**Tool for assessing coercive control**

This tool should be used where the Safe Lives DASH has identified elements of coercive and/or controlling behaviour in the relationship in order to assess this dynamic more fully in the context of the application.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. Coercive control involves repeated, ongoing, intentional tactics which are used to limit the liberty of the victim. Those tactics may or may not necessarily be physical. They can be sexual, economic, psychological, legal, institutional, or all of these. By deploying these tactics the abuser can create a world where the victim is constantly monitored or criticised and every move and action checked. Victims often describe coercive control as not being ‘allowed’, or having to ask permission, to do everyday things; and being in constant fear of not meeting the abusers expectations or complying with their demands. The term walking on eggshells is often used.

For additional reference and information:

* [Learning and Development coercive control knowledge bite](http://intranet4cafcass/departments/Documents/NIS/Learning%20and%20Development/Knowledge%20Alert%204%20Coercive%20Control.pdf)
* [Home Office statutory guidance framework on controlling or coercive behaviours](https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship)
* [Women's Aid's toolkit for talking to young people about coercive control](https://1q7dqy2unor827bqjls0c4rn-wpengine.netdna-ssl.com/wp-content/uploads/2015/12/Controlling-Behaviour-in-Relationships-talking-to-young-people-about-healthy-relationships.pdf)

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|  **Tool for Identification of Coercive Control** |
| **Restricting freedom** | **Always** | **To some extent** | **Never** |
| My partner isolated me from family and friends |  |  |  |
| My partner told me what to wear |  |  |  |
| I was not allowed to go out without permission |  |  |  |
| I was not allowed to use the car |  |  |  |
| Medical care was denied to me or to the children |  |  |  |
| I had to account for my time when I had been out |  |  |  |
| My partner was jealous about who I spoke to when I was out |  |  |  |
| I was accused of having affairs |  |  |  |
| I was deprived of basic needs/food/sleep |  |  |  |
| My partner tracked my phone location to monitor my whereabouts |  |  |  |
| My partner monitored my messages, e mails and social media account |  |  |  |
| Other identified behaviours  |  |  |  |
| Notes on gender if relevant |  |  |  |
| **Emotional abuse** | **Always** | **To some extent** | **Never** |
| My partner belittled and abused me in front of the children |  |  |  |
| My partner insulted me in front of family and friends |  |  |  |
| My partner insulted my appearance |  |  |  |
| My partner called me names and swore at me |  |  |  |
| My partner had rules which I had to follow |  |  |  |
| My partner withdrew affection  |  |  |  |
| My partner threatened to find me if I left |  |  |  |
| My partner did not let me tend to the children |  |  |  |
| My partner told me I was stupid or crazy |  |  |  |
| My partner instructed the children to abuse me  |  |  |  |
| Other identified behaviours |  |  |  |
| Notes on gender if relevant |  |  |  |
| **Intimidation and threats** | **Always** | **To some extent** | **Never** |
| My partner physically abused me |  |  |  |
| My partner used the threat of physical abuse to control me |  |  |  |
| My partner changed their mood for no reason |  |  |  |
| My partner destroyed my or the children’s possessions |  |  |  |
| My partner threatened to harm or did harm the children as a punishment to me |  |  |  |
| My partner threatened to or did ruin planned events  |  |  |  |
| My partner threatened to take the children away |  |  |  |
| My partner threatened to kill me in a way which made me believe it |  |  |  |
| My partner raped me  |  |  |  |
| My partner humiliated me sexually |  |  |  |
| My partner abused the family pet |  |  |  |
| My partner drove the car in a reckless manner |  |  |  |
| My partner blamed me for making them angry |  |  |  |
| Other identified behaviours |  |  |  |
| Notes on gender if relevant |  |  |  |
| **Economic abuse** | **Always** | **To some extent** | **Never** |
| My partner denied me money |  |  |  |
| I was not allowed to spend money on myself or the children |  |  |  |
| I had to account for everything I spent |  |  |  |
| I had to ask for basic necessities |  |  |  |
| My partner spent money on themselves only |  |  |  |
| I was kept in the dark as to our finances |  |  |  |
| My partner went through my belongings for evidence of spending |  |  |  |
| Other identified behaviours |  |  |  |
| Notes on gender if relevant |  |  |  |

**Assessment**

The assessor will talk through the form with the victim and determine the nature and intensity of the behaviours and ask relevant questions around current perceptions and safety. The purpose of this task is to consider how the disclosed/ alleged behaviours may still be affecting the victim either as a current risk (ie they are ongoing), or whether the impact is more psychologically affecting and the victim still feels controlled or coerced.

The tool should be used to establish the risk with regard to the following factors:

* The nature of the behaviour and primary perpetrator
* The extent to which these factors **were** present in the relationship

Your assessment should establish:

* The extent to which these factors **remain** present in the relationship
* The current risk to victim and child
* The impact on parenting capacity
* The impact on the child
* Mitigating protective factors

This tool is a guide only. It is to be used in conjunction with complementary tools and as part of a holistic assessment process.