suitable intervals, thus ensuring a good mix throughout the day.

## SUGGESTED ICE BREAKERS/ACTIVITIES

### Stand Up, Shake Hands

Ask participants to make eye contact with someone they do not know – stand up, go and shake hands and introduce themselves. They then repeat this with other people in the room, getting to as many people as possible till you, the trainer, call an end.

### Introduce my Neighbour

Ask members to speak to the person beside them, find out their name and a holiday they really enjoyed.

*"My name is Mary and my favourite holiday was in Crete."*

Next person says:

*"This is Mary and her favourite holiday was in Crete. I am Helen and mine was in Connemara."*

This continues until all the group have introduced themselves. Invite people then to introduce the person beside them to the group. Other variations could be:

- Favourite way to relax
- Something I'm proud of
- My hidden talent
- Previous training I had on this topic

### **Pass the Ball**

Get everyone to stand up in a circle. Use a soft ball such as a juggling ball or small bean bag which cannot damage a person or property. Throw the ball to someone, saying their name if you know it, and asking them if not. The game is completed when everyone in the circle has had a turn. If you wish, use a second and possibly a third ball at the same time. This usually ensures lot of reaction and is also terrific as an energiser during a long session.

### **Fruit Bowl**

Get everyone to stand up, form a circle and remove one chair. Start at the left and name the first person *apple*, the second *orange* and the third *banana*. Repeat this until everyone is an apple, an orange or a banana. Then say all apples sit down, then all oranges and then bananas. One person will remain standing. The activity can continue and act as an energiser, especially in the afternoon, and is a useful way to get participants to move around.

### **Going to Market**

Make small groups of three to four people. Person 1 says "*As I was going to market I met [name person beside them] who wants to [name an ambition].*" Person 2 says "*I met [Person 1] who wants to... and [Person 2] who wants to...*" and so on. Try a variation where people can choose a totally new name and a wild ambition that they would never do. This can also be used as evaluation using a similar method but instead of naming an ambition, each person says one thing they have learnt during the training workshop.

### **Creative Crossword** (see pages 11 and 12)

This can be put on a flipchart or on PowerPoint as people arrive, put back up at break time and at end of lunch. It can also be used in a long session as a break either individually or as a team activity.

### **Two Truths and a Lie**

This is useful as introduction, particularly when people already know each other, or as a short break between sessions. People pair up, then tell each other two truths and a lie. The other person can try to tease out the lie by questioning. This is good fun when feeding back to the whole group. One variation is to have person sit in the centre of the whole group in a circle, and the group votes as to which is a lie.

### Line Up Game

Give everyone a number. They have to arrange themselves in numerical order, communicating with each other without speaking or holding up fingers. They will make up their own sub-language or sign-language and it often is pretty amusing. For round two, have people arrange themselves in order of birth or in calendar months.

### Question Ball

Before starting, prepare a largish ball such as a blow-up beachball or a bouncy ball in advance and write questions on it using a marker pen, for example, what's your favourite colour, favourite food, favourite cartoon? When you start the game, throw the ball to any person, when they catch it, wherever their right thumb is that is the question they have to say aloud and answer. The game can go on for a long time and be used a time filler or energiser.

### Crash!

Everybody mingles, constantly moving until you, the trainer, shouts out a number. All players must then try to get into groups of that number, any group/s that don't succeed are out.

### Celebrity ID Game

The Celebrity ID Game is a good way to get a large group to mingle and break the ice by interacting with lots of people rapidly. To set up, prepare several labels with famous celebrity or well-known names (e.g. Ben Stiller, Mickey Mouse, Bertie Ahern, etc.) Stick a label on each person's back. Then, announce it is time for the game to begin. At this point everybody mingles and introduces themselves to one another, and then each person asks yes or no questions to gain clues about the name on their back. When a person correctly identifies the name, he or she should remove the label and continue to mingle until a preset amount of time has passed.



**Evaluation Form for** \_\_\_\_\_

1. What was your key learning from this training?

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2. What worked well for you?

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3. Did anything not work and if so why?

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4. Would you like to change anything about this training?

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5. How satisfied are you with this training? Please tick box

1 <u>Not at all</u> <u>satisfied</u>	2 <u>Fairly</u> <u>satisfied</u>	3 <u>Satisfied</u>	4 <u>Very</u> <u>satisfied</u>	5 <u>Completely</u> <u>satisfied</u>
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6. Any other comments?

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Name [optional]: \_\_\_\_\_

Date: \_\_\_\_\_



## WORKSHEET: CREATIVE CROSSWORD

For this crossword, think outside the box in giving answers.

### Clues across:

1. Vegetable
2. Sheep
3. Lays eggs
4. Perceives
5. Often dropped, especially in English

### Clues down:

1. Judy's colleague, not Richard!
2. A blow
3. Makes holes
4. A mixed drink, not always alcoholic

1	2	3	4
2			
3			
4			
5			

## TRAINER RESOURCE: CREATIVE CROSSWORD

The answer to all the 'down' clues is PUNCH. This then gives the across answers which are phonetical, except for 5 across, Hs.

P	P	P	P
U	U	U	U
N	N	N	N
C	C	C	C
H	H	H	H



## SECTION 3 DOMESTIC ABUSE

### PURPOSE OF THIS TRAINING RESOURCE

This pack aims to help you, the trainer, to plan and design training for those working with children who may be experiencing domestic abuse in their homes.

It will help you to understand the many issues relating to domestic abuse for children and families. Through this resource you will be able to deliver programmes that will support children and contribute to the development of policy and practice regarding domestic abuse in services.

To make best use of the pack you should become very familiar with all the material and feel confident with the subject.

### CONTENT

This training resource covers the following

- Facts about domestic abuse
- The myths which surround domestic abuse
- Children's experiences of domestic abuse
- Impact and risks for children
- Signs and symptoms children may exhibit
- Supporting children
- Policy and procedure development and guidelines
- Supporting child through supporting the adult
- Further facts and interventions



## TRAINER GUIDELINES

Domestic abuse is defined as a pattern of behaviour used by one person to control and dominate another in an intimate relationship, usually within the home. To work effectively with children who are experiencing domestic abuse or who have experienced it in the past, it is necessary to examine the situation from the child's point of view, looking at the risks and effects on children and the most suitable ways to respond. This places the child in context by understanding the dynamic in the home and the physical, psychological and social implications for children who are experiencing domestic abuse.

In this pack, the theory is presented in clear sections that can each be used as a handout for participants on the course, and this is referenced through the training plan (see page 15-17). There is information on the topic of domestic abuse, however the primary aim is to enable those working with children to provide support to those children experiencing domestic abuse in their lives. The additional information included on the topic may be given out as handouts.

Since this is a very sensitive subject, trainers will need to exercise caution and sensitivity and be aware that the composition of training groups can be varied. There may be people present who are currently experiencing domestic abuse or have in the past. There may be perpetrators present, or adults who witnessed such violence in childhood. As a trainer, you will have to use discretion when using the pack and consider who the audience is and what they need from the training. When establishing the ground rules with the group, these factors can be taken into consideration and clear boundaries established.

The PowerPoint that accompanies this pack is designed to be used at your discretion. It may be that some groups are too small or the space is limited, in which case a flipchart alone might be more appropriate.

The slides are not intended to carry everything in the pack – rather to be used judiciously to support the delivery of the training appropriate to each group and each trainer. They have also been designed with different learning styles in mind, to assist in embedding the learning as effectively as possible.

Please familiarise yourself with the slides prior to use. It is possible to 'hide' any slides not required for that particular session – just go to 'slide show' on the toolbar, and check the 'hide slide' option. This can be unchecked at a later stage.

## SUGGESTED TRAINING PLAN FOR FULL DAY SESSION

TIME	ACTIVITY	SUPPORT MATERIALS
10.00	<b>Welcome and introductions, icebreaker of choice</b>	
10.20	<p><b>We Want to Learn... The X factors</b> Participants write individual points on post-its and stick them up on flipchart paper on the wall.</p> <p><b>Note:</b> This will be revisited at end of the day to determine whether all needs have been met. You can check it out earlier than that for information.</p>	<i>PowerPoint Slides 1-3</i>
10.30	<p><b>The What, Where, Who and Why of Domestic Abuse</b> Exercise: The myths of domestic abuse Ask the group to complete the myths checklist. Go through the answers and lead into definition and some examples. Lead a group discussion.</p> <p><b>NOTE:</b> This session is intended to put the topic in context rather than give comprehensive data. More information can be given if needed through the additional handouts.</p>	<p><i>PowerPoint Slides 4-5</i> <i>Trainer's Notes: What is Domestic Abuse? (page 18)</i></p> <p><i>Worksheets:</i> <i>Myths Checklist (page 20)</i> <i>Handout: Common Myths Regarding Domestic Abuse (page 21)</i></p>
11.05	<b>BREAK</b>	
11.15	<p><b>Children and the Cycle of Violence</b> Discuss the elements of the Cycle of Violence either using the PowerPoint slide or preparing on a flipchart.</p> <p>Then break into small groups to discuss the likely reactions of a child to each stage of the cycle as per worksheet.</p> <p>Feedback and record on the flipchart.</p>	<p><i>PowerPoint Slide 6</i> <i>Handout: Child's View of Cycle of Violence (page 22)</i></p> <p><i>Worksheet: Cycle of Violence and the Child's Experiences (page 23)</i></p>
12.00	<p><b>Risks and Impact on Children of Living with Domestic Abuse</b> Use the handout – allow reading time and then hold either whole or small group discussion. The group may list their own experiences and stories.</p>	<p><i>PowerPoint Slides 7-10</i> <i>Handout: Risks and Impact on Children Experiencing Domestic Abuse (page 24)</i></p>

12.30	<p><b>Bringing it from Home: Children’s Signs and Symptoms when in the Early Years/Childcare Setting</b></p> <p>Use case studies selected from the group’s own experiences and/or sample practical scenarios. Discuss the manner in which children may display effects, and possible staff responses. If it runs late, continue after lunch taking further responses.</p>	<p><i>Worksheet: Bringing it from Home: Practical Scenario Exercises (page 28)</i></p>
<p><b>13.00 LUNCH</b></p>		
13.45	<p><b>Reflection and/or Energiser</b></p> <p>Have a short quiet time (approx. 10 minutes), taking the group through relaxation steps or just playing soft music, suggesting to the group that they take the time to reflect on the morning. You might then wish to hold a short activity to raise energy levels again.</p>	<p><i>Choose from the list of activities on pages 6-8 or use your own ideas</i></p>
14.05	<p><i>(Continued from earlier)</i> <b>Bringing it from Home: Children’s Signs and Symptoms when in the Early Years/Child Care Setting</b></p>	<p><i>PowerPoint Slide 11</i></p> <p><i>Handout: Supports Children Need when Experiencing Domestic Abuse (page 31)</i></p>
14.20	<p><b>Supporting the Child by Supporting the Parent</b></p> <p>Get the whole group to discuss how staff need to respond to a person who may be experiencing abuse and what to expect if they approach that person, for example denial. Also note organisations that can provide help and support.</p>	<p><i>Handout: Supporting Children by Supporting those in Abusive Relationships (page 29)</i></p>
14.40	<p><b>Meeting Children’s Needs in Services: Developing Policy and Procedures</b></p> <p>Ask pairs or small groups to complete the worksheet. Take feedback and lead a discussion with the practice guidelines handout, breaking into small groups if suitable, with each group looking at the four different aspects covered.</p>	<p><i>PowerPoint Slide 12</i></p> <p><i>Worksheet: Supporting Children in My Service (page 34)</i></p> <p><i>Handout: Guidelines for Developing Policies and Procedures (page 35)</i></p>
15.20	<p><b>Outside Supports for Children</b></p> <p>Discuss outside programmes available.</p>	<p><i>PowerPoint Slide 13</i></p> <p><i>Handout: Intervention Programmes for Children and Relevant Material and Organisations (page 38)</i></p>

<b>15:30</b>	<p><b>Perpetrators and Those Being Abused</b></p> <p>Lead a discussion on what research tells us about perpetrators and their victims. Run through the legal options.</p> <p><i>This section may be incorporated earlier depending on time available.</i></p>	<p><i>PowerPoint Slides 14-17</i></p> <p><i>Handout: Further Facts about Domestic Abuse (page 40)</i></p> <p><i>Handout: Legal Options for those Experiencing Abuse (page 42)</i></p>
<b>15:45</b>	<p><b>Learning Recap</b></p> <p>Have the group go to the X Factor post-its placed on the wall at the start of the session and take down any factors dealt with. If there are any left over, discuss further sources of information.</p> <p><i>(The evaluation sheets can be completed while people are doing this).</i></p> <p>Go around the group asking them to state one thing each of them has learnt. If there is time, do it in the form of 'When I was here today Mary learnt....and I learnt...' where they repeat the previous person's learning before stating their own, reinforcing everyone's learning.</p>	
<b>15:50</b>	<p><b>Evaluation</b></p> <p>Hand out the evaluation form for group to fill out after training.</p>	<p><i>Evaluation Form (page 9)</i></p>
<b>16:00</b>	<b>CLOSE</b>	

## HALF DAY SESSION

If you only have half a day available for your training session you could include the following:

- Welcome and introductions
- Definition, examples, the person being abused, the perpetrator
- Child's view: the Cycle of Violence
- Bringing it from home: children's responses when in the early years/after school setting
- Meeting children's needs in services
- Supporting child through supporting parent

## WHAT IS DOMESTIC ABUSE?

Domestic abuse and emotional abuse are behaviours used by one person in an intimate relationship to control the other. Domestic abuse refers to the use of physical or emotional force or threat of physical force, including sexual violence, in close adult relationships. This includes violence perpetrated by a spouse, partner, son or daughter or any other person who has a close or blood relationship with the person being abused. The term domestic abuse goes beyond physical violence. It can also involve emotional abuse, the destruction of property, isolation from friends, family and other potential sources of support, threats to others including children, stalking, and control over access to money, personal items, food, transportation and the telephone.

Domestic abuse occurs in all social classes and is equally prevalent in both rural and urban Ireland. Partners may be married or not married, heterosexual, gay or lesbian, living together, separated or dating.

The 2005 National Crime Council Survey found that 15% of women and 6% of men have experienced severely abusive behaviour from a partner.<sup>1</sup> Cosc refers also to findings from the SAVI Report (2002), which looked at sexual abuse and violence in the population in general (not necessarily in domestic settings), and found that:

- 1 in 5 girls and 1 in 6 boys in Ireland experience contact sexual abuse in childhood.
- 42% of women and 28% of men experienced some form of sexual abuse or assault in their lifetime.
- 1% of males and 7.8% of females reported to An Garda Síochána.
- 47% of those reporting abuse in SAVI had never told anybody.

Violence and abuse in close adult relationships should always be viewed as an abuse of human rights, it should not be rationalised or minimised. There should never be an acceptable or tolerable level of abuse.

### Examples of Abuse

- Actual or threatened physical harm – pushing, hitting, slapping, choking, kicking, or biting
- Using or threatening to use a weapon against you
- Threats of violence to other family members, including children and pets
- Unpredictable eruptions of violence, rage or moods which instils fear in others
- Threatening suicide to get you to do something
- Sexual assault
- Name calling or putdowns
- Isolating a partner from family or friends
- Withholding money
- Stopping a partner from getting or keeping a job

<sup>1</sup>COSC <http://www.cosc.ie/en/COSC/Print/WP08000146> accessed 10/6/2009

- Stalking
- Intimidation

In 2007, the Women's Aid National Freephone Helpline (Ireland) responded to almost 12,000 calls. In total, 22,545 calls were made to the service. Over 10,000 could not be answered as the service was working to full capacity. Seventy four per cent of the calls were from women experiencing physical, emotional, sexual and /or economic abuse, mainly from an intimate partner.

Examples are given below.<sup>2</sup>

### Physical Abuse

- Being tied up and locked in a room for days without food
- Boiling water thrown in her face
- Breaking chairs against her
- Throwing crockery and dishes at her
- Choking, for example with a phone cord
- Cigarette burns to the body
- Refusal to have any heat on: refusal to pay bills

### Psychological Abuse

- Constant checking on her whereabouts, such as by phone
- Not being spoken to or addressed by her name for weeks
- Women not being allowed to speak in their own homes
- Making silent phone calls to her when away or out of the home
- Items of sentimental value, such as photographs, destroyed

### Economic Abuse

- Being forced to work in family business for no payment
- Holding all her bank cards and all her financial correspondence
- Non payment of court-mandated maintenance
- Abuser monitoring all household spending including checking bills for 'unnecessary' wastefulness

### Sexual Abuse

- Urinating on her following intercourse
- Forced sex after giving birth
- Rape at knife point

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<sup>2</sup>Adapted from Women's Aid Annual Statistics Report, 2007.

## WORKSHEET: MYTHS CHECKLIST

Please take time to reflect on the list below and rate your answers from 1-10, where 1 is 'I don't agree' and 10 is 'I agree strongly'.

**Domestic abuse is not a problem in my community.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**A man's home is his castle. No outsider should interfere with the family.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Domestic abuse only happens to poor women and women of colour.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Some people deserve it and women bring it on themselves by nagging or provoking her partner.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Domestic abuse is caused by alcohol and drug abuse, stress and mental illness.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**A woman who stays with her abuser after being beaten must like it.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Once the violence has stopped everything will be fine.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**The children will suffer if they are taken from the family home and community.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Check your answers against *Common Myths Regarding Domestic Abuse* on page 21.



## HANDOUT: COMMON MYTHS REGARDING DOMESTIC ABUSE

### ***Domestic abuse is not a problem in my community.***

Since 1996, 154 Irish women have been murdered, 95 of them in their own homes.<sup>3</sup>

### ***A man's home is his castle. No outsider should interfere with the family.***

Domestic abuse is a CRIME. No one has the right to beat another person.

### ***Domestic abuse only happens to poor women and women of colour.***

Domestic abuse happens to all kinds of families and relationships. This includes persons from any class culture, sexual orientation, marital status, economic background, age or religion.

### ***Some people deserve it and women bring it on themselves by nagging or provoking their partner.***

No one deserves to be abused. The only one responsible for the abuse is the perpetrator who may abuse for trivial reasons such as a crying baby or a cold dinner.

### ***Domestic abuse is caused by alcohol and drug abuse, stress and mental illness.***

None of the above cause domestic abuse but can be used as an excuse for abusive behaviour. Alcohol will lower an abuser's inhibitions to carry out the abuse.

### ***A woman who stays with her abuser after being beaten must like it.***

There are many reasons why women remain with an abuser such as fear of further violence, shame, helplessness and financial dependency. She may believe promises that the abuse has ceased. Another reason is having nowhere to go – no alternative housing available. Threats that she may lose custody of the children can also affect the decision.

### ***Once the violence has stopped everything will be fine.***

All forms of abuse must stop before healing can take place, including emotional, sexual and economic. Leaving can be dangerous. The most dangerous time for a person experiencing abuse is when they try to leave. Post separation abuse can be a problem as well for many women.

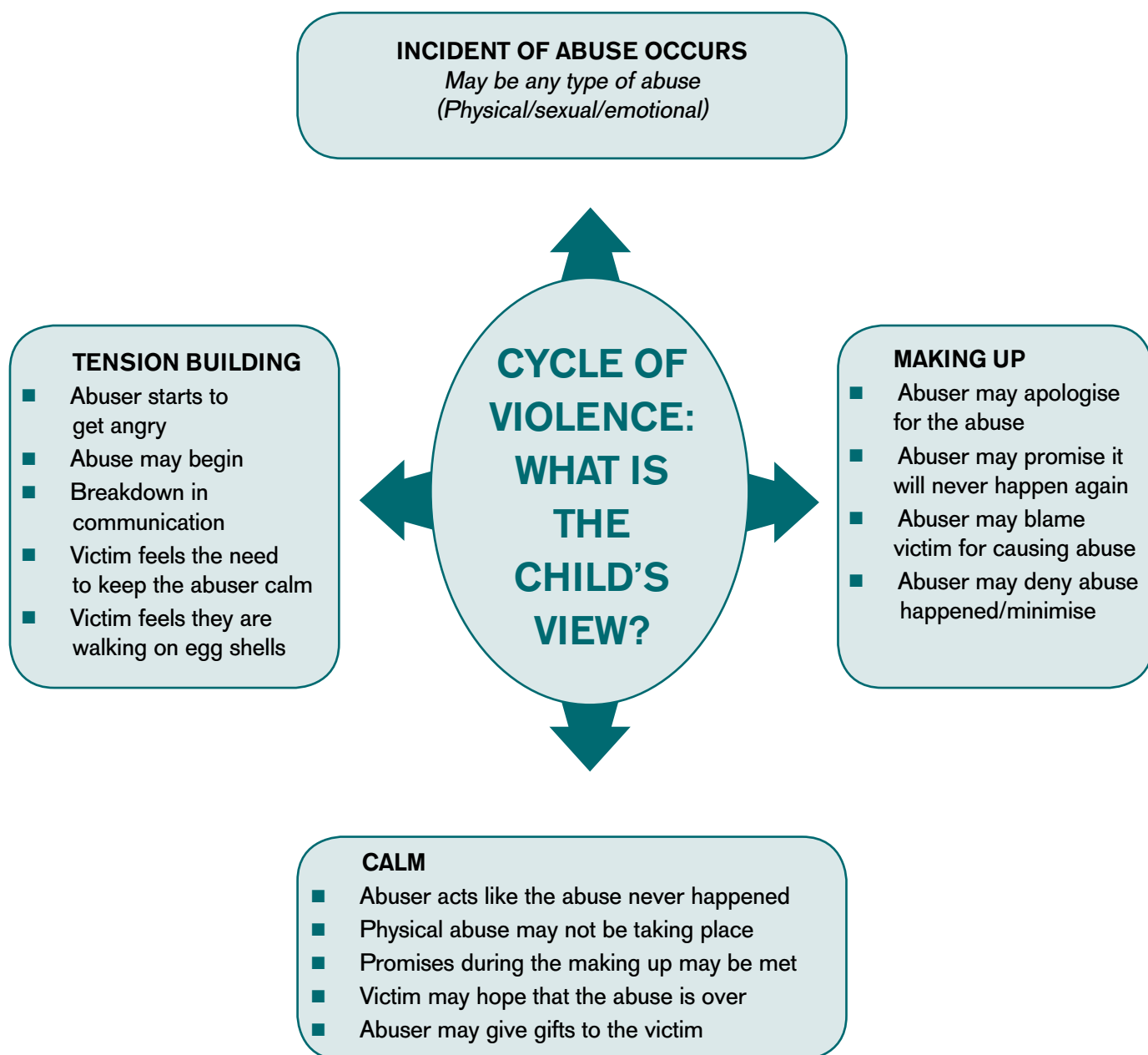
### ***The children will suffer if they are taken from the family home and community.***

While it may indeed be difficult for children to leave familiar people and places, staying in an abusive environment can lead to long term negative outcomes for these children.

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<sup>3</sup>Women's Aid, *Female Homicide Media Watch*, as of January 2009.

## HANDOUT: CHILD'S VIEW OF THE CYCLE OF VIOLENCE<sup>4</sup>



<sup>4</sup>Adapted from <http://www.domesticviolence.org/cycle-of-violence/>

## WORKSHEET: CYCLE OF VIOLENCE AND THE CHILD'S EXPERIENCES

*Discussion points for group or small groups.*

### Stage in Cycle: Incident of Abuse Occurs

- Has the child witnessed this?
- Have they heard it, perhaps from the next room?
- Do they detect tension, pain, suffering from the person who experienced this incident of abuse?
- What might they experience in being parented: By the parent who experienced the abuse? By the parent who perpetrated the abuse?
- Other...

### Stage in Cycle: Making Up

- What may the child observe?
- What might they feel?
- What might they understand?
- What might they experience in being parented: By the parent who experienced the abuse? By the parent who perpetrated the abuse?
- Other...

### Stage in Cycle: Calm

- What may the child observe?
- What might they feel?
- What might they understand?
- If the calm stage is an extended period of calm, what might happen for the child?
- What might they experience in being parented: By the parent who experienced the abuse? By the parent who perpetrated the abuse?
- Other...

### Tension Building [note that an incident may erupt quite suddenly]

- Do they detect a tense atmosphere that they may not understand and think they are to blame?
- If they are aware of previous incidents, what might they be experiencing?
- If they have siblings, how might this be affecting the relationships?
- What might they experience in being parented: By the parent who experienced the abuse? By the parent who perpetrated the abuse?
- Other...

## HANDOUT: RISKS AND IMPACT ON CHILDREN EXPERIENCING DOMESTIC ABUSE

It is difficult to know how many children grow up in abusive households. Research from the United States estimates that 78% of abusive homes also have children living within.<sup>5</sup> There has been much research on the consequences for children of growing up in such an environment, as will be outlined in this section.

Violence in the home can have physical, psychological and social consequences for children.

There is a clear link between domestic abuse and the occurrence of child abuse in a home. Where a woman is being abused, there is a 45–70% co-occurrence of child physical abuse.<sup>6</sup> Emotional abuse may be ongoing for the child, through living with fear. Disclosures of sexual abuse on the part of children and adolescents may also reveal domestic abuse as was seen in the Kilkenny incest case (1993). The McColgan case (1995) also demonstrates an overlap between domestic abuse and physical and sexual abuse.

While often characterised as *witnesses* – implying a passive role – children who live with violence are actively engaged in interpreting, predicting and assessing their role in causing the violence, worrying about consequences, problem solving and/or taking measures to protect themselves, physically and emotionally.

As they mature, children's interpretations and coping mechanisms will change and they may start to play active roles in attempting to prevent or intervene in incidents. A better understanding of how young people process and cope with their experiences may help to identify how 'damage' is caused – or averted – and the mediating and corollary factors that can also play a role.

### Physical Impact

- Physical abuse can lead to a child's death, as in the UK case of Maria Colwell and others (Hester et al, 2002).
- Children may be hurt when trying to intervene.
- They may experience physical abuse by their mothers.
- They are at risk of physical and sexual abuse by their mother's abuser.

The child is at further risk of violence post-separation and may act as a catalyst for such violence. While a father's role is very important in a child's life and most children will have a strong bond with their father, safety is paramount and must be given priority.

<sup>5</sup> Buckner J.C., Bearslee, W.R., Bassuk, E.L. (2004) 'Exposure to Violence and Low-Income Children's Mental Health: Direct, Moderated and Mediated Relations' *American Journal of Orthopsychiatry*, 2004, Vol 74, No. 4, pp 413-423.

<sup>6</sup> Hester, M.; Pearson, C.; Harwin, N (2002) *Making an Impact: Children and Domestic Violence, A Reader*. London, Jessica Kingsley Publications.

**“When Ma and Da are fighting, I pretend I’m asleep. I’m not scared because I’m six and a half!” David, age six.<sup>7</sup>**

### **Psychological Impact: Risks with Parenting and Attachment**

Parenting may be more difficult due to fear and depression for abused mothers though this is not always the case. For example, if it is possible for the person experiencing the abuse to be away with the children, or if the abuser has to go away perhaps with work, there can be long periods of good quality parenting. However, the tension upon the return will impact upon this, so the children experience uneven situations.

Domestic abuse can have a negative influence on attachment between mother and child. However, some mothers who experience severe violence may be determined to securely attach to their children and compensate for the violent partner.

Support for the parent experiencing the abuse is an important factor in determining the quality of parenting and the relationship with the child, helping to reduce the psychological effects. Recent research on supporting mothers and the impact on their children has been carried out by Dr. Liz Kelly in the UK, examining ‘When woman protection is the best kind of child protection: children, domestic abuse and child abuse’.<sup>8</sup>

Some mothers may become more authoritarian with their children to prevent them aggravating the abuser, while the perpetrator can be less likely to allow freedom of expression, creativity and structure in their children’s lives.

Child to parent aggression increases with age and is 18 times more frequent in families when the mother is abused.<sup>9</sup> Abused mothers may have difficulty with authority and control over their children when these children are at risk of becoming anti-social and insecure.

There are also serious problems associated with the parenting skills of the abuser. This parent may adopt varying parenting styles, depending on their mood, and this leads to poor outcomes for the child. The abusive parent may go from ignoring the child to wanting to fully engage with them when it suits. They may present as an effectively functioning parent and partner in public, but be the opposite when in the home.

Children who have witnessed domestic abuse can feel confused and anxious and be at risk of further abuse in the post separation period. Adolescents may express pent up feelings of anger towards their mother when the abuser leaves and boundaries may be removed and blurred. Some children worry about their father after he leaves, others are ambivalent. If the child is having access visits with the parent who has left the home, this can cause confusion and distress for the child as they still love that parent.

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<sup>7</sup> From a Barnardos Campaign

<sup>8</sup> Kelly, L. (1996), ‘When Women Protection is the Best Kind of Child Protection: Children, Domestic Violence and Child Abuse’, in *Administration* Vol. 44 no.2, Dublin: I.P.A.

<sup>9</sup> Hotaling et al, (1989) cited in McCloskey and Lichter, (2003: 392)

**“My little sister didn’t want to see her father, she really didn’t, but the thing is she was too frightened to tell him. She couldn’t tell him. And if she went to someone to say she didn’t want to see him he’d get mad.”<sup>10</sup>**

Due to their egocentric thinking, young children may believe that they are responsible for the violence. Their emotional and mental health is at risk by witnessing violence, when they can hear arguments, see bruises and cuts and broken furniture.

McGee (2000) refers to a study on violence and states that 71–73% of children had witnessed violent assaults on their mothers, while 10% had seen their mothers being sexually assaulted. They had experienced emotional trauma through verbal abuse, damage to toys and pets, differential treatment of children, threats of burning the house down and threats to kill their mother. They also experienced sleep deprivation and ongoing degradation.

Children can become labelled as ‘difficult’ or ‘disobedient’ as those around them have little understanding of their behaviour.

Some children try to minimise the negative view of their father thinking of him as being ‘good’ and at the same time thinking of him as being ‘bad’, thereby increasing their emotional confusion.

**“Some children were only able to identify their feelings for their fathers in the context of abuse, feelings of sadness, fear, confusion and disappointment.”<sup>11</sup>**

### **Toddlers**

Toddlers in a violent home can appear very serious and seldom smile. They may appear very irritable and regress. Pre-school children who witness violence may become more aggressive or possessive and have post traumatic stress, frequent illness and poor self esteem. They may also lack the ability to develop empathy.

### **School age children**

School age children are likely to have similar difficulties, and often hide their shame from friends, relying only on siblings. They may be tired and anxious in school and may miss school to protect their mother. For some, school is a respite when they can avoid going home.

**“Teachers might take it into consideration when they don’t have their homework done on time or whatever.”<sup>12</sup>**

Children may experience secretiveness, self blame, running away, bed wetting, nightmares, eating disorders, self harm, depression, suicide ideation and attempted suicide, social isolation and poor social skills.

<sup>10</sup> Buckley, Whelan, Holt (2009) *Listen to Me, Children’s Experience of Domestic Violence*. Dublin, Children’s Research Centre.

<sup>11</sup> Mullender et al (2003) *Children’s Perspective on Domestic Violence*. London, Sage.

<sup>12</sup> Buckley, Whelan, Holt (2009) *Listen to Me, Children’s Experience of Domestic Violence*. Dublin, Children’s Research Centre.



### Teenagers

Teenagers may act out aggressively, become bullies and exhibit delinquent behaviour. They might try to cope with their emotional turmoil by concentrating on something else such as loud music or turning up the television. They may fantasise about having a happier family and getting revenge once the abuser is gone. They may experiment with drugs and alcohol.

The teenage years in themselves are a challenging time for young people, who are experiencing change at many levels. Peer relationships assume enormous importance and attachments begin to emerge. The impact of domestic abuse may manifest itself in peer or romantic relationships for both boys and girls.

Teenagers are more emotionally and physically able to cope with domestic abuse than younger children. However, they may become carers for mothers and siblings and, as such, have lost out on a childhood.

### Social/Developmental Impact

An atmosphere of violence can interfere with a child's development, leading to adversity and violence in adulthood.

Children's family life and familiar surroundings may be disrupted by moving to shelters. They are further at risk of stress, poverty, child abuse, parental substance abuse, unemployment, homelessness and involvement in crime. Such stress can lead to negative outcomes for the child.

It has often been stated that when children grow up with domestic violence this can lead to violence and adversity in adulthood and so the cycle of violence continues. However, research on this has been inconsistent. Other reports argue that this is a generalistic view and doesn't take into account that children are aware of the outcomes of violence and can therefore be less likely to perpetrate it.

## WORKSHEET: BRINGING IT FROM HOME: PRACTICAL SCENARIO EXERCISES

*Read the following scenarios. In small groups discuss possible responses that staff can make.*

Patrick, a little boy who has just turned four, has been attending the service for over a year. Up until now his behaviour has been normal for his stage of development. On his return after the Christmas holidays, staff notice a marked emergence of aggression, hitting other children and being defiant with staff.

***What might staff do: with the parent; with Patrick?***

Aoife, a girl of eight attending the after-school service, has started to refuse to go to school. Her mother has made arrangements for her to still attend the after-school and Aoife is happy with that, however she seems reluctant to discuss home and is hard to get involved in activities.

***How do staff respond to Aoife? Can they approach the parent?***

Sean, who is two, won't settle for sleep and cries a lot. Staff have checked all other possible causes. They have noticed that Sean's mother is wearing clothes that cover her completely even though the weather is very hot. They suspect she is being abused.

***What should staff do?***



## HANDOUT: SUPPORTING CHILDREN BY SUPPORTING THOSE IN ABUSIVE RELATIONSHIPS

If the parent of a child who is attending a service either lets the staff know about domestic abuse or there are grounds for staff to suspect that it is occurring, the staff should understand their own needs and attitudes towards the issues. They need to have the necessary support and guidance in order to work effectively and to eliminate further risk to themselves and the abused person, by, for example, the abusing partner approaching them when collecting the child.

**NOTE:** Advice to the person being abused to take steps such as going to the Gardai can place all involved at risk from the perpetrator.

- The first thing staff could do is make reference to marks or bruises, ask if it hurts and what happened. The abused person may be too ashamed to disclose what actually occurred but at least they know they can talk to you.
- Let them know you are there to help if required. You could agree a code or signal which the person could use if they need your help.
- It may take some time before the person being abused has the physical or psychological strength to leave the relationship. Telling them to do so or to report the incident to authorities could place them at risk. Instead, encourage them to have as much support from family and friends as possible, to keep a record / photographs of bruises but not to keep them at home. (If they are using a computer at home, advise them to get safety information about how to delete their user history, especially if looking up supports and refuges. Using computers in a public place such as a library is safer.)The person being abused may need to build their confidence before they can move forward.
- Check out support services, names and numbers of refuges and police phone numbers. They may not be ready to make a move yet but at least they have knowledge of what is available. They will then be able to make choices.

**Women's Aid** national Helpline number is 1800 3419 00 and is open from 10 am to 10 pm, 7 days a week. It offers understanding, a wide range of advice and support to women who are being abused at home.

A **helpline for male victims** of domestic abuse is available through [www.amen.ie](http://www.amen.ie), telephone 046 9023718. This is a voluntary service providing support for male victims of domestic abuse.

The **National Rape Crisis 24 hour helpline** for men and women who have experienced sexual violence is 1800 77888 and is run by Dublin Rape Crisis Centre.

- Avoid any confrontation with the abuser, it could put you at risk.
- Suggest to the abused person to remove any objects in the home which could be thrown at them, and if they think they are at risk, to move towards a safe place in the home. If children are away, perhaps visit with relatives. Having supportive relatives and friends visit can help reduce risk in some cases.
- Suggest that they have a car ready to leave and that they keep car keys on their person at all times.
- If the abused person is leaving, advise them to try to bring the children if at all possible. There are safe refuges available for families. Children can be protected from further violence or possible kidnap. If they are not going to a refuge, suggest that they try to stay with supportive friends or relatives
- Advise them to get medical care; go to a doctor or a hospital and to give all the information about the abuse, when it started and the history of injuries even if they are no longer visible. If they are pregnant, tell them to let the doctor know, especially if they have been hit in the stomach.

**MOVE Ireland** is an organisation helping men to overcome violence.  
Telephone 065 6848689, [www.moveireland.ie](http://www.moveireland.ie)

The **Mayo Women's Support service** offers family violence programmes giving personal and parenting support.



## HANDOUT: SUPPORTS CHILDREN NEED WHEN EXPERIENCING DOMESTIC ABUSE

Staff need to be alert to the fact that negative changes in the behaviour of a child might be an indication of a problem such as domestic abuse. Staff working with children in such situations can provide support for them in various ways. Through observation, staff will be able to pick up on any behavioural indicators of distress for the children.

It may be difficult to broach the subject with the parent, but good communication can leave the door open for the parent to provide some information, even if they are reluctant to go into detail.

Staff can, while continuing to maintain routine and boundaries around behaviour, provide therapeutic opportunities for children to express their anxieties, such as through art work. Helping children to manage angry emotions and to express them in safe ways will be of benefit. Withdrawn children can be supported gently to interact safely in the setting.

Early signs of effects such as depression or anorexia/bulimia in older children may be identified.

Building up of self-esteem is of vital importance for all ages, and the reassurance that the situation is not of their doing.

Books and resources, such as *Parenting Positively: Coping with Domestic Abuse* and *Parenting Positively: Coping with Separation* (available from Barnardos or the Family Support Agency) could be made available in the service or setting. These are aimed at 6-12 year olds. A version aimed at teenagers will be available in 2009 ([www.barnardos.ie](http://www.barnardos.ie))

Based on the many studies referred to in *Listen to Me*, it is clear that much remains to be done if we are to fully understand and deal effectively with the multiple needs of children and teenagers living with domestic abuse. A multiagency response is necessary, where all agencies understand their role and responsibilities and communicate effectively with one another.

1. All professionals dealing with children – health, teachers, guards, etc. – need training and support in knowing how to assess situations and understand the effects of domestic abuse on children. They should also know how to make a link between domestic abuse and child protection.
2. There appear to be missed opportunities when professionals fail to pick up children at risk even as early as during pregnancy. McGee recommends that information on domestic abuse displayed in waiting areas and asking specific questions would encourage disclosures of violence.<sup>13</sup>

<sup>13</sup> McGee, C. (2000) *Childhood Experience of Domestic Violence*. London, Jessica Kingsley Publishers.

3. Interventions need to take in to account that all children are different and may respond differently to any given situation. Therefore a wide range of services may be required. Some children may only need someone to talk to while others may need more in-depth therapy. Health professionals, teachers or other disciplines engaging with children would benefit from extra training on how to pick up children at risk and how to respond.
4. Information on all available supports and services with one overall body responsible for co-ordination of services would enable children to access intervention quickly. This would eliminate time delays for children and prevent the risk of further negative outcomes for them.
5. Programmes need to be in place to help increase self esteem for both the parent and child. Raised self esteem seems to be at the heart of resilience and minimises negative outcomes. Services need to be available to children when they are young, and willing to engage rather than when they might be older and less willing.
6. Parenting support and guidance is imperative and especially when there is domestic abuse. It helps parents to understand their children, offers practical advice on how to build the relationship with the child, helps them to express feelings, understand limits and foster love and respect at home. This in turn increases parent–child attachment and can reduce social isolation for parent and child. (There is information about parenting courses throughout Ireland on [www.barnardos.ie/training\\_and\\_resources/parenting](http://www.barnardos.ie/training_and_resources/parenting))
7. The non-abusing parent’s rights regarding the children should not be affected by the abuser’s actions, but always with reference to the paramount importance of the safety of the child.<sup>14</sup>
8. Extra support in school or in after school programmes would be beneficial to children.
9. Peer support programmes such as Big Brother/Big Sister would be helpful to children.
10. Advocacy and informal support for the mother has positive implications for the child.

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<sup>14</sup> Department of Health and Children (1999) *Children First National Guidelines for the Protection of Children*. Dublin, The Stationary Office.

## Reporting Domestic Abuse Concerns

Children experiencing domestic abuse in their home are at risk of significant harm, and their safety is of 'paramount importance' as set out in *Children First*. The HSE has the statutory responsibility for the assessment and management of child protection concerns, including domestic abuse. Services working with children and young people need to have a policy and procedures on domestic abuse which give staff clear guidance in regard to the reporting of domestic abuse concerns to the HSE and to the Gardai, in line with *Children First*.



## **WORKSHEET: SUPPORTING CHILDREN IN MY SERVICE**

- 1. Working in small groups, discuss if any children have been identified in your service as possibly experiencing domestic violence.**

- 2. What supports does your service provide for children in these situations? Do you have a policy on domestic violence? What are your procedures?**

- 3. What training and support does the staff need to provide better support for children, for example in making enquiries with possible abused parents?**

## **HANDOUT: GUIDELINES FOR DEVELOPING POLICIES AND PROCEDURES REGARDING DOMESTIC ABUSE**

Strong policies and procedures are a vital part of a quality service. Development of these is best done by the staff in a collaborative and informed manner. Some guidelines on different aspects that need to be considered are given below.

### **Guidelines for Working with Children who are Experiencing Domestic Abuse**

- Ensure that the child's immediate safety needs are addressed.
- Promote and develop positive identity and self-worth for all children and young people attending services.
- Devise and implement anti-violence / bullying policies which children / young people have an active part in developing and using.
- Facilitate all children and young people to express views, wishes and feelings and provide necessary resources.
- Support children and young people in expressing thoughts and feelings about their experience of domestic abuse.
- Help children to explore ways of keeping safe and identify the supports which they would need to do this.
- Use and encourage non-violent images, languages and attitudes and role models. Ensure that culturally appropriate materials are available.
- Promote co-operation, respect and equity appropriate to age, ability, race, culture and gender.
- Develop collaborative relationships with non-abusing parents to maximise safety.

### **Guidelines for Procedures Applicable to Adults Experiencing Domestic Abuse**

The pronouns used in this section are feminine. However, in cases where men are victims and women are perpetrators, the male partner should be treated with the same degree of respect, belief and confidence and have access to similar support services as are provided to women. In particular, staff must remain aware of the social and cultural factors that may prohibit men from disclosing their experience of domestic abuse.

The nature of the support and attitude should be unconditional, non-judgemental and non-directive.

- Identify what the woman wants and be guided by her knowledge of when and where her safety is threatened.
- Help the woman to explore ways of maximising her safety, whether she leaves or not.
- Ensure support is offered and available to the woman apart from her partner.
- Assist the woman in calling a domestic abuse crisis line to get information about services etc.
- If the woman decides to access these services, support her in doing so.
- Be aware that the period during which a woman may choose to take action to address the abuse and or to leave the situation is often a time of heightened risk. Specifically recognise that when a woman decides to leave a violent relationship that this is a time when she may be in most danger of a violent attack.
- Discuss the impact on children who witness domestic abuse and the support services available.
- Communicate the role of the service re domestic abuse, for example have leaflets and notices in the public areas. Talks for parents could be organised.
- Be aware of community resources for domestic abuse.
- Be aware of the barriers to reporting domestic abuse.
- Understand and implement legal and professional obligations.

### Consideration when Dealing with Perpetrators of Domestic Abuse

- Perpetrators should be made aware of the policy and ethos in the service in a manner consistent with staff safety and the safety of other family members
- Staff must be cognisant of the fact that perpetrators may appear plausible, compliant and will frequently minimise the severity, frequency and duration of the abuse.
- Information should be held or obtained on supports to overcome problem – MOVE groups, help lines, counselors, etc.



- If leaving the home, information could be made available regarding contacts for support with housing and other issues as this will decrease the likelihood of further pressure on the ex-partner and the family.

### Guidelines for Staff Support and Safety Issues

- The service's policy on domestic abuse should be included in staff induction materials.
- The service should address the issue of staff safety in the Health and Safety policy and procedures.
- All staff must be aware of and implement Health and Safety requirements in this area.
- Awareness raising training and information in relation to domestic abuse and its potential impact on all children and young people using the service should be incorporated into staff training and development plans.
- All staff must have knowledge of policies and procedures to ensure adequate support and personal safety when working with families experiencing domestic abuse.
- There is a need for all staff working with domestic abuse to have appropriate support which acknowledges the emotional impact on staff of working with families who have experienced domestic abuse. The support for all staff should include a range of stress management approaches which includes debriefing sessions, supervision, counselling (through organisational schemes) and the use of consultants where necessary.
- Training should be available which enables staff to work effectively with those who are or have been subject to domestic abuse. Depending on need, training may include the development of skills and exploration of the issues linked to working with those who perpetrate the violence.
- Staff support needs will be more intense if staff have been subject to domestic abuse themselves either as children or as adults. It is likely that given the prevalence of domestic abuse some staff will have had this experience.
- Consideration should be given as to how best to support staff who may live within violent relationships or who are attempting to escape these relationships. This should be dealt with in a way which is supportive while also addressing work responsibilities.

Safe working conditions and safe work practices need to be included in all Safety Statements and should make specific reference to working with domestic abuse.

## HANDOUT: INTERVENTION PROGRAMMES FOR CHILDREN AND RELEVANT MATERIAL AND ORGANISATIONS

Models of intervention programmes will be discussed in this section with reference to programmes currently operating in Ireland.

### The Family Violence Programme

Mayo Women's Support Service facilitate The Family Violence programme for children who experience domestic abuse. Children can link with other children in the same situation. The service understands that domestic abuse is never a child's fault, explores feelings and works towards positive self esteem. A group for mothers is also provided which mirrors the children's programmes with added parenting skills. The organisation was established in Mayo by the Society of Saint Vincent de Paul with funding from the HSE. It offers refuge, support, training and public awareness on domestic abuse.

Tel: 0949025409/ 0876569672 Email: mwss@eircom.net

*The three programmes below are presented in a video available from Women's Aid Northern Ireland [www.women-aid.org.uk](http://www.women-aid.org.uk)*

### 1. The Transformers Programme

This programme helps children and young people to explore their experiences of domestic abuse in a safe non-judgmental environment. Here they meet other children with similar experiences and can reflect on their feelings, see how they coped and who was there for them. Such an environment helps them to open up and reduces feelings of shame and isolation.

### 2. No Fear

This programme explores the effects of domestic abuse and how to identify signs.

### 3. Helping Hands

This is an activity pack for children about feeling safe, with worksheets on feelings regarding safety and self esteem. Organisations are encouraged to have an open and honest environment, listen to what the child has to say and draw up a safety plan. Families should be linked in to other organisations for practical assistance. Workers should be aware of their own boundaries and limitations and follow their organisation's policies and procedures on domestic abuse.

### What about Me

This 2004 study by Cunningham and Baker seeks to understand the child's view of violence in the family. There is a downloadable resource available from the website [http://www.lfcc.on.ca/what\\_about\\_me.html](http://www.lfcc.on.ca/what_about_me.html). Training packs for this programme are available through the Centre for Children and Families in the Justice System, Ontario, Canada.

### TLC KIDZ

This is an interagency programme for children exposed to domestic abuse that Barnardos are involved in. It is located at The Family Support Service, Mall House, Slievenaman Rd, Thurles, Co. Tipperary Tel: 0504/20018.

### Big Brother / Big Sister

This is a mentoring programme by adults to 10–18 year olds, offering support and friendship and positive experiences. Contact at Foroige Tel: 01 630 1560

Email: [info@foroife.ie](mailto:info@foroife.ie) [www.foroige.ie](http://www.foroige.ie)

### Social Personal Health Education (SPHE)

SPHE programmes for primary and secondary schools in Ireland have age-related modules on self esteem, communication in general as well as health matters and life skills.

There are also various **family resource centres** in communities in Ireland working to support children and families as well as services for children established by non government agencies.



## HANDOUT: FURTHER FACTS ABOUT DOMESTIC ABUSE

### Who are the People being Abused?

Anyone can be a victim of domestic abuse including a person of any colour, a lesbian, gay or transgendered person, a person with physical or mental disability or an elderly person. Male victims and immigrants may be ashamed or afraid to seek help. People with particular religious background may have cultural reasons to remain silent. Teenagers may also be at risk of domestic abuse and violence.

### Who are the Perpetrators?

Abusers can be very difficult to identify. In public they may appear to be loving and caring towards their partner and family. Abusers rely on secrecy – only abusing in the home or inflicting injuries on parts of the body that will not be readily visible. Many have low self-esteem and do not take responsibility for their actions. Instead they may even blame the person being abused for their actions.

Perpetrators have been described as:

**“...individuals with low self-esteem and a poorly developed sense of identity that results in neediness, dependency, a lack of trust in others and an inability to see the impact of his violence on the children”.**<sup>14</sup>

### What Research Tells Us about Domestic Abuse

There has been much research carried out over the last number of years which would indicate that in the vast majority of cases domestic abuse is something which happens to women and is perpetrated by men. Research throughout the world has shown that in the majority of abusive relationships, men are the perpetrators and women are the victims.

In 2005, a major study on domestic abuse of women and men in Ireland was carried out by the National Crime Council in association with the Economic and Social Research Institute. Findings indicate that domestic abuse occurs towards both men and women though abuse to women remains significantly higher. The findings were as follows:

- 1 in 7 women and 1 in 16 men have experienced severe abusive behaviour of a physical, sexual or emotional nature from an intimate partner at some stage in their lives.
- 213,000 women and 88,000 men in Ireland have been severely abused by a partner.
- The risk of abuse is increased in the following situations
  - When one partner controls the money
  - When parents were abusive
  - Young adults
  - Those with children
  - When people are isolated from close family and neighbours

<sup>14</sup> Steel in Mullender et al (2003) *Children's Perspective on Domestic Violence*. London, Sage.

- In many cases the abuse had no major trigger and usually happened after a minor incident.
- The impact of the abuse of those studied indicated that about half of those experiencing severe abuse were physically injured and women's injuries tended to be more serious. However, respondents often identified emotional abuse, i.e. fear, distress, and loss of confidence, as the worst thing that they experienced.
- While men and women who had been abused had told someone, only 1 in 5 had reported the behaviour to the Gardai.
- Some left the relationship and found informal support from family and friends helpful.
- Traveller and immigration women's groups shared a broadly similar view of domestic abuse as the general population.

Statistics from Women's Aid 16 Days Campaign reveal the following facts about domestic abuse in Ireland:

- 1 in 5 Irish women have experienced some form of domestic abuse. Since 1996, 146 women have been murdered in Ireland, 92 of them in their own homes.
- 1 in 4 perpetrators of domestic abuse against women are partners or former partners.
- 1 in 8 women surveyed in a Dublin maternity hospital had experienced domestic abuse while they were pregnant.

A World Health Organisation report from 2002 states that that the primary reason for violence by women is self defence, whereas the primary reason for violence by men is intimidation, coercion and to punish unwanted behaviour.

The term 'domestic' can seem to trivialise abuse. Such terminology underestimates the dangers to women, particularly when they attempt to leave the relationship as this has been cited as their most dangerous time.

### Effects of Violence on the Person being Abused

There can be many outcomes for those who experience domestic abuse. Women can suffer the following: physical pain, injury, sexual violation, pregnancy, permanent injury and death.

Psychological outcomes can include fear, anger, depression, feelings of degradation and suicide.

## HANDOUT: LEGAL OPTIONS FOR THOSE EXPERIENCING ABUSE

These are a group of civil orders under the Domestic Violence Act, 1996, which provide legal protection from domestic violence.

- 1. Barring Order:** The abuser is barred from the family home and prohibited from using or threatening to use violence or abuse against the person being abused. This can be short term or long term, up to three years. If the person being abused is deemed to have allowed a perpetrator back into the home, it is not viewed favourably by the Gardai or the courts, however the dynamics of power and control in the situation may mean that the act of 'allowing' needs to be understood.
- 2. Safety Order:** In this case the abuser does not have to leave the family home but is prohibited from further violence or threats of violence.
- 3. Protection Order:** A temporary order which operates as a Safety Order until the court hearing for either Barring or Safety Orders.
- 4. Interim Barring Order:** A temporary Barring Order until a court hearing for either a Barring or Safety Order.

**NOTE:** There are certain requirements and restrictions on applications for these orders. For example, in the case of co-habitation, there is a requirement that the couple have been co-habiting for six out of the previous nine months to be eligible for a barring order. Abuse in dating relationships and post separation may not be covered.

Figures from the Central Statistics Office of Ireland reveal the following figures for the various orders applied for and granted in 2005:<sup>16</sup>

- **3,183** barring orders were applied for, **1,265** were granted.
- **2,850** protection orders were applied for, **2,622** were granted
- **2,866** safety orders were applied for, **1,037** were granted.
- **622** interim barring orders were applied for, **550** were granted.

<sup>16</sup> Central Statistics Office (2003) *Statistics on People and Society* [online], available from: [www.cso.ie/statistics/domestic](http://www.cso.ie/statistics/domestic) [accessed 20/01/09].

## SECTION 4 BULLYING

### PURPOSE OF THIS TRAINING RESOURCE

This pack is designed to support you, the trainer, to develop and deliver an effective anti-bullying training workshop. The target audience for the session may be parents, teachers, special needs assistants, childcare providers, management committees (both in schools and the childcare sector), social workers, youth workers or anyone involved in working with children or young people. The aim of the training is to raise awareness, increase knowledge and develop skills to deal with bullying.

### CONTENT

This pack examines the following:

- Types of bullying
- Myths about bullying
- Signs of bullying
- The effect of bullying on children
- Roles in bullying
- The role and effects on bystanders
- Managing and intervening in bullying incidents
- Bullying policies

Comprehensive references are provided at the back of the book. The Department of Education Guidelines on Bullying is essential reading.

### TRAINER GUIDELINES

The whole area of bullying can be an emotive subject for many people. Participants in a training session may have been bullied or have partaken in bullying themselves. They may have children who are being or have been bullied. It would be good to acknowledge this at the beginning of the session and agree that if participants need to take time out during the session they should feel free to do so.

The aim is to get the group to engage, to reflect, to nudge themselves beyond their comfort zone and be willing to embrace change.

Unless quoted in research, the words 'perpetrator', 'target' and 'bystanders' will be used instead of 'bully' and 'victim'.

The PowerPoint that accompanies this pack is designed to be used at your discretion. It may be that some groups are too small or the space is limited, in which case a flipchart alone might be more appropriate.

The slides are not intended to carry everything in the pack – rather to be used judiciously to support the delivery of the training appropriate to each group and each trainer. They have also been designed with different learning styles in mind, to assist in embedding the learning as effectively as possible.

Please familiarise yourself with the slides prior to use. It is possible to 'hide' any slides not required for that particular session – just go to 'slide show' on the toolbar, and check the 'hide slide' option. This can be unchecked at a later stage.





## SUGGESTED TRAINING PLAN FOR FULL DAY SESSION

TIME	ACTIVITY	SUPPORT MATERIALS
10:00am	<b>Welcome and introductions, icebreaker of choice</b>	<i>PowerPoint Slides 1-4</i>
10.20	<p><b>We Want to Learn</b> Participants write individual points on post-its and stick them up on flipchart paper on wall.</p> <p><b>NOTE:</b> This will be revisited at end of day.</p>	
10:25	<p><b>Awareness Raising</b> Introduce bullying to the group by using statistics and newspaper articles. If you wish, you can use the true/false quiz.</p>	<p><i>Worksheet: Quiz about Bullying (page 50)</i> <i>Trainer Resource: Quiz about Bullying (page 48)</i></p>
10.40	<p><b>What is Bullying?</b> Ask the group for words connected with bullying and write them up on a board. Obtain suggestions for definitions of bullying from the group and then give the research/common definition of bullying. Elicit suggestions on types of bullying, and lead group discussion on these, using the handout, with particular focus on cyberbullying, as it is becoming widespread.</p>	<p><i>PowerPoint Slides 5-8</i></p> <p><i>Handout: Definitions of Bullying (page 51)</i></p> <p><i>Handout: Types of Bullying (page 52)</i></p>
11:15	<p><b>Pair and Share Exercise</b> This is to be completed in pairs.</p> <p>Discuss the use of the words 'bully' and 'victim' and what message these words give.</p>	<p><i>Worksheet: Myths about Bullying (page 55)</i></p> <p><i>Trainer Resource: Myths about Bullying (page 48)</i></p>
11:30	<b>BREAK</b>	
11:45	<p><b>Effects of Bullying</b> Break the group into small groups. Ask each group to draw up list of possible effects of bullying on children and targets. Go through the handout with the group and also discuss what signs to look for in a person who may be a target of bullying.</p>	<p><i>PowerPoint Slide 9</i></p> <p><i>Handout: Some Facts about Bullying (page 56)</i> <i>Handout: Effects of Bullying (page 58)</i> <i>Handout: Signs of Bullying (page 59)</i></p>
12.15pm	<p><b>Who gets Bullied?</b> Give out post-its and ask people to write on them one possible typical target of bullying, then stick them on a flip chart. Go through them with the group and discuss.</p> <p><b>NOTE:</b> Some people have a stereotypical image in their head when they try to picture the target of bullying. We need to abandon this idea.</p>	<p><i>PowerPoint Slide 10</i></p> <p><i>Handout: Who Gets Bullied? (page 60)</i></p>

12.30	<p><b>Roles in Bullying</b></p> <p>This is a group activity so split the group into three groups – perpetrators, targets and bystanders. The aim of this activity is to understand the role of the different players in the bullying circle. This will be discussed after lunch in more detail.</p>	<p><i>PowerPoint Slides 11-12</i></p> <p><i>Worksheet: Roles in Bullying (page 61)</i></p> <p><i>Trainer Resource: Roles in Bullying (page 48)</i></p>
13.00	<b>LUNCH</b>	
13.45	<p><b>Energiser</b></p> <p>Play a quick and fun game to get the group settled after lunch.</p>	
13.55	<p><b>Roles in Bullying</b></p> <p>Refer back to the earlier role play exercise and use it to zone in on the role of each individual, e.g. the person who is bullying/the perpetrator, the target and the bystander. Ensure each participant is fully debriefed. Explore the long term issues.</p>	<p><i>Worksheet: Long Term Issues (page 62)</i></p>
14. 20	<p><b>Role of Bystander</b></p> <p>Lead a discussion focusing on role of the bystander. An important new strategy to prevent bullying focuses on the role of the bystander.</p>	<p><i>PowerPoint Slide 13</i></p> <p><i>Handout: Role of Bystanders (page 63)</i></p> <p><i>Handout: Effects of Bullying on Bystanders (page 64)</i></p>
14.40	<p><b>Interventions</b></p> <p>Using the worksheet, gather suggestions from the group on possible interventions. Support with handout.</p>	<p><i>PowerPoint Slide 14-17</i></p> <p><i>Worksheet: Managing and Intervening in Bullying Incidents (page 65)</i></p> <p><i>Trainer Resource: Possible Responses to Managing and Intervening in Bullying Incidents (page 49)</i></p> <p><i>Handout: Intervening in Bullying Situations (page 66)</i></p>
14.55	<p><b>Case Studies</b></p> <p>Depending on how much time you have, choose one or other of the case studies or have some groups work on one while others complete the second one.</p>	<p><i>Worksheet: Case Study 1 (page 67)</i></p> <p><i>Worksheet: Case Study 2 (page 68)</i></p>

15:20	<b>Policy Development</b> Lead the group in identifying the core contents of an anti-bullying policy.	<i>PowerPoint Slide 18</i> <i>Worksheet: Bullying Policy (page 69)</i>
15.45	Review ' <b>We Want to Learn</b> ' from the start of the day, get participants to pull down all points that were covered. Review any remaining.	
15:50	<b>Evaluation</b> Get the group to come together at the end of the session and evaluate how they felt the training session went.	
16:00	<b>CLOSE</b>	<i>PowerPoint Slide 19</i>

## HALF DAY SESSION

If you only have half a day available for your training session you could include the following:

- Welcome and introductions, ice breaker
- Housekeeping and agreeing ground rules
- Gain attention (newspaper articles and statistics relevant to bullying)
- Quiz about bullying
- What is bullying?
- Types of bullying
- Introduction to cyberbullying
- Who gets bullied?
- Effects of bullying
- Signs to watch out for
- Role of bystander
- Interventions
- Evaluation



## TRAINER RESOURCES

### TRAINER RESOURCE: QUIZ ABOUT BULLYING

Give participants the quiz on page 50 and allow a few minutes for them to complete it. When they have done so, read through each statement and ask them to call out the answer. Then get them to put aside the quiz and tell them you will discuss the answers at the end of the session.

#### At the End of the Session

Tell participants that you want to see what they have learned about bullying by returning to the quiz. Again read each true/false statement and ask participants to call out the answer. Provide the correct answer if you hear an incorrect answer.

- |    |       |     |       |     |       |
|----|-------|-----|-------|-----|-------|
| 1. | False | 6.  | True  | 11. | False |
| 2. | False | 7.  | False | 12. | False |
| 3. | False | 8.  | True  | 13. | False |
| 4. | False | 9.  | False | 14. | False |
| 5. | True  | 10. | True  | 15. | False |

### TRAINER RESOURCE: MYTHS ABOUT BULLYING

Give the participants the worksheet on page 55 and ask them to discuss in pairs. Then get feedback from each pair.

Some of the myths of bullying are:

- That it is normal.
- That children who bully have low self-esteem.
- That targets need to stand up for themselves.
- That it only involves physical violence.

Discuss the use of the words 'bully' and 'victim' and what message they give.

### TRAINER RESOURCE: ROLES IN BULLYING

Divide participants into three groups. Hand out the worksheet on page 61 to each group. After a few minutes take feedback from each group and clarify roles.

- The **target** is the person being bullied.

- The **follower** doesn't instigate the bullying but joins in.
- The person who is **passively bullying** supports the bullying and often urges others on, but does not take an active part.
- The **passive supporter** enjoys the bullying, finds it entertaining but does not give active support.
- The **disengaged onlooker** sees the bullying but does not consider it relevant to them.
- The **possible defender** dislikes the bullying, thinks they should step in but doesn't.
- The **defender** comes to the aid of the target.

## TRAINER RESOURCE: POSSIBLE RESPONSES TO MANAGING AND INTERVENING IN BULLYING INCIDENTS

*These are suggested answers to the worksheet on page 65.*

- Intervene on the spot.
- Have a heart to heart with the target.
- Have a heart to heart with the perpetrator.
- Report what you saw to others who are in authority, e.g. other staff, supervisors, principals, coach.

Also, see handout on Intervening in Bullying Situations on page 66.



## WORKSHEET: QUIZ ABOUT BULLYING

Read the following statements and decide whether they are true or false, ticking a box for each.

	TRUE	FALSE
1. Bullying is not very prevalent in Irish schools.	<input type="checkbox"/>	<input type="checkbox"/>
2. Children who bully are always assertive, mean and aggressive.	<input type="checkbox"/>	<input type="checkbox"/>
3. People who have been bullied are unlikely to bully others.	<input type="checkbox"/>	<input type="checkbox"/>
4. There is no such thing as bullying in pre-school.	<input type="checkbox"/>	<input type="checkbox"/>
5. Being bullied can lead to depression or threatened or attempted suicide.	<input type="checkbox"/>	<input type="checkbox"/>
6. Lack of parental supervision can increase the risk of being bullied.	<input type="checkbox"/>	<input type="checkbox"/>
7. There are no clear signs that a child is being bullied.	<input type="checkbox"/>	<input type="checkbox"/>
8. Girls often bully their friends as well as girls they don't like.	<input type="checkbox"/>	<input type="checkbox"/>
9. Schools don't have to deal with bullying.	<input type="checkbox"/>	<input type="checkbox"/>
10. Peers are almost always present when bullying occurs.	<input type="checkbox"/>	<input type="checkbox"/>
11. When peers are present they usually intervene in bullying incidents.	<input type="checkbox"/>	<input type="checkbox"/>
12. All children who bully have feelings of insecurity and inferiority.	<input type="checkbox"/>	<input type="checkbox"/>
13. Being bullied doesn't really cause any harm.	<input type="checkbox"/>	<input type="checkbox"/>
14. Children in primary schools are less likely to be bullied or to bully than in post-primary school.	<input type="checkbox"/>	<input type="checkbox"/>
15. Peer intervention to stop bullying is not effective.	<input type="checkbox"/>	<input type="checkbox"/>

## HANDOUT: DEFINITIONS OF BULLYING

Definitions of bullying and harassment may differ. The Department of Education guidelines were issued in 1993 and have not been reviewed since. The use of technology and the diverse population in Ireland has led to changes in how people are bullied. These changes and how to deal with them will be addressed during this training session.

“Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying.”<sup>17</sup>

“A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons.”<sup>18</sup>

“Cyber-bullying refers to bullying, harassing, humiliating, threatening, embarrassing or targeting another person in some way over electronic media, usually through social networking sites, instant messaging, e-mail or via mobile phone”<sup>19</sup>

In these definitions there are three components:

- First, bullying is an intentional act.
- Second, bullying is characterised by repeated occurrences.
- Third, bullying is about power and the abuse of power.

To understand bullying, it is important to realise that power can take many forms. We tend to think of power as being physical – the big child picking on the smaller one, older children bullying younger ones. Power can also come in numbers, e.g. a group of children picking on another child. The earliest studies of bullying focused on ‘mobbing’, a form of group aggression.

Not as easily recognised are social forms of power. These can include greater academic or sporting achievement or greater social status or popularity within the school group. It is very difficult for students to defend themselves against those popular students when everyone wants to be in their group.

<sup>17</sup> Dept. of Ed (1993) *Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools* [online] available from <http://www.education.ie/home/home.jsp?maincat=&pcategory=10815&ecategory=33803&sectionpage=12251&language=EN&link=link001&page=1&doc=32086>

<sup>18</sup> Olweus, D. (1993) *Bullying at School: what we know and what we can do from Mobbning - vad vi vet och vad vi kan gora* Olweus, D. and E. Roland (1986) Sweden: Liber forlag.

<sup>19</sup> <http://www.internetsafety.ie/website/ois/oisweb.nsf/page/safety-jargon-en> (2009)

## HANDOUT: TYPES OF BULLYING

### Physical

Physical bullying is the traditional stereotype of bullying. It includes direct physical aggression or attacks on another person and can include hitting, kicking, beating, pushing and spitting. It can also take the form of property damage or theft.

### Verbal

This type of bullying includes teasing, mocking, name calling and threats as well as other forms of verbal humiliation. It can also include racist, sexist and homophobic taunts.

### Exclusion

This is particularly hurtful because it isolates the person from his or her peer group and is very hard for the child to combat. It also involves the use of prior relationships to harass others through rumour, gossip and public humiliation. This directly attacks their self confidence/self image. It is more common among girls than boys.

### Gesture

This is any form of non-verbal threatening gestures that convey intimidatory or frightening messages.

### Extortion

Young children are particularly vulnerable to this form of bullying. Demands for food, possessions or money may be made, often accompanied by threats.

### E-bullying or Cyberbullying

This is a relatively new form of bullying. Cyberbullying uses technology to intensify bullying and uses text and digital photos.

There are several ways that young people bully others online. They may:

- Send emails or instant messages containing threats or insults directly to a person.
- Spread hateful comments about a person to others through email, instant messaging or postings on blogs.
- Steal passwords from other children and send out threatening emails under the assumed identity of that child. It is not unknown for teachers to be targeted in this way.
- Using camera enabled phones take embarrassing photos and post them on websites or send them to a large number of people by text within minutes.
- Circulate rumours and gossip by text.
- Use camera enabled phones to take embarrassing photos and post them on websites or send them to a large number of people by text within minutes. For example, there has been a huge rise in the number of teenagers taking photos of themselves and sending them to the boy or girl they are in a relationship with (a phenomenon known as



'sexting'). The couple then split up and the photos are placed on social networking sites. The pictures also get passed around friends at school, leading to bullying.<sup>20</sup>

Cyberbullying is particularly harmful for the following reasons:

- The perpetrators can hide and be anonymous. As they are difficult to pinpoint, there is little fear of punishment.
- It can spread rapidly to a wide audience.
- Children are less likely to report it for fear of losing access to computers or mobile phones.
- Because it often happens outside of school, schools do not have to take responsibility for it.

It is advisable for parents to report the bullying to a child's school, as other pupils may also be targeted.

### Homophobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Sexual bullying occurs when one student is harassed by another student or students with unwanted words or actions. Confusion over sexual orientation was identified as a significant cause of bullying in *Teenage Mental Health: What helps and what hurts?*, a report published by the Office of The Minister for Children and Youth Affairs in 2009.

Examples of homophobic/sexual bullying include:

- Unwanted jokes, comments, or taunts.
- Teasing about sexual orientation or starting rumours about sexual activities of the target.
- Passing unwanted notes or pictures about sex or posting them on social networking sites.
- Physically intrusive behaviour, such as brushing up against or grabbing someone in a sexual way.
- Pulling at clothing in a sexual way or pulling clothing down or off.
- 'Flashing' or 'mooning'.

Anecdotally, this very often starts in primary school.

This type of bullying can have a detrimental effect on a child's education, and mental and physical health. These students are more apt to skip school due to fear, threats and property being vandalised.

<sup>20</sup> For more information see <http://www.beatbullying.org/docs/media-centre/media-centre.html>

### **Ethnicity Based Bullying**

Ireland's population is becoming more diverse in terms of ethnicity and national origin and, as a result, schools are becoming more integrated.

Research from Northern Ireland, published in June 2007 by Northern Ireland Anti-Bullying Forum, highlights the fact that 46% of primary school children and 62% of post-primary children felt that a pupil's race or skin colour could make them more likely to be bullied.

The research has raised concerns about bullying on the grounds of race, faith, culture and has highlighted the need to change attitudes.

Similar research from America suggests that this is something that will need attention and may well come up for staff working in Ireland.



## WORKSHEET: MYTHS ABOUT BULLYING

*In pairs, discuss the following statements and decide whether they are myths or facts.*

### Myth or Fact?

- Children don't bully, they are just being assertive.
- Targets must do something to invite the bullying.
- Targets are sensitive/oversensitive.
- Targets are too weak to stand up for themselves.
- Children who bully are loners.
- 'Sticks and stones may break your bones but names can never hurt you.'
- All children get bullied even if they look 'normal'.
- Most adults think bullying is the same as normal peer conflict.
- Children who bully have high self-esteem.
- Only a small number of children/adults are affected by bullying.
- Bullying happens mostly in plain sight of others.
- You will never be able to prove bullying.
- Victims who are bullied at school are more likely to be bullied at work.

## HANDOUT: SOME FACTS ABOUT BULLYING

Bullying has been recognised universally as damaging to the physical, social, psychological and academic development of children. Research on bullying in pre-school is still new, but studies conducted in different countries have shown that children as young as pre-school age engage in bullying and are bullied.

Bullying has been around as long as anyone can remember. It is a common theme by authors like Charles Dickens in his novels *Oliver Twist* and *The Life and Adventures of Nicholas Nickleby* in the 19th century and again more recently in *About a Boy* by Nick Hornby and in the film *Mean Girls* based on the book *Queen Bees & Wannabees*.

It is only in recent years, however, that bullying has received serious research attention. Norway, Sweden and Finland were among the first countries to draw attention to the destructive effects of bullying on school children. The results of the first systematic studies on bullying by Norwegian researcher, Dan Olweus, were published in the 1970s.

Since its inception in 1996, The Anti-Bullying Research & Resource Centre, Trinity College, led by Dr. Mona O'Moore, has been foremost in publishing research on bullying in Ireland.

The first nationwide study of bullying behaviour in primary and post-primary schools in Ireland, 'Bullying Behaviour in Irish Schools: A nationwide study' was carried out during 1993–94. The results indicated that some 31% of primary students and 16% of secondary students have been bullied at some time.

In 2008, the team at Trinity carried out research on cyberbullying on behalf of the *Irish Independent* and RTÉ's 'Prime Time Investigates'. More than 2,790 pupils from eight secondary schools, including public and fee paying, mixed and single sex schools, took part in the survey. It probed abuse carried out on social networking sites; abusive text messages; problems with peers taking and sending abusive video clips or photographs on mobile phones; and abuse carried out in internet chat rooms.<sup>21</sup>



<sup>21</sup> Hogan, L. (2008) One-in-five girls victim of internet bullying, *Irish Independent* 19 May [online], available from <http://www.independent.ie/national-news/oneinfive-girls-victim-of-internet-bullying-1379527.html> (accessed 12/08/09)



### Facts

The survey revealed:

- One in seven students had been targeted by bullying via the internet or mobile phones.
- Girls are more likely to fall victim to online bullying than boys.
- One in eight boys admitted to being 'cyberbullied' in the previous months.
- One in 11 pupils admitted that they engaged in 'cyberbullying' recently.

In 2006, researchers at DCU School of Education Studies published findings on gay and lesbian bullying in Irish second level schools (Norman, 2006). For the research, the authors surveyed over 700 teachers in every second-level school and interviewed pupils, parents, teachers and senior management teams in a number of schools in the greater Dublin area.

### Facts

- 93% of schools have a policy on bullying, but only 32% of these include reference to homophobic bullying.
- 96% of schools have SPHE classes, but only 37% of these include reference to Lesbian and Gay issues in their Relationships & Sexuality Education Policy.
- 97% of teachers were aware of verbal homophobic bullying.
- 16% of teachers were aware of physical homophobic bullying.

The findings of the results show that:

- Homophobic bullying is a common experience in schools.
- Most teachers do not deal with sexuality education in the context of gay and lesbian issues.
- Schools are not providing adequate policies and procedures to protect young people from discrimination and homophobic bullying.

## HANDOUT: EFFECTS OF BULLYING

The effects of bullying can be long term or short term. Bullying impacts on the target, the perpetrator and on the bystanders. Effects might include:

- Stress
- Reduced ability to concentrate
- Lack of motivation or energy
- Poor or deteriorating school work
- Anxiety about going to school
- Loss of confidence and self esteem
- Lack of appetite/comfort eating
- Alcohol, drug or substance abuse
- Aggressive behaviour
- Depression
- Problems with sleeping, nightmare, bedwetting, sweats
- Stomach & bowel disorders
- Panic attacks
- Nervous breakdown
- Attempted suicide



## HANDOUT: SIGNS OF BULLYING

### The Tell Tale Signs to Watch Out For

(Anti Bullying Centre, TCD)

- Unexplained bruising, cuts or damaged clothes
- Visible signs of anxiety or distress – refusal to say what is wrong
- Unexplained mood swings or behaviour
  - becoming withdrawn
  - becoming clingy
  - attention seeking
  - aggressive behaviour
- Out-of-character behaviour in class
- Deterioration in educational attainments
- Loss of concentration
- Loss of interest in school
- Erratic attendance
- Lingering behind in school after classes are over
- Increased requests for pocket money or stealing money
- Loss of or damage to personal possessions or equipment
- Artwork expressing inner turmoil

## HANDOUT: WHO GETS BULLIED?

For most people, when you talk about a child who gets bullied there is a clear picture of the classic school 'victim'. The truth is far less clear.

Anyone, through no fault of his or her own, can be bullied. Sometimes all it takes is being in the wrong place at the wrong time. It is not unusual to find that there are many children being bullied who are popular and socially well adjusted.

However, research does indicate that children who have a poor image and who are generally lack confidence are more liable to become targets as well as perpetrators.

The list of children who may be bullied includes:

- Loners, children without a group of friends.
- Children who attend remedial and special classes.
- Children with physical disabilities, speech impediments, or who are physically smaller or bigger than other children.
- Children with hygiene problems.
- Children with above average intelligence or who are talented in a certain area.
- Children from ethnic communities.
- Children from poorer or wealthier backgrounds than their peers.

**ANYONE CAN  
BE BULLIED!**



## WORKSHEET: ROLES IN BULLYING

*In groups, discuss the role of the players in the bullying circle.<sup>22</sup>*



<sup>22</sup> [www.creducation.org/resources/bullying\\_prevention/roles.html](http://www.creducation.org/resources/bullying_prevention/roles.html)

## WORKSHEET: LONG TERM ISSUES

*In small groups discuss the following. Record the main point and report back to the whole group.*

**What happens over time to...**

■ ***The perpetrator?***

■ ***The target?***

■ ***The supporter?***

## HANDOUT: ROLE OF BYSTANDERS

Up until quite recently, anti-bullying programmes dealt with the effects on the person who bullied and the person who was targeted. However, bullying situations usually involve more than the perpetrator and the target, they also involve bystanders – those who watch bullying happen or hear about it.

An important new strategy to prevent bullying focuses on the role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution – they rarely play a neutral role.

### Hurtful Bystanders

- **Some bystanders** instigate the bullying behaviour by encouraging the perpetrator to begin.
- **Other bystanders** encourage the bullying behaviour by laughing, cheering or making comments that encourage the perpetrator.
- **Other bystanders** join in the bullying once it's begun.
- **Most bystanders** accept the bullying by doing nothing. But these passive bystanders also contribute to the problem by providing an audience that the perpetrator needs and craves.

### Helpful Bystanders

These people have a key role to play in preventing or stopping bullying.

- Some bystanders directly intervene by discouraging the perpetrator, defending the target or redirecting the situation away from bullying.
- Others get help either by getting peers to stand up against bullying or by reporting the bullying to adults.



## HANDOUT: EFFECTS OF BULLYING ON BYSTANDERS

### Why Don't More Bystanders Intervene?

- They don't know what to do.
- They fear getting hurt or becoming a target themselves.
- They feel powerless to stop the bullying.
- They don't want to draw attention to themselves.
- They don't think that adults will help.
- They don't like the target or believes the target deserves it.

**Bystanders' actions make a critical difference. Children and adults should think ahead about what they will do if they witness bullying.**

**Bystanders who don't intervene or report the bullying often suffer negative consequences themselves.**

### Effects Bystanders May Experience

- They may feel pressure to get involved in the bullying.
- They may feel powerless to stop the bullying.
- There may be fear of associating with any of the players – perpetrator, target or perpetrator's friends.
- They may feel guilt for not defending the target of the bullying.

All children can be empowered to become helpful bystanders. Schools and parents can prepare children by discussing with them the different ways they can make a difference.

Anti-bullying policies should acknowledge and support the role of helpful bystanders.

## **WORKSHEET: MANAGING AND INTERVENING IN BULLYING INCIDENTS**

*List some of the actions that you think an adult should take when he or she witnesses bullying.*

## HANDOUT: INTERVENING IN BULLYING SITUATIONS

### If You See or Hear Bullying...

- Intervene immediately – when you do nothing it gives out the message that bullying is acceptable.
- Intervene even if you're not sure it is bullying.
- Stand between or near the target and the perpetrator, separating them if necessary, in order to stop the bullying behaviour.
- Respond firmly but appropriately.
- Do not respond in an aggressive manner.
- Get help if needed.
- Avoid lecturing the perpetrator in front of the onlookers.
- Do not impose immediate consequences.
- Don't ask children to sort it out between themselves.
- Acknowledge the intervention of helpful bystanders.
- Stay in the area until you are sure the situation has been diffused and the bullying has stopped.

### If a Child Tells You They are Being Bullied...

- Take a calm measured approach.
- Reassure the child they have done the right thing in telling you.
- Talk to the child about what they would like to happen.
- Put together a diary detailing incidents, keep text/email messages.
- Make an appointment to speak to a teacher or person in charge of where the bullying took place.

### If You Are Told that a Child, or Your Child, is Bullying...

- Never ignore or postpone the situation.
- Talk to the child about what is happening.
- Check that the child understands the harm being done.
- Focus on the behaviour, not the child.
- Find out if there are others involved.
- Ask the school/venue to keep you informed of further complaints.
- Think about your own setting/ home.
- Have firm fair rules with clear and consistent boundaries.
- Engage the child in positive pursuits.

## WORKSHEET: CASE STUDY 1

Michael is 11 years old and attends a school age service near his home. He is in 5th class in the local school and is an average student. Michael has always been a bit shy and somewhat anxious around children of his own age.

He moved to the area at the beginning of the school year and has not made many friends at his new school or at the setting, it is now February.

Michael is quite tall and thin for his age and is very self-conscious about his appearance.

Over the past month, Michael has become increasingly withdrawn. A couple of weeks ago a member of staff noticed a tear in his favourite hoodie. When he was asked about it he hurriedly said it was an accident.

Michael's parents have also noticed a change in him as he spends a lot of time in his room with the door closed. He has become more irritable and is often tearful, but when his parents try to talk to him, he tells them to go away. They are worried about him and have approached the service and school, but they also wonder if it is because they have moved to a new area or if it is just a phase he's going through. Maybe they should tell him to toughen up.

A member of staff heard through others that Michael has been teased by other children on a regular basis. There are two children in particular, Deirdre and David, making fun of the way he looks and they have convinced most of the other children not to pick him for team games.

### Discussion Questions

1. Does a problem exist? If so what is it?
2. How could you encourage Michael to talk about what is happening?
3. Who are the people you may want to talk to about this problem?
4. Who are the perpetrators? The target? The witnesses?
5. What are some of the warning signs Michael displays?

## WORKSHEET: CASE STUDY 2

Jonathan is constantly losing his temper at the setting and has been picking fights with the other children at play time.

His parents have been to the setting on numerous occasions and have complained that staff do not do enough to stop the other children from harassing their son.

It has been observed that Jonathan sets himself up to be bullied by taunting other children, being rude, taking part in silly actions such as tripping children as they pass, etc.

As a member of staff you do not condone his behaviour, but you do not condone some of the other children's reaction, even though you also find him annoying and difficult.

Anecdotally, a friend of yours lives beside his family and has mentioned to you that there is constant fighting and shouting in Jonathan's household.

### Discussion Questions

1. **What can you do as a member of staff to help Jonathan and the children he deals with daily?**
2. **Who is the perpetrator? Who is the target?**
3. **How could Jonathan's family environment affect his behaviour?**
4. **Do you think it would help to get other children involved in understanding Jonathan's behaviour? Why?**



## WORKSHEET: BULLYING POLICY

*Strong policies and procedures are a vital part of a quality service. Development of these is best done by the staff in a collaborative and informed manner. Consider the following questions that should be addressed when developing a new policy on bullying.*

What is the goal of your bullying policy?	
What are the external requirements under: *Legislation? *Guidelines? *Best practice?	
What are the requirements for children?	
What are the requirements for parents/carers?	
What are the requirements for staff members?	
What are the requirements for management?	



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## RESOURCES

All of the following resources are available to borrow from Barnardos' Training and Resource Service.

### Domestic Abuse

#### ***Multidisciplinary Perspectives on Family Violence***

by Renate Klein

This book takes the reader on a trek through an imaginary neighbourhood, where they visit nuclear families, hear from the extended family, and look at the wider community in which families and relationships exist. Topics include child abuse, family aggression, social representations of conflict and abuse, gender stereotypes, the role of the extended family, violence in dating relationships, and violence against women. This book may be of interest to anybody interested in family conflict and violence. *Routledge, 1998*

#### ***Preventing Family Violence: A Manual for Action***

by Save The Children

This manual examines the nature and impact of different forms of family violence on children and provides information on Alliance initiatives. Examples of good practice from across the world are offered, describing some of the work that is being carried out with children, families and communities, and a variety of approaches to tackling this very sensitive issue. This practical manual offers a range of activities for those who wish to develop or pursue similar work. *Save the Children, 1999*

#### ***Childhood Experiences of Domestic Violence***

by Caroline McGee

This is the first book to examine children's experiences of a range of service provision in response to domestic violence. Highlighting the strengths and shortcomings of existing professional interventions, the book explores the types of violence experienced and/or witnessed by children, children's understanding of domestic violence, children's and mothers' views of how best to protect children and their perception of the support services and the barriers for children and mothers who are seeking help. *Jessica Kingsley Publishers Ltd., 2001*

***Children's Perspectives on Domestic Violence***

**by Mullender, Audrey et al**

The objective of this research study is to learn about children's general understandings and perceptions of domestic violence, and to learn from children who have lived with domestic violence what they consider would be the most helpful forms of response. It includes building on children's agency in the situation and not treating them as passive victims. A multi-methodological and multi-stage approach was employed and particular care was taken to include ethically diverse voices and to consider the gender implications of girls' and boys' responses to men's and women's behaviour.

*SAGE Publications Ltd., 2002*

***Domestic Violence: A Multi-Professional Approach for Healthcare Practitioners***

**by June Keeling and Tom Mason**

This book takes a multi-agency approach to domestic violence and looks at a range of issues that impact on those working in the health and social care field.

*Open University Press, 2008*

***From Good Intentions to Good Practice: Mapping Services Working with Families Where there is Domestic Violence***

**by Catherine Humphreys**

This report provides an extensive framework for good practice in working with families where there is domestic violence, and highlights recommendations for policy development. It examines provision and practice across a range of services with regard to interagency working; definitions and guidelines; staff training; safety issues; monitoring and screening; evaluation and funding.

*Policy Press, 2000*

***Mothering through Domestic Violence***

**by Lorraine Radford and Marianne Hester**

This book reveals how undermining mothering plays a role in locking mothers into abusive relationships and exacerbating the damage done by domestic violence.

*Jessica Kingsley Publishers, 2006*

***Supporting Children in a Domestic Violence Situation: Summary Of Issues and Finding from the Domestic Violence Outreach Service (DVOS)***

**by Madeline Bell and Julie Healy**

The Barnardos's Northern Ireland Domestic Violence Outreach Scheme has developed a range of services to meet women's and children's needs and has been instrumental in moving forward aspects of policy and practice in domestic violence work. This briefing highlights some interventions that will be of assistance to others who need to develop policies and services in this field.

*Barnardos Northern Ireland, 2006*

***Parenting Positively: Coping with Domestic Abuse for Parents of Children Between 6 and 12***

This booklet is for parents of children aged 6 to 12 years who are experiencing domestic abuse.

*Barnardos and Family Support Agency, 2007*

***Parenting Positively: Coping with Domestic Abuse for Children Aged 6 to 12***

This booklet is aimed at 6 to 12 year olds who are experiencing domestic abuse.

*Barnardos and Family Support Agency, 2007*



***Safe Learning: How to Support the Educational Needs of Children and Young People Affected by Domestic Violence***

**by Diane Church and Jenny Mill**

This publication offers guidance to schools and other professionals on how to support children and young people affected by domestic violence. It provides guidance on developing strategies to raise awareness among people and teachers, to identify children affected by domestic violence and to ensure their safety.

*Save the Children, 2006*

***Talking About Domestic Abuse: A Photo Activity Workbook to Develop Communication Between Mothers and Young People***

**Mullender, Audrey et al**

This photocopiable activity workbook is for use with children from nine years to adolescence whose families have experienced domestic abuse. The activities are designed around four main themes: talking about personal experiences; building self-esteem; naming feelings; and facilitating mother-child communication. Activities are accompanied by photographs that prompt discussions about the issues raised.

*Jessica Kingsley Publishers, 2006*

***Talking to My Mum: A Picture Workbook for Workers, Mothers and Children Affected by Domestic Abuse***

**By Mullender, Audrey et al**

This is a photocopiable workbook for five to eight-year-olds whose families have experienced domestic violence to help and support them to recovery and move on. It features activities with animal characters that encourage the young reader to build their confidence by working with their mothers and explore a range of memories and feelings, including changes of the family's living arrangements, talking about their father, or happy times with siblings and friends.

*Jessica Kingsley Publishers, 2006*

## **Children's books on domestic violence**

***A Place for Starr***

**by Howard Schor**

This is a fictional story told in rhyme, about a gutsy girl who lives in a home of violence. This book is an essential therapeutic tool to be used with children who, like Starr and her little brother, experience family violence. People of all ages will appreciate the beautiful art, the memorable story and its enduring message of hope.

*JIST Life, 2002*

***Spark Learns to Fly***

**by Judith Foxon**

This children's book looks at the issue of domestic violence and what this could mean for the children involved. The book is intended for use with four to seven year olds. Practice guidelines accompany the book to help explain the significance of each stage of the story.

*British Association for Adoption and Fostering (BAAF), 2007*

## **Bullying**

### **'Bully For You': The Right Approach**

Resource pack consists of one book of teaching notes and one video.

Abstract: This is a video programme with teaching notes and optional drama workshops to develop skills needed to cope with bullying.

*Athena Information Management, 2001*

### **101 Ways to Deal with Bullying: A Guide For Parents**

**by Michele Elliott**

A practical book full of ideas and information on bullying, bullies, victims, building self-esteem, making friends and issues at school and at home.

*Hodder & Stoughton, 1997*

### **The ABC of Bullying**

**by Marie Murray and Colm Keane**

This provides a comprehensive analysis of the causes and symptoms of bullying in both children and adults. The book accompanies the RTE radio series of the same name and examines why bullying happens and how it can be handled.

*Mercier Press, 1998*

### **Beat Bullying**

**by Pat Doorbar**

Bullying is often a hidden torment for young people in foster care or residential homes. This training pack aims to provide a viable strategy for preventing bullying. The section for children and young people consists of a series of lively exercises and case studies. The carers' section includes background information on bullying, staff supervision and action points.

*Pavilion Publishing (Brighton) Ltd., 2003*

### **Broken Toy**

**by George Robinson et al.**

Includes video and booklet. This video tells 'the story of a boy who became a plaything instead of a play-mate'. The accompanying booklet has been adapted for use in British schools and includes activities to do with children following the video.

*Lucky Duck Publishing, 2002*

### **Bullying : Practical and Easy-to-follow Advice for Parents**

**by Jenny Alexander**

This practical handbook discusses whole family initiatives for dealing with bullying.

*Vega, 2002*

### **But is it Bullying?: Teaching Positive Relationships To Young Children**

**by Margaret Collins**

Bullying establishes itself as soon as young children begin to engage in social groups. Someone is left out, someone is different, someone gets hurt. This is a resource based on research findings from over 400 children's views. Six topics are considered which include name-calling, teasing, excluding, physical aggression, verbal harm and taking and breaking. Each lesson plan follows the same format with a poster related discussion, class and follow-up activities, developmental work, research activity and lesson review. The book comes with a CD-ROM to print out the six posters as 48 individual illustrations.

*Lucky Duck Publishing, 2004*

***Citizens Against Bullying: Blowing the Whistle on Bullying. A six lesson citizenship programme for 8 to 11 year olds***

**by Maggie Biddlestone**

This pack was devised to teach young people about bullying in both school and social settings. A team sports model is used to encourage a co-operative atmosphere where children work together to stop bullying. Children form teams to develop their anti-bullying rules and tactics and become Citizens Against Bullying. This exciting idea uses the team principles: formation of a cohesive group, working together for the good of all and solving problems. The book includes teacher notes, resources for six lessons and ideas for the celebration of the work done culminating in the children providing a school assembly.  
*Lucky Duck Publishing, 2004*

***Parenting Positively: Coping with Bullying For Parents of Children Between 6 and 12***

This booklet is for parents of children aged 6 to 12 years who are being bullied and for parents of children who are bullying others. It gives information on the reasons behind bullying and how parents can help children if they are being bullied or are bullying other children  
*Barnardos Training and Resource Service; Family Support Agency, 2007*

***Parenting Positively: Coping with Bullying for Children Aged 6 to 12***

This booklet is aimed at 6 to 12 year olds. It gives information on bullying and what to do about it, both from the point of view of the bully and those being bullied.  
*Barnardos Training and Resource Service; Family Support Agency, 2007*

***Dealing With Bullying In Schools: A Training Manual For Teachers, Parents And Other Professionals***  
**Mona O'Moore and Stephen James Minton**

What can we do about bullying and violence? How can we create a safe school environment? Developed from successful training courses run by the two authors, this book is designed to work as a complete training manual. It has chapters aimed at the class teacher, the school management team, the child being bullied, the child doing the bullying and the parents of both parties.  
*Paul Chapman Publishing Ltd, 2004*

***Focus On Bullying: Guidance And Resources For Post-Primary Schools***  
**by Save the Children**

Legislative proposals before the Northern Ireland Assembly, as this publication goes to print, will make it a statutory requirement that every school should have a distinct anti-bullying policy. It is hoped that this publication, by providing guidance and resources on the issue of bullying, will support schools to meet this requirement.  
*Save the Children, 2002*

***Helping Children Cope with Bullying***  
**by Sarah Lawson**

This book is an excellent one for parents to help them deal with the problems and traumas bullying causes to children and to the entire family.  
*Sheldon Press, 1994*

***How To Stop Bullying: a KIDSCAPE training guide***  
**by Michele Elliott and Jane Kilpatrick**

This publication is a practical and positive guide which provides exercises for use with professionals, children and young people on bullying. Each exercise is based upon experience, common sense and good teaching techniques and is aimed at three separate groups in particular: adults; bullies and victims; and students. There is also a guide to resources, booklists and organisations included.  
*KIDSCAPE, 1994*

***Joey: a story told in film***

**by Thomas Brown et al.**

Contains a video and booklet. The story told presents young people with a powerful image of the effects of negative behaviour on not only the victim but also on the bullies, colluders and observers. The booklet includes follow up activities to the video.

*Lucky Duck Publishing, 2000*

***Let's Beat Bullying: An Anti-Bullying Resource for those working with young People in Youth Work Settings***

**by Nadine Crotty**

The aim of this resource is to provide youth organisations with a comprehensive framework within which to address the issue of bullying from a whole organisational approach. Preventative strategies and the development of an anti-bullying policy within an organisation are included.

*National Youth Council of Ireland, 2006*

***The No Blame Approach***

**by Barbara Maines and George Robinson**

This pack questions the effectiveness of strategies often used in schools, explains the no blame approach and provides a series of readings and activities to support your learning.

*Lucky Duck Publishing, 1992*

***The Parent's Book About Bullying: Changing The Course Of Your Child's Life***

**by Willaim Voors**

This book offers parents, teachers and other caregivers a clear idea of the serious impact of bullying. If not addressed, bullying can ruin childhood for those who bully, their targets and bystanders, and the psychological scars can last a lifetime. This practical guide provides sound advice to help both the instigators and the targets of bullying.

*Hazelden, 2000*

***Stop the Bullying: A Handbook for Schools***

**by Ken Rigby**

This book is both practical and research-based. It draws largely on a 10-year study of bullying in Australian schools in which teachers, parents and students have taken part. The book aims to help educators to design an anti-bullying policy, to deal appropriately and constructively with children who bully others and to enable teachers and parents to work together to stop bullying.

*Jessica Kingsley Publishers Ltd., 2002*

***Tackling Bullying***

**by Fay Howe and Jim Tuthill**

Tackling bullying has been designed for primary school teachers to address not just bullying, but to help create a school atmosphere in which children know they are listened to, and their problems taken seriously.

*NSPCC, 1994*

***Understanding Girls' Friendships, Fights, And Feuds: A Practical Approach To Girls' Bullying***

**by Valerie E. Besag**

Drawing on close observations of girls' behaviour, the author provides an understanding of girls' bullying, exploring the mechanisms and language that girls use to entice some into their groups and exclude others. The book offers advice for dealing with girls' bullying along with ways of preventing it.

*Open University Press, 2006*

## Sources of Further Information

Here are the names of other places you can contact when you want information or want help to find someone to talk to:

**Barnardos' Training and Resource Service**  
Christchurch Square, Dublin 8  
Tel: 01 453 0355  
Email: [info@barnardos.ie](mailto:info@barnardos.ie)  
[www.barnardos.ie](http://www.barnardos.ie)

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### **AMEN (*advice line for male victims of domestic abuse*)**

St Anne's Resource Centre, Railway Street,  
Navan, Co.Meath  
Tel: 046 9023718  
Email: [info@amen.ie](mailto:info@amen.ie)  
[www.amen.ie](http://www.amen.ie)

**Anti-Bullying Research & Resource Centre**  
Trinity College, Dublin  
Tel: 01 608 2573  
[www.abc.tcd.ie](http://www.abc.tcd.ie)

**CARI Foundation – Children at risk in Ireland**  
Tel: 1890 924 567  
Email: [helpline@cari.ie](mailto:helpline@cari.ie)  
[www.cari.ie](http://www.cari.ie)

**Childline**  
Tel: 1800 666 666  
[www.childline.ie](http://www.childline.ie)

**Citizens Information Board**  
Central Office 7th Floor, Hume House,  
Ballsbridge, Dublin 4  
Tel: 01 605 9000  
Email: [info@ciboard.ie](mailto:info@ciboard.ie)  
[www.citizensinformationboard.ie](http://www.citizensinformationboard.ie)

**Dublin Rape Crisis Centre**  
70 Lower Leeson St, Dublin 2  
Tel 1800 778 888  
Email: [rcc@indigo.ie](mailto:rcc@indigo.ie)  
[www.drcc.ie](http://www.drcc.ie)

**Family Support Agency**  
St. Stephens Green House,  
Earlsfort Terrace, Dublin 2  
Tel: 01 611 410  
Email: [familysupport.agency@welfare.ie](mailto:familysupport.agency@welfare.ie)  
[www.fsa.ie](http://www.fsa.ie)

**Focus Ireland**  
9-12 High Street, Christchurch, Dublin 8  
Tel: 01 671 2555  
[www.focusireland.ie](http://www.focusireland.ie)

**Free Legal Advice Centres**  
13 Lower Dorset Street, Dublin 1  
Tel: 01 874 5690  
[www.flac.ie](http://www.flac.ie)

**Irish Society for the Prevention of Cruelty to Children (ISPCC)**  
29 lower Baggot Street, Dublin 2  
Tel: 01 676 7960  
Email: [ispcc@ispcc.ie](mailto:ispcc@ispcc.ie)  
[www.ispcc.ie](http://www.ispcc.ie)

**Immigrant Council of Ireland**  
2 St Andrew Street, Dublin 2  
Tel: 01 674 0200  
Email: [info@immigrantcouncil.ie](mailto:info@immigrantcouncil.ie)  
[www.immigrantcouncil.ie](http://www.immigrantcouncil.ie)

**Legal Aid Board**  
Quay Street, Cahirciveen, Co Kerry  
Locall: 1890 615 200  
Email: [info@legalaidboard.ie](mailto:info@legalaidboard.ie)  
[www.legalaidboard.ie](http://www.legalaidboard.ie)

**Move Ireland (Men overcoming violence)**  
Carmichael Street, North Brunswick Street,  
Dublin 7  
Tel: 01 872 4357  
Email: [moveireland@eircom.net](mailto:moveireland@eircom.net)  
[www.moveireland.ie](http://www.moveireland.ie)

**National Association for Victims of Bullying**  
Frederick St, Clara, Co Offaly  
Tel: 0506 31590

**National Network of Women's Refuges and Support Services**  
27 Church Street, Athlone, Co Westmeath  
Tel: 090 647 9078  
Email: [admin@nnwrss.com](mailto:admin@nnwrss.com)  
[www.nnwrss.ie](http://www.nnwrss.ie)

**The Office of the Ombudsman for Children**  
Millenium House, 52-56 Great Strand Street,  
Dublin 1  
Tel: 1890 654 654  
Email: [oco@oco.ie](mailto:oco@oco.ie)  
[www.oco.ie](http://www.oco.ie)

**Parentline**

Carmichael House, North Brunswick Street,  
Dublin 7

Tel: 1890 927 277

Email: [info@parentline.ie](mailto:info@parentline.ie)

[www.parentline.ie](http://www.parentline.ie)

**Pavee Point (Travellers Resource Centre)**

46 North Great Charles Street, Dublin 1

Tel: 01 878 0255

Email: [pave@iol.ie](mailto:pave@iol.ie)

[www.paveepoint.ie](http://www.paveepoint.ie)

**Rape Crisis Network**

The Halls, Quay Street, Galway

Tel: 091 563676

[www.rcni.ie](http://www.rcni.ie)

**Respond! (Housing Association)**

Tel: 0818 357901

Email: [info@respond.ie](mailto:info@respond.ie)

[www.respond.ie](http://www.respond.ie)

**Samaritans**

Tel: 1850 60 90 90

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

**Sonass Voluntary Housing Association**

Head Office, 148 Phibsboro Road, Dublin 7

Tel: 01 830 0988

Email: [info@sonasshousing.ie](mailto:info@sonasshousing.ie)

**The Irish Refugee Council**

88 Capel Street, Dublin 1

Tel: 01 873 0042

Email: [refugee@iol.ie](mailto:refugee@iol.ie)

[www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie)

**Threshold**

Tel: 01 678 6096 (head office) see

[www.threshold.ie](http://www.threshold.ie) f

or your nearest advice centre.

**Treoir**

14 Gandon House, Custom House Square, IFSC,  
Dublin 1

Tel: 01 670 0120

Email: [info@treoir.ie](mailto:info@treoir.ie)

[www.treoir.ie](http://www.treoir.ie)

**Women's Aid**

Everton House, \$& Old Cabra Road, Dublin 7

Tel: 1800 341 900

Email: [info@womensaid.ie](mailto:info@womensaid.ie)

[www.womensaid.ie](http://www.womensaid.ie)

Contact details for your local Garda Station,  
Health Services Executive or Hospital can be  
found in the green section of your local  
telephone directory.

**Useful Websites**

[www.staysafe.ie](http://www.staysafe.ie)

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