

# Services For Education

## DSL DISCUSSIONS...COERCIVE TEENAGE RELATIONSHIPS

### Raising the topic...

Teenage love can be a tricky situation to navigate, especially in a school setting but it is essential that education staff know and understand the signs of coercive control and its impact.

Coercive Control includes behaviours such as domination through isolation, manipulation, verbal abuse, sexual coercion, and sometimes physical violence within a supposed romantic relationship. Statistically, men are more likely to control women in this way, but it is essential that staff understand that **people of ALL genders and orientations can be victims or perpetrators.**

Children starting out in new relationships, may not realise that certain behaviours are coercive or inappropriate and may see them as a sign of love. Staff should promote positive relationships and ensure children know what to do if they are worried about their own or their partner's behaviour.

### Questions to discuss...

- What are the signs that a child might be in a coercive relationships?
- Where is your curriculum do you teach about positive relationships? Do your children know the signs of a negative, coercive or dangerous relationship?
- What would your first steps be if you suspected that or a child disclosed they were worried about their relationship?
- How might social media and popular culture be damaging to relationships and how children interact with one another?
- What skills need to be taught to empower young people to notice and end coercive and dangerous relationships?

### What can you do?

#### **High-quality RSE & PSHE is essential:**

This is an essential opportunity to teach children about positive and appropriate relationships. This should empower them and support them in keeping themselves safe.

#### **Ensure staff and children know the signs:**

Staff should be aware of the signs and be vigilant to spot these around your setting.

#### **Have trained, available pastoral staff:**

Staff members should be available for children to talk to– this should be made clear to children so they know who to reach out to for help.

#### **Record & Monitor:**

Concerns and queries should be recorded and situations monitored to watch for escalation.

### HOW CAN SFE HELP?

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### BESPOKE SAFEGUARDING TRAINING...

- Do you require further support with your safeguarding systems?
- Or want guidance with auditing your procedures and practices?
- For bespoke, tailored Safeguarding consultancy contact us at...

[safeguarding@servicesforeducation.co.uk](mailto:safeguarding@servicesforeducation.co.uk)