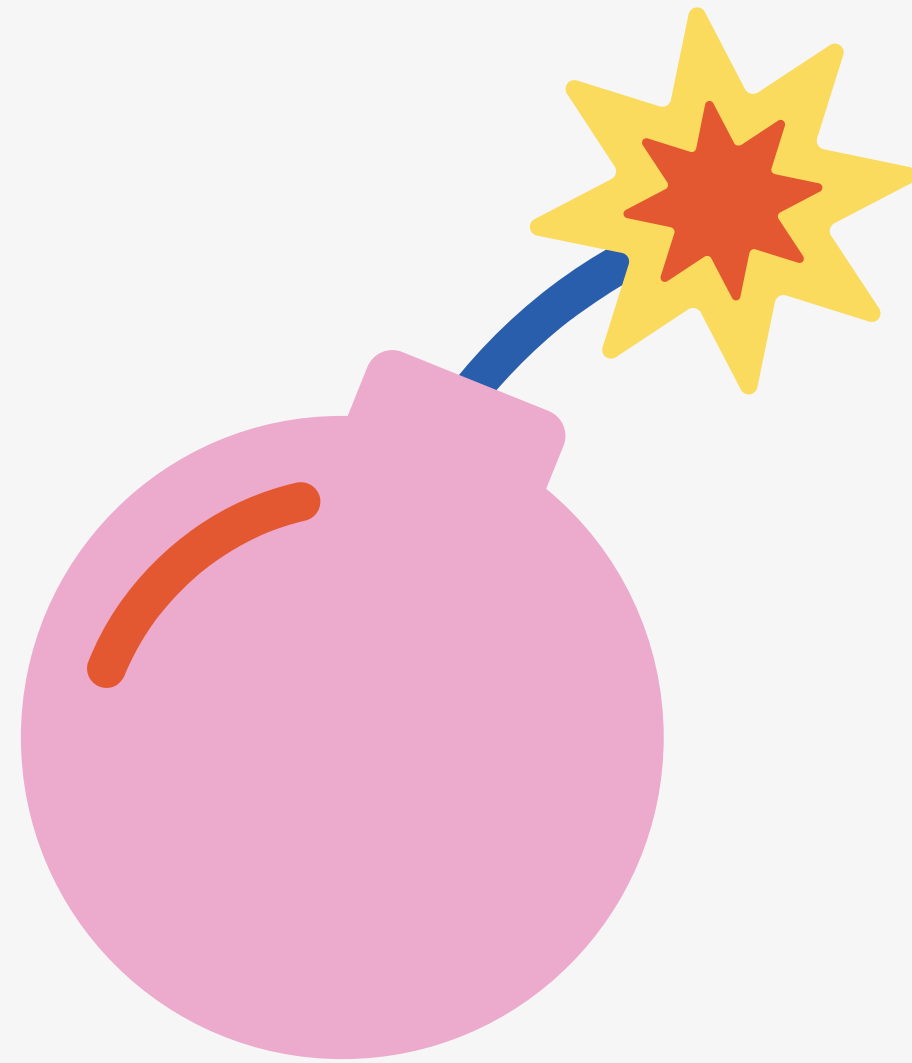


Love BOMB



November 27th, 2022

9am - 4pm

St Andrews International School

**Exploring & Responding to
Teenage Relationship Abuse**

Aylssa Cowell
7north education

Counsellor

Trainer

Clinical Supervisor



About Me

I'm Aylssa

Harm Reduction Youth Worker – 10
years in sex & relationships education

International School Counsellor – 9yrs

Trainer, Counsellor & Clinical
Supervisor (from August 2022)



**By the end of the
day I would like...**

Groundrules

What can you think of?

01

Turn phone to silent – take calls outside the room

02



Please anonymize any cases & only share what you are comfortable sharing

03

Please participate and ask as many questions as you like.

04

Content may be triggering – please look after yourself and speak to me at break, lunch or afterwards if needed



What are your concerns & challenges around young relationships?

What do you see in your practice/school?

What we will cover today

- Physical, sexual, emotional & digital abuse
- Abuse within relationships & peer on peer
- The seven stages of coercive control
- Good practice for prevention and response

“We know that those who use violence in their relationships use it not because they’re mad or because they have anger management issues or any of those sorts of things, but because they’re into power and control. They want to hurt, humiliate and dominate. They see that they are entitled to be completely and utterly in control and that everything revolves around them. Others in the family have an absolute responsibility and obligation to keep them happy at all times and do whatever they want”

Karen Willis, Domestic Violence Worker, Australia



Healthy vs Unhealthy Relationships

How can we tell the difference?

RISK

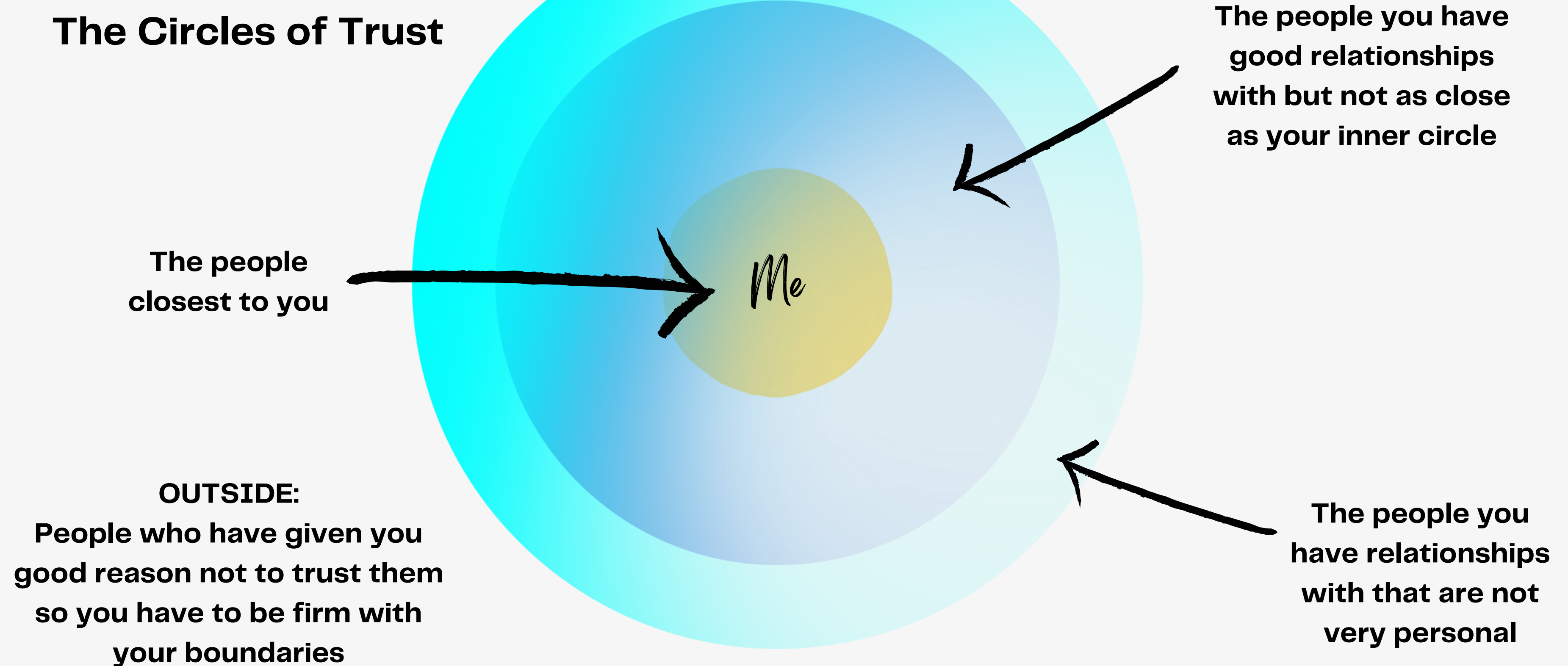
**IS DEFINED BY PROFESSIONALS AS REDUCTION IN
HEALTH & WELLBEING**

TO YOUNG PEOPLE IT IS LOSS OF FACE & RELATIONSHIPS



What are your unwritten
relationship rules?

Different Boundaries in Different Relationships – The Circles of Trust





What is Teenage Relationship Violence

(In groups work to make a definition)

Emotional Abuse

- controlling behaviour, like telling someone where they can go and what they can wear
- name calling, telling someone they are stupid or ugly



"I was insulted, accused of crazy things, humiliated, and had my mind twisted. I was constantly criticised and called names. I was put down, no, verbally attacked for things that weren't a problem the day before. I was blamed for everything and anything that went wrong. Often I had no idea what went wrong"

Digital Abuse

Use of technologies such as texting and social networking to bully, harass, stalk or intimidate a partner. Often this behavior is a form of verbal or emotional abuse perpetrated online.



"the account made a video of him jerking off to our pictures and listed our names and how he was gonna rape all of us I was the last on his list. He said terrible things about what he would do to me and how he would treat my body and if I said anything I would get hurt again, I brought a pocket knife for self defense"



Sexual Abuse

Sexual harassment or bullying, coercion or forcing someone to do something sexual that they don't want to

"I was 12 when i was first raped by my then boyfriend. it then didn't stop for two years after that. why i didn't leave i won't ever properly understand but his mind games were so good he made me feel like it was better to be raped and abused than to be without him"



VIOLENCE

Physical Abuse

violence towards someone, such as kicking, punching, hitting. Intimidation – punching walls, throwing objects

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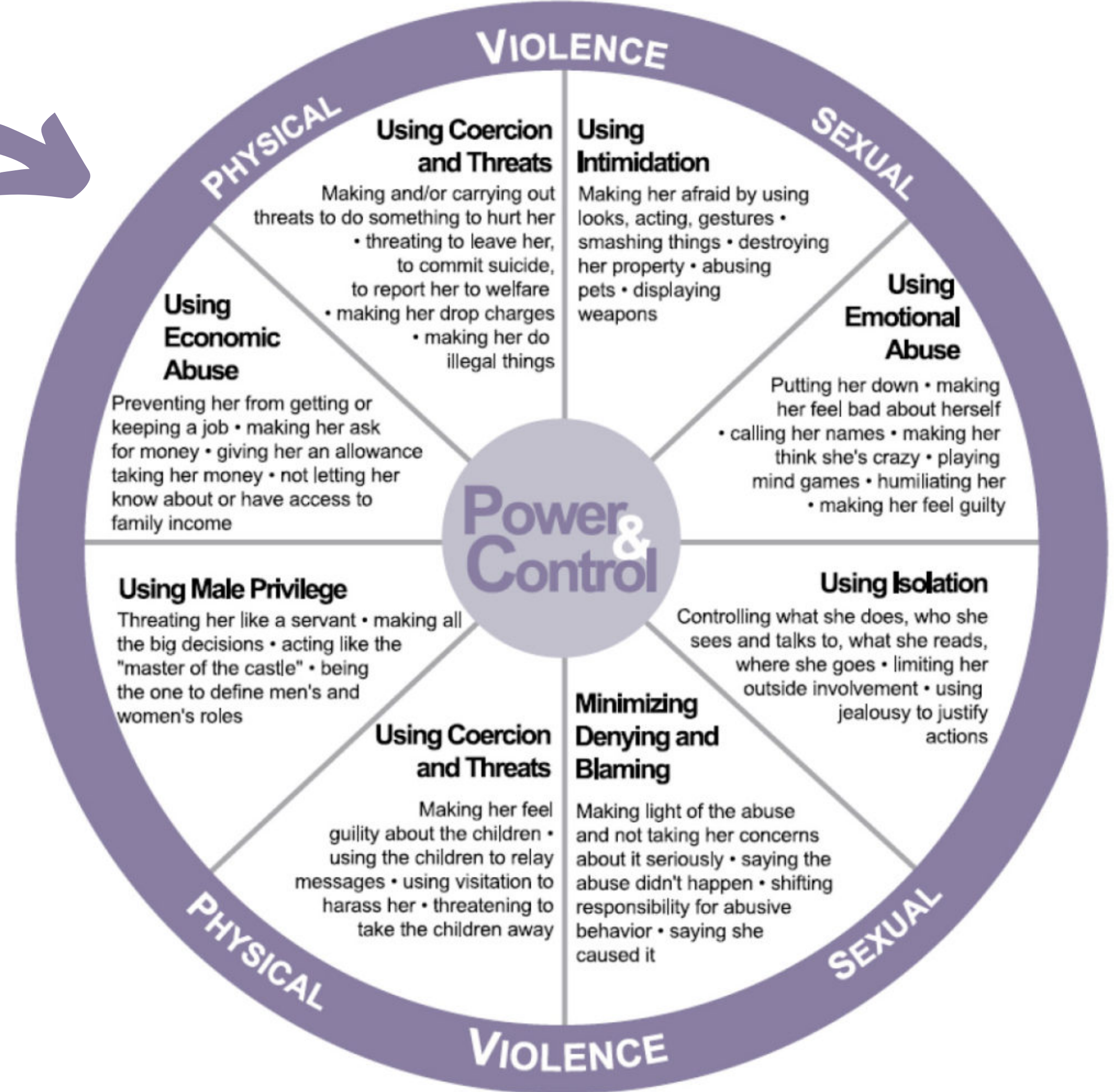
"He would regularly pin me against the wall by my throat or hair and hit me where the bruises weren't visible or were easily explained due to my known clumsiness".

How can you tell that a young person
is in an abusive relationship?

**What are the inherent risks
within our school
populations in terms of
parental domestic violence**

Risks inherent within the international school community

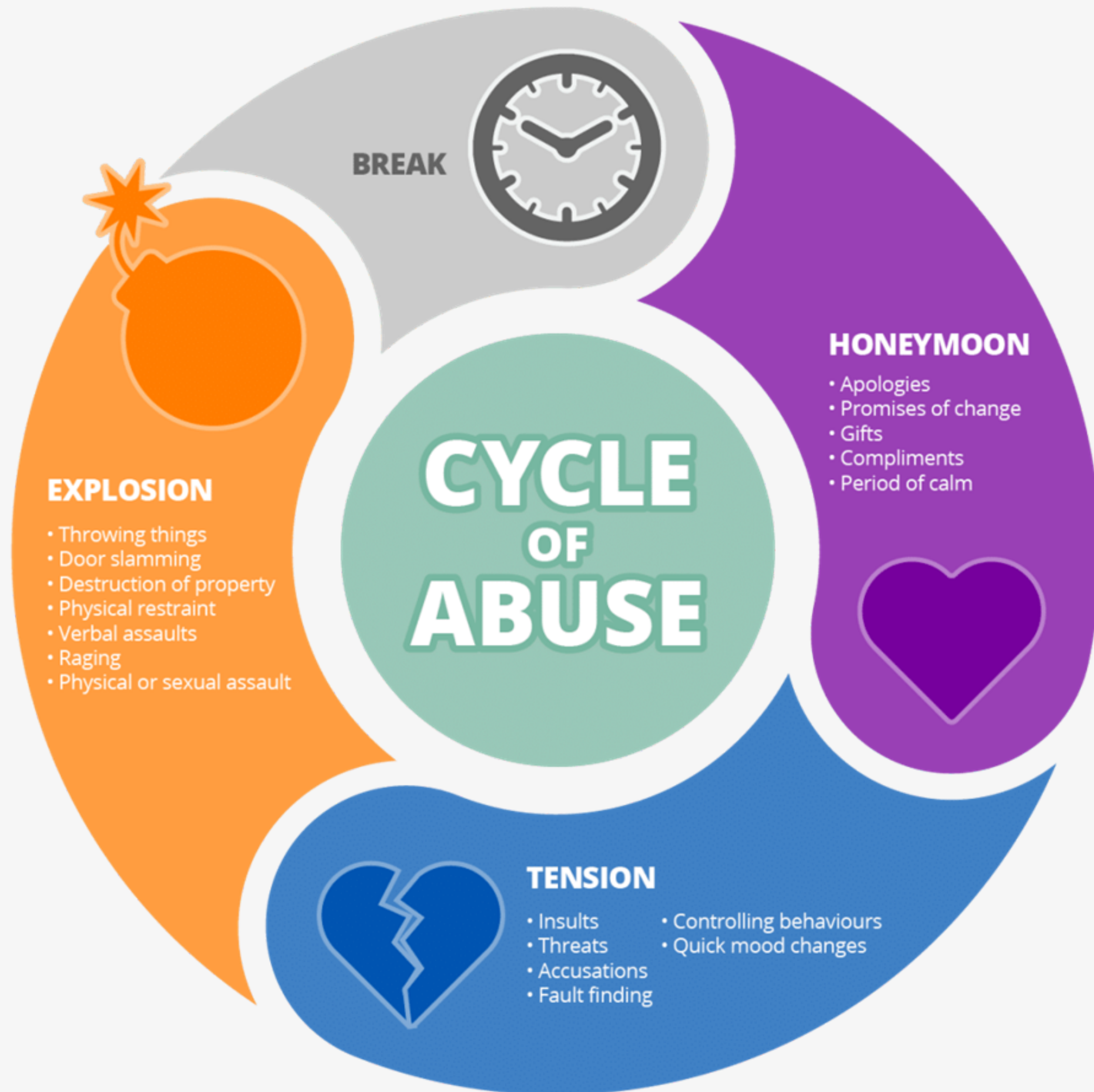
- Transient populations: some families quick to move on once abuse is identified
- Economic power imbalances within relationships
- Strict gender expectations = higher risk for domestic abuse
- Language barriers to accessing help
- Very easy to isolate your partner - friends, family & wider support network are somewhere else
- Difficult to leave when children's schooling is often linked to a job
- Threat to take children to another country keeps people together
- 'Trailing spouses' are particularly vulnerable





“A number of abused children can ask for help in a firm, direct manner and are able to describe their experiences clearly and coherently. Most are inhibited by fear, shame, mistrust or attachment to their abusers”.

Doyle, C. (2012) ‘Working with Abused Children



7 STEPS TO COMPLETE COERCIVE CONTROL



Step One: Lovebombing

You are the most special
person I have ever met; I
have never loved anyone
like I love you



Step 2: Isolate from friends and family

If you loved me you would want to spend all your time together, like I do with you,,, right?



Step 3: Monopolise Perception

I'm only trying to make you
a better person; I know
what is best for you
because I love you so
much... and noone else will
ever love you like I do



Step 4: Gaslight

To exhaust and de-habilitate :

You can't trust your own mind
but that's okay – I am here to
help you

**Step 5:
Enforce Trivial
Demands (to
develop the habit of
compliance) but
keep the rules in flux**

Why didn't you do what I asked??
I wouldn't get so mad if you just
did as you were told





Step 6: Demonstrate Omnipotence by Surveillance & Show Them You Could Kill Them

I know where you are all of the time.
Don't think you can get away from me,
as I will find you and kill you if you do.



Step 7: Alternate Punishment and Reward

If only you could just follow instructions all would be okay. They're a nice person really and it is you that is at fault if only you would do the right thing all of the time.

when someone has complete coercive control violence is no longer needed.

the absence of violence does not mean someone is now safe.

the time when someone leaves is when they are most at risk of being murdered.

Why domestic violence victims don't leave

Leslie Morgan Steiner

YP DASH

ASSESSMENT

(Domestic Abuse, Stalking & 'Honour' based Violence)

What are the types of peer abuse?

Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

**"they keep sending me
photos and telling me what
sexual things they want to do
to me. how do I tell them to
stop without sounding rude?"**

Young Muslim Woman, aged 16

**"they keep following me
around school. it's been going
on for the last 6 months and I
am at the point where I am
scared to come to school"**

Young woman aged 15

"certain girls say really sexualised things to me and come and sit on my lap in the canteen. they know I am Muslim and don't like to be touched by them"

Young Muslim Man, 17

**"He made me touch him and he
kept trying to touch me in an
open classroom during school"**

Everyones Invited Submission

"I was repeatedly sexually assaulted by a boy in my form group at school between the ages of 13 and 14. We both did a lot of music, and he would find me in a practice room and hold my arms down whilst he touched whatever he wanted against my consent. Our practice rooms had no windows, so he would target me there. He also knew I was quiet and could easily manipulate me into silence. I remember him laughing at me and calling me ugly in front of his friends, and then looking for opportunities to grope me when no one was around. It was so confusing and I didn't fully register the severity of what he was doing. I also remember him trying to slip his hands up my skirt in lessons when a teacher was talking from the front, knowing I would be too scared to speak out as I tried to push him away.

Everyones Invited Submission

**Why do you think so much
sexual harassment
and peer to peer abuse goes
unreported?**

Children told inspectors that they didn't always want to talk to adults about sexual harassment for a variety of reasons, including concerns about 'reputational damage' or being socially ostracised. They also worried about not knowing what would happen next once they reported an incident, and about potential police involvement.

Ofsted Review of Sexual Harassment in Schools, June 2021

What questions would you ask to
gather information?

Who would ask them?

Guidance from the UK

(Ofsted, Safer Lives Partnership)

01

Use the SafeLives Dash risk checklist

Is the young person at risk of significant harm? What action needs to be taken next?

02

Record as a Safeguarding Issue

May also be a disciplinary issue depending on the nature of the complaint.

03

Separate the students in school (if necessary)

If students are to remain in the same school, they should be separated.

Whole School Approach

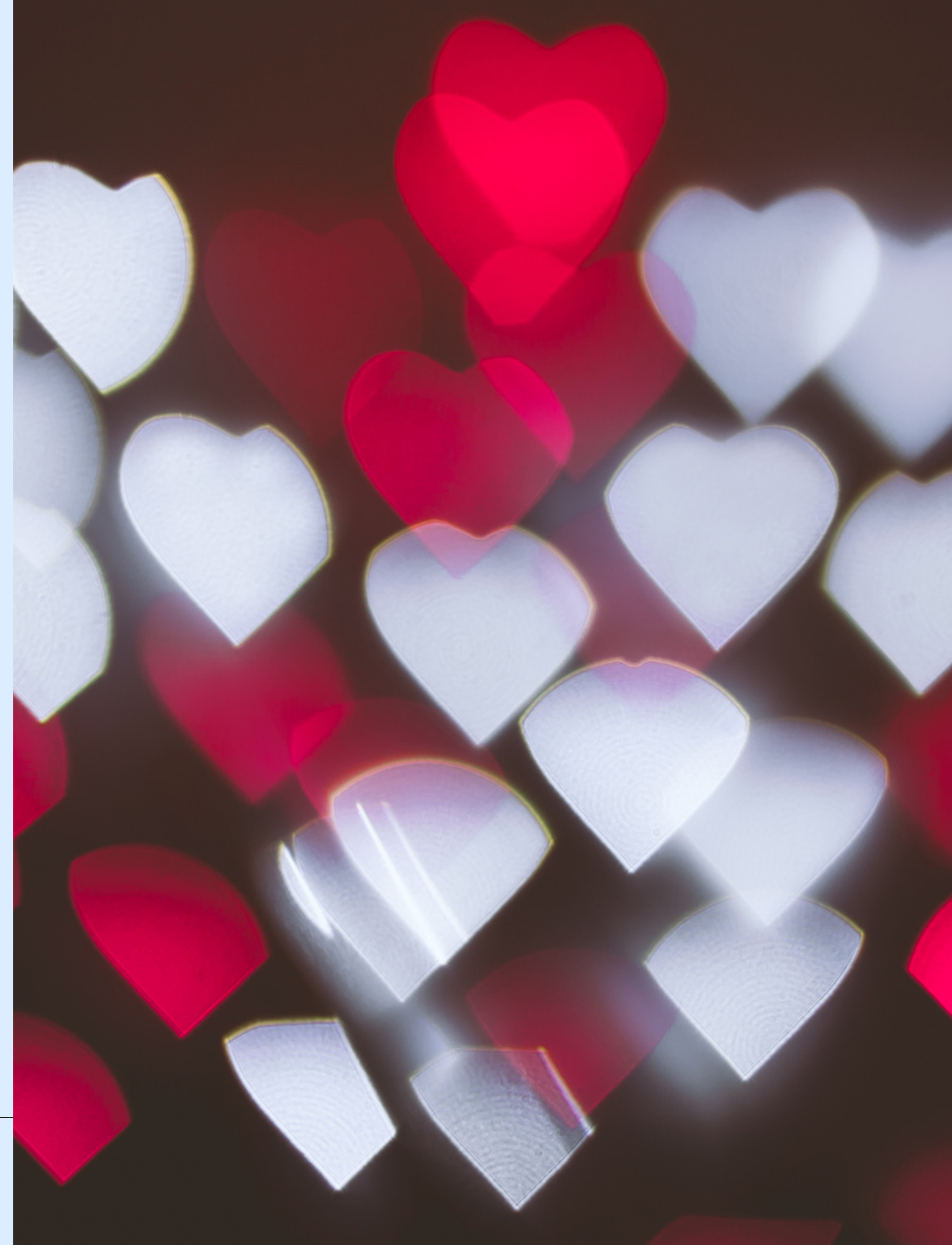
1. Assume sexual violence and relational violence is happening in your school
2. Comprehensive RSE that covers sexual violence & harassment & teenage relationship violence (incl online)
3. Include time for open discussion of topics students find difficult incl consent, & the sending of nudes
4. Provide high quality training for staff who are delivering PSHE so they can tackle these 'difficult' issues
5. Ensure routine record keeping & analysis to be able to identify patterns and provide early intervention (contextual safeguarding)
6. Create a culture where it sexual harassment and sexual violence are unacceptable; this incl sanctions
7. Have an understanding of the range of support that is available to both victims and perpetrators (if using school counselling service do not ask the same counsellor to see both & ensure clinical supervision)
8. Ensure peer to peer abuse and domestic violence is part of safeguarding training for all staff and governors to ensure they are able to: identify, report, and be consistent in their approach.

What rights would you like your students to be able to claim in their relationships, both with peers & romantic partners?

Rights can be positive = the right to...

Rights can be negative = to be free from...

With every right comes a responsibility to give those rights as well as receive them.





How will you use the learning from today?

a. Quick Wins – things you can do easily in your role

b. Slow Burners – things that will need resources, approval or a longer term approach



Stay in Touch

www.7north.education

email: hello@7north.education

LinkedIn: [linkedin.com/in/aylssa](https://www.linkedin.com/in/aylssa)

Resources:

www.aylssa.com/lovebomresources

"I was in an extremely abusive relationship for 6 years. The first time he raped me we had been on a night out with friends. It was one of our friends birthdays, I hugged him and said happy birthday, this made my boyfriend think I was cheating with him. He must of been putting extra shots in my drink or something because I got drunk very fast. I don't remember going home, the next thing I remember is waking up half naked with clear signs I had been raped. I got dressed and asked him what he had done. He just looked at me and said 'Never act like you can replace me' From there it spiralled, I was now nothing to him. He beat me daily and raped me practically every night. The following rapes were done in such a way it took intensive domestic abuse therapy to see what it was. He didn't hold me down, he didn't use physical force. He used mental torture, threats against the kids and he would smash the house up, it became an understanding that if I said no they would be consequences. I thought all rape was violent, until it happened to me. He got away with what he did because it all fell to my word against his".