COMMUNITY CONNECTIONS PLAN

A CONSISTENT, COORDINATED, AND EFFECTIVE RESPONSE TO INTERPERSONAL VIOLENCE AND ABUSE
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This manual was made possible through the efforts of hundreds of individuals from community organizations, the provincial and federal government and members of the general public. STOPS to Violence would like to acknowledge the long term work of the large committee, the working committee and the former STOPS to Violence Coordinator, Ken Crawford. Their vision and commitment to creating a violence free province has been the inspiration for this process.
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WORKING TOGETHER TO CREATE SAFER COMMUNITIES IN SASKATCHEWAN

Interpersonal violence and abuse affects everyone in Saskatchewan. For a large number of victim/survivors, the first people that they turn to for help are not generally service providers. It may be a family member, a neighbor, a friend, or a co-worker. Developing a plan, that can help individuals, service agencies and government services respond to violence and abuse, is an important step to making Saskatchewan communities safer for everyone.

Everyone plays an important role in defining and developing services and programs to meet the needs of those affected by interpersonal violence and abuse. Presently, a variety of individuals, groups, agencies, and government departments are responding to the issue of interpersonal violence and abuse. The purpose of the community connections plan is to help provide direction for a consistent, coordinated, and effective response to interpersonal violence and abuse. The community connections plan provides tools and information for communities and individuals to take action and provide support for victims/survivors of violence and abuse.

The community connections plan:

- outlines actions that individuals, agencies, communities, and government can take to respond to victims/survivors of violence and abuse;
- provides tools for communities to organize and work together; and
- broadly outlines the roles and responsibilities of various agencies in their delivery of services.

A community connections plan can assist community-based services by providing tools and information to respond to interpersonal violence and abuse. The resources include:

- definitions of different kinds of interpersonal violence and abuse,
- examples of information sharing, policy and protocol development and referral procedures among agencies,
- defining intervention for victims of violence and abuse, with visual and written outlines of an intervention process, and;
- planning tools and procedures to consider for on-going support, evaluation and follow-up.

The community connections plan does not replace or change the work that is already happening in communities across Saskatchewan. The community connections plan recognizes that each community in Saskatchewan has different services, information, community relationships, and human resources available to them.

The goal of a community connections plan is to create safety, respect and a coordinated immediate response to any victim of interpersonal violence and abuse.
VISION, PURPOSE AND GOALS OF A COMMUNITY CONNECTIONS PLAN

Vision

We see a province where all of its citizens enjoy healthy, respectful lives free from violence and/or abuse.

Purpose of a Provincial Community Connections Plan

The purpose of the community plan is to encourage the general public, government, community organizations, and service providers, to work together and address interpersonal violence and abuse in Saskatchewan. The plan follows two basic principles:

1. A community-based response is the most desirable method of responding to interpersonal violence and abuse.

2. Everyone plays an important role in defining and developing services and programs to meet the needs of those affected by interpersonal violence and abuse.

Interpersonal violence and abuse is not a new problem. We are all affected by it. It is an issue of increasing concern in many Saskatchewan communities—urban, rural, and northern.

Presently, a variety of individuals, groups, agencies, and government departments are responding to the issue of interpersonal violence and abuse.

This plan outlines ways to work together. It provides a framework for individuals, communities¹, and government to ensure a consistent, coordinated, and effective response to interpersonal violence and abuse, while respecting agency mandates and acknowledging overlapping areas of service.

This plan does not define agency or department policies and procedures nor does it replace existing internal protocols. It is not a legally binding document.

This plan provides tools and examples of what the community response can be for dealing with interpersonal violence and abuse. Roles and responsibilities of those involved are described in broad terms, recognizing that each community and its services are unique.

¹ Community is defined as:

- a neighbourhood, village, town, region, or several regions united with a common cause;
- individuals united around an issue or common characteristics;
- a place that gives people a sense of belonging, where relations are fostered and memories are created.

Members of a community include schools, hospitals, and other service agencies.
The aim of this plan is to promote effective partnerships in, and at, all levels of the province to meet the needs of those affected by interpersonal violence and abuse as well as to encourage communities to coordinate their response to interpersonal violence and abuse through the development of their own community plan.

**Guiding Principles of Provincial Community Connections Plan**

Every person has the right to safety and protection in the family, the community and the workplace.

All interpersonal violence and abuse is unacceptable.

All persons involved in violent and/or abusive relationships have a right to an immediate, coordinated, consistent response that ensures their safety and addresses their needs in an effective and timely manner.

This response requires a team approach in its identification, assessment, investigation, intervention, treatment, support, follow up, and prevention. **Communication** among all those who provide services to people in violent and/or abusive relationships is important to the success of a community plan.

**Goals of the Community Connections Plan**

To reduce interpersonal violence and abuse by bringing together:
- survivors of interpersonal violence and abuse
- the community at large; and
- service providers, community organizations, and policy makers from the government of Saskatchewan; and
- others

To **assist** with establishing policy and protocol for all service providers which:
- encourages safe, consistent, coordinated, and effective responses for people involved in interpersonal violence and abuse; and
- encourages disclosure and intervention at the earliest point.

To **plan** strategies for its effective implementation and sustainability.

To **provide tools** and information for all citizens of Saskatchewan to be able to respond to interpersonal violence and abuse.
USING THE COMMUNITY CONNECTIONS PLAN TOOLKIT

This toolkit has been designed for use by organizations, partnership groups and individuals. The sections have been developed to be used together or alone. This toolkit is a supporting guide. It includes resources and tools for developing a community plan, educating and responding to violence and abuse, resource examples of protocols and information on interpersonal violence.

Each community in Saskatchewan is unique in its services and it processes for responding to violence. This toolkit is not meant to replace the work that is currently occurring in the community. In the sections on tools and forms, all charts and forms are able to be removed and printed. For individuals looking to increase their understanding of violence and abuse, the toolkit contains information on what it looks like, how it affects those involved and what planning can be done to provide safety. Included in the toolkit are examples of protocols for certain types of services like schools and hospitals. These are examples only and can be developed to meet the need of your institution. There is also an information section in this area that covers current legislation that protects and supports all citizens of Saskatchewan.

When working together as a community team, you may also want to add information to be distributed within your community. It is encouraged that this toolkit can be added to as your community and/or organization develops effective ways to respond to violence. All of the information contained in the Community Connections Plan has been reviewed and had contributions from a broad variety of communities and government departments. This does not mean that your community may have developed ways of responding or educating about violence that works for you. If you have tools or resources that you feel would be of value to other communities in Saskatchewan, you can contact STOPs to Violence.
The sad reality is that violence and abuse hurts women, men and children in communities across Saskatchewan. We **ALL** can do something about it. We can work together to provide a consistent, coordinated, and effective response to interpersonal violence and abuse.

A community plan provides a framework for doing something about violence or abuse when it occurs, ways to support people who are affected and ways to work towards preventing interpersonal violence and abuse.

**Community Connections - people working together - make it happen.**
HOW CAN THE COMMUNITY AND INDIVIDUALS RESPOND

When interpersonal violence and abuse is either disclosed or witnessed, the responsibility is to respond. Every community is different, so every response will be different. Furthermore, a range of responses will exist within the community. The responses in every community intervention plan can be adapted to fit the needs of community.

Safety, support, and intervention are the guiding principles to a consistent, coordinated, and effective first response to interpersonal violence and abuse. The responsibility to victims is to recognize and act with easy and timely access to services and support.

Safety of the victim is the top priority.

First Helper - Initial Response

Who is a First Helper? It is the first person who may witness a violent act or the first person a victim/survivor tells about the violence and abuse that may be occurring in their life. This may be a family member, a friend, a co-worker or an acquaintance. For those who may witness the violence or abuse occurring, it can be anyone. It can be you.

The same initial response applies whether the violence is happening to a child, an adult.

When anyone in the community witnesses violence or abuse taking place - whether it is in a parking lot or a front yard, he or she can start by asking the following questions:

1. ARE YOU OK? ARE YOU SAFE?
2. WHAT HAPPENED?
3. WHAT DO YOU NEED RIGHT NOW?
4. WHAT CAN I DO TO HELP?

If this person says they are in danger, safety is the goal.

SAFETY means getting the victim to a safe place, away from the offender, whether it is in a parking lot or on a front yard, he or she can start by asking the following questions:

ARE YOU OK?

WHAT YOU CAN DO:

➔ If the victim requires immediate medical attention, call 911 or take him/her to the hospital.
ARE YOU SAFE?

WHAT YOU CAN DO:

➢ If the victim is in immediate danger, and by association, you may be as well, call 911, contact the police or take him/her to the police.
➢ If children are involved, notify child protection services and the police about their safety needs. For service providers, refer to the Provincial Child Abuse Protocol http://www.socialservices.gov.sk.ca/publications/pdfs/PCAP.pdf
➢ Stay with the victim during this time to support his/her immediate needs.

WHAT HAPPENED?

When? Where? How? …
are quick questions to help you identify the level of immediate danger
If this is a happening over a phone, or through electronic media, also ask if weapons and/or drugs and alcohol are involved.

WHAT CAN I DO TO HELP?

What are your needs right now?

For First Helpers who are not professional services providers, your role in helping the victim/survivor may end once safety is achieved. Providing support for the victim/survivor once police and/or service providers become involved should only happen if the victim/survivor asks you to stay in contact.

Once the victim is safe, the next step is to OFFER SUPPORT AND WAYS TO HELP.

How?
Assist, support and empower the victim/survivor to make safe choices about what to do next. This can be done through:

α) listening to the victim’s experience.

<table>
<thead>
<tr>
<th>DO</th>
<th>DO NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe the victim’s experience because it is true for him/her</td>
<td>rescue</td>
</tr>
<tr>
<td>respect the victim as the expert of this experience</td>
<td>take over</td>
</tr>
<tr>
<td>support the victim using an empathetic and non-judgmental attitude</td>
<td>direct</td>
</tr>
<tr>
<td>gather information</td>
<td>control</td>
</tr>
<tr>
<td>seek permission to take further action</td>
<td>dominate</td>
</tr>
</tbody>
</table>

If what you hear leads to you to believe a child may be in danger, contact Child Protection or the police. If so, refer to the Provincial Child Abuse Protocol, http://www.socialservices.gov.sk.ca/publications/pdfs/PCAP.pdf
If a child or youth is being bullied or harassed, refer to Bullying Prevention materials at: http://www.learning.gov.sk.ca/Bullying-Prevention

β) giving information about:
   • what violence and abuse is
   • what can be done now (initial response resources; safety plan)
   • where to go for more help: (secondary connection resources)

χ) assisting the victim/survivor to take action.

δ) offering to maintain contact and leave a phone number.

However, if the victim does not want any further assistance:
   • be supportive, patient, and understanding;
   • respect his/her decision as correct at that point in his/her life;
   • explore why he/she is reluctant to take action;
   • do not blame, judge, or abandon him/her for not taking action or remaining in the relationship; respect his/her right to privacy and confidentiality.

Some victims may choose to stay in the situation. An example of a safety plan can be found in Section 5.

For overhead and flowchart handouts on witnessing or receiving calls about interpersonal violence and abuse see Section 4, pages 4.1 and 4.2.
PERSONAL SAFETY WHEN respondING AS A FIRST HELPER

It can be difficult to remain connected and calm when responding to an individual in danger, or who is being abused. As a first helper who may be seeing an act of violence or abuse occurring, your safety is also important. Before asking if someone is safe or ok, check out your own situation for safety. Trust your own gut feeling. If the situation does not “feel safe” for you to respond directly, find a phone and call 911. Some other things to consider might be:

- Do you have access to a safe building/vehicle if the offender turns the violence towards you?
- Are there other people nearby who are also witnessing? This may be important if you are in a public place. One person taking an action for safety can move other bystanders to also take positive action. In public places, the first helper can also call out for others…being loud at this time may stop the offender from continuing in the violence and/or abuse.
- What can you see? Is it dark out?
- Can you see what is in the offender and the victim’s hands? If there is any sense that there may be weapons involved, call 911 immediately. Weapons can be seen as anything that the offender could use to hurt the victim or you (e.g. rocks, boards, broken bottles, etc.)
- Do you know the offender and/or victim? In smaller communities, responding directly may create future danger for you or members of your home.
- Physical ability of the offender. Would you be physically over-powered by the offender

The process of being a first helper can apply to situations where the violence and abuse is not extreme. Helping create calm before the violence occurs, can be as simple as asking how everyone is doing. For example, you see a parent in a store with a baby and another smaller child. You can see that the parent is frustrated and getting angry with the smaller child for not behaving. Asking if there is anything you can do to help may prevent an act of violence or abuse.
BUILDING A COMMUNITY CONNECTIONS PLAN

People, throughout the province of Saskatchewan, work towards ending and preventing violence and abuse everyday. It may be helping a victim/survivor after an attack, providing safe shelter, offering counselling to an abuser to change how he/she expresses their anger or educating friends, family and the community about interpersonal violence and abuse. Sometimes the work happens with the support of others. On other occasions, the helping actions are started and finished by one person. In Saskatchewan, many communities are already very organized and have been working together for years. In other communities the work may just be starting.

This part of the community connections plan is to provide suggestions and tools for people and services in your community to work together. This section will be useful if there has not been a plan put into action. Communities who are already working together may also find the tools useful in their work.

The first goal of a community connections plan is to set out ways to provide any victim/survivor with a consistent, coordinated, effective response.

The second goal of a community connections plan is to look at what services, information, and tools are already available in the community. This can help a community/group to decide if they need help from other services or communities in the province.

The third goal is of a community connections plan is to set up agreed upon roles for follow-up to the response.

There is no right or wrong way to begin working together. Building a shared understanding of what is important for your community can take time. Taking action to respond to those that need help can begin right away.

** The term community has many meanings 

It can be:
- A place that gives people a sense of belonging, where relations are built, and memories are created.
- Individuals united around an issue or people who have common characteristics.
- A neighbourhood, village, town, region, or several regions united with a common cause.
HOW TO START

Anyone can take the lead to start a community committee on interpersonal violence and abuse. If there is no organization or group of organizations already working in the community, here are some things to consider:

- **Who can help out?**
- **What is the job of a community connections plan committee?**
- **What services, teaching materials and supports are available in the community?**
- **How can a committee stay connected?**
- **What kinds of information can be shared?**
- **How can a committee follow-up on its plan?**
- **How can a committee know if its plan is helping those affected by interpersonal violence and abuse?**

A coordinated community plan can make a difference by:
- strengthening the working relationship between service providers, volunteers, helping agencies, municipal councils, policy makers, and administrators;
- having a shared understanding of the roles of the services available in the community or region;
- providing help and support to victim/survivors and their families when needed.
WHO CAN HELP?

Whether the community is large or small, there are people who are concerned about the violence that happens in their home community. For larger communities, it may be very easy to find out who is already doing the work. For smaller communities, it may take some time to find out who may be doing work, or is interested in getting involved. There is a checklist of possible services and supports that could already be active in your community or region in section 4 page 4.

Creating a Committee

The community committee can include people who have experienced violence and abuse in the past, family members, community leaders, youth and interested business persons. If there are schools, hospitals, shelters, counseling services or police in your community, they may have information on what is currently happening in your community. In the front pages of every phone book in Saskatchewan are the Abuse Help Line phone numbers for your region. The services in the Abuse Help Lines may provide the starting list of community partners.

When including volunteers who do not work for a service agency or government agency, it is important to have a clear understanding of what the committee is there to do. When inviting people who are not service providers to be on the committee, it is important to let them know that this is not a job, and that they will not be rescuing/saving victims.

Creating a committee that works together for a consistent, effective response may include recognizing that:

- everyone has something to contribute, and has a need to be heard and respected.
- there are different types of knowledge and different ways of knowing.
- the use of jargon and technical terms can be confusing. Explain all technical terms before using them. The committee can also work out a common understanding of the terms that it will use.
- allow opportunities for everyone to speak if they choose to and feel comfortable doing so.

A community committee will vary from place to place in the province. Leadership can be formal or informal. In some communities, it may mean that a community-based organization will take the lead in gathering and organizing people to contribute to the committee. In other communities, it may be a working group for another issue, like child abuse, that takes a leadership role. There are many different ways of working together. To provide opportunities for all members of a committee to be valued, shared decision-making may work for some committee work. (For resources on consensus see page 2.15) Diversity in the kinds of services and individuals who participate will help provide a broad set of perspectives on the ways in which victims, offenders, families and community members can be served or supported.
WHAT IS THE ROLE OF A COMMUNITY CONNECTIONS PLAN COMMITTEE?

Each community or group of communities will have different needs and actions that they would like to achieve. Coming together to talk about individual roles of services in the community or region can help determine the way the community will coordinate their responses. There may be other activities that the community connections plan committee will want to be involved in, such as public education. For many service providers, the role that they play in the community is directed by their policies and procedures that they are responsible to follow. A community connections committee can become coordinated by having a clear understanding of the actions each service can take. For example: hospitals or wellness clinics may have a protocol/procedure for how they handle emergency patients who have been abused, attacked or sexually assaulted by an intimate partner or stranger.

Determining Roles and Responsibilities

Each community and the services that they offer will provide support and communication to develop their organization or individuals roles. Rural communities or northern communities will work together in different ways than larger urban centres. Committee members may have ideas of what a coordinated response to interpersonal violence and abuse could look like. Determine what role different agencies can play. This may require a formal agreement.

It may be helpful to develop a Local Function Statement for the investigation, treatment, and follow up of interpersonal violence and abuse. Set up meetings with your district health board, the boards of local service agencies or community groups, the local regional manager or area service manager of Saskatchewan Social Services, and a police officer from the local police service or RCMP detachment. Local Function Statements are approved by the regional authority or person in charge of the participating department or agency.

Local Function Statements can establish timelines for beginning and concluding investigations, taking into account the nature and severity of the violence and/or abuse. Local Function Statements can also establish the reporting and investigation of child abuse, including:

- involvement of schools,
- formation of a local interpersonal violence and abuse investigation team,
- treatment and follow-up services,
- information sharing at the various stages of the investigation, assessment, treatment, and follow up.

Issues of information sharing and the application of Information, Privacy and Health legislated laws can be discussed and included in any community connections committee formal agreements.
WHAT SERVICES, TEACHING MATERIALS AND SUPPORTS ARE AVAILABLE IN THE COMMUNITY?

Community Services Assessment
Begin by sharing the knowledge of committee members. If the community is just developing their plan, there are questions that can be asked of the committee members/organizations to develop understanding and trust.

1. What does the member/service/organization do now in the community?
2. Whose needs are being met by the service? Example: children who witness violence/general public/victims of elder abuse.
3. How will working together possibly affect that service/member/organization?

Identify the formal services already available in your community. If you know that a service exists, but know little about it, invite a representative from that agency to attend a meeting to talk about its services and/or to join your committee. Ask agencies and service providers who are in contact with victims of interpersonal violence and abuse about their role and responsibilities. For a checklist of possible services to be invited see Section 4 page 3.

The committee can include other services available in your community, such as churches, social and recreational programs, special interest and advocacy groups, and local businesses.

Identify the needs and gaps in service, such as a lack of public or professional education. Survivors may also be willing to share first-hand experience that your community and committee could find useful. They will tell you what was helpful, what would have been helpful, and what was missing. Knowing what is missing and what is needed in your community helps set priorities for coordinating a response.

Having a clearer understanding of the community need will help build trust and safety about the committee’s purpose in the community. Trust within the community can happen through informal conversations between committee members and members of the public. The committee may choose to do presentations for community groups, public information meetings, and news releases explaining what your committee is working towards for the community.
HOW CAN A COMMITTEE STAY CONNECTED?

Planning can help your committee focus its energy and provide a sense of direction. Planning how responses are handled and by who/what agencies may take time. Through planning, the committee can develop a group vision of how your community will respond to interpersonal violence and abuse. Some things to consider when working as a committee are:

- Appoint a facilitator or invite a facilitator from outside the community.
- Allow every committee member an opportunity to share his/her own ideas about ways to coordinate services within the community.
- Decide on the common themes of your response (already identified as ‘consistent, coordinated, and effective’ as well as ‘timely and safe’).
- Discuss the need for a balance between:
  - educational programs to increase community awareness and understanding of interpersonal violence and abuse, and each member’s role and responsibilities;
  - services that directly respond to cases of interpersonal violence and abuse;
  - prevention programs.

Develop a work plan for your committee to include:

- goals and objectives,
- delegation of responsibilities,
- activities to be undertaken,
- timelines for the completion of a task,
- are there financial resources available to support the work of the committee/community?

Planning will also involve organizing what must be done by whom and by when in order to stay connected. Identify what resources your committee needs, such as facilities, expertise, publicity, and money.
WHAT KINDS OF INFORMATION CAN BE SHARED?

Sharing information ensures good decisions are made about the protection, safety, and well being of the victim/survivor and children, and the protection of the public. Mutual information sharing among service providers can have positive outcomes for those affected by interpersonal violence and abuse. For service providers, government employees and others who may be involved with the committee, developing a clear understanding of how each service/member can share information is important.

Both the collection and sharing of information among agencies may raise questions about the victim’s and the accused right to confidentiality. Be informed about the internal policies of different agencies as well as your legal obligations. For information on information sharing, publications are available on the government of Saskatchewan website at: www.publications.gov.sk.ca. Information can be found on the following legislative acts:

The Freedom of Information and Protection of Privacy Act (FOIP) states that personal information can be shared:

- with written consent;
- when protecting the mental or physical health and/or safety of an individual;
- when reporting a child who might need protection under The Child and Family Services Act;
- when disclosure clearly outweighs any invasion of privacy that could result from it or clearly benefits the individual to whom the information relates;
- when facilitating the rehabilitation of a young person under the Youth Criminal Justice Act (Canada);
- when co-operating with a police and/or child welfare investigation;
- by order of the Court.

The Health Information Protection Act (HIPA) states that personal health information can be shared:

- with written consent;
- to avert or minimize danger to the health or safety of any child who might need protection under The Child and Family Services Act;
- when the disclosure is being made for the provision of health or social services to an individual which will clearly benefit his/her health or well-being, and it is not reasonably practicable to obtain consent;
- by order of the Court;
- with a person who is responsible for providing continuing treatment and care to the individual.

Guidelines and procedures for sharing information can be determined in the Local Function Statements.
The committee may also choose to meet to talk about cases or situations in the community that have occurred. Meetings offer service providers a place to raise concerns about a difficult case. Feedback to the service provider reporting on the progress and outcome of the investigation is critical. This person is responsible for supporting the victim/survivor during the intervention process as well as ensuring that community services are involved to the greatest extent possible.

**DEVELOPING A PLAN**

The development of a community-based plan as a way to coordinate existing services within the community will help to guide the response to interpersonal violence and abuse. Educating a community about the tools to respond can provide opportunities to prevent violence and abuse before it occurs. It can help people have the knowledge and the skills to recognize how they can help encourage a safe community, safe organizations and safe individuals and families.

Questions that may be important to consider when developing a local plan:

- Is there a common understanding of the community’s current way of responding?
- Are there principles of intervention along with an outline of the intervention process developed?
- Do committee members know how to respond to a violent or abusive event?
- Is the committee aware of the efforts that are already in place?
- Will the plan promote a consistent, coordinated, and effective response?
- Will the plan promote safe, supportive relationships for individuals within the family and within the community?
- Does the plan include any formal agreements which allow for the collection of information about the type of interpersonal violence and abuse that have occurred? Collection of this information may provide opportunities to do community or issue specific research.

Once a draft plan has been developed, the governing bodies (board of directors, regional managers) of the participating organizations and agencies need to approve their participation in it. A working committee can then develop a plan to include details on applying the community plan, training other service providers, case documentation, sharing information, identifying required resources, and raising public awareness about preventing interpersonal violence and abuse.
HOW CAN A COMMITTEE KNOW IF ITS PLAN IS CHANGING THE COMMUNITY AND HELPING THOSE AFFECTED BY INTERPERSONAL VIOLENCE AND ABUSE?

Evaluation is not the end of a project but rather something which can happen on an ongoing and regular basis. It involves assessing and celebrating the committee’s progress, deciding how to do it better, or where to go next. Having a checklist for what processes are in place and talking about the strengths and gaps that have occurred as a result of working together as a committee is a way of checking in on how things are working. Through evaluation, your committee may also identify issues which require policy and programming changes at the local, provincial or federal government levels. Keeping the evaluation simple for a community committee may be important. Having the committee agree on what to evaluate and who shares that information, is important to establish before beginning the evaluation.
CONSENSUS

Consensus is a decision making process that fully utilizes the resources of a group. It is more difficult and time consuming to reach than a democratic vote or an autocratic decision. Most issues will involve trade-offs and the various decision alternatives will not satisfy everyone. Complete unanimity is not the goal – that is rarely possible. However, it is possible for each individual to have had the opportunity to express their opinion, be listened to, and accept a group decision based on its logic and feasibility considering all relevant factors. This requires the mutual trust and respect of each team member.

A consensus decision represents a reasonable decision that all members of the group can accept. It is not necessarily the optimal decision for each member. When all the group members feel this way, you have reached consensus as we have defined it. This means that a single person can block consensus if he or she feels that it is necessary.

Here are some guidelines for reaching consensus:

• Make sure everyone is heard from and feels listened to. Avoid arguing for your own position. Present your position as clearly as possible. Listen to other team member’s reactions and comments to assess their understanding of your position. Consider their reactions and comments carefully before you press your own point of view further.

• Do not assume that someone must win and someone must lose when a discussion reaches a stalemate. Instead, look for the next most acceptable alternatives for all parties. Try to think creatively. Explore what possibilities exist if certain constraints were removed.

• Do not change your mind simply to avoid conflict, to reach an agreement, or maintain harmony. When agreement seems to come too quickly or easily, be suspicious. Explore the reasons and be sure that everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective or logically sound foundations or merits.

• Avoid conflict-reducing techniques such as majority vote, averaging, coin toss, or bargaining. When dissenting members finally agree, do not feel that they have to be rewarded or accommodated by having their own way on some later point.

• Differences of opinion are natural and expected. Seek them out, value them, and try to involve everyone in the decision process. Disagreements can improve the group’s decision. With a wider range of information and opinions, there is a greater chance of that the group will hit upon a more feasible or satisfactory solution.
ROLES OF COMMUNITY AGENCIES, INDIVIDUAL SERVICE PROVIDERS AND GOVERNMENT AGENCIES AND SERVICES

The following section covers roles and information of different agencies and institutions who may be involved with providing initial response, intervention and on-going support for victim/survivors, families and offenders. This information only covers broad roles and does not describe all services that may be provided.

Providing a coordinated, effective response involves agencies having a common understanding of roles and any limits that agencies may have to work with. At a community or regional level, having information about who will provide service, and when and how other services may be involved is covered in more detail in the section “Building a Community Connections Plan”.

ROLE OF SERVICE PROVIDERS

Action involves not only the actual delivery of services but also a consistent, coordinated, effective response from a variety of services/agencies. Service providers must take a broader perspective to intervention and work together, not in isolation, while respecting agency mandates, acknowledging overlapping areas of activities, recognizing different approaches, expanding partnerships, and utilizing other services to meet the needs of Saskatchewan children, families, and communities more effectively.

- All service providers—formal and informal, professional and volunteer—need high levels of skill, sensitivity, knowledge, dedication, and support to be effective.

The victim usually copes with all issues alone, without family and friends, while remaining strong and decisive. As a result, the victim goes back and forth between the choices of staying, leaving, or returning to the partner while working through these issues.

The following pages provides roles that various community service providers may provide on a community connections committee.
24-Hour Crisis Phone Services

The role is to provide 24-hour phone service to anyone calling who may be in crisis or who needs information. Workers determine if a person is in current danger and provides information and referrals when the crisis is not immediate. If the person is in present danger of harm, the police are called while keeping the caller on the line. Crisis intervention workers are trained to provide support and understanding, determine the needed intervention, and/or direct the caller to the appropriate community services. In Saskatchewan, there are 24-hour crisis lines for crisis/suicide, sexual assault and other forms of interpersonal violence and abuse.

Things to Consider When Organizing a Community Plan

- Are there 24-hour crisis call services in your community or region?
- Is the community aware of all crisis lines available for adults, youth and children?

See Section 4 for a list of Crisis Services in Saskatchewan
**Police Services**

Municipal police forces and the Royal Canadian Mounted Police (RCMP) are primarily responsible for public safety. Their responsibilities include investigating alleged criminal acts, providing an emergency response to children in need of protection, and offering crime prevention and victim services. With regard to interpersonal violence and abuse, police services are responsible for thoroughly investigating all allegations to determine if reasonable grounds exist to lay charges, whether or not the involved parties deny any incident occurred, and ensuring that an incident report is submitted after every domestic incident.

**Things to Consider When Organizing a Community Plan**

- Is your community served by a local police service or RCMP?
- Is there a member of the police service whose job is to handle cases of interpersonal violence and abuse?
- Are there currently and protocols or processes between police agencies and service providers that serve victim/survivors and their families?
Victim Services

Victim Services improves the justice system's response to victims of crime by increasing public and professional understanding of their needs, and by delivering services to meet those needs, including crisis intervention, referrals, assistance with victim impact statements, court assistance, and follow-up information. Court-based services include:

• orientation to the court for volunteers and court and police staff,
• relevant training for volunteers, court and police staff,
• accompaniment services for victims of crime. Saskatchewan’s Declaration of Principles Respecting the Treatment of Victims of Crime can be found in section 6.

Things to Consider When Organizing a Community Plan

• Is there a local or regional victim services coordinator in your community or region?
• Is the community plan committee aware of the services and limitations of service that are available for victims and families?
Shelter Services for Women and Sheltering other Victim/Survivors

The role of shelter services is to provide a safe place and support to women and their children who are experiencing interpersonal violence and abuse. Shelter services provide an emergency response where available. In Saskatchewan, the length of stay depends on individual victim/survivor needs.

Things to Consider when Organizing a Community Plan

- Is there a safe shelter for women in your community?
- If the safe shelter is outside of your community/region, do service responders have current contact information and a working relationship with the shelter?
- Is transportation for victim/survivors and children (if involved) available in the community?
- Has the community discussed the needs of sheltering male victim/survivors?
- Are sheltering services available for people with disabilities or older adults?
- When applying the Victims of Domestic Violence Act Emergency Intervention Order, do the police and service providers have an understanding of the temporary custody of the home portions of the Act?

Secondary Services of Women’s Shelters

Shelters may also offer follow-up, support groups, advocate for services, and participate in community efforts to end interpersonal violence and abuse. In some locations in Saskatchewan, there are also second stage housing places available to help women and their children move towards building a new life outside of the abusive home.

For a complete list of current shelters and secondary housing services in Saskatchewan, go to the resources section 5.
Counseling Services

The role of counseling services is to provide support through individual and family counseling (when appropriate). The counseling may include advocacy support, keeping a written record of the victim/survivor’s experience and longer-term counseling when necessary.

Programs for offenders counsel to help the individual take responsibility for the interpersonal violence and abuse as they learn new ways to handle their feelings and their relationships.

In Saskatchewan, there are also counseling programs that provide culturally sensitive programs. Each counseling service may provide other supports based on the programming they have available.

Things to Consider When Organizing a Community Plan

- Do you have a current list of counseling services available in your community or region?
- Are there counseling services available for children who witness or experience violence in your community or region?
- Are there offender programs available in your community or region?
- Are there services that offer culturally sensitive counseling in your community or region?
Aboriginal Services

The Family Violence Prevention Program for First Nations, funded by the Department of Indian Affairs and Northern Development (DIAND), seeks to help those who face violence in their homes, to raise awareness about the issues, and to prevent family violence. The program funds 34 Project Haven shelters on reserves, reimburses off-reserve shelters for services provided to First Nations people who ordinarily live on-reserve, and supports community-based family violence prevention programs aimed at reducing incidents of violence on-reserve. The anticipated results of the Family Violence Prevention Program are a reduction in family violence and a more secure family environment for children living on-reserve through the provision of prevention and protection services for Aboriginal children and their families. Four First Nations Transition Houses in Fort Qu’Appelle, Meadow Lake, Yorkton, and La Ronge provide safety to victims and children.

The National Aboriginal Circle Against Family Violence (NACAFV) was established in the spirit of Aboriginal people taking responsibility and ownership for addressing the issues surrounding family violence. NACAFV’s consultative process respects and recognizes Aboriginal knowledge as necessary for the effective intervention and prevention of family violence.

The Métis Family and Community Justice Services has developed Métis-specific social programs and foster care resources. Local Métis organizations support and provide culturally appropriate resources for Métis families.

First Nations Bands and Tribal Councils developed Indian Child and Family Services (ICFS) agencies to administer The Child and Family Services Act, and offer child welfare services on-reserve. When allegations of child abuse involve First Nations children, regardless of whether the child lives on- or off-reserve, the child’s band provides support unavailable elsewhere in terms of language, cultural appropriateness, alternative living arrangements if necessary, and access to treatment and healing services, with Elders offering support and assistance to the child and family. Aboriginal family violence service providers along with experts from across the country recognize the need for a coordinated community approach to deliver effective, culturally appropriate services, with long-term healing from the effects of family violence as the goal.

Aboriginal services are funded by federal (on-reserve) and provincial (off-reserve) jurisdictions.

**Things to Consider When Organizing a Community Plan**

- Are there services for First Nations or Metis persons in your community or region?
- Does your region include first nation’s communities (reserves) that may access local services?
Services for Persons with Disabilities

A disability is any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being. One of five people in Saskatchewan lives with a disability; one of two adults over the age of 65 has a disability. With aging, the chance of becoming disabled increases.

The role of disability services in Saskatchewan is to provide support, advocacy and awareness. Interpersonal violence and abuse happens to a large number of persons with disabilities.

Abuse of individuals with disabilities takes on many forms. See section 6 for indicators of interpersonal violence and abuse for persons with disabilities, older and vulnerable adults.

Things to Consider When Organizing a Community Plan

- Are there services in your community or region for persons with disabilities?
- Are services in your community or region accessible for persons with disabilities? (e.g. shelters, counseling services, police stations etc.)
- Are interpreter/translation services available for hearing impaired persons in your community or region?
- Is the community aware of the sections of the Victim’s of Domestic Violence Act that protects persons with disabilities from being confined, isolated or being abused by caregivers (others)….e.g. Warrant of Entry Victims of Domestic Violence Act
Services for Older Persons

Older persons can experience different forms of violence as they age. Indicators of the different forms of violence older persons may experience, can be found in Section 6. For concerns around financial abuse of older and vulnerable adults, the Office of the Public Guardian may be of support.

For older persons who may be being abused under the care of a relative or friend, applying for a Warrant of Entry through the police or RCMP may be necessary to get the individual to safety.

Care homes are required to provide a safe and respectful environment for older persons and vulnerable adults. If there is suspected abuse or violence occurring within a registered care facility, this must be reported to the Minister of Health. For a copy of the Care Homes Act, see http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/P6-01.pdf

Things to Consider When Organizing a Community Plan

- Do the care facilities in your community or region have a protocol for screening for interpersonal violence and abuse?
- Are staff and administrators aware of the indications of interpersonal violence and abuse in older persons?
- Are other community service providers aware of utilizing the Victims of Domestic Violence Act in protection of older persons being abused?
Services for Immigrants

The role of immigrant services is to provide support, education and referrals when someone from another country has come to live in Canada. They may provide education on interpersonal violence and abuse, Canadian laws regarding violence and child abuse and information on other helping services.

Things to Consider When Organizing a Community Plan

- Are there services for immigrants or refugees in your community or region?
- Are there translation/interpreter services available if needed?
Churches/Clergy, Elders and Other Spiritual Community Organizations

The role of churches, clergy and elders in the community are to provide support, information, referrals and awareness. Some churches/organizations may also provide counseling, home supports or children’s programs. For some victim/survivors and offenders, talking with church/organization leaders in their community may be the first time that they disclose the interpersonal violence and abuse in their lives. For some communities, churches also provide displays for information, organize community events and participate actively in community social programs.

Things to Consider When Organizing a Community Plan

- Are there churches or church groups or elders that are involved with interpersonal violence and abuse in your community?
- Are there churches that offer counseling to victim/survivors or offenders in your community?
- Are there churches that are able to help with transportation or housing supports for victim/survivors of interpersonal violence and abuse in your community?
- Are there churches or elders offering education and awareness programs in your community?
Corrections and Public Safety at a Community Level

The mission is to promote safe communities by providing a range of controls and reintegration opportunities for offenders.

There are different forms of programs that occur within community around the province. Check Section 5 for information on services that may be available in your region in the community services appendix.
Child Protection Services at a Community Level

Child Protection operates under the authority of the Ministry of Social Services, administering The Child and Family Services Act in accordance with Ministry standards and guidelines. As the primary provider of services for children in the province, Child Protection’s mandate is to conduct investigations where children who may have been physically and/or emotionally harmed by interpersonal violence and abuse, to protect them if necessary, and to prevent further incidents.

The Provincial Child Abuse Protocol www.gov.sk.ca/publications/pdfs/PCAP.pdf sets out the roles and responsibilities of communities, organizations, service providers, and individuals, and outlines the principles guiding the response to child abuse.

Duty to Report:

- If there are concerns about child abuse or neglect, a report must be made to an officer or peace officer under The Child and Family Services Act.

- Section 12 (1) of The Child and Family Services Act outlines the Duty to Report: Subject to subsections (2) and (3), every person who has reasonable grounds to believe that a child is in need of protection shall report the information to an officer or peace officer.

- An officer includes designated staff of the Ministry of Social Services, designated staff of First Nations Child and Family Service Agencies (FNCFS) and designated staff of Mobile Crisis Services Inc., Regina; Saskatoon Crisis Intervention Prince Albert Mobile Crisis Unit Co-op Ltd. A peace officer includes the municipal police forces and the RCMP.

Relationship violence and abuse impacting on the safety of the child is one of the safety factors that child protection workers assess when implementing The Child and Family Services Act. The Provincial Child Abuse Protocol outlines principles that guide the response to child abuse and sets out the roles and responsibilities of the communities, professionals, individuals, and organizations involved.

Things to Consider When Organizing a Community Plan

- Are community plan members familiar with the Child Abuse protocol?
- Are service providers aware of the importance of support for children and families who witness interpersonal violence and abuse?
Role of the Crown Prosecutor Services at a Community Level

The responsibilities of the criminal justice system are to enforce the act of assault as a criminal offense, hold the accused accountable for his/her behavior, provide the accused with deterrents that benefit the victim and society at large, and ensure the safety and protection of the victim and children as its priority.

Crown Prosecutors now handle assaults by spouses and partners the same as any other assault. The police are directed to lay the charge themselves if they have reasonable and probable grounds to believe that an assault has taken place. The Crown Prosecutors’ offices are directed not to withdraw charges merely because the victim is reluctant to testify, or because there is a prospect of reconciliation between the parties. The role of the Crown prosecutor is to prosecute all cases.

For more information on the legal process, go to Public Legal Education Association of Saskatchewan. Information on various forms of interpersonal violence and abuse can be found in the publications area at: www.plea.org/freepubs/freepubs.htm
**Health Care Services**

Health care services, in a community plan can include hospitals, wellness clinics, homecare services and extended care services. The role of health care services is to provide medical care and intervention when necessary for victim/survivors. Effective medical care for victims of interpersonal violence and abuse includes **identification, assessment, documentation, intervention, referral, and follow up.** For an example of a hospital protocol, see **Section 5.**

**Role of the Family Physician**

The role of the family physician is to provide medical care and intervention where necessary. A family physician may have a long term working relationship with the victim/survivor. A patient who has many visits with physical injuries may be experiencing interpersonal violence and abuse. (see list of indicators section5). An example of screening for interpersonal violence and abuse see section 6.

**Role of the Public Health Nurse**

Pregnancy is identified as a time of high risk for interpersonal violence and abuse, so it is addressed in pre- and post-natal classes and all contacts. Public health nurses may see women alone and in their homes. They may be able to help a victim/survivor with the issue of safety by:

- supporting the victim to identify the dangers,
- arranging appointments when the partner is out, with no chance of returning during the home visit,
- seeing the patient in the office if the partner is unpredictable or overly interested in the visit.

**Things to Consider When Organizing a Community Plan**

- What health care services are available in your community and region?
- Are community partners aware of the procedures that happen within the health care services in their community or region?
- Are education and support information made available at health care services in your community or region?
Role of Municipal Governments
(Mayors, Reeves, Councilors)

The role of municipal governments varies based on the size and services offered. In larger centres where police services are offered, municipal governments are responsible for maintaining funding to those services. In smaller centres, responsibilities may include developing relationships with local or regional RCMP.

In the Saskatchewan Municipalities Act 2005, Part II section 4(2) (c) under General Provisions Respecting Powers, it states: that municipalities are responsible “to develop and maintain safe and viable communities”. In situations where civic leaders may be required to respond to the media, developing a media plan could also be supportive.

Things to Consider When Organizing a Community Plan

- Is council aware of duties/responsibilities regarding community safety as laid out in the Municipalities Act 2005?
- Are council members aware of long-term strategies currently happening in their community, that addresses community safety?
ROLE OF GOVERNMENT

The Government of Saskatchewan is committed to reducing and eliminating interpersonal violence and abuse in Saskatchewan. To achieve this goal, it established the Inter-ministerial Committee on Interpersonal Violence and Abuse. Through the various ministries, strategies and programs to address interpersonal violence and abuse are developed and utilized.

Saskatchewan Health

The provincial Ministry of Health, in response to issues of relationship violence and abuse, provides global funding to health districts to offer the following health support and services based on community defined priorities and needs:

- Alternatives to Violence programming;
- Sex offender groups;
- Support groups for women who have experienced relationship violence and abuse;
- Mental health clinics offer services for children who have been adversely affected by relationship violence and abuse;
- Hospital-provided assessment protocols for victims/suspected victims of relationship violence and abuse (specific protocols are locally developed and implemented);
- Welcome Home programs provide follow up services for mothers and infants to identify needs;
- Alcohol and drug services (specific protocols are locally developed and implemented).

The regulatory bodies of the respective provincial health care professions may have specific protocols and guidelines regarding relationship violence and abuse.

Ministry of Justice and Attorney General

In addition to providing general legal advice to the Government of Saskatchewan, the provincial Ministry of Justice and Attorney General is responsible for the administration of justice in Saskatchewan, including:

- assistance and support through the provincial Victim Services Program for victims involved in the legal process;
- prosecution services in criminal law matters, including the preparation of witnesses for trials;
- court services to the public; and
- family justice services such as maintenance enforcement and other services to assist parents and children dealing with the difficulties of family breakdown.
Ministry of Justice and Attorney General works in partnership with a variety of organizations to deliver justice services responding to situations involving interpersonal violence and abuse, including the Saskatchewan Legal Aid Commission, the police and community based agencies. The department oversees specialized courts dealing with criminal charges involving domestic violence, funds six programs through the Aboriginal Family Violence Strategy and 6 Children Who Witness Violence programs and provides funding to specialized programs such as Family Service Regina Domestic Violence Victims Services program, Regina Women’s Community Centre and Sexual Assault Line and Street Worker’s Advocacy Project.

Ministry of Education

Caring and Respectful Schools Initiative and the Anti-Bullying Strategy
- In 2002, Saskatchewan Education announced the Caring and Respectful Schools Initiative to provide schools with:
  - a framework and policy direction on strengthening caring, respectful and safe school environments;
  - curriculum and resources for strengthening students’ personal and social development; and,
  - prevention and intervention strategies for dealing with school bullying and violence.
- On February 2, 2005, the Minister of Learning announced an Anti-Bullying Strategy designed to prevent and reduce bullying among youth and promote caring, respectful and safe schools and communities. The strategy built on the Caring and Respectful Schools Initiative and the effective policies and practices that were already in place across the provincial education system. The strategy acknowledged that bullying and school violence are serious problems and recognized that solutions to these problems require shared responsibility and a community-wide response that engages youth, families, and the community with schools.
- In September 2006, the Caring and Respectful Schools: Bullying Prevention: A Model Policy was distributed to school administrators and school division directors of education. This resource was developed at the request of school divisions and in response to requests for an accepted definition of bullying and a model policy to enable schools, school divisions and communities across the province to work toward a common approach to the prevention and reduction of bullying. The document is available on the Ministry’s website at: http://www.sasklearning.gov.sk.ca/branches/pol_eval/school_plus/crse/anti_bully.shtml. Links to a number of other resources will be found here as well.
- For the past three years, the Ministry of Education has contracted the Canadian Mental Health Association, Saskatchewan Division, to provide anti-bullying and suicide prevention programming for Saskatchewan schools and communities. The Ministry is also working with the Canadian Red Cross in support of their RespectED bullying prevention (Imagine No Bullies) work with school divisions in the province.
- The Ministry has entered into an agreement with the Search Institute to provide twelve training sessions across the province. The workshops will provide participants information and tools regarding the 40 Developmental Assets and creating a more caring school climate.
- The Ministry is also exploring ways to support the Saskatchewan Association of Chief’s of Police (SACP) Cyber Bullying Initiative.

**Curriculum Renewal**
- The role of the Ministry of Education with regard to violence and abuse has traditionally focused on prevention. A major initiative that supports the prevention of family violence is delivered through provincial curricula. Education about family violence is part of Health Education (grades 1-9) and Life Transitions (grades 11-12) curricula. The curricula include information about the cycle of family violence, and the development of skills in the areas of decision-making and conflict resolution.
- Curricula in all areas of study are currently being reviewed with a focus on making strong connections from the provincial Goals of Education to the outcomes in each area of study. An external advisory committee of education partners has been formed to guide this renewal. The Curriculum Renewal will extend over a number of years.

**Ministry of Advanced Education, Employment and Labour**

Through the Ministry of Advanced, Education, Employment and Labour, the Status of Women Office provides leadership to government on policy direction affecting the status of women in Saskatchewan. The Status of Women Office:

- in partnership with government ministries and Crown corporations, directs the development and implementation of new initiatives for women through the Action Plan for Saskatchewan Women.
- facilitates a supportive network for the Intra-governmental Committee of Advisors on Women's Policy.
- provides advice and consultation to government, Crown corporations, unions and businesses on all aspects of pay equity.
- maintains positive working and communication linkages with women's organizations.
- provides support and training to integrate gender-based analysis into government decision-making processes.
- represents the Government of Saskatchewan in Federal/Provincial/Territorial work on the status of women.

The Status of Women Office participates on the Interdepartmental Committee on Interpersonal Violence and Abuse.
The Status of Women Office also supports International Women’s Day events each year, many of which deal with the education and prevention of interpersonal violence and abuse.

Ministry of Social Services

The mandate of the Ministry of Social Services is to work with citizens as they build better lives for themselves through economic independence, strong families and active involvement in the labour market and the community. The Ministry invests in positive outcomes for people in areas of income support, child and family services, and supports for persons with disabilities and affordable housing.

The ministry funds residential crisis services for women and children, family violence outreach services and sexual assault services delivered by community-based organizations across the province.

The ministry-delivered Child and Family Services focus on the immediate safety of children and their families. The role of workers across the program areas is to implement protocols and to facilitate access to resources related to client safety. Once the immediate safety issues have been addressed, the department provides services to promote family stability and independence.

The Child and Family Services Act establishes the mandate for Child Welfare Services, which includes:

- receiving and investigating reports of children in need of protection from neglect, abuse and violence;
- assessing the family’s ability to protect the child;
- providing support services to children and families to maintain the family wherever it is safe for the child;
- providing out-of-home care when support services to the family cannot provide for the children’s safety.

Duty to Report:

- If there are concerns about child abuse or neglect, a report must be made to an officer or peace officer under The Child and Family Services Act.
- Section 12 of The Child and Family Services Act outlines the Duty to Report: Subject to subsections (2) and (3), every person who has reasonable grounds to believe that a child is in need of protection shall report the information to an officer or peace officer.
- An officer includes designated staff of the Ministry of Social Services, designated staff of First Nations Child and Family Service Agencies (FNCFS) and designated staff of Mobile Crisis Services Inc., Regina, Saskatoon Crisis Intervention, Prince
Relationship violence and abuse impacting on the safety of the child is one of the safety factors that child protection workers assess when implementing The Child and Family Services Act. The Provincial Child Abuse Protocol outlines principles that guide the response to child abuse and sets out the roles and responsibilities of the communities, professionals, individuals, and organizations involved. Additional information may be found at the following website: http://www.socialservices.gov.sk.ca/child-protection/

In addition to the full range of child protection services, Social Services provides funding to community-based organizations for services that support sexually exploited children and youth. This includes both outreach services and residential resources.

The Emergency Protection for Victims of Child Sexual Abuse and Exploitation Act was proclaimed on October 1, 2002. The legislation prevents contact between the offender and the child victim by restricting offenders from entering a specified geographical area, similar to a restraining order. The legislation defines a child as a person under the age of 18 and recognizes children as victims in these situations. The Act allows police to search powers in cases of child sexual abuse.

The ministry also provides services through income security programs under The Saskatchewan Assistance Act. The role of workers is to be aware of protocols and services for individuals and families dealing with relationship violence and to ensure that clients have appropriate information.

Examples of ministry income assistance programs include: Saskatchewan Assistance Plan (SAP), Transitional Employment Allowance (TEA), Employment Services, Saskatchewan Employment Supplement (SES), Saskatchewan Rental Housing Supplement, Saskatchewan Income Plan, Child Nutrition and Development Program (CNDP), Child Care Subsidy.

Additional information is available at the following website: http://www.socialservices.gov.sk.ca/income-assistance/

Through the Saskatchewan Housing Corporation (SHC), the ministry provides improved access to social housing to persons fleeing family violence in cases where such persons are without adequate resources to procure safe, suitable, and adequate housing on the private market. Social housing is subsidized housing targeted to families, seniors and people with a disability that are able to live independently outside of care facilities. Although some long-term social housing is intended to provide tenants with the opportunity to stabilize their situations and build independence in order that they may become able to access accommodation in the private market wherever possible.
SHC policy states: “Victims of family violence are eligible for special considerations when they apply for social housing.”

To qualify for this special status, applicants must meet both of the following:

1. The applicant must be in a relationship that either:
   a) has a history of abuse; or
   b) has had one incident that indicates that the applicant or applicant’s family is in serious danger unless he, she or they are separated from the abuser; and

2. The applicant must intend to separate from the abuser.

All applicants must fill out a regular application and those seeking special status must self-disclose that they are fleeing an abusive situation. (SHC and housing authority staff will not ask for this information).\(^1\) The housing authority will then confirm that the applicant is in fact, fleeing abuse.\(^2\) Upon receiving this confirmation, Victim of Family Violence status will be given to the applicant. With this, the applicant’s application will proceed directly to the housing authority’s board for approval, and the applicant’s name will be placed at the top of the housing authority’s approved applicant list. (The usual point scoring system and waiting lists are waived).

Persons that have been granted Victim of Family Violence status are placed into the first unit to become available. As such, these persons may be placed into units that are too large or too small. As more appropriate units come available, these people may be transferred to a more suitably sized unit.

In addition to the previously listed housing supports, SHC also provides the following services:

1. First Point of Contact:
   • SHC staff are trained to direct applicants – in instances where applicant self-disclose as being victims of violence – to other community services that are available and relevant to the applicant’s needs.

2. Family Tenant Associations:

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\(^1\) Applicants may be assured that all steps are taken to ensure that this information remains confidential. Applications are not marked in any way that would indicate that the applicant is a person fleeing family violence. Additionally, all information pertaining to Victim of Family Violence status is kept in a separate, confidential file under lock and key.

\(^2\) To grant Victim of Family Violence status to an applicant, the relevant housing authority must receive written verification. Verification may be provided by the following: a physician, a lawyer, supervisor of an emergency shelter, community health worker, law enforcement officer, social worker, or a member of the clergy.
• SHC funds Family Tenant Associations through which tenants come together to identify common issues and concerns. Often, these associations help connect tenants with programs aimed at building self-esteem and independence in hopes that these skills will help affected tenants break the cycle of abuse.
• In addition to this, SHC staff trains members of these associations, particularly with regards to the planning, organizing and facilitating of association meetings. This serves to build capacity.

3. Capital Funding:
• SHC has also provided capital funding to a number of shelters and transitional houses for the purpose of repairing existing shelters/transitional houses or increasing the number of shelter/transitional units. Ongoing operating funding and program delivery is provided through other areas of Social Services.

**Corrections and Public Safety**

The Ministry is responsible for the delivery of adult and youth correctional services. The department offers services to adult offenders who have been convicted of family violence offenses by providing risk assessments, community safety plans and family violence treatment programs.

Corrections and Public Safety is responsible for young offender programs and services. In Saskatchewan, youth who offend are held accountable through Secure and Open Custody, Alternative Measures, Judicial Interim Release, Intensive Community-based Programs and Probation Services.

The main objectives of Young Offender programs and services are to:
• hold youth accountable for their unlawful behavior;
• ensure society is protected from youth who offend, particularly dangerous youth or chronic repeat offenders, and;
• work with youth to reduce the likelihood that they will re-offend.

All programs and services for youth who offend are developed and delivered with safety of the community in mind.
FLOW CHART FOR CALLS RECEIVED BY FIRST HELPER OR SERVICE PROVIDER

What is happening? Is it safe to talk?
  Yes
  No
    Get caller’s address and phone number. Call Police.

Can you leave safely?
  Yes
    Do you have someplace to go?
  No
    No
    Yes
    Do you have a way to get to the safe place?

Is the abuser there now?
  Yes
    Can I help you get to a safe place?
  No
    Yes
    Are you hurt?
    Yes
    Get Police and/or Medical help.
    No
    No
    Brainstorm other options for leaving (i.e.: shelter pick up)
    Yes
    Do you need anything else right now?
  No
    Yes
    What can I do for you right now?

Are there weapons, drugs, or alcohol involved?
  Yes
  No
    Are you hurt?
    Yes
    Nothing.
    No
    Referral, support.

The victim may choose to reconnect with you after initial call/event.
FLOW CHART FOR FIRST HELPER WITNESSING AN EVENT

First Helper Witnessing A Physical Violent Event

Is there a danger to self as first helper? Are there drugs/alcohol or weapons involved?

No

Ask victim if they are safe/ok?

Yes

Seek medical assistance.

No

Do you need anything right now?

Yes

What do you need?

Resources, support, information.

No

Can I do anything for you right now?

Support these requests. The victim may wish to stay connected.

First Helper Witnessing A Non-Physical Violent Event

Ask victim if they are safe/ok?

No

Do you need anything right now?

Yes

What do you need? (Support? Resources? Information?)

No

Go with victim if it is safe to do so, and/or call for help.

Yes

CONTACT POLICE IMMEDIATELY

No

Can I do anything for you right now?

Support these requests. The victim may wish to stay connected.
### The Community Plan

#### Community Connections Directory

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<tr>
<th>Immediate Safety</th>
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#### Keeping People Safe – Victims in General:

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#### Bullying & Harassment (Children & Youth):

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#### Seniors & Disabled Persons:

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<td>Legal Services</td>
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</table>
ESCAPE PLAN CHECKLIST

You may decide not to leave. However, an emergency may arise that might place your safety — and the safety of your children — at risk. Therefore it is important to have your Escape Plan in place.

Set up this plan when you’re not in crisis or panic. Teach your children the signs of needing to leave. Practice the escape with them, much like a fire drill.

Here are some steps to take:

- Decide where you are going to go. Set up an escape route. Find out where you can go to be safe, even if it’s only to make a phone call.
- Talk to the children. They need to know which neighbor to run to in an emergency. If they’re old enough, teach them the phone number to call and what to say if they’re trapped in the house. If it is safe to do so, program emergency numbers into the phone (police, shelter, neighbors, those who will help you).
- Speak with your neighbors and people you trust. Let them know what is going on so they can watch out for you.
- Call a shelter or transition house and talk to the staff. You may want to work out a code word so they know who you are if you have to call them in a crisis.
- Get legal advice now. That way you’ll know your rights, and what you should and should not do in an emergency.
- If possible, put aside an amount of money (cash) to see you through a short-term period. If you don’t have a way to save some cash, ask family, friends, or social assistance.
- Open a separate bank account in your own name. Put as much money as you can into it. Do this each month. Ask the bank to send your statements to your workplace or to a trusted friend, rather than to your home.
- Find a way to get to your emergency safe place if it becomes necessary. Is there someone who can come and get you? Can you take a car, taxi or bus?
- Find someone to care for your pets if you need to leave quickly.
- If you’ve been abused before, make sure the police know what is going on.
- Find somewhere outside your home to keep your escape bag and important documents (e.g. at a safe person’s house, or your workplace).
- Write down all weapons, guns, ammunition and their serial and registration numbers.
- Become familiar with your local shelter. Find out about what housing is available.
- Decide what to take (furniture, vehicles, clothes, photos, baby pictures, personal items).
- Keep your children’s daycare, school, etc. informed of the situation.
PACKING AN EMERGENCY BAG

If you need to leave quickly, it’s important to take the documents and other items you may need. You may not come back home immediately. Even if you do, the documents you need may be gone.

Pack an emergency bag and leave it with a trustworthy friend or in another safe place you can get it easily.

The bag should include:
- Enough clothes for you and the children for a few days.
- Medical prescriptions and medications you or your children may need.
- Money, bank books, credit cards.
- Duplicate house and car keys.
- Driver’s license and car registration and insurance.
- Identification and important papers (marriage certificate, birth certificates, school records, social insurance numbers).
- Hospitalization numbers/cards for you and the children.
- First Nations status card, treaty numbers.
- Immigration/citizenship papers, passports.
- Medical records, police records, your journal or diary, and other evidence of violence.
- Investment information and life insurance policies.
- Income tax records, accountant records.
- Copies of your lease, mortgage or other deeds.
- Your address/phone book.
- A list of the contents (including serial numbers) of your house.
- The children’s favorite toys and books.
- Your favorite possessions/photos (things that give you comfort).

Try to obtain originals of all the documents. If this isn’t possible, make photocopies.
COMMUNITY SERVICES

Emergency (Police, Fire, Ambulance)  
Deaf Persons Emergency TTY, Regina  
RCMP Police Emergency  
Hearing Impaired TTY  
Crime Stoppers  

9-1-1  
359-1012  
310-RCMP(7267)  
780-6788  
1-800-222-8477  

Crisis Information Lines:  
24 Hour Abuse Line………………………………………  
Abused Women’s Info Line, Saskatoon…………………..  
Child Abuse Line, Regina…………………………………  
Child Protection  
North Battleford………………………………………..  
Prince Albert……………………………………………  
Regina……………………………………………………  
Saskatoon…………………………………………………  
Swift Current……………………………………………..  

1-800-214-7083  
1-888-338-0880  
569-2724  
446-7535  
953-2345  
787-3760  
933-5961  
1-800-567-3334  

Hudson Bay and District Crisis Centre…………………….  
NE Crisis Centre, Melfort………………………………….  
Southwest Crisis Services, Swift Current…………………..  
West Central Crisis and Family Support Centre………..  
Farm Stress Line…………………………………………..  
Health Help Line………………………………………….  
Health line TTY……………………………………………..  
Kids Help Phone Line………………………………………..  
Mobile Crisis Services  
Kindersley………………………………………………….  
Prince Albert……………………………………………….  
Regina……………………………………………………….  
Saskatoon…………………………………………………….  

1-866-865-7274 or 865-3064  
1-800-611-6349 or 752-9455  
778-3833  
1-877-310-4357  
1-800-667-4442  
1-877-800-0002  
1-888-425-4444  
1-800-668-6868  
1-877-310-4357  
764-1011  
757-0127  
933-6200  
1-888-603-9100  
1-800-306-6789  

Parents Help Line…………………………………………..  
Problem Gambling Help Line……………………………..  
Sexual Assault Centre  
Lloydminster……………………………………………….  
Prince Albert……………………………………………….  
Saskatoon…………………………………………………..  
Sexual Assault Crisis Line/Centre, Battlefords and Area…  
Sexual Assault Line, Regina…………………………………  
Suicide Line, Regina…………………………………………  

825-8255  
764-1039  
244-2224  
446-4444 or 445-0055  
352-0434  
525-5333
### Shelters:

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<tr>
<td>Adelle House, Saskatoon (2nd Stage Housing)</td>
<td>668-2761</td>
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<tr>
<td>Battlefords Interval House</td>
<td>445-2742</td>
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<tr>
<td>Crisis Nursery, Saskatoon</td>
<td>242-2433</td>
</tr>
<tr>
<td>Family Healing Circle Lodge, Saskatoon</td>
<td>653-3900</td>
</tr>
<tr>
<td>Isabel Johnson Shelter, Regina</td>
<td>525-2141</td>
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<tr>
<td>Lloydminster Interval House</td>
<td>780-875-0966</td>
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<tr>
<td>Moose Jaw Transition House</td>
<td>693-6511</td>
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<tr>
<td>North East Crisis Intervention Centre, Melfort</td>
<td>1-800-611-6349 or 752-9455</td>
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<tr>
<td>Piwapan Women's Centre, La Ronge</td>
<td>425-3900</td>
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<tr>
<td>Prince Albert Children’s Haven</td>
<td>922-4454</td>
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<tr>
<td>Prince Albert Grand Council (P.A.G.C.) Men’s Transitional Housing</td>
<td>765-5300</td>
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<tr>
<td>Prince Albert Lodge Shelter for Men</td>
<td>763-6673</td>
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<td>Prince Albert Safe Shelter for Women</td>
<td>764-7233</td>
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<tr>
<td>Prince Albert Safe Shelter (2nd Stage Housing)</td>
<td>764-7233</td>
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<tr>
<td>Qu’Appelle Haven Safe Shelter</td>
<td>1-888-332-7233 or 332-6882</td>
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<tr>
<td>Regina Transition House</td>
<td>569-2292</td>
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<tr>
<td>Salvation Army Men’s Shelter, Saskatoon</td>
<td>244-6280 or 242-6833</td>
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<td>Saskatoon Interval House (2nd Stage Housing)</td>
<td>244-0185</td>
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<tr>
<td>Shelwin House, Yorkton</td>
<td>1-888-783-3111 or 783-7233</td>
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<td>SOFIA House (2nd Stage Housing), Regina</td>
<td>565-2537</td>
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<tr>
<td>Southwest Safe Shelter, Swift Current</td>
<td>1-800-567-3334 or 778-3692</td>
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<tr>
<td>Tamara’s House, Saskatoon</td>
<td>683-8667</td>
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<tr>
<td>Waskoosis Safe House, Meadow Lake</td>
<td>236-5570</td>
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<tr>
<td>WISH Safe House, Regina</td>
<td>543-0493</td>
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<tr>
<td>West Central Crisis and Family Support Centre</td>
<td>1-877-310-4357 or 436-4357</td>
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<td>Yorkton Project Safe Haven</td>
<td>1-877-444-2836 or 782-0676</td>
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<td>YTC Safe Shelter, Yorkton</td>
<td>1-877-444-2836 or 782-0676</td>
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<td>YWCA, Prince Albert</td>
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<td>YWCA of Saskatoon</td>
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Aboriginal Shelters
Piwapan Women’s Centre, La Ronge………………………. 425-3900
Qu’Appelle Haven Safe Shelter…………………………. 332-6882
Waskoosis Safe House, Meadow Lake………………… 236-5570
YTC Safe Shelter, Yorkton…………………………….. 1-877-444-2836 or 782-0676

Aboriginal Services
Aboriginal Affairs………………………………………. 787-5852
Circle Project, Regina…………………………………. 347-7515
First Nations Family Support Centre, Regina…………… 522-6722
Indian and Métis Friendship Centre
Battlefords………………………………………... 445-8216
Buffalo Narrows……………………………………. 235-4633
Saskatoon …………………………………………. 244-0174
Prince Albert ………………………………………. 764-3431
Indian and Northern Affairs Canada (INAC)…………… 1-800-567-9604
Iskwew: Women Helping Women, Prince Albert……… 953-6229
Kanaweyimik Family Services, Battlefords……………… 445-3500
Métis Addiction Council of Saskatchewan
Archerwill………………………………………. 323-4232
North Battleford…………………………………… 445-3319
Prince Albert………………………………………. 953-8250
Regina………………………………………. 352-9601
Saskatoon………………………………………. 652-8951
National Aboriginal Circle Against Family Violence…… 1-613-236-1844
Native Coordinating Council Family Services, Prince Albert …. 764-1652
Native Health Services, Regina………………………. 766-4155
Yorkton Aboriginal Family Violence…………………… 782-5533

Addiction Services
Alcoholics Anonymous (A.A.), Regina…………………. 545-9300
Métis Addictions Council of Saskatchewan, Regina…… 522-3681
Problem Gambling Help Line…………………………. 1-800-306-6789
### Children’s Services

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<td>Big Brothers Association of Regina</td>
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<td>Big Sisters Association of Regina (YWCA)</td>
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<td>Boys and Girls Club of Saskatoon</td>
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<td>Boys and Girls Club of Regina</td>
<td>565-6206</td>
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<td>787-7010</td>
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<td>Child Protection Services</td>
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<td>Regina</td>
<td>787-3760</td>
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<td>953-2345</td>
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<td>Children Exposed To Violence Groups, Regina</td>
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<td>Children’s Advocate</td>
<td>1-800-322-7221</td>
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<td>Kids First, Moose Jaw</td>
<td>694-8336</td>
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<td>Crisis Nursery, Saskatoon</td>
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<td>Kids Help Phone Line</td>
<td>1-800-668-6868</td>
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<td>Safety Services- Sexually Exploited Children</td>
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<td>Street Culture Kids, Regina</td>
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### Counseling for Offenders

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<td>Alternatives to Violence Program For Men, Regina</td>
<td>766-7800</td>
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<td>Domestic Violence Outreach Program</td>
<td>757-6675</td>
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<td>John Howard Society, Regina</td>
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<td>Five Hills (Addiction Services)</td>
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<td>Seasonal Choices For Men, Melfort</td>
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<td>Swift Current Mental Health</td>
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### Counseling for Victims and Families

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<td>Battlefords Multicultural Council</td>
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<td>Catholic Family Services</td>
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<td>Battlefords</td>
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<td>525-0521</td>
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<td>Saskatoon</td>
<td>244-7773</td>
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<td>Circle Project, Regina</td>
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Counseling for Victims and Families (con’t)

Community Services
- Living Without Violence, Nipawin 862-9822
- Rosthern 232-6001
- Saskatoon 233-4363

Concern for Youth (Street Workers), North Battleford 937-7313
Crisis Nursery, Saskatoon 242-2433

Ministry of Social Services
- Creighton 688-8806
- La Ronge 425-4544
- Melfort 752-6100
- Nipawin 862-1700
- Prince Albert 953-2345
- Regina 787-3700
- Saskatoon 933-5961
- Swift Current 778-8219
- North Battleford 1-877-933-9911
- Wynard 1-866-287-7747 or 554-5450
- Yorkton 1-877-786-3288 or 786-1300

Domestic Violence Outreach Program, Regina 757-6675
EGADZ Youth Centre, Saskatoon 931-6644
EnVision, Estevan (collect calls accepted) 637-4004

Family Services
- Battlefords (Kanaweyimik) 445-3500
- Moose Jaw 694-8133
- Prince Albert (Native Coordinating Council) 764-1652
- Regina 757-6675
- Saskatoon (Domestic Abuse Program) 244-0127

Indian and Métis Friendship Centre
- Battlefords 445-8216
- Buffalo Narrows 235-4633
- Prince Albert 764-3431
- Saskatoon 244-0174
- Iskwew: Women Helping Women, Prince Albert 953-6229

LaLoche Friendship Centre 822-1772

Lloydminster Interval Home Programs 1-780-808-5282
Marquerite Riel Centre, Melfort 752-4950
P.A.G.C. Urban Services, Prince Albert 765-5300
Planned Parenthood, Regina 522-0902
Regina Women’s Community Centre 522-2777

Partners for Rural Family Support, Humboldt 682-4135
Salvation Army Community and Family Services, Regina 757-4600
Saskatoon Family Support Centre, Domestic Abuse Outreach Program 933-7751
Sexual Assault Counseling Program, Yorkton 783-9409

4.11
Counseling for Victims and Families (con’t)
Sexual Health Clinic
  Battlefords .................................................. 937-6846
  Prince Albert ................................................ 765-6540
  Regina .......................................................... 766-7788
Sexual Health Program, Saskatoon ...................... 655-4642
Southwest Crisis Services Outreach, Swift Current .... 778-3684
Starting Over, Rosetown .................................... 882-4676
Street Workers Advocacy Project (SWAP), Regina .... 525-1722
West Central Crisis and Family Support Centre ........ 1-877-310-4357
EnVision, Weyburn (collect calls accepted) ............ 842-8821
Yorkton Aboriginal Family Violence ...................... 782-5533

Education Services
Saskatchewan Institute of Applied Science and Technology 1-866-467-4278
  Kelsey Campus, Saskatoon .................................. 933-6350
  Wascana Campus, Regina .................................. 798-4356
  Woodland Campus, Prince Albert ......................... 953-7000
  Palliser Campus, Moose Jaw ......................... 694-3200
University of Saskatchewan, Saskatoon ................ 966-6607
University of Regina ........................................ 585-4111

Employment Services
Saskatchewan Career and Employment Services, Regina 787-0701
Gabriel Dumont Institute .................................. 352-5620

Gay and Lesbian Health Services
Avenue Community Centre, Saskatoon .................. 1-800-358-1833
Gay & Lesbian Community of Regina .................. 569-1995

Health Services
Drug Plan and Extended Benefits Program .......... 787-3317
Health Help Line ............................................ 1-877-800-0002
Health Line TTY ............................................. 1-888-425-4444
HIV Anonymous Testing, Regina ....................... 1-800-268-9888 or 766-7779
Home Care Services, Regina ........................... 766-7200
Native Health Services, Regina ......................... 766-4155
Persons Living with AIDS Network of Saskatchewan 1-800-226-0944
Poison Centre .................................................. 1-866-454-1212
Saskatchewan Hospitals Services (new health card) 787-3251
Sexually Transmitted Disease Clinic .................. 766-7788

4.12
Housing Services

Office of the Rentalsman
Regina Housing Authority
Saskatchewan Housing Corporation
Saskatoon Housing Authority
SaskNative Rentals Housing

Regina Housing Authority
Saskatchewan Housing Corporation
Saskatoon Housing Authority
SaskNative Rentals Housing

Income Support

Child Day Care Subsidy, Regina
Family Health Benefits Program
Saskatchewan Assistance Plan
Saskatchewan Child Benefit/Employment Supplement

Income Support

Child Day Care Subsidy, Regina
Family Health Benefits Program
Saskatchewan Assistance Plan
Saskatchewan Child Benefit/Employment Supplement

Immigrant Services

Citizenship and Immigration Canada
Immigrant Women of Saskatchewan, Regina Chapter
Regina Open Door Society
Saskatchewan Immigrant Nominee Program
Saskatchewan Human Rights Commission

Immigrant Services

Citizenship and Immigration Canada
Immigrant Women of Saskatchewan, Regina Chapter
Regina Open Door Society
Saskatchewan Immigrant Nominee Program
Saskatchewan Human Rights Commission

Legal Services

Family Law Information Resource Centre
Prosecutor’s Office, Regina
Provincial Legal Aid Office
Public Guardian and Trustee of Saskatchewan, Regina
Public Legal Education Association of Saskatchewan (PLEA)
Regina City Legal Aid Office

Legal Services

Family Law Information Resource Centre
Prosecutor’s Office, Regina
Provincial Legal Aid Office
Public Guardian and Trustee of Saskatchewan, Regina
Public Legal Education Association of Saskatchewan (PLEA)
Regina City Legal Aid Office

Victim Services

Buffalo Narrows
Beauval
La Ronge
Lloydminster
Meadow Lake
Moose Jaw and District
North Battleford
Prince Albert
Prince Albert Regional
Saskatoon
Swift Current
Tisdale
Yorkton
Regina
Recreation Services

Big Brothers Association of Regina.......................... 757-3900
Big Sisters Association of Regina (YWCA).................. 525-2141
Boys and Girls Club of Saskatoon.......................... 244-7820
Community Youth Services, Moose Jaw..................... 694-8336
EGADZ Youth Centre, Saskatoon.............................. 931-6644
Indian and Métis Friendship Centre
  Battlefords.................................................. 445-8216
  Buffalo Narrows.......................................... 235-4633
  Saskatoon.................................................. 244-0174
  Prince Albert.............................................. 764-3431
Regina Public Library.......................................... 777-6000
Street Culture Kids, Regina.................................. 565-6206
Y.M.C.A., Regina.............................................. 757-9622
Y.W.C.A., Regina.............................................. 525-2141

Senior Services

Canadian Pension Plan, Old Age Security,
and Spousal Allowance....................................... 1-800-277-9914
Regina Senior Citizens Centre............................... 525-2154 or 359-3847
Saskatchewan Income Plan.................................... 1-800-667-7161 or 787-2681

Services for the Disabled

Aids to Independent Living, Regina........................ 787-7121
Community Living Services (intellectually disabled).... 787-3850
Office of Disability Issues................................... 1-877-915-7468 or 787-7283
Saskatchewan Voice of People with Disabilities......... 1-877-569-3111 or 569-3111

Support Groups

Alcoholics Anonymous (A.A.), Regina....................... 545-9300
Al-Anon and Al-Ateen, Regina............................... 522-7500
Support Services

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<tr>
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<tr>
<td>Children’s Advocate</td>
<td>1-800-322-7221</td>
</tr>
<tr>
<td>National Clearinghouse on Family Violence</td>
<td>1-800-267-1291</td>
</tr>
<tr>
<td>National Film Board of Canada</td>
<td>1-800-267-7710</td>
</tr>
<tr>
<td>Neighborhood Watch of Regina</td>
<td>347-7677</td>
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<td>Ombudsman’s Office</td>
<td>1-800-667-7180 or 787-6211</td>
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<td>Partnership Promoting Violence-Free Communities</td>
<td>445-2742</td>
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<tr>
<td>Public Guardian and Trustee of Saskatchewan</td>
<td>787-5424</td>
</tr>
<tr>
<td>Queen’s Printer (copies of Acts and application forms)</td>
<td>1-800-226-7302 or 787-6894</td>
</tr>
<tr>
<td>RespectED- Abuse Prevention Education Regina</td>
<td>721-1600</td>
</tr>
<tr>
<td>RespectED- Abuse Prevention Education Saskatoon</td>
<td>668-0720</td>
</tr>
<tr>
<td>Saskatchewan Human Rights Commission</td>
<td>1-800-667-8577 or 787-2530</td>
</tr>
<tr>
<td>Telewriter (Hard of Hearing)</td>
<td>787-8550</td>
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<tr>
<td>Saskatchewan Society For Prevention of Cruelty To Animals</td>
<td>382-7722</td>
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<td>STOPS To Violence, Regina</td>
<td>787-3835</td>
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Transportation

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<td>Local Taxi Services</td>
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<tr>
<td>Regina Transit Information Centre (bus times and routes)</td>
<td>777-7433</td>
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<tr>
<td>Saskatchewan Transportation Company (STC)</td>
<td>1-800-663-7181</td>
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Utilities

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<td>SaskPower (electrical connections/transfers)</td>
<td>1-888-757-6937</td>
</tr>
<tr>
<td>SaskEnergy (gas connections/transfers)</td>
<td>1-800-567-8899</td>
</tr>
<tr>
<td>SaskTel (phone connections/transfers)</td>
<td>1-800-727-5835</td>
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Declaration of Principles Respecting the Treatment of Victims of Crime

On December 1, 2006, Saskatchewan’s Victims of Crime Act 1995 was updated to include principles intended to promote fair treatment of victims of crime.

The Act includes the following Declaration:

“In accordance with prevailing laws, persons working within the Justice system shall act in accordance with the following principles respecting the treatment of victims:

- victims of crime should be considered and respected to the greatest extent possible;
- all reasonable measure should be taken to minimize inconvenience to victims;
- the safety and security of victims should be considered at all stages of the criminal justice process and appropriate measures should be taken when necessary to protect victims from intimidation and retaliation;
- information should be provided to victims about the criminal justice system and the victim’s role and opportunities to participate in criminal justice processes;
- information should be provided to victims, in accordance with prevailing policies and procedures, about the status of the investigation, the scheduling, progress and final outcome of the proceedings, and the status of the offender in the correctional system;
- information should be provided to victims about available victim assistance services and programs, including information respecting the ability of a victim to obtain financial reparation;
- the views, concerns and representations of victims are an important consideration in criminal justice processes and should be considered in accordance with prevailing policies and procedures;
- the needs, concerns and diversity, including cultural diversity, of victims should be considered in the development and delivery of programs and services and in related education and training;
- information should be provided to victims about available options to raise their concerns when they believe that these principles have not been followed.

Saskatchewan's Declaration of Principles is based on “Canada’s Statement of Basic Principles of Justice for Victims of Crime 2003.”
Relevant Saskatchewan legislation includes:

**The Victims of Domestic Violence Act**

In effect since February 1, 1995, this Act is designed to be used in addition to, and not in place of, criminal law. It allows police officers to remove offenders immediately from the home and puts in place three options that victims of domestic violence can use to protect their safety and well-being: emergency intervention orders, victim’s assistance orders, and warrants of entry.

**Emergency Intervention Orders**, available 24 hours a day from specially recruited and trained Justices of the Peace and subject to ratification by the Court of Queen’s Bench, provide the victim with relief in an emergency by:

- granting exclusive possession of the family home;
- removing the offender from the home;
- supervising the removal of personal belongings by either the victim or offender;
- restraining the offender from communicating with or contacting the victim, children, or other members of the victim’s family.

**Victim’s Assistance Orders**, issued by the Court of Queen’s Bench in non-emergent situations, provide the victim with the following additional remedies:

- compensation for lost earnings as a result of the violence and/or abuse, such as medical, dental, legal, and moving expenses as well as out-of-pocket losses;
- granting of temporary possession of personal property, such as a vehicle, chequebook, or identification documents;
- restraining the offender from any place regularly attended by the victim or family members, such as a residence, business, or school;
- restraining the offender from contacting the victim, family members, employers/employees, or fellow workers.

**Warrants of Entry** are issued by a Justice of the Peace with concern for a victim who cannot act on his/her own behalf, such as a disabled or an older person suffering from neglect or interpersonal violence and abuse, with the offender denying access to that individual. The warrant gives a designated person the right to enter a building, examine the situation, and if necessary, remove the victim.
Peace Bonds

When the victim fears for his/her safety or the safety of his/her family or property, he/she can get protection from the criminal court in the form of a peace bond. These court orders, issued by the local police, RCMP, or Crown prosecutor’s office, require the offender to keep the peace and stay out of trouble for a certain amount of time and to obey any other conditions that the court may add, such as not harming, harassing, seeing, phoning, writing, or sending messages to the complainant. The complainant can call the police when any conditions of the peace bond are broken. The offender will be charged and convicted of a criminal offence, fined or jailed, and receive a criminal record. As long as conditions are met, the person will not be charged with a criminal offence.

Restraining Orders

Civil law also provides protection similar to a peace bond. The court issues a restraining order if it is satisfied that the victim’s safety is threatened, forbidding an offender from approaching the victim in any way, directly or indirectly. Once in place, police can enforce a restraining order. When the offender does not obey the order, he/she can be fined or jailed.

The Child and Family Services Act

This Act, also designed to be used in conjunction with the Criminal Code of Canada, deals with the protection of children from violence, abuse, and neglect by those who provide their day-to-day care and supervision.

Under this Act, all members of the public have a responsibility to ensure the protection of children with an immediate response. It mandates any person who believes that a child needs protection to report this to a child protection worker or police officer; failure to report is an offence. This duty to report applies despite any claim of confidentiality or professional privilege, other than Crown or solicitor privilege.

The Mentally Disordered Persons Act

This Act grants issuing a Certificate of Incompetence, authorized by the chief psychiatrist of a mental health facility, when a person is found mentally incompetent by a physician. The person certified incompetent and his/her nearest relative are notified. A right to appeal or re-examine competence with a local review panel is possible at any time.

The Dependent Adults Act

This Act applies to any adult whose ability to receive and evaluate information effectively or to make and communicate decisions is impaired to such an extent that he/she lacks the capacity to care for himself/herself and make reasonable judgments.
This Act allows the court to appoint a guardian with sufficient interest in this person and his/her affairs. A court can grant the power of personal and/or property guardianship, which immediately cancels an existing power of attorney.

Application forms are available at:
Queen’s Printer
Walter Scott Building
B19 - 3085 Albert Street
Regina, Saskatchewan S4S 0B1
1-800-226-7302 or 306-787-6894
email: qprinter@justice.gov.sk.ca

**The Public Trustee Act**

Upon receipt of a Certificate of Incompetence, the Public Trustee investigates if any assets require administering and if anyone is interested in making an application pursuant to *The Dependent Adults Act* to be appointed as property guardian.

If assets require administering but no one appears interested in guardianship, the Public Trustee becomes property guardian. However, because the Public Trustee has no personal guardianship powers, he/she cannot determine where or with whom the dependent adult will live nor consent to, or oppose, health care.

For further information on *The Public Trustee Act* and *The Dependent Adults Act*, contact:
Public Guardian and Trustee of Saskatchewan
1871 Smith Street
Regina, Saskatchewan S4P 2N5
787-5424

**Powers of Attorney**

In this document, one person (the donor) grants another person (the attorney) certain powers over his/her property. A competent donor can revoke it at any time by notifying the attorney and can also ask the attorney for an accounting of his/her actions at any time.

Because a power of attorney requires the donor’s ongoing agreement, it ceases to be valid with incompetence. An enduring power of attorney is intended to survive this circumstance, but it can be revoked upon the appointment of a property guardian.
The Freedom of Information and Protection of Privacy Act (FOIP)

This Act states that personal information can be shared:
- with written consent;
- when protecting the mental or physical health and/or safety of an individual;
- when reporting a child who might need protection under The Child and Family Services Act;
- when disclosure clearly outweighs any invasion of privacy that could result from it or clearly benefits the individual to whom the information relates;
- when facilitating the rehabilitation of a young person under the Youth Criminal Justice Act (Canada);
- when co-operating with a police and/or child welfare investigation;
- by order of the Court.

The Health Information Protection Act (HIPA)

This Act states that personal health information can be shared:
- with written consent;
- to avert or minimize danger to the health or safety of any child who might need protection under The Child and Family Services Act;
- when the disclosure is being made for the provision of health or social services to an individual which will clearly benefit his/her health or well-being, and it is not reasonably practicable to obtain consent;
- by order of the Court;
- with a person who is responsible for providing continuing treatment and care to the individual.

The Good Samaritan Law or Doctrine is a legal principle that prevents a rescuer, voluntarily helping a victim in distress, from being successfully sued for ‘wrongdoing’. Its purpose is to keep people from being so reluctant to help a stranger in need for fear of legal repercussions should they make some mistake in treatment. Alberta, British Columbia, Ontario, and Nova Scotia have passed Good Samaritan laws.

Other legislation relevant to interpersonal violence and abuse includes:
- The Education Act,
- The Housing and Residential Services Act,
- The Mental Health Services Act,
- The Personal Home Care Act,
- The Saskatchewan Assistance Act
- Youth Criminal Justice Act (Canada).
School Policy Examples

The following pages contain examples of violence and bullying policy currently in action or recommended by Saskatchewan Education.

For complete programs from Saskatchewan Learning on violence or bullying prevention, see: www.learning.gov.sk.ca
Bullying Prevention Model Policy – In Brief

• A statement proclaiming the right of children and youth to a caring, respectful and safe school environment.

_Students of __________________ have the right to a caring, respectful and safe school environment free from all forms of bullying. All school staff will take steps to prevent bullying and to assist and support students who are being bullied._

• A definition of bullying.

_Bullying is generally identified as a form of aggressive behaviour that is repeatedly directed at an individual or group from a position of relative power. Bullying behaviour can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal abuse (e.g. name calling, insults, put-downs), social (e.g. social isolation, gossip) or cyber (e.g. threats, insults or harmful messages spread through the internet). Bullying can be direct, “in your face” confrontation, or indirect, “behind your back”, such as spreading rumours. Bullying can be done by one person or by a group. A child or young person being bullied feels helpless in trying to stop it._

_A student is bullied or harassed when he or she is intentionally and repeatedly the target of the negative actions of stronger or more powerful person or group that cause fear, emotional stress and/or physical harm._

• A statement prohibiting bullying.

_School Division/School believes that bullying is a serious problem that adversely affects the learning success and well-being of children and youth. Bulling in any form will not be tolerated._

• Roles and responsibilities of the board of education, educators, parents/caregivers, students, School Community Councils and community members for preventing and reducing bullying.

_ ________________ shares responsibility with in-school administrators, school staff, students, parents and School Community Council and community members to promote caring, respectful and safe school environments and to prevent and reduce bullying._
Policy Name: Violence and Student Harassment
Policy Type: Students
Number: 8050
Date Approved: April 12, 1999

The Board of Education believes in the importance of providing students with a safe and secure environment. Therefore, acts of violence, threats of acts of violence, intimidation, or harassment on or by any person will not be tolerated.

Guidelines:

1. The Division is committed to the concept of zero tolerance of violent behavior, i.e., there will be consequences for all acts of violence, including harassment.

2. The Division supports the provision of training for staff that includes:
   a) the means to recognize potentially violent situations;
   b) procedures and practices to minimize or eliminate risks to students;
   c) the appropriate responses of staffs and students to incidents of violence, including harassment.

Definitions:

- *Violence* means the attempted, threatened, or actual conduct of a person that causes or is likely to cause injury, and includes any threatening statement or behavior that gives a person reasonable cause to believe that he or she is at risk of injury within Division-operated facilities, on Division property, at any school-related activity or event and travelling to and from school. Violence, therefore, is any verbal or physical action taken which threatens or results in the inflicting of physical, emotional or psychological distress or bodily harm on a person.

- A *weapon* is any object which is either designed or intended for use in threatening or inflicting body harm on a person.

- *Personal harassment* is any behavior that has as its intent or effect to alarm, annoy or belittle a person.
• **Sexual harassment** is any unwelcome behavior which is sexual in nature. It can include but is not limited to the following:
  a) unwanted physical contact;
  b) unwelcome remarks or compromising invitations;
  c) verbal abuse;
  d) display of suggestive pictures;
  e) leering, whistling, innuendoes, jokes or other behaviors or gestures of a sexual nature;
  f) demands for sexual favours.

• **Zero tolerance** means zero tolerance of violent behavior. It means there will always be consequences for all acts of violence. It does not mean zero tolerance of the student who commits a violent act wherein one incident automatically means expulsion. It means that judgement and common sense will be applied to each situation.
ADMINISTRATIVE PROCEDURES

1. Staff at all levels are expected to respond firmly, decisively, and without delay to behavior which causes or threatens to cause harm to any student.

2. All staff members are responsible for all students and all students are responsible to all staff members with regard to the maintenance of a safe and secure environment.

3. It is important to note that while safety and security violations commonly revolve around student violence against other students, all staff members must be aware of two other dimensions of possible violations - student violence against teachers and teacher violence against students.

4. Staff are directed to take particular note of the most common safety and security violations faced by students:
   a) bullying and threatening;
   b) physical violence;
   c) harassment and mistreatment;
   d) vandalism, theft and extortion;
   e) sexual abuse;
   f) drug and alcohol offenses, and
   g) possession of weapons.

5. School expectations concerning student conduct with respect to violence/harassment, and the possible consequences of serious or repeated misconduct, are to be communicated to students, parents and staff.

6. The onus is on the victim, student/staff witness, or parent/guardian to report incidents of violence as soon as is reasonably possible.
7. Reported cases of violence/harassment shall be investigated by the appropriate school-based or system administrator in keeping with the requirements of Division procedures. The investigative procedures shall include:
   a) a review of the complaint, interview of the complainant and, if possible, interview of the alleged perpetrator or perpetrators, as well as any witnesses, and determination of whether to proceed on a formal or informal basis,
   b) a decision by the school-based or system administrator to proceed with formal action would follow one or more of the following:
      i) school-based discipline procedures;
      ii) Division policy and procedures on suspension and expulsion;
      iii) the convening of a Division Discipline Committee hearing;
      iv) involvement of the police or other agencies.

8. As part of the investigation:
   a) the victim and the alleged perpetrator shall be requested to provide a statement;
   b) the victim and/or witness shall be made aware of their right to report the incident to the police;
   c) school principals are authorized to report incidents directly to the police;
   d) in case of students, the parent/guardian of both the complainant and perpetrator shall be advised of the reported incidents.

9. Written records of the incident shall be retained by the investigator.

10. Where possible, student victims and perpetrators shall be provided with counselling and support from system personnel.

11. Offenders may be asked to obtain external counselling.
**CYCLE OF VIOLENCE**

**EXPLOSION FIGHT**
- She feels pain, fear, despair, humiliation

- He makes excuses
- He minimizes what he did
- She blames herself

**DENIAL**
"If only she hadn't..."

**TENSION BUILDS**
- She is afraid, walking on eggshells
- He shows more and more anger, and violent behaviour

**COOL DOWN OR MAKE UP**
"It will never happen again"
- He says he's sorry
- He says he loves her
- She feels hopeful
- She feels loved

**Notes**
- The cycle can cover a long or short period of time
- The violence usually gets worse
- The cool down, then the denial stage will eventually disappear
UNDERSTANDING INTERPERSONAL VIOLENCE AND ABUSE
(WHAT IS IT?)

This section of the community connections plan has information about interpersonal violence and abuse. It describes what interpersonal violence and abuse is, who it may affect and how power and control works in violent and abusive relationships.

What Does Interpersonal Violence and Abuse Mean?

Interpersonal means a relationship between two or more people. It can include family members (brother, sister, father, mother, cousin…), a marriage or long-term relationship (a husband, wife or partner), a caregiver, a friend, or a professional in the community (doctor, teacher, counselor).

Violence is defined as “the illegal exercise of physical force to cause injury or damage to a person or property.”

Abuse is treating a person or animal with cruelty, neglect or violence regularly and/or repeatedly. It can be emotional, mental, physical, sexual, financial or spiritual abuse. Many survivors/victims of interpersonal violence and abuse experience many different forms of abuse from their abuser(s).

Interpersonal violence and abuse can be any action or lack of action, which harms, frightens or controls the health or well-being of a person. It is an abuse of one person’s or a group of people’s power over another person. This control places the victim in a position where he/she is terrified, uncertain, and sometimes unable to leave the situation because of physical danger or emotional fear. Abusers are often individuals whom the person knows and trusts. A person can experience interpersonal violence and abuse from strangers or acquaintances.

The following are general descriptions of interpersonal violence and abuse.

Physical abuse/assault can be using any physical force, or rough treatment directed toward an individual, whether or not actual physical injury results. It can also be a threat to use physical force.

Physical violence and abuse can be pushing, shoving, slapping, hitting, punching, beating, kicking, holding, arm twisting, pulling hair, biting, strangling, burning, cutting, slashing, stabbing, shooting, injuring/killing the family pet, or refusing help when sick or injured.
Sexual abuse/assault can be any unwanted sexual actions directed towards a person without his/her full agreement or knowledge. Examples of sexual violence and abuse are: sexual assault/forcing sex upon a person against his/her wishes, making demands of unwanted/uncomfortable touching and sexual acts, forcing a person to watch others have sex or to have sex with others, denying protection against sexually transmitted diseases, forcing a person to have sex after a beating, when sick, or when it is a danger to his/her health. It can also include sex while the victim is unconscious, asleep or drunk and/or high. Other sexual abuses include sexual harassment, treating the victim/survivor as a sex object, sexual name calling (‘whore’, ‘frigid’), withholding sex, being made to watch pornography, criticizing the victim’s sexual performance, jealousy, accusing the victim of having other sexual partners, having affairs and showing sexual interest in other people.

Emotional/Mental abuse can be any act, gesture, statement or behavior that controls, takes power, and scares a victim into doing what the abuser wants. Emotional abuse is focused on attacking the victim’s self-esteem and sense of self-worth. It can be neglecting, ignoring, judging, making fun of, criticizing, putting down, name calling, sulking, refusing to talk or work, opening the victim’s personal mail, cutting off the phone, abusing the family pet, extreme jealousy, talking about outside love affairs, withholding affection or appreciation, withholding money or the car keys, depriving the person and/or the children of basic necessities, public embarrassment or humiliation, blocking efforts to mediate/negotiate, checking up on the person when with others, not allowing the person to spend time alone or away, not letting the person have friends or outside interests, keeping or hiding the person’s immigration/refugee papers, controlling everything the person does; controlling the person’s space, time, conversations, activities, or resources; strutting, posturing, and stomping out; insulting the person’s beliefs, religion, or culture; telling lies, contradictions, mind games, or false accusations about loyalty; scaring or silencing through facial expressions, tone of voice, body stance, giving orders; explaining away the victim’s feelings or actions; redefining the truth, reality, or experience of the victim/survivor; assigning with ‘you’re all the same’/‘you’re just like your mother’; assigning responsibility by blaming someone/something else for what was said or done, or blaming the person for things that are not his/her fault; twisting reality and demanding agreement; or using psychological language to wear the person down.

Threats may be directed at the victim, children, pets, or extended family members. Examples of threats that are meant to control the victim can be:

- the abuser threatens to hurt the victim or someone/something special to him/her;
- leaving the relationship and taking the children;
- kidnapping the children if he/she leaves;
- threatening to use a weapon to hurt or murder him/her;
- threatening to commit suicide.
Financial abuse can be the intentional abuse of a person’s money, possessions, or property. Financial abuse can be theft, fraud, misusing a power of attorney, controlling a joint bank account, or forcing a victim to hand over money or information on property and bank accounts. It can involve controlling, exploiting, limiting, withholding, or restricting another person’s financial resources for basic necessities and personal needs; making the person tell the abuser about every penny spent; not including the victim in financial decisions; taking a victim’s money or paycheck; not allowing the person independent access to money, a job; or cheating and/or stealing from a family member. Financial abuse can also be forcing the victim to co-sign loans, re-write legal documents such as wills or being made to sell off property or belongings that the victim is not wanting to sell.

Spiritual Abuse
Spiritual abuse controls the victim by using spiritual or religious teachings as a weapon. (e.g. “The Bible says…””) An abuser may also not allow a victim/survivor to practice their own beliefs.

Bullying
Although bullying is often about children and youth, bullying is also being used to describe the workplace (workplace bullying) or other situations where people live together, like a senior’s living centres (senior’s bullying). Bullying is the same as all other kinds of violence and abuse. Physical violence, uttering threats and intimidation are against the law no matter what age you are.

The following are definitions of bullying words you may hear or read about.

**Bullying** means any repeated control, physical, mental and emotional, against a less powerful person by a more powerful person/group. These acts are done with the intent to hurt the victim. It involves any behavior that harasses, intimidates, and discriminates.

**Verbal bullying**, the most common form, can include name-calling, insults, threats, and gossip. Verbal bullying can happen one on one to the victim, or a group of people may target one person to talk about, insult, threaten or harass.

**Physical bullying** can include hitting, slapping, punching, shoving, kicking, strangling, poking, scratching, hair pulling, and damaging property. It involves all of the power and control acts of physical violence and abuse.

**Relational bullying** is the destruction of the victim’s self-worth by ignoring, isolating, excluding, or spreading rumors.
**Reactive bullying** involves taunting a victim into reacting to the bully/group, so that the victim can be attacked (physically, emotionally or mentally).

**Cyber-bullying** involves the use of technology, such as instant text messaging (cell phones), emails, or personal websites that talk about the victim (blogs).

**Harassment** can be any behaviour that is insulting, intimidating, humiliating, degrading, or offensive.

- personal harassment focuses on how the victim looks, dresses or acts. It can be negative talk about a victim’s race, disability/ability, sexuality or gender;
- sexual harassment, which can involve unwanted touching of the victim, spreading sexual rumors about the victim or forcing a victim to sexually touch the abuser or have sex.

There are also forms of violence and abuse that involve victim/survivors who may be cared for by other people and are dependent on those individuals for many or all of their basic living needs. These forms of interpersonal violence and abuse are forms of neglect. Here are some of the definitions of common forms of neglect:

**Active neglect** can be any deliberate withholding of a person’s basic necessities of life and/or care.

**Passive neglect** can be any non-deliberate withholding of a person’s basic necessities of life and/or care because of lack of experience, information, or ability.

**Medication abuse** can be any misuse of a person’s medications/prescriptions, such as holding back medications or over medicating, or intentionally giving the victim wrong medications.

**Financial abuse** can be the intentional abuse of a person’s money, possessions, or property. This form of abuse is an active form of neglect.
Dynamics of Interpersonal Violence and Abuse
HOW IT HAPPENS

Included in the dynamics are the questions of why does the violence or abuse continue? Why do victims stay in the relationship? Why do offenders offend? What happens for children who grow up seeing and/or experiencing violence and abuse in their family or community?

1. The Cycle of Abuse

Many victim/survivors express confusion about the repeating nature of the violence and/or abuse. Patterns in violent or abusive relationships (cycle of abuse) include denial by the offender and the victim/survivor. Offenders may refuse to take responsibility for their behaviour, actions, and attitudes, or admit that they are abusive and have a problem. Victim/survivors may tell themselves or others that the violence or abuse is not as bad as it looks. In the following section is a description of the most common stages in the cycle of abuse.

i. Tension Building:

During this stage, the offender may be emotionally and verbally abusive, using insults, the ‘silent treatment’ or questioning the person’s ability to parent, manage money, take care of the home, etc. Such activity tells the victim that he/she is ‘stupid’ or useless, while making the victim believe everything is their fault.

Being blamed for the situation and the offender’s anger, the victim may begin to self-blame and give in to the abuser. In the tension building stage, the abuser becomes more controlling to isolate the victim through threats of different kinds of violence and abuse. The victim may respond by pleasing, trying to calm, taking extra care of, and/or avoiding the offender. By doing these things, the victim believes and hopes it will prevent further abuse or actual physical assault. All time and energy is spent in constantly watching and anticipating the offender’s needs and actions are a way of avoiding the Explosive Event, and amounts to what is sometimes called ‘walking on eggshells’.
The combination of fear and danger and a lack of physical and emotional energy may keep the victim trapped. The victim’s response to the abuser and the events of violence may not seem to make sense to a person who has not lived in a violent relationship. For the victim, it sometimes helps them to avoid a violent act, or have the time needed to leave or call for help.

The tension-building stage can last for hours, days, weeks, or even months. In many relationships, the time between each stage in the cycle of abuse speeds up over time.

**ii. Explosive Event:**

In the cycle of violence and abuse, tension leads to a violent event. The violence may be triggered by things happening to the offender at work or with friends or money, rather than by anything the victim says or does. The victim/survivor has little control of what will set off an explosive event or be able to prevent it.

The Explosive Event can last for minutes, hours, or even days, with the offender in control. He/she makes leaving difficult or impossible for the victim.

**iii. Romance/Remorse:**

The offender, having vented the rage, is often shocked or sad about the behaviour. For a while, it looks like the victim/survivor is safe and everything is OK in the relationship. The offender, terrified of driving the person away, places all physical and emotional energy into getting the victim back. Believing that he/she is responsible to make the relationship work, the victim feels in control because the offender does many things that he/she wants.

In this stage of the abuse, the offender’s goal is to keep the partner in the relationship, by becoming charming and loving, saying or showing that he/she is ‘sorry’, and making promises that the victim wants to hear. ‘I’ll get counselling’ or ‘I’ll quit drinking’, all kinds of promises to get the victim to stay. The offender acts like he/she is trying to change, creating false hope that the violence and/or abuse will not occur again.

The Cycle of Abuse repeats itself over and over again, the tension building more quickly, the explosive events becoming more serious, and the time in between growing shorter. Tension and control are usually always present. Sometimes the abuse begins again so quickly that the victim does not have time to heal, let alone take action. The longer that a victim stays in the situation, the more dangerous it becomes.
iv. After Leaving

The Cycle of Abuse can also continue when the victim leaves the relationship. During the romance/remorse stage, the offender is very patient, encouraging the person to take as much time as needed before getting back together. When these actions do not pull the person back into the relationship, the offender can often move back into the Tension-Building stage. They may begin doing things to threaten or panic the victim, such as stalking, convincing mutual friends and family that abuser doesn’t have a problem, changing the locks on the house, or taking off with the kids.

Interpersonal violence and abuse may happen only once in a relationship. For many victim/survivors, it involves repeated, escalating incidents, resulting in physical injury and emotional and mental damage.

2. Control Tactics

Control is defined as attempting to force a person to do something against a person’s will. Control keeps the victim in a constant state of fear and/or danger. As a means of survival, the victim learns to avoid the anger and violence.

What can controlling behaviour look like:

- negative or sexist attitudes towards others. This may include racism, homophobia, persons with disabilities;
- for a male abuser, he may believe that within a relationship, the man is the boss and decision maker, with the right to control everyone in the family, with his way the right and only way;
- extreme jealousy and possessiveness;
- the abuser may believe that the partner has other boy/girlfriends when the abuser is not about and continues to question the victim/survivor about them;
- holding on to past history, behaviour, comments, actions—both real and imagined. These are used to remind, scare, and convince the victim how terrible he/she is and has been in the past;
- viewing the partner’s family and friends as bad influences and isolating the victim/survivor from them;
- insulting and making hurtful fun of the victim in front of others;
- viewing violence and/or abuse as an OK response to the anger or the victim’s behaviour;
- make excuses for the violence and/or abuse as the victim asking for it;
- saying the violence and/or abuse didn’t happen or wasn’t that bad;
- saying the danger to the victim and children isn’t that bad or it won’t affect anyone;
- showing extreme sadness and looking for forgiveness immediately after the violent event, promising that it will not happen again;
• threatening to kill themselves to get the victim/survivor to feel sorry for them and stay in the relationship;
• showing little or no respect or value for the partner’s ideas, thoughts, or feelings by interrupting, cutting off, or answering questions for the victim/survivor;
• stalking, repeatedly following the victim, watching over every move and action;
• having a small range of feelings, from ‘fine’ to ‘angry’;
• appearing as nice, caring, charming to others.

How the victim/survivor may act as a result of the controlling behaviour:
• shows little or no emotion;
• defines themselves by other’s views and expectations;
• are dependent on the partner and others for direction and approval;
• telling others that there is no danger, viewing the violent and/or abusive behaviour as a small part of the relationship;
• believing the violence and/or abuse is his/her fault and that he/she caused it;
• being protective of the offender by focusing on the warm, caring aspects;
• believing that the partner’s problems and feelings are more important;
• explaining away violent incidents by talking about the different stresses the abuser may be going through;
• responding to the “remorse/honeymoon” periods as a sign that the violence and/or abuse will stop;
• hoping and believing that the violence and/or abuse will not happen again.

Ways that the abuser uses to control:

Isolation:
• that keeps the victim/survivor away for other supports (friends/family),
• that keeps the victim/survivor away from others’ feedback about the offender’s behaviour,
• that makes the victim dependent upon the offender.

Threats:
• that are used to terrify the victim/survivor. They may include threatening to harm to the victim or people important to the victim, telling private information about the victim to others, including employers,
• that are used to keep the reality of danger as the main focus,
• that are used to keep the victim’s energies focused on the offender,
• that remind the victim/survivor of the offender’s power.

Shaming comments:
• that are used to destroy the self-esteem and self-confidence,
• that bring on anxiety and despair,

Making many small and large demands:
• which over time develops the habit of compliance (doing it to make things easier),
• that keep the focus on the offender and his/her demands, and off of the victim’s needs,
• that weaken the victim’s physical and emotional strength.

Keeping the victim focused on the abuser:
• to make sure that all concern and attention is on the abuser and situation,
• takes away the victim’s ability to get support or hear opposition from family and friends,
• blocks any actions the victim may take to care for themselves or get safe.

Doing occasional nice things for the victim/survivor:
  A. makes sure the victim will still cooperate,
  B. gives false hope that things will change,
  C. leaves the victim feeling guilty or shameful for saying/feeling/thinking bad things about the abuser.

All these examples are acts of power and control. It makes the abuser seem all powerful to the victim/survivor and that fighting back is useless.
WHY INTERPERSONAL VIOLENCE AND ABUSE HAPPENS

There is no simple answer to why violence and abuse happens. The effects of power and control are always changing in our lives. For many root causes of violence and abuse, person learns to accept violence or become violent in their childhood. They may witness an violent/abusive parent, experience bullying by people in their community or experience other forms of violence as a young person. Children growing up in these situations learn that violence is normal.

Children growing up with violence and abuse in the home have learned that violence is a way to vent anger. A person will use physical violence because:

- they have solved their problems in the past with violence
- they have been able to control others by being violent
- no one has stopped them from using violence in the past.

There are many things that can set off a violent act. When a person has learned to meet their immediate needs with violence, there are many factors that can increase the tension. These are:

- stress (work, family, extended family, physical wellness)
- economic hardship, such a long term unemployment
- depression
- jealousy
- anger
WHY A PERSON STAYS IN A VIOLENT OR ABUSIVE RELATIONSHIP

Victims may stay because they:

- love their partner, not the violence;
- are isolated;
- see no other choice or have no way out;
- feel that it is too dangerous to leave;
- are afraid or ashamed, and fear being labelled;
- feel guilty after being told that the violence and/or abuse is their fault;
- feel confused because the offender appears loving and caring after a violent event;
- lack confidence, self-esteem, and self-respect;
- believe the offender’s promise to never hurt them again;
- hope that their partner will change;
- think that they can change their partner’s behaviour;
- believe that their partner needs them and can’t get along without them;
- made a commitment to the marriage that they feel that they can’t break;
- are full of self-blame for breaking up the family when they do leave because the offender is a good provider and a good parent;
- lack financial support and can’t afford to move out and support themselves and the children;
- lack skills, education, resources, and/or support to make it on their own;
- face family and societal pressure to keep the family together;
- believe that their worth is measured by their ability to keep a partner;
- feel that a partner who is sometimes violent is better than no one at all;
- believe that their partner, as head of the household, has a right to control them;
- want their children to grow up with two parents, even with violence in the family.

Where a person lives also affects the reasons for not leaving. However, no matter where he/she lives, interpersonal violence and abuse makes a victim feel helpless and alone. To be violated is to feel isolated. To be living with violence and/or abuse in a remote area or a small community far from helpful services is to feel doubly trapped and alone.

- There are fewer choices of what to do, who to talk to, or where to go for help.
- Friends and family are harder to reach.
- Feelings of loneliness are increased.
- Asking for help means that the entire community will soon know.

Immigrants and refugees face additional problems, believing that they have to stay with their partners for immigration purposes/reasons.

A person does not want the relationship to end, but does want the violence and/or abuse to stop. No one deserves to be beaten or controlled, or to live in fear of violence.
The Second Victimization

Research estimates that more than one-half of the victims do not report interpersonal violence and abuse nor request assistance in dealing with it because they:

- worry about the consequences of reporting, such as being taken out of the home;
- feel that no one will believe them anyway;
- fear more abuse and humiliation;
- believe that family honour is at stake;
- fear exposure as a ‘bad’ family or ‘bad’ parents;
- fear the loss of a relationship, and family break-up is unacceptable;
- believe that they should be able to solve their own problems or that their problems are without solution;
- lack of the ability to speak up for themselves;
- commonly believe that ‘I deserve what I get’;
- are unaware that what is happening is abuse or do not recognize that they are victims or think that they are the only ones being treated badly.

- Re-victimization has an additional negative effect upon the victim’s physical and mental health. Research indicates that abused persons may reach out for assistance many times before finally leaving the relationship.

Victim/survivors have learned how to survive in the moment. Planning how to leave, reaching out for help may add stress for the victim/survivor. These responses are understandable given the danger that they are living in. There are often learned messages, along with the beliefs of society, which tell victims that leaving is wrong:

- because marriages/partnerships are for ‘better or worse’;
- because you shouldn’t abandon someone who is sick or has severe problems;
- because the offender is threatening suicide.

Victims are at a greater risk upon separation.

The Offenders’ Reasoning

The offender’s explanations for the violent and/or abusive behaviour include:

- being beaten as a child;
- getting stressed out;
- having trouble controlling anger;
- being under the influence of alcohol or drugs, or being unable to handle alcohol or drugs;
- feeling pressured on the job;
- the loss of a job or unemployment;
- financial worries;
- feeling that the problems of life are too hard to handle.
While any of these things can increase stress, they are never an excuse for interpersonal violence and abuse.

Some people believe that alcohol and drugs cause the violence and/or abuse. The abuser may be drunk or high, but alcohol and drugs are not the cause.

Often, the offender:
- has low self-esteem and feels worthless;
- is isolated with no close relationships;
- is dependent on the partner, feeling worthless without him/her.

Meeting the Immediate Need for Safety

A victim living in a violent and abusive relationship needs a safety plan as a means of protection for what to do and where to go when in danger. Help the victim develop this safety plan which includes:
- an awareness of the signs leading up to the offender’s violent actions;
- working out a telephone code word with someone that he/she trusts and who will take appropriate action, which is to be used when in danger;
- planning escape routes out of the house and knowing where to go, such as the home of a friend, neighbour, or relative, or a motel or emergency shelter, and alerting that person first, if possible and safe to do so, so that someone is watching and waiting;
- keeping emergency phone numbers in a handy place where the offender will not find them;
- being ready to call the police if needed;
- keeping identification and other important papers in a safe, secure place;
- hiding some money to help with expenses when fleeing, such as for a taxi and making calls at a pay phone;
- hiding an extra set of car keys;
- if he/she has a car, making sure that it is in good repair with gas in it at all times;
- taking along all necessary medication;
- legal information as well as support and advocacy contacts;
- contact information for other community services.

The victim should share this safety plan with the children if they are old enough to understand. Discuss the importance of leaving with the children if this can be safely managed. Finally, make certain that the victim understands and knows how to call 9-1-1.
Indicators of Interpersonal Violence and Abuse

The following are **possible signs** that someone is experiencing violence and abuse in their relationship. If you think someone may be in danger or is being hurt, please go to the First Helper response pages 4.1 & 4.2.

**Physical Abuse:**
- the victim has injuries that they can’t explain, such as swelling, single or multiple bruising to any part of the body, scratches or wounds, burn marks;
- injuries or bruising in different phases of healing;
- old or untreated injuries, such as broken bones;
- broken or missing teeth or tears in the mouth, gums or lips;
- non-visible injuries, such as a broken eardrum, pulled muscles, sprains, or internal bleeding;
- injuries to the breasts, chest, and abdomen, especially when pregnant;
- having the same kinds of injuries over and over again;
- bruising injuries which look like handprints;
- continual and repeated injuries explained away as accidents or clumsiness;
- not having an excuse for the injuries;
- the victim/survivor has not gone to get medical help;
- the victim/survivor uses many different doctors, clinics or hospitals for treatment.
- the victim/survivor says the injuries are “not as bad as they look” or other minimizing statements.

**Sexual Assault:**
- pain, bruising, cuts, bleeding, or abnormal discharge in the genital area;
- difficulty walking or sitting;
- torn or bloody clothing;
- fear of being touched;
- the victim is afraid to have sex;
- the victim/survivor starts having many sexual partners.

**Psychological/Emotional Abuse:**
- the victim/survivor is nervous, talks about being afraid a lot, or panics easily, has panic attacks;
- has severe crying spells;
- gets silent and depressed, is not able to ask for what they need;
- stops caring for their physical needs such as bathing, eating, clean clothes;
- often talks of feeling alone and isolated;
- the victim/survivor talks about a lack of support;
- not caring about anything and having trouble coping with day to day situations;
- the victim is fearful or unwilling to make decisions without the partner’s involvement, or has trouble making decisions;
• stress reactions in the form of physical symptoms, such as tension, headaches, insomnia, hyperventilation, can’t sit still, has trouble concentrating on tasks, complains of stomach, back, chest, or pelvic pain with no physical problems found by a doctor;
• drug/alcohol abuse, refusal to take medication, not taking medications the way they were prescribed, or overuse/prolonged use of prescription drugs, such as tranquilizers, sedatives, or anti-depressants;
• hopelessness and depression;
• having fantasies/planning their own suicide or trying to commit suicide.

The following are possible signs that a child or youth is experiencing bullying and harassment. If you believe that a child/youth is in danger, refer to the First Helper Response page 4.1.

• physical injuries that aren’t easily explained by the victim;
• torn or missing clothing, or missing personal items;
• unusual hunger after school;
• stealing money;
• taking different routes to or from school;
• the child/youth has lost interest in daily activities, such as school, outdoor play, hobbies, chores;
• playing alone or preferring to hang around adults;
• using angry, insulting language when talking about peers;
• stops talking about peers and everyday activities;
• the child/youth has difficulty making friends, or talks about being rejected by friends;
• avoiding or refusing to go to school, or dropping out;
• on-going complaints of sickness;
• stress symptoms, such as stomach aches, headaches, panic attacks, insomnia, exhaustion, or sleeping too much;
• changes in eating habits, sleep patterns, school work/grades, or grooming habits;
• the child/youth talks badly about themselves often;
• mood swings,
• the child/youth talks about feeling isolated;
• the child/youth becomes less talkative, shows signs of depression, slouches/hides face and eyes when communicating or avoids eye contact;
• the child/youth starts self-destructive behaviours, including skin cutting or mutilation;
• having fantasies, plans for suicide or attempts suicide.

1 In 1989, the Addiction Research Foundation reported that abused women are 74 per cent more likely to use drugs to relieve anxiety and 40 per cent more likely to take drugs to sleep than women who are not abused (YWCA 4).
There are many resources in Saskatchewan that help services and individuals provide information for youth, parents, teachers and other concerned adults on the problem of bullying and harassment. (See pages 4.6 – 4.14 for resources and services for children and youth in Saskatchewan)

The following are possible signs that a dependent or vulnerable adult may be experiencing interpersonal violence and abuse. A dependent or vulnerable adult is any adult who requires help to meet some or all of their daily living needs. This includes persons with disabilities, older persons (seniors), or those with physical or mental health conditions which require on-going support/care. If you believe the adult is in danger, refer to the First Helper Response page 4.1.

**Neglect:**
- malnourishment or dehydration;
- sloppy or dirty physical appearance and/or clothing that is not suitable for the weather, is dirty, torn, or the wrong size;
- the dependent/vulnerable adult has medical problems that are not treated;
- injuries that the dependent/vulnerable adult is unable to explain, or refuses to explain;
- absence of health aids such as hearing aids, glasses, dentures, walkers, wheelchairs;
- the dependent vulnerable adult is left alone for long periods of time without help or supervision.

**Abuse of Individuals with Disabilities** can take many forms:
- neglect;
- taking away the dependent/vulnerable adult’s food, refusing to feed the dependent vulnerable adult;
- lack of personal/medical care;
- tying up, gagging the dependent/vulnerable adult;
- overmedicating;
- locking a dependent/vulnerable adult in a room without cause.

**Financial Abuse/Exploitation:**
- an unexplained difference between the known income of the dependent/vulnerable adult and the way the adult is living,
- signing of legal and financial documents without understanding what they are for,
- missing possessions,
- unusual bank account activity by persons looking after the dependent/vulnerable adults money.
Medication Abuse:
- hyperactivity or depression;
- lack of response to medications;
- reduced physical/mental activity in the absence of illness or a disease;
- refusal to take medication, overuse of medications, inappropriate use of narcotics, or prolonged use of tranquilizers, sedatives, or anti-depressants.

The risk of dependent/vulnerable adults experiencing interpersonal violence and abuse by caregivers, family, peers or strangers increases with how disabled or dependent the adult is.
(see pages 4.6 – 4.14 for services and resources for dependent/vulnerable adults in Saskatchewan)
Needs of the Victim/Survivor

After reaching out for help, a victim of interpersonal violence and abuse may have many needs. Among those needs may be:

- physical safety;
- medical and/or psychological help;
- help to assess the real safety of the situation;
- to give information of their rights;
- to know that he/she is not responsible nor the cause of it and doesn’t deserve it;
- to know that he/she is not alone;
- time to heal, with emotional support;
- contact with service providers who can talk about the situation;
- to gain understanding of interpersonal violence and abuse and become more aware of the when it may be happening to them;
- to know about legal options and community resources;
- financial support and affordable housing if choosing to leave;
- help with long-term issues, such as employment and rebuilding his/her life.

All of these needs can be divided into three broad categories of safety, which is the immediate need, support through community resources, and rebuilding lives, which is ongoing and long-term.

To meet the victim’s safety needs formal service providers, as well as community members, provide:

- police intervention to stop the violence;
- child protection services that provide safety from interpersonal violence and abuse in the children’s lives;
- emergency child care services;
- emergency transportation;
- an advocate who stays with the victim during the aftermath of the crisis;
- a knowledgeable and understanding health care team;
- reassurance that their needs will be respected to the extent that his/her safety is not further jeopardized;
- access to an emergency shelter/safe house;
- crisis counselling;
- kindness, compassion, and respectful treatment from everyone involved, along with belief of his/her experience;
- easy access to information about interpersonal violence and abuse, why it happens, how to deal with precipitating behaviours and events, and the implications of continued violence and/or abuse;
- patience and understanding about the confusion and ambivalence, as well as respect for the decision to stay, leave, or return.
To meet the victim’s need for support may include:

- opportunities to talk with service providers who understand the dynamics of abuse and are familiar with the services that may be available in the community or region,
- opportunities to express feelings and deal with the anxieties and concerns resulting from the violent incident or the investigation,
- information how to file charges and obtain legal counsel,
- an advocate to help the victim work through the legal proceedings,
- counseling.
- self-help or peer support groups,

To help victim/survivors rebuild their lives, service providers and the community may offer:

- housing options,
- access to financial support or assistance,
- access to legal advice during separation,
- an advocate during mediation,
- employment training,
- continuing education.
Special Needs of the Victim/Survivor

Dependent older persons or individuals with disabilities living in a violent or abusive environment may also need:
- to know their rights, including the right to make their own decisions;
- someone to talk to who can listen and help determine their needs;
- respect and understanding from family members and caregivers;

The community and service providers can meet their needs through:
- safe places to go to for short periods, such as respite care, drop-in centres, and social clubs;
- friendly, knowledgeable, and resourceful visitors;
- assistance with arranging alternative living arrangements;
- clearly written/spoken information about the aging process and related disease conditions;
- quality control measures within the care facility;
- regular home health assessments to monitor their health and mental status, emotional attitude, behaviour, daily routine, self-care abilities, coping skills, dependency on the caregivers, the frequency and nature of outside contacts, and their social/community support system;
- counselling to overcome the effects of abuse or neglect, and to improve self-esteem;
- assistance with protecting their financial resources so that they are managed according to their needs and wishes.
Needs of Children and Youth

Children and youth affected by interpersonal violence and abuse, abused by a parent, another adult in a position of trust, or another child or youth need:

- physical safety in a safe, loving environment;
- freedom from fear and intimidation by the offender;
- to know that there are safe places to go and that help is available;
- to know that they are not alone and that they will be cared for and looked after;
- emotional support and affection;
- to know that they are loved, lovable, wanted, and worthwhile, and that their parents do love them, even though their actions do not make this obvious;
- someone to talk to who will listen and believe them;
- to know that it is okay to tell and that they no longer have to keep secrets;
- to talk to someone who will clarify that the crisis was not their fault, that they are not responsible for their parents’ unhappiness, and that they are not to blame;
- to understand that no one deserves to be hurt or has the right to hit or hurt someone;
- to understand what abuse is and that it is neither acceptable nor ‘normal’ family behaviour;
- to know that they are not the only children to experience this, and that others have recovered from the trauma;
- help in overcoming the impact of interpersonal violence and abuse;
- to experience normal childhood activities with opportunities to have fun;
- to have stability and regular routines, such as staying in the same school;
- to identify with healthy role models;
- to be exposed to healthy families and healthy adult-child relationships;
- to live in a supportive environment that sets limits in a healthy way;
- to experience firm and consistent parenting without corporal punishment;
- to learn non-abusive, non-violent, and/or non-victimized ways of behaving, relating to others, showing anger, or settling disagreements;
- to be able to label and show their different emotions in a healthy manner;
- to know that it is okay to feel anger towards their parents and still love them;
- to understand that feeling angry/sad/frustrated when things are unhappy in their life is okay, and that everyone feels ‘mixed up’ when they don’t know how people are going to act;
- to learn to trust others;
- to develop self-esteem and feel okay about being a boy/girl;
- to be informed and consulted about what is happening and how they will be affected;
- to have a basic understanding, at an age-appropriate age, of child protection, police, and legal services, and where and how to get help.
For children living in a violent and/or abusive home, it is even harder for them to talk about their feelings as anger, confusion, fear, and anxiety are often experienced by all members in the household, so they sense that no one is in a position to listen or help them.

The community and service providers can meet the needs of children and youth through:

- effective and consistent child protection services, including foster care, that mandates ending the violence and/or abuse in their lives;
- safe places and people to go to for support, including Block Parents;
- opportunities to spend time with trusted, supportive, caring adults who model healthy behaviour and who understand the situation, respect them, and can help them learn to feel safe;
- counselling by people knowledgeable about interpersonal violence and abuse and its impact on them;
- encouragement to talk about their feelings and what is happening;
- play therapy and ‘feelings’ activities, children generally finding it easier to act out feelings rather than talk about them;
- opportunities to learn non-violent ways to behave;
- group counselling with other children from violent homes or in similar situations;
- church, school, or youth groups which focus on positive, nurturing behaviour;
- community support, such as recreational activities and family programs;
- skilled caregivers who can ensure regular routines and school attendance;
- advocates who stay with them during the investigation or legal proceedings;
- easy access to information about interpersonal violence and abuse, including stories, books, and films in libraries and schools.
Needs of the Offender

After an incident of interpersonal violence and abuse, offenders need:

• to understand that any form of abuse is unacceptable and that hitting a family member is assault—a crime;
• to understand that nobody makes them violent, and to know and accept that they are responsible for their own actions, behaviours, and the consequences;
• to stop denying or minimizing the violence and/or abuse;
• to know that it is okay to ask for help;
• to know about community resources;
• an opportunity to heal and recover from their own childhood experiences of abuse;
• help to deal with the contributing family problems and the sources of the behaviour;
• to believe that physical power is not needed to be a worthwhile person;
• to examine control issues, impulsiveness, and manipulative behaviour;
• to recognize the impact that interpersonal violence and abuse has on the victim and children;
• to learn new ways of behaving;
• to learn to recognize the feelings of self and others;
• to learn ways to develop and improve self-esteem.

Additionally, an offender abusing a child needs:

• to know that an assault (physical/sexual) on a child is a crime.
• to know that the community and society do not condone the abuse of children;
• someone to identify at-risk situations and problems and provide support;
• time out from parental duties;
• to learn non-abusive methods of discipline;
• to learn about normal child development and realistic expectations;
• additional resources to help meet family needs;
• assistance in overcoming the effects of early traumas;
• opportunities to grow personally and as a parent, and build self-esteem;
• acceptance and inclusion by the community.

An offender sexually assaulting a child needs:

• to know that sexual assault is a very serious, malicious crime;
• to know that sexual assault is exceptionally harmful to a child;
• to change his/her attitude about exploiting others to meet his/her own needs.
An offender abusing a person in vulnerable circumstances needs:

- to know that the community and society do not condone the abuse of older adults or persons with disabilities,
- to know and respect the rights of older adults or family members with a disability,
- to understand aging and the conditions which affect older adults or people with disabilities,
- help to address personal problems that may contribute to the behaviour,
- help in caring for the older adult or person with a disability,
- to learn non-abusive ways of handling conflict,
- to know that it is okay to ask for help,
- to know what community resources are available,
- to have more access to these community resources.

The community and service providers can help meet offenders’ needs through:

- community and police intervention to stop the violence;
- legal and protective sanctions which hold them accountable for their actions, reinforce that any assault is a crime and not condoned, ensure physical separation from family members, and prevent violent and abusive behaviour, such as formal charges, conviction, and enforcement of court orders;
- mandatory specialized counselling and/or treatment programs which do not bypass criminal consequences;
- public discussions about the unacceptability of interpersonal violence and abuse.
No one can stop the offenders’ violent and/or abusive behaviour except themselves—they must want to change. Offenders must take responsibility for their behaviour and stop blaming their partner, alcohol, drugs, stress, or whatever else for the violence and/or abuse. Once they recognize that they have a problem, offenders may change their behaviour. Although not easy to do, they can learn new ways to relate to their partners through participation in a variety of learning opportunities:

- Treatment services related to specific personal problems to help resolve and heal the sources of violence, such as personal abuse experiences and substance abuse.
- Formal counselling from someone trained to work with offenders, who understands the issues of power and control in relationships.
- Courses in anger control/management to learn impulse control and appropriate ways of expressing anger.
- Courses in effective communication to learn new approaches of dealing with their feelings and relationships.
- Group therapy with others in similar circumstances, and focusing on their accountability and responsibility for the interpersonal violence and abuse.
- Peer support or self-help groups which examine societal and personal values, beliefs, and attitudes that perpetuate interpersonal violence and abuse.
- General information sessions about interpersonal violence and abuse, aging, and disease conditions which affect older adults and people with disabilities.

The Alternatives to Violence program offered through Saskatchewan Health in 11 health districts believes that violence is always dangerous and never acceptable. It recognizes that offenders choose to use violence to re-establish the authority that they believe they have over their partners. Until they view their partners as equal and treat them accordingly, they will continue to use violence to regain their authority. Changing beliefs which support the use of violence against their partners takes a long time, and research has proven that offenders require long-term treatment to stop the violence and/or abuse.
Needs of the Family

To meet family needs, community services for ‘at-risk’ families include:

- family counselling services;
- support and self-help groups;
- programs that offer family members contact with non-abusive families and nurturing relationships, such as surrogate grandparents or ‘adopt a family’;
- welcoming groups that do more to integrate families into the community;
- child care and transportation for attending programs;
- accessible and non-threatening family resource centres where parents can just drop in;
- babysitting co-operatives when parents need a break;
- crisis nurseries or other child care when there is risk of abuse;
- outreach services;
- parent help lines;
- tools for parents to use in monitoring their own behaviour;
- family advocates to help family members work through various administrative and legal processes;
- parent education consisting of simple, concise, written information;
- prevention education in the school curriculum;
- media messages that parenting is important;
- Neighborhood Watch and Block Parent programs.

Treatment services can prevent future interpersonal violence and abuse. If it is not typical of the family’s ‘normal’ relationship, the community can help family members to deal with stressors or expand the family’s sources of support and resources. If a family refuses assistance, identify appropriate resources, respect their right to privacy and confidentiality, and offer to maintain contact.
What others can do and what they may need

Non-offending family members, caregivers, and friends affected by interpersonal violence and abuse need:

- someone to listen and talk to,
- to understand the dynamics of abuse and contributing factors,
- to understand that the offender is solely responsible for the violence and/or abuse and for the disruption in the family,
- to not cover up or make excuses for the offender,
- to understand that the offending behaviour will not stop without intervention,
- to identify sources of conflict and learn specific intervention strategies,
- to learn non-abusive ways to vent their frustration and anger,
- information about community resources and support services,
- help with decision making,
- acceptance and respect for their valuable role in the family.

These needs can be met through:

- opportunities to collaborate with service providers;
- counselling to overcome their trauma;
- ongoing emotional support to help them deal with their own frustrations;
- support and self-help groups;
- advocates to help them work through the various legal processes;
- education and information to deal with behaviours and events that often precipitate interpersonal violence and abuse;
- other support programs, such as surrogate grandparents, ‘adopt a family’, respite care, drop-in centres, or babysitting co-operatives, etc., when they need a break.

Caregivers of people in vulnerable circumstances have special needs that include:

- understanding the aging process and the conditions/diseases that affect older adults and persons with disabilities,
- taking opportunities to meet their own needs,
- temporary relief from their caretaking role,
- informed employers who understand changing demographics and what is required of those who caring for older adults or persons with disabilities,
- receiving validation, support, and appreciation.
Service providers need:
• the support of their organization;
• operating procedures that enable inter agency co-operation and collaboration;
• policies that allow a flexible, yet consistent, coordinated, and effective response
to interpersonal violence and abuse;
• to understand the dynamics of abuse, its insidious nature, contributing factors,
and indicators so that they can make informed intervention decisions;
• training to help them learn specific intervention strategies;
• information about related laws and policies;
• knowledge about community resources and community politics;
• back-up protection to reduce the possibility of physical endangerment;
• recognition and appreciation that they are doing the best they can;
• support to help them deal with their own frustration when some families seem
difficult to help;
• ongoing support to deal with the emotional trauma.

Debriefing is an essential element of intervention for service providers as the depth of
pain expressed by those in vulnerable situations is hard to hear and work with on a day-to-day basis.

The community and the public at large need:
• to accept that interpersonal violence and abuse is a community responsibility;
• to understand that interpersonal violence and abuse is in every community, and
that theirs is not a ‘bad’ community but a normal one;
• information about its incidence in their own community;
• information about related laws and policies in order to support their enforcement;
• to learn about their rights and responsibilities around interpersonal violence and
abuse;
• knowledge of community politics;
• community activists who support actions that address interpersonal violence and
abuse;
• public awareness activities to influence attitudes about interpersonal violence and
abuse, the sanctity of the family, the unacceptability of violence and/or abuse, and
other prevailing issues;
• education to understand the dynamics of abuse and contributing factors in order to
dispel the myths so that people can become sensitive to the victim’s needs;
• information about available resources, actions that are being taken in the
community, and their responsibilities;
• opportunities for community-wide cooperation in responding to interpersonal
violence and abuse;
• support and appreciation for their help in ending interpersonal violence and abuse.
Organizations can learn about interpersonal violence and abuse so that they can advise their members and consider ways in which they might make a contribution to the prevention of interpersonal violence and abuse. For example “The Body Shop” and “Liz Clairborne” have programs to inform their staff.

Prevention at the community level means:
- helping those who are most likely to be in contact with the troubled family,
- dealing with the environment in which interpersonal violence and abuse occurs,
- taking into account the risk factors contributing to interpersonal violence and abuse,
- finding ways to reach individuals whose abusive situation is not yet known to others,
- reducing the possibility that violent and abusive behaviour is even an option among family members.

A community can help prevent interpersonal violence and abuse every day by having information in different languages readily available in all community facilities and businesses about area shelters/safe houses, sexual assault centres, peer support groups, counselling services, victim services, and other community services. This may be the only chance for a person who needs this information to get it.

Community services can help by:
- providing facilities for support groups and treatment services,
- networking with agencies and service providers in the area,
- helping create more and better services,
- organizing seminars and guest speakers,
- donating services or providing a sliding scale for services not covered by health insurance,
- promoting anti-racist and multicultural educational programs.