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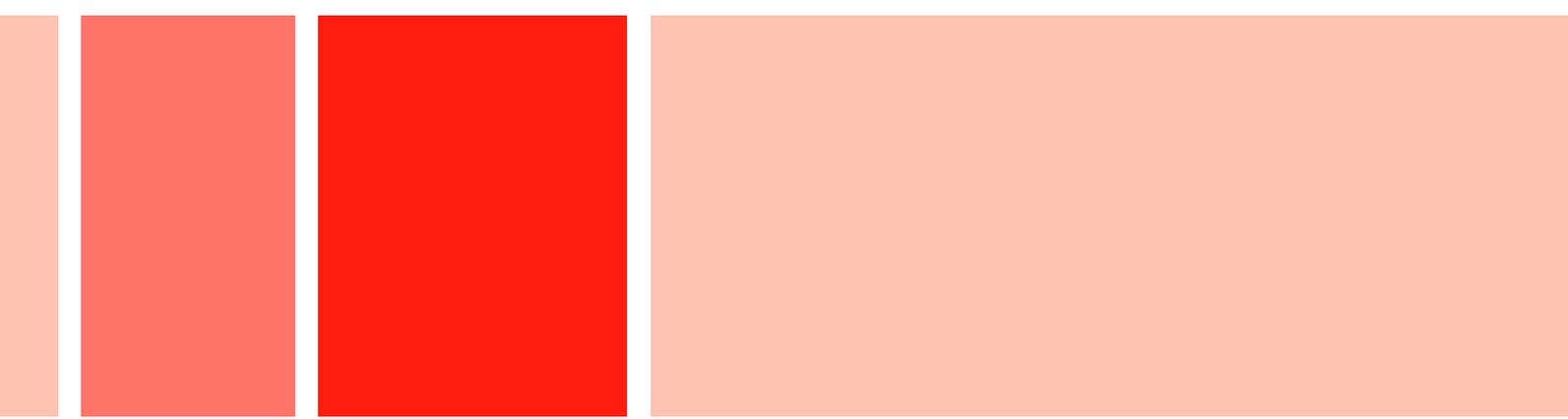
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# A review of preventative work in schools and other educational settings in Wales to address domestic abuse



# **A Review of preventative work in schools and other educational settings in Wales to address domestic abuse**

**Author: National Foundation for Educational Research (NFER)**

Views expressed in this report are those of the researcher and not necessarily those of the Welsh Assembly Government

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## 2. List of abbreviations and acronyms

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|             |   |
|-------------|---|
| <b>ABH</b>  | Actual Bodily Harm                      |
| <b>ALN</b>  | Additional Learning Needs               |
| <b>BME</b>  | Black and Minority Ethnic               |
| <b>CYPP</b> | Children and Young People's Partnership |
| <b>DAI</b>  | Domestic Abuse Initiative               |
| <b>FE</b>   | Further Education                       |
| <b>GBH</b>  | Grievous Bodily Harm                    |
| <b>HEI</b>  | Higher Education Institution            |
| <b>KS</b>   | Key Stage                               |
| <b>LA</b>   | Local Authority                         |
| <b>LAC</b>  | Looked After Children                   |
| <b>LGBT</b> | Lesbian, Gay, Bisexual and Transgender  |
| <b>LSA</b>  | Learning Support Assistant              |
| <b>PRU</b>  | Pupil Referral Unit                     |
| <b>PSE</b>  | Personal and Social Education           |
| <b>PSLO</b> | Police School Liaison Officer           |
| <b>WWA</b>  | Welsh Women's Aid                       |

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### **3. Policy and legislative context**

The Welsh Unit of the National Foundation for Educational Research was commissioned by the Welsh Assembly Government in October 2009 to conduct a review of preventative work in schools and other educational settings in Wales to address domestic abuse.

The implementation of this preventative work in schools and other educational settings is underpinned by some key policy and legislative developments, which are outlined in this section.

Laws passed in the House of Commons apply to all UK countries, but since the inception of the Welsh Assembly Government (WAG) in 1999, separate strategies and policies have been implemented which are unique to Wales.

#### **3.1 Legislation**

Domestic abuse was placed on the public agenda partly as a result of campaigning from groups like Women's Aid from the 1970s onward (Harwin, 2006). The Domestic Violence and Matrimonial Proceedings Act (1976) provided women, whether married or not, with equal rights to the home they shared. The Act also made provision for injunctions to be brought against violent partners which excluded them from entering the shared premises. In 1977, the Housing (Homeless Persons) Act provided means for victims fleeing domestic abuse to obtain temporary and long-term safe accommodation.

The Crime and Disorder Act 1998 placed a duty on the police, local authorities, and primary care trusts to assess the levels of crime, including domestic abuse, in their localities. The increase in recorded incidents which followed raised public awareness of domestic abuse, and instigated a rise in associated activities at local levels throughout the UK (Humphreys and Stanley, 2006).

Also passed in 1998, the Human Rights Act 1998 made it mandatory for all public bodies to protect the rights of individuals and to ensure that their human rights are not being violated. Three Articles of the 1998 Act which directly underpin the domestic abuse prevention agenda are:

Article 2: Right to Life.

Article 3: Right to be free from torture, inhumane and degrading treatment.

Article 8: Right to family and private life, which extends to physical and psychological integrity.

The Children Act (1989) placed the duty on local authorities to safeguard the welfare of all children and young people 'in need'. The Act supported children and families escaping domestic abuse through enabling them to be provided with a range of assistance including cash payments in emergency situations and facilitating their access to alternative accommodation.

The Children and Adoption Act (2002) broadened the definition of 'harm' through adding a new category of 'impairment suffered from seeing or hearing the ill treatment of another'.

The Act extended the powers of local authorities as determined by the Children Act (1989) to provide accommodation for children and families experiencing domestic abuse, and to investigate incidences of domestic abuse to gauge the extent to which harm had been caused to the children present.

A requirement of The Children Act (2004) is that each local authority in Wales and England produce a single Children and Young People's Partnership Plan (CYPPP) outlining the joint priorities and objectives of agencies which work in partnership to deliver key services to children and young people. The Welsh Assembly Government's continuing support for anti-violence and abuse initiatives has fed down to local authority level, which is evident in the explicit objectives present in just under three quarters of all Welsh local authorities' CYPPs to actively tackle domestic abuse (NFER, in press).

Implemented in the UK in July 2005, the Domestic Violence, Crime and Victims Act 2004 serves to strengthen the existing legislation underpinning

rights to non-molestation, occupation and restraining orders. However, Humphreys and Stanley (2006) point out that UK legislation does not protect victims of domestic abuse to the same degree as in other European countries.

### **3.2 Welsh Assembly Government policies and strategies**

Following devolution, the WAG soon outlined its commitment to safeguarding the rights and welfare of all children and young people, and supported this with its subsequent raft of policies and strategies which place children and young people at their heart.

In 2004, the Welsh Assembly Government translated the 1989 United Nations Convention on the Rights of the Child (UNCRC) into the following seven 'Core Aims', the sixth of which related directly to safeguarding and protecting children and young people. The seven Core Aims state that children and young people are to:

1. have a flying start in life
2. have a comprehensive range of education and learning opportunities
3. enjoy the best possible health and be free from abuse victimisation and exploitation
4. have access to play, leisure, sporting and cultural activities
5. be listened to, treated with respect, and have their culture and identity recognised
6. have a safe home and a community which supports physical and emotional well-being
7. be not disadvantaged by poverty. (Welsh Assembly Government, 2004 a).

'Supporting People', launched in 2003, outlines the steps to be undertaken by the Welsh Assembly Government in providing vulnerable families, including those affected by domestic abuse, with safe, supported housing. The strategy allocated over £140 million to the cause, and of this, over £6.5 million was used to house women and children escaping domestic abuse.

The All-Wales National Strategy for tackling domestic abuse was launched by the Welsh Assembly Government in 2005. It outlines the Welsh Assembly

Government's holistic, joined-up approach to preventing and addressing domestic abuse in Wales. The principles of effective multi-agency working, information sharing, and monitoring and evaluation are at the heart of the Strategy, in addition to specifically addressing domestic abuse in families isolated from service intervention due to their rurality, language and culture.

The Welsh Assembly Government's vision for effectively addressing domestic abuse in Wales, as set out in the National Strategy, incorporates:

**Consistent, positive action from the Welsh Assembly Government including:**

A clear, unequivocal message that domestic abuse must not be tolerated- the unacceptability of domestic abuse to become embedded within the very fabric of Welsh society.

The importance of joint-agency collaboration and joint-agency policy implementation to be consistently communicated.

Future developments to take place in the strategic context of Supporting People Operational Plans and Community Safety Plans submitted to the Welsh Assembly Government.

**Also better, more equitable, accessible and effective service provision providing:**

A coordinated network of service that meets the needs of all victims including children and young people, people with disabilities, men, people who live in a rural part of Wales, people who do not speak English and those from BME communities.

Adequate and appropriate safe choices for women and children/young people escaping domestic abuse.

Appropriate support and choices for women and children/young people experiencing domestic abuse.

Easily accessible information to ensure that help is available for any victim – when and wherever it is sought.

Help and support for children/young people in violent homes.

Help and support to children/young people living in temporary accommodation, this could include refuges, bed and breakfast accommodation, hostels and extended family.

Education to prevent domestic abuse.

**Further, improved protection for victims and effective deterrence by:**

Encouraging Domestic Abuse Multi-Agency Risk Assessment Conferences (MARACs).

Holding perpetrators accountable for their behaviour.

Encouraging employees to develop workplace policies about domestic abuse.

**And, to ensure a continuing progressive response there should be:**

Regular reviews of the Community Safety Partnership's Community Safety Plans.

Wales' 22 Community Safety Partnerships (CSPs) have taken a leading role in coordinating and providing this multi-agency approach to preventing and tackling domestic abuse. CSPs include membership from a range of front-line service providers and planners including the Police, Police Authorities, local authorities, Local Health Boards, and Fire Authorities.

The Strategy lists a wide variety of relevant agencies which contribute towards meeting its aims and objectives. These are Domestic Abuse Fora, Area Child Protection Committees, the Crown Prosecution Service, Probation services, Prison Services, Social Services, Housing, Education, NHS Trusts, Voluntary Sector and Support Agencies, Youth Offending Teams, Young People's Partnerships, religious organisations and appropriate quality advice services.

Another key aspect of the Strategy is increasing awareness through education about domestic abuse and related issues, in order to 'stop abuse before it happens' (p. 18). Information is provided through a variety of means in order to confront stereotypes, expose domestic violence, and illustrate its inherent unacceptability. Emphasis is also placed on providing additional measures to protect certain individuals and groups identified as being at greater risk from domestic abuse such as disabled people, the elderly, and children and young people. The Welsh Assembly Government also pledge to make awareness raising and preventative measures culturally relevant and fully accessible to those whose first language was not English or Welsh.

While people of all ages are targeted through the Strategy, particular emphasis is placed on initiatives for children and young people. It aims to encourage greater awareness of domestic abuse issues by children and young people through providing them with information to encourage them to develop healthy, positive, respectful relationships, educating them formally and informally about domestic abuse and its effects, and delivering parenting skills to them through Personal Social Education (PSE) lessons. The Strategy also recognises the need to reach children and young people who may be

'harder to reach' and/or at greater risk of experiencing domestic abuse, such as those excluded from school, looked after children or children in youth offending institutions.

Additional information and support for the agencies jointly responsible for implementing the Strategy is provided in the 2007 Welsh Assembly Government document 'Domestic Abuse Guidance: Supporting People and Multi-Agency Working'.

This outlines further measures to safeguard children, young people and families suffering from domestic abuse, mainly through providing safe accommodation.

In March 2007, the Welsh Assembly Government's Social Justice and Regeneration Committee provided an update regarding the progress of the then Minister and the named agencies and organisations in achieving the aims and objectives of the Strategy. Concerns were raised from several contributors to the review that the Strategy was not being fully implemented.

A subsequent report was produced by the Welsh Assembly Government's Communities and Culture Committee in March 2008, which examines the adequacy of the Strategy and sets out a series of recommendations for a revised domestic abuse prevention strategy, which was to be due out late in 2009. An Action Plan addressing the points raised in the Committee's Report was released in June 2009.

The Communities and Culture Committee Report is based on evidence from extensive consultation of bodies, agencies, organisations and individuals which support children, young people and families affected by domestic abuse, or implement measures, schemes and initiatives to prevent domestic abuse in Wales.

In relation to domestic abuse programmes and initiatives provided in schools and other educational settings for children and young people, the Communities and Culture Committee Report identifies that:

Children and young people need more accessible information and advice about domestic abuse, for example, through a specialist children's helpline or website.

There is a lack of support available for children and young people who disclose domestic abuse experiences as a result of it being raised as a PSE topic at school.

There is a worrying acceptance of domestic abuse among some children and young people, which must be refuted.

Young people must be taught about what constitutes a safe, healthy relationship to prevent the reproduction of inappropriate, abusive learned behaviours.

There is a need to start educating children, especially boys, from a young age about domestic abuse in order to enforce the message that it is wrong and should not ever be tolerated or perpetrated.

There was significant variation across Wales in the ways in which domestic abuse education initiatives were implemented: interventions are delivered in some schools but not others; the time and methods used to implement them vary, as do arrangements for providing follow-up support for children disclosing domestic abuse experience.

Domestic abuse preventative work with children should be multi-faceted and include awareness-raising, support for victims and attempts to change attitudes about the acceptability of violence and abuse.

Preventative initiatives should be delivered consistently throughout primary and secondary schools, not just in particular year or age groups.

Age-appropriate materials and support should be available to emphasise and enhance domestic abuse educational programmes delivered in schools for children and young people.

Educational preventative programmes should be delivered not just in schools, but in all educational and youth settings to ensure excluded children and young people are reached.

While there are examples of good practice, approaches to educating children and young people about domestic abuse and its prevention are not implemented consistently throughout Wales.

In light of these findings, recommendation 14 of the report is that the Welsh Assembly Government should fund work to evaluate the preventative work currently being undertaken with children and young people in schools and other educational settings in Wales. This report is the outcome of that recommendation.

The following strategy and policy step aimed at preventing domestic abuse was the opening of a consultation on the Welsh Assembly Government's Strategic Action Plan. The consultation opened on 22<sup>nd</sup> June and closed on 21<sup>st</sup> September 2009. The underpinning document outlined the progress that had been made to date against the objectives of the initial 2005 Strategy, developments which had been implemented since then aimed at preventing domestic abuse, and actions to be taken over the following months preceding the publication of the updated domestic abuse prevention strategy.

Action/Target 5.2 of the Action Plan relates specifically to the preventative work carried out in schools and other educational settings, and specifies the Welsh Assembly Government's plans to:

'Evaluate the preventative work currently being undertaken with children in schools and other educational settings throughout Wales. This will cover domestic abuse, violence against women, and other gender-based violence and bullying' (p. 16)

The then Minister for Social Justice, Dr. Brian Gibbons, announced on October 7<sup>th</sup> 2009 the allocation of an extra £1 million funding to tackle domestic abuse and violence against women in Wales. This represented a 33 per cent increase in the funding available for the financial year, taking the budget for 2009-10 to £4.7 million (Lewis, 2009).

In March 2010, the Welsh Assembly Government produced its most recent policy relating to domestic abuse prevention and education. The research on which this report is based had already been carried out in its entirety before the 2010 Strategy was launched.

Entitled *The Right to be Safe* (Welsh Assembly Government, 2010), the six-year integrated strategy builds on the foundations of previous policies, strategies, and consultation outcomes to outline the progress achieved in Wales thus far for tackling all forms of violence against women, and outlines new steps to be taken towards achieving this goal.

Key actions achieved since the All-Wales National Strategy for Tackling Domestic Abuse was launched in 2005, as outlined in The Right to be Safe, are:

- Introducing a 24/7 helpline for victims of domestic abuse
- Setting up a network of 20 MARACs across Wales
- Increasing funding to support domestic abuse prevention projects
- Providing specialist training to enable health professionals to deliver care pathways in ante-natal and accident and emergency settings
- Establishing a further six Sexual Assault Referral Centres (SARCs), and a mobile unit in Dyfed-Powys
- Supporting children's workers and a coordinator to support children and young people in refuges
- Providing funding coordinators in every Welsh local authority to support delivery of the Strategy at a local level
- Introducing the All Wales School Liaison Core Programme in conjunction with the four Welsh Police Forces, which includes a module on domestic abuse which is delivered in 'virtually all' primary and secondary schools in Wales (p. 7)
- Producing an action plan to tackle forced marriages and honour-based crimes
- Supporting the establishment of three specialist refuges and an outreach service for black and minority ethnic (BME) communities
- Encouraging the development of 10 Specialist Domestic Violence Courts (SDVCs) across Wales
- Pledging funding for a safe house for women fleeing prostitution, and a new refuge for victims with complex needs
- Launching publicity campaigns to raise awareness of domestic abuse
- Working with the Home Office to develop a network of 20 Independent Domestic Abuse Advisors across Wales
- Supporting a wide range of training on domestic abuse issues
- Setting up an all-Wales working group to advise on policy development and delivery, and to act as a forum for sharing good practice.

The Right to be Safe (Welsh Assembly Government, 2010) contains four broad objectives, under which are situated a number of key actions. The first objective, 'Challenging Attitudes, Raising Awareness', relates to tackling attitudes which perpetuate domestic abuse, and raising awareness of its

forms, components and effects in addition to signposting to suitable sources of help and support for victims. The Welsh Assembly Government pledges to address these issues in ways which recognise Wales' cultural diversity, and to equip professionals to intervene early to protect victims of domestic abuse before longer-term problems develop.

Enhancing the response in schools is also a key aspect of the first objective of the 2010 Strategy. Educating children about domestic abuse from an 'early' age is recognised as fundamental in tackling the problem. The Strategy emphasises the importance of teaching children about healthy relationships and acceptable behaviour before they enter into intimate relationships themselves.

Increasing the awareness of staff in schools and colleges on domestic abuse and related issues is also pledged in the Strategy. The Welsh Assembly Government has published new domestic abuse guidance for professionals working in educational and youth settings in Wales and will publish online guidance for schools about domestic abuse education in 2011.

Welsh Assembly Government -sponsored evaluations of the All-Wales School Liaison Core Programme and the Hafan Cymru Spectrum project are currently underway. Children and young people are to be consulted and their feedback incorporated into an information leaflet about sexual consent and violence to ensure that it meets their needs (The Right to be Safe, Welsh Assembly Government, 2010).

The remaining three objectives which make up the 2010 Strategy are Providing Support for Victims and Protecting Children, Improving the Response of Criminal Justice Agencies, and Improving the Response of Health Services and Other Agencies (The Right to be Safe, Welsh Assembly Government, 2010).

The themes of early intervention and prevention, providing joined-up and efficient services, and consistent monitoring and evaluation are at the heart of these remaining objectives. The Strategy also outlines plans for supporting its delivery throughout the next six years which relate to funding, measuring impact, engagement with the Third Sector, and service standards.

## 4. Research aims and objectives

The aim of the research is to:

Map and review preventative work in schools and other educational settings to address domestic abuse, providing recommendations identifying the components of a successful programme to address domestic abuse.

Within this overarching aim, the objectives of the research are:

To review existing literature around what works well in terms of initiatives in schools and other educational settings to address domestic abuse.

To map existing work in schools and other educational settings in Wales to address domestic abuse and to examine how this fits into the curriculum being delivered in schools.

To identify examples of work that is seen as good practice in projects and programmes delivered in schools and other educational settings to address domestic abuse.

To make recommendations on the key components of a successful programme to address domestic abuse, to be delivered in schools and other educational settings.

## **5. Methodology**

The NFER team adopted a mixed methodology which combined a review of existing secondary literature about the rationale for preventative work delivered in schools and other educational settings to address domestic abuse, a review of documentation pertaining to the nature, effectiveness and geographical range of projects and programmes delivered in these environments for this purpose, an electronic pro-forma completed by strategic personnel, and a programme of qualitative interviews with key stakeholders.

### **5.1 The literature review**

A search was conducted through the NFER Library for two of the three types of literature which were reviewed as part of the current project. The first type was existing secondary documentation pertaining to the rationale behind and need for domestic abuse prevention programmes and projects which are or which have been delivered in schools and other educational settings. 'Type One' literature included sources such as books, review and journal articles, and policy and strategy documents from Wales, the UK, and the rest of the world.

The second type of literature included in the review was descriptive and evaluative literature published between 1998 and 2010 pertaining to known domestic abuse prevention projects and programmes which are currently or which have previously been delivered in schools and other educational settings in Wales, the UK and the rest of the world. The focus of the review of 'Type Two' literature was to identify the nature and effective features of these known projects and programmes.

The third type of documentation to be reviewed was evaluation and monitoring data pertaining to Domestic Abuse Initiatives (DAIs) which are currently being delivered or have recently been delivered in schools and/or other educational settings in Wales. Stakeholders from each DAI were asked through the electronic pro-forma or during interview to provide or direct the research team to this documentation.

Searches for type 3 literature suggest that DAI coordinators and deliverers tend to collect evaluation data in the form of feedback from staff and pupils verbally or using a simple form. Few structured, external evaluations of current or recent DAIs have been carried out to date, largely because of resource constraints, but those which are available are included in the review.

Monitoring data is usually collected by key personnel from each DAI. The collection of monitoring data was not consistent across the range of DAIs identified, varying in type and quality. This was mainly due to a paucity of resources for these activities in terms of time, staffing and funding, and because there was not usually a formal requirement for these types of data to be systematically recorded.

Where collected, the types of DAI monitoring data obtained typically include:

- numbers of pupils reached by the DAIs
- age ranges of pupils reached by the DAIs
- numbers and types of schools and other educational settings in which the DAIs were delivered
- number of sessions in which the DAIs were delivered
- geographical ranges of the DAIs.

## **5.2 The electronic pro-forma**

The electronic pro-forma was designed to elicit information about the nature and range of DAIs being delivered in schools and other educational settings throughout Wales, and to obtain the contact details of individuals associated with leading, overseeing and implementing them. This data informs the mapping exercise for this research. A copy of the electronic pro-forma is included in Appendix A.

Following agreement with the client on the target sample, the electronic pro-forma was administered to the following seven groups of strategic personnel:

- The Supporting People Lead Officer in each of Wales' 22 local authorities.

The Domestic Abuse Coordinators from the Community Safety Partnerships (CSPs) in 21 of Wales' 22 local authorities. At the time of writing, there was no Domestic Abuse Coordinator for Newport.

Officers from each of Wales' four Police Forces (South Wales, North Wales, Gwent and Dyfed Powys) with strategic accountability for domestic abuse issues.

Welsh Assembly Government Lead Officers with responsibility for policy development and implementation around:

- Curriculum Planning
- Community Safety
- CAFCASS Cymru

Senior managerial staff from Welsh Women's Aid (WWA).

Senior managerial staff from three of WWA's local member groups with a direct remit for domestic abuse prevention:

- Black Association of Women Step Out (BAWSO)
- Broken Rainbow
- Stonewall Cymru

Senior/managerial staff from the following support organisations:

- Tai Hafan
- Barnardos Cymru
- NSPCC Cymru
- Coordinated Action Against Domestic Abuse (CAADA).

Of the 59 strategic personnel originally invited to complete a pro-forma, 16 completed one. Upon re-contacting those included in the pro-forma sample as part of the reminding strategy, the project team were informed that the remit of many of these individuals did not cover schools-based domestic abuse prevention work. They consequently did not have access to the information required by the pro-forma.

Those in the original pro-forma sample were asked to provide the details of individuals who occupied strategic roles with DAIs throughout Wales, who were then requested to take part in the study. A further 10 pro-formas were received from this secondary sample, bringing the total number of completed pro-formas to 26.

Four electronic pro-formas were received which contained information about DAIs which operated throughout all of the counties in Wales. The other 22 pro-formas were completed by stakeholders involved with different DAIs which were currently or had been functioning in single or multiple local authorities in Wales. Of these 22 pro-formas, none were received which related specifically to Merthyr Tydfil.

### **5.3 The qualitative interview programme**

Using the contact details provided in the electronic pro-formas, key personnel from each DAI identified as functioning or as recently having functioned in Wales were contacted to request their participation in qualitative interviews. These individuals occupy integral strategic or operational roles in the DAI's planning or implementation. The topic guide which details the questions asked to this group of participants is included in Appendix A.

These interviewees were also asked to identify those responsible for planning or delivering the DAIs, and to provide the details of an educational setting in which the DAI has been delivered. Interviews were then carried out with personnel responsible for delivering the DAIs, the large majority of whom are staff from local domestic abuse support groups, and with a smaller sample of schools staff who are or have previously been involved with overseeing the implementation of the DAI. The topic guides which detail the questions asked to these groups of participants are included in Appendix A (sections 11.3 and 11.4).

The qualitative interviews built on the data provided through the pro-formas. Interviewees were also asked to provide or direct the project team to any monitoring and evaluation data based on the DAI with which they were involved.

In total, 42 interviews were conducted; of these, 22 with key personnel with strategic or operational roles in the planning and implementation of each of the identified DAIs in Wales, 16 with a more practical role in the DAI's delivery or coordination, and 4 with staff from schools in which the DAIs are or have previously been delivered.

Those interviewed had remits for DAIs being delivered either across the whole of Wales, or in specific single or multiple local authorities. Personnel were interviewed who are or previously were responsible for DAIs which operate in every single or multiple local authority in Wales with the exception of Merthyr Tydfil.

Based on the evidence presented, the research team has formed conclusions and drawn up recommendations about the components of future DAIs in Wales which would maximise their success. The conclusions and recommendations are respectively detailed in Chapters 8 and 9 of this report.

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## 6. The literature review

This section outlines the findings from the literature review pertaining to the need and rationale for school and other education setting-based work to address domestic abuse.

Additional findings from the literature review are inter-woven with the qualitative interview data throughout subsequent sections of the report.

### 6.1 Defining domestic abuse

Throughout the reviewed literature, the terms 'domestic violence' and 'domestic abuse' are used interchangeably. This has led to problems with accurately estimating the prevalence of domestic abuse, and with making comparisons between studies which aim to measure the effectiveness of DAIs and draw out their effective features (Krajewski, Rybarik, Dosch and Gilmore, 1999).

The current term used in family and housing legislation and that officially adopted by the Home Office is 'domestic violence', yet the content of the definition covers a range of types of abuse over and above physical violence:

Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality' (2004).

According to the Crown Prosecution Service (CPS), 'domestic violence' is not a statutory offence, being that it comprises a range of behaviours frequently adopted by one person to control or dominate another person or persons with whom they previously had or continue to have an intimate or familial relationship. For the purpose of prosecuting perpetrators of one of the composite behaviours grouped under the moniker of domestic violence, however, the CPS defines it as:

'Any criminal offence arising out of physical, sexual, psychological, emotional or financial abuse by one person against a current or former

partner in a close relationship, or against a current or former family group member' (2001).

The Welsh Assembly Government, however, formally adopts the term 'domestic abuse' rather than 'domestic violence'. It uses a holistic, inclusive definition in its policies and strategies, which incorporates the different forms of domestic abuse, its perpetrators and effects:

'Domestic abuse is best described as the use of physical and/or emotional abuse or violence, including undermining of self-confidence, sexual violence or the threat of violence, by a person who is or has been in a close relationship.

Domestic abuse can go beyond actual physical violence. It can also involve emotional abuse, the destructions of a spouse's or partner's property, their isolation from friends, family or other potential sources of support, threats to others including children, control over access to money, personal items, food, transportation and the telephone, and stalking.

It can also include violence perpetrated by a son, daughter or any other person who has a close or blood relationship with the victim/survivor. It can also include violence inflicted on, or witnessed by, children. The wide adverse effects of living with domestic violence for children must be recognised as a child protection issue. The effects can be linked to poor education achievement, social exclusion and to juvenile crime, substance abuse, mental health problems and homelessness from running away.

Domestic abuse is not a "one-off" occurrence; it is frequent and persistent' (Welsh Assembly Government, 2005).

The term 'domestic abuse' is used throughout the current report. This is because it is consistent with the Welsh Assembly Government definition, and is also gender sensitive.

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## 6.2 The need for Domestic Abuse Initiatives

The need for DAIs to be delivered in schools and other educational settings is identified in a range of studies and by children and young people themselves.

Schools have a fundamental yet often unfulfilled role to play in educating children and young people about domestic abuse, in handling disclosures of abuse, and in preventing incidences of abuse in future (Carrol-Lind, 2002; NCB, 2009; Wales Violence Against Women Action Group, 2009). 97 per cent of schools in Wales now provide some form of domestic abuse prevention education to pupils, but the frequency with which this is delivered, its nature, foci and deliverers vary considerably (Wales Violence Against Women Action Group, 2009).

Educating children and young people in schools and other educational settings about domestic abuse is not yet mandatory in Wales and the rest of the UK (Refuge, 2008). However, many schools in Wales and the rest of the UK now attempt to raise awareness of domestic abuse, and promote the message of its unacceptability among pupils through incorporating this into PSE sessions or other lessons (Refuge, 2008).

Audrey Mullender and colleagues conducted an in-depth study of 1,440 children and young people aged 8 to 16 across three areas of England in 2000, some of whom were known to have experienced domestic abuse. The 'vast majority' of those participants expressed the desire to learn about domestic abuse at school; 84 per cent of the secondary school-aged children and 52 per cent of the primary school-aged children expressed a desire to take part. From this, the author concludes that access to information about domestic abuse should be broadened for all children, and that they should be afforded the opportunity to discuss their thoughts, feelings and experiences on the subject, as the following quotation highlights:

'These responses suggest children need access to information about domestic violence, and the opportunity to talk, especially if there is a commitment to listening to children and taking their views seriously'

(Mullender 2000, p.2).

Literature suggests that contrary to the beliefs of many teachers and local authority personnel (Harris, 2009), children and young people tend to find

learning about domestic abuse prevention interesting and informative. Having DAIs delivered in or out of class by a different teacher adds stimulation and variety to the curriculum (Barron, 2007). Barron and Topping (2008), in a meta-analysis of school-based child sexual abuse prevention programmes, found that children report a range of positive emotional gains from experiencing DAIs. These include:

More positive reactions to 'safe' scenes (Hazzard, Webb, Kleemeier, Angert and Poll, 1991).

More self-confident, assertive and willing to converse about likes and dislikes (Herbert, Lavoie, Piche and Poitras, 2001).

Greater sense of personal effectiveness in deploying self-protective skills (Finkelhor, Asdigian and Dziuba-Leatherman, 1995).

Decreased social anxiousness (Pohl and Hazzard, 1990; Taal and Edelaar, 1997).

Increased self-esteem (MacIntyre and Carr, 1999).

The National Children's Bureau (NCB) actively campaigns for schools to deliver educational programmes which aim to prevent sexual exploitation among children and young people within the PSE and Citizenship curricula, and through other means where the opportunities arise (Lewis and Martinez, 2006).

Schools should encourage a 'straight talk' approach to discussing domestic abuse with children and young people, and offer them an explicit invitation to disclose domestic abuse in order to reinforce the message that domestic abuse is not taboo (Alexander, Macdonald and Paton, 2004). However, Mullender (2002) states that there is little evidence that this is in place, and suggests that it is necessary to both change the ethos of schools and other agencies in acknowledging and tackling domestic abuse, and also to put in place the infrastructure to encourage children and young people to disclose episodes of abuse.

Supporting parents to discuss domestic abuse, the boundaries of acceptable behaviour, and relationships with their children should also form part of the school's role in preventing domestic abuse (NCB, 2009). Often, parents do not discuss these issues with their children due to their own feelings of embarrassment or shame (NCB, 2009).

For children who have experienced domestic abuse, one of the most significant predictors of a lack of consequential lasting adverse effects on their development is the presence of a supportive and understanding adult (Feindler and Becker, 1994). This evidence highlights the potential role for teachers, both in providing education about domestic abuse, and supporting children who may have experienced it. As Carroll-Lind (2002, p. 7) states,

‘Schools and other helping agencies can be valuable support systems, strengthening children’s resilience and providing resources for parents so that they can serve as psychological buffers to protect these children...All adults must assume responsibility to reduce our children’s exposure to violence’.

### **6.3 The rationale behind Domestic Abuse Initiatives**

A multi-agency approach to addressing domestic abuse is now in place in the United Kingdom (UK), with the involvement of the police, health services, housing departments, social services, charities, voluntary agencies and women’s movements. The organisation Women’s Aid, for instance, has campaigned for over 30 years to raise awareness of domestic abuse, and provides shelters in every local authority throughout England and Wales for women and their families who are escaping abusive relationships. The growing awareness of domestic abuse among public agency staff has also served to bring the issue into the public consciousness (Humphreys and Stanley, 2006).

DAIs were introduced into schools and other educational settings as a result of the more widespread recognition of the prevalence of domestic abuse (Ellis, Stanley and Bell, 2006). Delivery and evaluation of DAIs began in schools in America in the mid-1980s (Burkell and Ellis, 1995; Dusenbury, Falco, Lake, Brannigan and Bosworth, 1997; Meyer and Stein, 2001), but has developed more recently in the UK (Ellis *et al.*, 2006).

Schools-based DAIs aim to support children and young people who are experiencing domestic abuse, within a non-threatening environment (Jaffe *et al.*, 1990), and to enable all children and young people to learn to conduct non-

abusive, positive and respectful relationships (Mullender *et al.*, 1998). They commonly comprise the following elements:

Raising awareness of domestic abuse and associated issues.

Imparting knowledge of the different forms of domestic abuse, its prevalence, and its effects and implications for sufferers and victims.

Providing information about sources of help and support for children and young people.

(from Humphreys *et al.*, 2008).

DAIs delivered universally to groups of children and young people in schools and other educational settings are a form of primary prevention programme. These contrast with secondary and tertiary interventions, which are specialist or targeted interventions for children, young people and adults known to have experienced or continuing to experience domestic abuse (Cowen, 1983; Ellis *et al.*, 2006).

However, Humphreys *et al.* (2008) argue that the division between primary and secondary models is not relevant because many of the children and young people in schools and other educational settings who participate in DAIs will already have experienced some form of domestic abuse or sexual exploitation, as demonstrated by a range of studies (eg. Duncan, 1999; Harber, 2004; Jones and Mahony, 1989; Rivers, 2001). This would consequently cause the programmes to constitute secondary forms of intervention.

Schools are seen as being in a key position to deliver primary prevention in the form of DAIs because they are bases for the delivery of education, include large populations of children, and are places where children can be 'at risk' (Barron and Topping, 2008, p31).

While there are theoretical differences between the models of DAIs implemented in schools and other educational settings in the UK, most of them are based on social learning theory (Bandura, 1977, 1986). According to the theory,

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‘...positive outcomes are achieved without eliciting negative sanctions, through which behaviour is reinforced and repeated’

(Ellis *et al.* 2006, p. 70).

This approach suggests that desirable behaviours can be learned and that undesirable ones can be un-learned within optimal environments. DAIs based on this model aim to facilitate the development of positive skills which support the emergence of anti-abusive attitudes and behaviour (Ellis *et al.*, 2006).

The model is particularly appropriate for forming the basis of primary, universal work with children and young people because it enables those experiencing domestic abuse to seek and locate help within a supportive and non-prejudiced environment, whilst at the same time facilitating the development of knowledge, skills, and attitudes which underpin the practice of positive, non-abusive relationships (Jaffe, Wolfe and Wilson, 1990).

A recent international meta-analysis by Zwi *et al.* (2009) found that a wide variety of formats and styles of DAIs are implemented in schools and other educational settings. Some are passive, involving the use of film, lectures or puppet shows, whereas others are more interactive and necessitated more audience participation.

The ‘public health’ model on which most of the DAIs currently delivered to children and young people in schools and other educational settings are based, emphasises the reduction and prevention of harm caused by abusive behaviours (Hogan and Murphey, 2000; Wolfe, Wekerle and Scott, 1997; Stanko, Crisp, Hale and Lucraft, 1998) and aims to prevent abuse before it occurs (Guterman, 2004). However, Humphreys *et al.* (2008) point out the following problems with this model:

It is not consistent with explanations of domestic abuse which are based on gender/ power inequalities.

While domestic abuse results in a range of physical and psychological health problems in victims, it does not have the same ‘causal explanatory framework’ as health problems.

It is a ‘deficit’ model, which is centred on preventing undesirable / harmful behaviour (abusive conduct) rather than on encouraging desirable behaviour (non-abusive conduct).

Strict experimental or quasi-experimental empirical methods are required to conduct evaluations of effectiveness. This negates the

incorporation of qualitative data around the magnitude and nature of children and young people's learning.

Humphreys *et al.* (2008) propose an alternative, human rights-based model on which schools-based DAIs should be based. Such a model would focus on instilling respect, and would convey the principles of gender, sexual and other equalities. It would also harness children's strengths and competencies and be consistent with national and international legislation.

## 7. Domestic Abuse Initiatives in Wales

This section outlines the findings from the fieldwork for the research. Data from the literature review is presented alongside the fieldwork findings to provide the theoretical context for what is happening on the ground in Wales. Effectiveness and good practice in DAI delivery is a theme which runs throughout this section of the report. Examples of best practice, where identified, are outlined and discussed in each sub-section.

### 7.1 Overview and mapping of Domestic Abuse Initiatives in Wales

DAIs are delivered in a wide range of settings in Wales, in addition to mainstream schools. These include:

- Special schools and units attached to mainstream schools for children with Additional Learning Needs (ALN)
- Pupil Referral Units (PRUs)
- Further Education Institutions (FEIs)
- Higher Education Institutions (HEIs)
- youth centres
- hostels and other residential centres.

In addition, certain projects and programmes are delivered during sessions conducted with targeted groups such as homeless young people, young mothers, young people in the youth justice system, and other groups identified by CYPPs as requiring particular attention.

A total of 26 DAIs in Wales are identified in the research and included in the DAI database. The four DAIs operating in the largest geographical range and which reach the greatest numbers of children and young people, are:

- The All-Wales School Liaison Core programme, delivered by Police School Liaison Officers (PSLOs) in every LA in Wales in 2009
- The Spectrum Programme, delivered in 18 of the 22 LAs by Hafan Cymru, sometimes in conjunction with WWA in 2009

Keeping Safe, which was delivered in 17 out of the 22 LAs by SERAF, part of Barnardos Cymru, in 2009

Crucial Crew, delivered in 10 of the 22 LAs, coordinated and delivered jointly by Hafan Cymru and WWA, in 2009.

These four DAIs focus on defining the different forms of domestic abuse, signposting children and young people to appropriate sources of help and advice, sexual exploitation and coercion, and addressing misconceptions or stereotypes around domestic abuse. The All-Wales School Liaison Core Programme and the Spectrum Programme also deal with the sanctions that could be imposed upon perpetrators of domestic abuse. All four programmes tailor their delivery to ensure they are appropriate for the ages and comprehension levels of the children and young people they target.

The 'Keeping Safe' DAI consists of two main strands. The first strand involves one-to-one and group work with children and young people known to be experiencing or to be at risk of experiencing sexual exploitation, and comprises a more intense and targeted approach. The second strand consists of more generic preventative work involving children and young people in schools who have not been identified as experiencing or being at risk of experiencing sexual exploitation. Work under the first strand is active in Wales, but work under the second strand was discontinued in 2008 because of funding constraints. The delivery organisation is currently exploring innovative ways to reinstate these activities, such as recruiting unpaid volunteers to deliver them.

In addition to the four largest programmes, a further 22 DAIs are identified which are delivered in individual or groups of LAs by providers including WWA, youth services, Barnardos Cymru, education welfare services and other LA staff. WWA have a role in delivering or coordinating almost all of these DAIs, often in conjunction with other providers. One of the 22 DAIs identified is tailored to meet the specific needs of pupils with ALN.

The themes typically addressed in DAIs are:

Components of a healthy relationship.

How to spot the warning signs of a potentially abusive relationship.

Different forms of domestic abuse.

Sources of help and support available for those experiencing domestic abuse.

A smaller number of DAIs address more specific issues linked directly to the aims of the particular DAI. These include: a focus on abuse in the home and effective prevention strategies; how to break the cycle of abuse and seek to promote self-esteem and confidence; and sexual exploitation and coercion.

Tackling gender stereotypes is a significant theme of most of the DAIs, especially the All Wales School Liaison Core Programme, Crucial Crew, the Expect Respect programme (WWA), Building Safe Relationships (WWA), and Breaking the Cycle of Domestic Abuse (WWA).

The majority of DAIs are designed for delivery to young people of secondary school age, and deal with issues that are particularly relevant to those aged 14-19. DAIs of this nature include:

- The STAR programme (Neath Port Talbot)
- Breaking the Cycle of Domestic Abuse - Healthy Relationships and Respect (Vale of Glamorgan)
- The Millbrook Tapes (Pembrokeshire)
- The All-Wales School Liaison Core programme (all LAs in Wales)
- The Spectrum Programme (18/22 LAs in Wales)
- The Safer Relationships programme (Monmouthshire)
- Reduce Abuse in Youth (Swansea)
- Expect Respect (Cardiff, Gwynedd, Flintshire)
- Dating Abuse Prevention (Bridgend, Rhondda Cynon Taf)
- The Lizard's Tale and Safer Relationships (Torfaen, Newport, Blaenau Gwent)
- Let's Talk About It (Neath Port Talbot)
- Understanding Adults (Powys)
- White Ribbon (Anglesey).

Some other DAIs, such as the Safer Relationships Programme, the Building Safe Relationships programme, and Keeping Safe are developed in ways which mean they can be adapted to meet the needs of both secondary and primary aged pupils.

Programmes developed which are considered to be appropriate for younger children include:

The Spectrum programme delivered through Crucial Crew  
Challenging Attitudes  
Hands Off  
Tommy Teddy Be Safe.

The WWA Healthy Relationships programme is tailored to ensure that it is appropriate to be delivered to pupils in a PRU setting, along with the Keeping Safe programme.

22 of the 26 DAIs identified were being delivered at the time of the research. Three of the four no longer functioning were discontinued due to a lack of funding. These are:

1. The generic strand of the SERAF Keeping Safe DAI. The specialised strand of the Keeping Safe DAI is still being delivered, as outlined previously in this section
2. The STAR (Safety, Trust And Respect) Programme for Teenagers, and
3. The Lizard's Tale. This is still delivered in Torfaen, but delivery is suspended in Blaenau Gwent and Newport.

The other discontinued DAI, White Ribbon, was delivered as part of a one-off, LA-wide initiative for which specific funding was provided. Plans are in place to extend schools-based domestic abuse prevention work in the LA in future, but this is dependent on securing supportive funding.

The table below lists all 26 DAIs identified in Wales against the area(s) in which they are or were previously provided, the organisation(s) responsible for coordinating and/or delivering them, and their delivery start and end dates or continuing status.

| DAI title  | LA area(s) of delivery   | Provider organisation(s)  | Timescale: currently being delivered?                               | Duration     |
|--|--|---|---|--------------|
| 1. The All Wales Schools Liaison Core Programme  | All LAs in Wales   | The Police  | Delivery started in 2004 and ongoing as at February 2010            | 1 session    |
| 2. The Spectrum Programme                        | 18/22 LAs in Wales   | Hafan Cymru   | Delivery started in 2006 and ongoing as at February 2010            | 1 session    |
| 3. The Crucial Crew                              | Ceredigion, Carmarthenshire, Pembrokeshire, Swansea, Denbighshire, Flintshire, Anglesey, Conwy, Gwynedd, Neath Port Talbot | WWA, in conjunction with Hafan Cymru in some areas                        | Delivery start date varied in each LA – ongoing as at February 2010 | 1 session    |
| 4. The Healthy Relationships Programme           | Ceredigion, Carmarthenshire, Pembrokeshire   | WWA   | Delivery started in 2009 and is ongoing as at February 2010         | 6 sessions   |
| 5. Challenging Attitudes - Healthy Relationships | Monmouthshire  | Monmouthshire Youth Service, Monmouthshire LA and WWA                     | Delivery started in 2008 and is ongoing as at February 2010         | 4 sessions   |
| 6. Safer Relationships                           | Monmouthshire  | Monmouthshire Youth Service, Monmouthshire County Borough Council and WWA | Delivery started in 2009 and is ongoing as at February 2010         | 1–6 sessions |
| 7. Reduce Abuse in Youth (RAY)                   | Swansea  | City and County of Swansea  | Delivery started in 2007 and is ongoing as at February 2010         | 1–6 sessions |
| 8. Tommy Teddy Be Safe                           | Carmarthenshire  | Carmarthenshire LA and WWA  | Delivery started in 2006 and is ongoing as at February 2010         | 10 sessions  |
| 9. Safer Relationships                           | Carmarthenshire  | Carmarthenshire LA and WWA  | Delivery started in 2005 and is ongoing as at February 2010         | 5 sessions   |

| DAI title   | LA area(s) of delivery                                       | Provider organisation(s)            | Timescale: currently being delivered?  | Duration     |
|---|--|-------------------------------------|--|--------------|
| 10 The STAR (Safety, Trust And Respect) Programme for Teenagers                   | Neath Port Talbot  | VWA                                 | Delivery was piloted between November 2009 and February 2010<br>Funding is being sought for wider roll-out | 5 sessions   |
| 11. Breaking the Cycle of Domestic Abuse - Healthy Relationships and Respect      | Vale of Glamorgan  | VWA                                 | Delivery started in 2009 and is ongoing as at February 2010  | 8 sessions   |
| 12 The Safe Relationships Programme   | Denbighshire, Wrexham  | VWA                                 | Delivery started in 2004 and is ongoing as at February 2010  | 1-6 sessions |
| 13 DAI does not have a name - delivered with funding from the Youth Justice Board | Denbighshire, Wrexham  | Domestic Abuse Coordinators and VWA | Delivery started in 2008 and is ongoing as at February 2010  | 1 session    |
| 14. The Millbrook Tapes   | Pembrokeshire  | Pembrokeshire CYPP                  | Delivery started in 2008 and is ongoing as at February 2010  | 2 sessions   |
| 15 Expect Respect   | Cardiff, Gwynedd, Flintshire                                 | VWA and Domestic Abuse Safety Units | Delivery is ongoing as at February 2010 - start date unknown.  | 1-6 sessions |
| 16 Dating Abuse Prevention  | Bridgend, Rhondda Cynon Taf                                  | VWA                                 | Delivery started in 2008 and is ongoing as at February 2010  | 1-6 sessions |
| 17. Welsh Bacalaureate sessions   | Cardiff, Gwynedd, Pembrokeshire, Bridgend, Vale of Glamorgan | VWA                                 | Delivery started in 2007 and is ongoing as at February 2010  | 1 session    |
| 18 DAI does not have a specific name - delivered to pupils with ALN               | Gwynedd  | VWA                                 | Delivery started in 2008 and is ongoing as at February 2010  | 6 sessions   |

| DAI title                                     | LA area(s) of delivery          | Provider organisation(s)                                      | Timescale: currently being delivered?  | Duration     |
|---|---------------------------------|---|--|--------------|
| 19. The Lizard's Tale and Safer Relationships | Torfaen, Newport, Blaenau Gwent | Domestic Abuse Coordinators, WWA, Gwent Theatre               | Delivery started in 2007 and is ongoing in Torfaen, but the DAI is no longer delivered in Blaenau Gwent or Newport due to discontinued funding as at February 2010   | 7 sessions   |
| 20. Building Safer Relationships              | Rhondda Cynon Taff              | WWA, Education Welfare Services                               | Delivery started in 2006 and is ongoing as at February 2010  | 6 sessions   |
| 21. Let's Talk About It                       | Neath Port Talbot               | WWA, Neath Port Talbot CYPP                                   | Delivery started in 2006 and is ongoing as at February 2010  | 1-6 sessions |
| 22. Hands Off                                 | Newport                         | WWA   | Delivery started in 2005 and is ongoing as at February 2010  | 10 sessions  |
| 23. Keeping Safe                              | 17/22 LAs in Wales              | SERAF (part of Barnardos Cymru)                               | Delivery started in 2005. Work with children and young people known to have experienced/be at risk of experiencing sexual exploitation is ongoing at February 2010, but the general schools work is not due to funding issues. | 1-6 sessions |
| 24. White Ribbon                              | Anglesey                        | Domestic Abuse Coordinator in conjunction with local agencies | The DAI was delivered in November 2009 as a one-off event  | 1 session    |

| DAI title   | LA area(s) of delivery | Provider organisation(s)                | Timescale: currently being delivered?                        | Duration     |
|---|------------------------|---|--|--------------|
| 25. DAI does not have a specific name - its primary focus is homelessness, but it also explores the links between homelessness and DA | Cardiff                | Barnardos Cymru in conjunction with WWA | Delivery started in 2008 and is ongoing as at February 2010  | 1-6 sessions |
| 26. Understanding Adults  | Powys                  | Montgomery Family Crisis Centre         | Delivery is ongoing as at February 2010- start date unknown. | 6 sessions   |

## 7.2 Features of Domestic Abuse Initiatives

This study gathered evidence about the key features of DAIs in Wales. The data has been analysed to consider what constitutes effective practice in the delivery of DAIs.

The following characteristics of the DAIs in Wales are covered in this section.

Overall reach

Content and focus

Delivery settings

Age of the target group

Duration

Timetabling

Cross-curricular approaches

Deliverer characteristics

Presentation

Meeting the needs of all children and young people

Monitoring and evaluation.

For each characteristic, a summary of the evidence relating to effective practice is presented towards the end of the discussion of each feature. Corresponding data from the literature review is discussed alongside the interview data pertaining to key features and effective practice.

### **7.3 Overall reach**

The 26 DAIs in Wales vary considerably in terms of the numbers of children and young people they reach, ranging from between two to 24,170 per year. The numbers reached are in proportion to the geographical coverage of the DAI; those with the largest geographical range tend to reach the largest numbers of children and young people, and those operating in one LA reach the smallest numbers.

The two DAIs to reach the largest numbers of pupils are the All Wales School Liaison Core Programme (24,170 pupils in 2008-09), and the Hafan Cymru Spectrum programme (an average of 14,677 pupils per year since delivery began in 2005). The All Wales School Liaison Core Programme is delivered in every LA in Wales, and the Spectrum Programme is delivered in 17 out of 22 LAs in Wales.

Crucial Crew is estimated to reach around 6,000 pupils in Wales each year, and is delivered in 10 of the LAs in Wales. Other DAIs which reach over 1,000 children and young people per year are Tommy Teddy Be Safe (3,000), different versions of the Safe Relationships programme (2,000), Dating Abuse (1,000), Building Safe Relationships (1,000) and the Lizard's Tale (1,000). Others such as Challenging Attitudes, Reduce Abuse in Youth, the Millbrook Tapes and White Ribbon are estimated to reach between 200 and 500 pupils each year. The other DAIs examined usually reach audiences of less than 100, including some which are tailored to meet the needs of very small number of individual children and young people.

While regarded as a DAI for the purpose of the present study, only one module of the All Wales School Liaison Core Programme relates specifically to domestic abuse prevention. Schools choose from the suite of modules that comprise the Programme which ones they wish to be delivered to their pupils. While the total numbers of pupils across Wales to receive the domestic

abuse-related module have risen from 22,038 in the year 2007-08 to 24,170 in the year 2008-09, this number is just a proportion of the 205,421 secondary school pupils in Wales in 2008-09 (Welsh Assembly Government, 2009).

There is some concern among interviewees that the amount of focus given to domestic abuse in the All Wales School Liaison Core Programme and the one-off nature of the Spectrum Programme means that although they were a good means of raising awareness they are not in themselves sufficient as a means of informing young people about domestic abuse issues.

Through the interviews conducted with key stakeholders in Wales, it is noted that DAI delivery is not consistent and that much depends on the priorities of individual schools. For example, schools with extensive pupil support structures are perceived as being the most likely to engage in work related to domestic abuse and to request that they are delivered therein. The willingness of schools to engage with DAIs and domestic abuse education is also seen to be governed by the personal views of senior management personnel, which in turn influences the attitudes of other schools staff.

Features of schools which constitute a strong pupil support structure listed by interviewees include a varied PSE curriculum, employing staff responsible solely for PSE, easy and confidential access to school counsellors, and a well-trained and developed network of support staff.

Gaining the support and buy-in of senior management is vital to ensuring the success of the DAIs, according to the staff interviewed. The level of personal interest of senior management staff in schools is a major determinant of whether or not DAIs are delivered therein. Schools in which the attitudes of senior management staff are not accepting of DAIs or domestic abuse education do not tend to receive them.

There is also a reported lack of confidence or unwillingness on the part of some schools to consider the issue of domestic abuse in the mistaken belief that it is not a problem in their area and that it might harm the reputation of the school if it is given a prominent focus. Some schools are reported to be reluctant to display posters aimed at raising awareness of domestic abuse or to hold school assemblies focusing on it. Although domestic abuse is included

as a theme in the ethos of other schools, it is recognised that this requires careful consideration and leadership which DAI providers feel is not present in every school in Wales.

There is a strong feeling among interviewees that the Welsh Assembly Government should make it compulsory for all schools and PRUs to deliver DAIs to all of the attending children and young people. It is felt that this would override the inhibitions of resistant senior personnel, thus widening DAIs' reach and increasing the numbers of children and young people to receive them, as the following quotations reflect:

'Some heads...need to be pressured by the government to have DAIs delivered in schools. Some schools place a far higher priority on PSE and on DA education than others'.

'It needs to be compulsory because schools wriggle out of it'.

'Because nothing is enforced or measured, it does not receive additional funding to support it...you can have your Key Performance Standards but without the budget to bring it in, there isn't really any strength to it. Everything is down to...time and me being able to go into schools and train staff and persuade schools to do it. If it was enforced schools would have the duty to bring in the changes'.

'DAIs should be made part of the curriculum in schools. The government should push for this. There needs to be a top down directive.'

Evidence from the literature review also reflects this, as outlined in the box below.

#### **The literature review: DAIs are not compulsory**

At present, it is not compulsory to deliver DAIs and/or to educate children and young people about domestic abuse in schools in Wales and the rest of the UK. Integrating DAIs/domestic abuse education into the curriculum would be successful in reducing domestic abuse and raising awareness about it, according to several documentation sources (e.g. NCB, 2009; Lewis and Martinez, 2006; Salmon, 2000).

The evaluation of the 'Stay Safe' prevention programme for child sexual abuse (MacIntyre and Carr, 1999) shows that significant gains in safety knowledge and skills were achieved by 7 and 10 year old children in the Republic of Ireland as a result of the intervention, and that these gains were sustained over the three month follow-up period. The recommendation arising from the evaluation that the programme should be integrated into the mainstream curriculum in all primary schools in Ireland was subsequently implemented by the government.

Evidence from the literature review also emphasises the importance of gaining the support of senior management personnel in the success of DAIs.

#### **The literature review: gaining the support of senior management personnel**

When the support of senior managers and governing bodies in schools and other educational settings is obtained by organisations responsible for delivering DAIs, this helps to raise awareness of the importance of educating children and young people about domestic abuse throughout the staff. This, in turn, can help to secure improvements in the amount of time and resources allocated to DAI delivery. An additional effect of securing higher-level support for DAI delivery can be that more teaching staff are enabled to attend training and to collaborate with agencies and individuals delivering DAIs to plan lessons (Lewis and Martinez, 2006).

The Women's Aid Federation of Northern Ireland (2005) recommend that the leaders of schools and other educational settings be contacted prior to the delivery of DAIs to inform them of the content of the project or programme and how it relates to the curriculum or group's requirements. The engagement of other staff can be encouraged through presenting information such as posters and support cards throughout the setting.

Having the support of all schools staff, not only that of senior personnel, in supporting the delivery of DAIs is also important, according to those

interviewed as part of the current project. In Wales, whole-school approaches for addressing the issue of domestic abuse are said by interviewees to be limited at present, although domestic abuse is recognised among schools staff as an issue which needs to be tackled. Most schools address domestic abuse through the health and emotional wellbeing theme of PSE, of which DAIs are part. However, it was recognised that PSE is expected to cover a broad and balanced range of topics.

PSE coordinators are usually responsible for coordinating the delivery of DAIs in schools in Wales. DAI providers note that many PSE coordinators with which they have contact are sympathetic to the need to raise the profile of domestic abuse. At the same time, it is noted that PSE coordinators are responsible for a very wide range of matters, and are not always as aware of domestic abuse and related issues as they are other aspects of PSE.

The literature review data is supportive of these perceptions, as outlined in the box below.

#### **The literature review: fostering a whole-school approach**

Fostering a whole-school approach underpins the successful delivery of DAIs and helps to integrate domestic abuse prevention into establishments' curricula and ethos (Boland, 1995; Jaffe *et al.* 1992; Jones, 1987, 1991; Kelly, 1988; Levy, 1984; 1991; Krajewski *et al.*, 1999; Peterson and Gamache, 1988; Thurston *et al.*, 1999; Tutty and Bradshaw, 2006).

Practical guidance for developing this type of approach within schools is provided by Lewis and Martinez (2006). The authors recommend consulting with children and young people to identify gaps in knowledge and understanding, and to gain their input on the planning and content of sessions. Linking with existing school policies, and considering any cultural and/or faith characteristics of the school and its pupils also assists in developing a whole-school approach to ensure that domestic abuse education becomes a priority.

All schools staff should also incorporate the values of domestic abuse prevention into their actions, behaviours and approaches to

teaching in order to reinforce positive, non-aggressive behaviours in their pupils (Krajewski *et al.*, 1999; Tutty and Bradshaw, 2006). Through the observation of staff adopting this approach, it is proposed that children and young people would be encouraged to behave similarly and that a supportive atmosphere free of abuse would be fostered.

The active participation of parents in domestic abuse education is also highlighted in the literature pertaining to the effective features of DAIs. Parents should support the delivery of schools-based DAIs through reinforcing their key messages within the home environment, and being positive, non-abusive role models to their children (MacIntyre and Carr, 1999, Tutty and Bradshaw, 2006). The following ways in which parents can be more engaged with their children's domestic abuse prevention education are suggested in the literature:

Attending parent/teacher meetings.

Leading/participating in orientation sessions.

Leading/participating in workshop presentations.

Participation in classroom lesson and wider school activities.

(From Tutty and Bradshaw, 2006).

According to Wurtele (2003), the overall impact of DAIs depends on the extent of parental support. She suggests an additional role for schools staff in addressing parents' concerns about domestic abuse education through citing previous research which reviewed their benefits and disadvantages. Schools staff should also endeavour to deconstruct myths about domestic abuse and in particular sexual abuse, such as the notion that perpetrators are 'dirty old men' or 'social misfits' (p. 20) rather than often being trusted members of the family

### **Effective practice: overall reach of DAIs**

Evidence suggests that DAIs are more effective:

Where they are a compulsory part of the curriculum in schools, such as is the case in Ireland

In schools with a strong pupil support structure and a varied PSE curriculum, in which domestic abuse education is delivered by specialist teams of confident trained teachers, whose work is enhanced by the involvement of community partners.

Where senior educational management personnel fully support their delivery

Where a whole-school approach to domestic abuse prevention is adopted

Where parents are fully informed of and support their delivery, and are encouraged to reinforce their key messages at home.

## 7.4 Content and focus

As a result of the discussions with DAI providers it is clear that there is some commonality in the areas covered by each DAI. These were:

A focus on legal issues such as the definition of and exploration of penalties for rape, GBH, and ABH

Exploring the different forms of domestic abuse

Raising self-confidence, self-esteem and emotional intelligence

Developing awareness of issues when domestic abuse is most likely to occur and how to spot the 'warning signs' or characteristics of a potential abuser and/or abusive relationship

Reinforcing the message that domestic abuse is never the fault of the victim

Developing an understanding that domestic abuse is not a question of gender but is related to the abuse of power and power within relationships

Signposting to services available to provide help and support for those experiencing domestic abuse

Exploring issues related to domestic abuse such as enforced drug and alcohol dependency and sexual health

Sexual exploitation and coercion.

Through the focus that is placed on healthy relationships and the different forms of domestic abuse (including matters such as control and isolation), DAIs address a broad definition of domestic abuse. Heavy emphasis is placed on the need for DAIs in Wales to address the stereotypes surrounding

domestic abuse, its perpetrators and victims, and to portray domestic abuse in a gender-neutral way.

In general, DAIs address issues that are common to both men and women in their coverage of aspects such as healthy relationships, discussion of the boundaries of acceptable and unacceptable behaviour, and individuals' rights and responsibilities.

While a number of interviewees move to discuss issues within same-sex relationships when broaching the question of breaking down gender stereotypes, there is less discussion of males' experiences of domestic violence other than in a small number of DAIs. In such cases, use is made of prominent examples where men had experienced domestic abuse.

Several respondents note the continued pervasion of the gender stereotypes among some children and young people, and of some of the staff at DAI settings. For example, one highlighted the pervasion of the image of 'the housewife with the black eye'.

Raising awareness of domestic abuse in same-sex relationships is seen as an essential component of DAIs among those interviewed as part of the current review. Due to the influence of stereotypes about domestic abuse, some young people are not aware that domestic abuse has the potential to affect everyone, regardless of their gender and sexuality. One provider highlights the ongoing need for DAIs to address domestic abuse in same-sex relationships as follows:

'Schools DAIs don't deal with gay relationships, only straight ones. Gay teens think that domestic abuse only happens in straight relationships. We need to include gay relationships'.

The literature strongly affirms that DAIs should challenge stereotypes surrounding domestic abuse, and should have a particular focus on gender role equality in relationships.

**The literature review: addressing gender issues and challenging gender-based stereotypes**

Portraying a non-gendered view of domestic abuse is found in the

literature to be significant in predicting the success of DAIs.

A report which looks at Sure Start Local Programmes and domestic abuse (2007) points out that, while the majority of domestic abuse brought to the attention of services and agencies is perpetrated by males against a female partner or ex-partner, women are also responsible for perpetrating abuse.

According to a Relate counsellor who is interviewed as part of the Sure Start study, the nature of abuse between male and female perpetrators is different:

‘Generally speaking, if women are the perpetrators, the violence is more premeditated, more systematic and clinical. This can be explained by size and strength. For a man, usually they can hit out and be physically violent on the spur of the moment, usually after drinking. For women, it needs planning so they can be sure to have the upper hand, for example the woman who got up early to get a knife and sat over her partner in bed holding the knife so it was the first thing he saw when he woke up’ (p. 24).

DAIs should therefore convey that perpetrators can be female as well as male. Tutty and Bradshaw (2004) also emphasise this, stating that an atmosphere of equality should be promoted and upheld by DAIs through delivery staff avoiding the portrayal of men as perpetrators, through outlining the influence of gender-role socialisation on societies, and through deconstructing the myths of gender-based stereotypes:

‘Traditional sex-role beliefs that women should be subservient to men and that women and children are essentially the property of the father are examples of such messages. Providing youth with an understanding of gender socialisation in our culture could increase both girls’ and boys’ awareness of these detrimental messages and help them to understand how such attitudes can lead to violence’ (p. 59).

In addition to deconstructing stereotypes about the role and societal

positions of males and females, DAIs should also address misconceptions about the nature of the violence which is perpetrated by males and that which is perpetrated by females (Legge *et al.*, 2006). These misconceptions derive from gender-role stereotypes, in which female-perpetrated aggression is perceived as futile and inefficacious, and that males are not vulnerable to its effects (Archer, 2000).

Successfully challenging the attitudes among young people of domestic abuse's acceptability is seen as a measure of the success of DAIs by the deliverers and coordinators interviewed. Views that domestic abuse is somehow deserved or warranted are apparently common among young people, along with misconceptions about the nature of domestic abuse. Some comments made by interviewees which reflect the need to focus on challenging the attitudes of young people towards domestic abuse are as follows:

'There are massive gender issues- the girls say 'get them before they get you- it's what men do, that's men for you, etc'. Boys had more mature attitudes than girls, which people don't expect. We try to give a balanced view of gender relations'

'A girl in the group said that her Dad told her that 'all women need a slap sometimes', and she actually believed it'

Reviewed literature on the content and foci of DAIs provides additional evidence of views and attitudes among young people which perpetuate domestic abuse which should be addressed through DAIs.

#### **The literature review: challenging attitudes which perpetuate domestic abuse**

Views of this nature are particularly apparent in certain cultures and social structures, according to Susie McDonald, education manager of the domestic abuse prevention organisation Tender.

Schools should avoid unintentionally condoning abuse among these groups, and should ensure that domestic abuse prevention initiatives are relevant to all young people, from all social and cultural groups to ensure that the message of its unacceptability is distributed comprehensively (Hannah Frankel, TES Magazine,

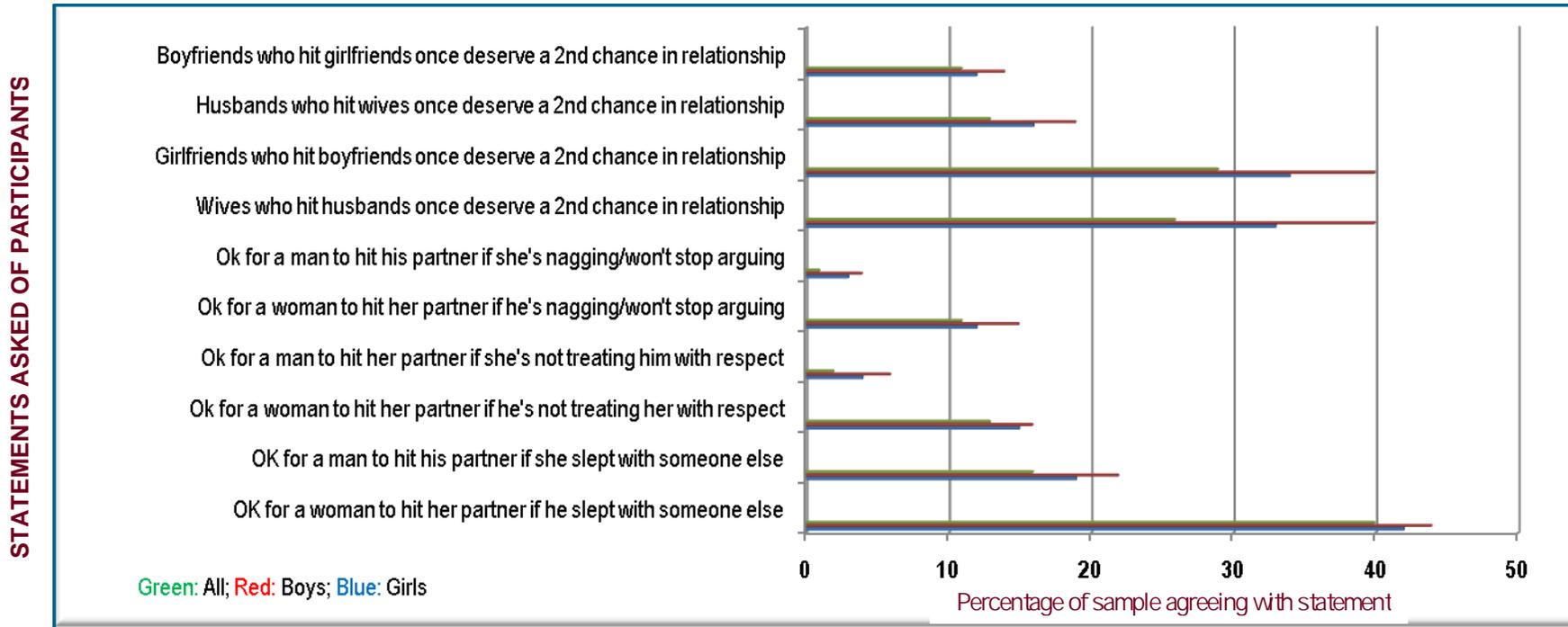
26/06/09).

However, other sources suggest that children and young people in general are accepting of domestic abuse and violence between partners, and that these attitudes are not confined to any cultural or social group. A survey of over 2,000 young people in Years 11 and 12 in Northern Ireland (Bell, 2007), for instance, reveals that the proportion of participants expressing tolerance of domestic abuse ranges from less than one in 20 (3 per cent) for a man hitting his partner if she would not stop arguing with him or is continually 'nagging' him, to over two in five (42 per cent) for a woman hitting her partner if he has slept with someone else.

The findings suggest that the young people are more accepting of females perpetrating violence towards males than males towards females, and that abuse instigated by a partner's unfaithfulness is more justified than abuse towards those who do not treat their partner with respect or who nag them. Boys were likely to be more tolerant of domestic abuse than girls whether the victim is male or female. The graph below presents a summary of the survey's findings.

The graph below is adapted from Bell's (2007) report, outlining the responses of young people in Northern Ireland to the attitudinal questions on domestic abuse:

### Attitudes towards domestic violence in young people (years 11 and 12)



Findings from the 2009 NCB report also show that the participating children and young people aged 14-19 are tolerant of domestic abuse, and feel that it was acceptable to physically abuse young women in order to punish them for expressing their own opinions and for dressing and/or acting in certain ways. Sexual bullying is reportedly common in schools, and

negative labels are attached to those who tell teachers, or 'snitch' about incidences of it. This has allegedly led to the under-reporting of sexual bullying in schools.

Sexual exploitation and coercion are covered by most of the 26 DAIs in Wales.

The Keeping Safe DAI focuses primarily on sexual exploitation. While the non-specialist schools-based DAI is discontinued, specialist programmes are still delivered to smaller groups of children and young people either identified by school and agency staff as being at significant risk of sexual exploitation or who are known to have been sexually exploited. These programmes are seen to be highly effective at reducing risky behaviours such as getting into cars with strangers, playing truant from school, taking drugs and/or drinking alcohol, and going missing from home. In addition, these DAIs are reported by their coordinator and deliverer to have a 100 per cent success rate of engaging children and young people.

One of the reviewed sources states that it is fundamental to raise young people's awareness of sexual exploitation through schools-based DAIs.

#### **The literature review: addressing sexual exploitation as well as domestic abuse**

Lewis and Martinez (2006) state that sexual exploitation should be an overt focus of domestic abuse education and DAIs delivered in schools and other educational settings due to its widespread nature and the range of detrimental physical, social, emotional and psychological outcomes associated with experiencing it for children and young people.

When self-evaluating the content and focus of their DAIs in the qualitative interviews, more than half of DAI providers express that their DAI is very effective at increasing the safety of children, young people and families. Similarly, over half feel that the DAIs are very effective at informing children and young people about gender and sexual equality.

Although slightly over one-third of respondents think that their DAI addresses misconceptions about sexual identity and equality, gender roles and behaviour, it is noted that these were issues that were covered, and a strong emphasis was placed,

for example, on developing an understanding of domestic abuse as an issue of power rather than one of violence.

This is evident in responses concerning the effectiveness of DAIs at educating children and young people about 'healthy' relationships, and the boundaries of acceptable and unacceptable behaviour, where more than four-fifths of respondents state the DAIs were very effective. A similar proportion give the same response to the question of whether their DAI provides information about all of the recognised forms of domestic abuse, and almost all believe that their signposting to appropriate sources of help and support is effective. All respondents are of the view that their DAI conveyed the message that domestic abuse, in all its forms is unacceptable.

Signposting children and young people to appropriate forms of help and support for domestic abuse and related issues is a feature of all of the 26 DAIs operating in Wales. Information on the appropriate services such as WWA, ChildLine, the All-Wales Domestic Abuse Helpline, and Broken Rainbow (an organisation providing support for LGBT people experiencing domestic abuse) is presented and discussed during DAI sessions. This information is often reinforced through displaying and distributing posters and leaflets containing contact information in DAI delivery settings.

Overall, signposting was thought to be an effective aspect of most of the DAIs operating in Wales. Some interviewees felt that it could be improved through informing children and young people of the chain of events which would occur following making contact with the services which dealt with disclosures of domestic abuse.

The appropriateness of the forms of help and support to which children and young people were signposted was raised by some of the interviewees. Some help lines, like the All-Wales Domestic Abuse Helpline, websites and drop-in services were designed primarily for adults, and several interviewees expressed that they did not fully meet the needs of the children and young people who may be in need of them.

In addition, some of the services which were aimed at children and young people, such as ChildLine, were not specialised to deal with disclosures of domestic abuse.

Innovative and subtle methods of signposting had been adopted by some DAI providers, such as providing lip salves, wristbands and highlighters with the contact details of support organisations on them.

### **The literature review: effective signposting**

In the consultation of children and young people who have experienced domestic abuse undertaken by the Scottish Ministers (Houghton, 2008), the importance of signposting to appropriate sources of help and support is highlighted. The following considerations are raised by those consulted relating to the design of services created for this purpose:

Advertisements should be accessible and placed in virtual and actual locations which are frequented by children and young people

Different types of support should be made available to children and young people in order to maximise their accessibility, e.g. websites, help lines, text services, drop-in services

Support services should preferably be set up with or by young people.

Telephone help lines should be free and confidential.

### **Effective practice: content and focus**

Evidence suggests that DAIs are more effective where they:

convey that domestic abuse, in all its forms, is unacceptable

deconstruct stereotypes surrounding domestic abuse

challenge misconceptions of gender-power roles

challenge attitudes which perpetuate domestic abuse

include a broad definition of domestic abuse

explore the boundaries of healthy and unhealthy relationships, and acceptable and unacceptable behaviour

signpost children and young people to appropriate, varied, and free-of-charge forms of help and support

include innovative and subtle methods of signposting, such as providing the contact details of support organisations on lipsalves, wristbands and highlighters.

## 7.5 Delivery settings

The majority of DAI providers interviewed work in primary and secondary school settings. However, although DAI providers seek to cater for the needs of all children and young people, there is some concern on their part that the needs of key groups of young people are not being sufficiently met by the current range of provision.

Children and young people can only benefit from DAIs if they are in school at the time of delivery. By their nature and characteristics, some groups are less likely to attend school consistently, such as those disengaged from education, young carers, those excluded from school, gypsy travellers, and looked-after children (LAC). Interviewees acknowledge that many children and young people belonging to these and other groups throughout Wales are currently not being reached by DAIs because of their sporadic or non-attendance at school.

A typical comment which reflects this is:

‘There is a whole population of children and young people that we aren’t reaching because they are not attending school. If they aren’t within the education system on a regular basis they will miss the sessions. They need targeting where they won’t be in the mainstream systems, for example, youth clubs or organisations.

It would be useful to have awareness-raising days within local youth groups. We could send out leaflets to families involved with social services in partnership with social services’.

DAI providers in Wales seek to address this issue. The use of settings other than schools to deliver DAIs as a matter of principle is advocated strongly by some deliverers.

17 of the 26 DAIs are delivered in settings other than mainstream or special schools.

Six DAIs are delivered in PRUs, and the All Wales School Liaison Core Programme will be delivered in PRUs from September 2010 onwards

Three DAIs are delivered in colleges in addition to school settings

Two DAIs are delivered in hostels for the young homeless

- One is delivered in a community centre
- Two are delivered in units for children and young people with ALN
- Two are delivered in youth clubs
- One is delivered in a young offender institution.

Using settings such as youth clubs, hostels, churches, traveller sites and mosques is also seen as good practice in delivering DAIs. Several coordinators express their wishes to further extend DAI delivery into these and other alternative settings. They feel that this had not been exploited to its full potential largely because of funding and access issues, such as women not being allowed into some mosques when men were also present.

In most of those cases youth workers, or other staff familiar with working in non-formal settings, work alongside WWA personnel to deliver the programmes. In some rural areas of Wales mobile outreach methods (using a bus that visits the smaller communities) are used as a base for youth work and DAIs had been linked to those activities.

These efforts often target young people who are disaffected or at risk of disengaging from mainstream education. Activities used in such settings include creating artwork focusing on the theme of domestic abuse and using that as a hook to encourage discussion of the issue.

The use of settings other than schools also enables DAIs to be delivered to specific groups of young people. For example, in one LA in South East Wales a DAI is delivered at a young women's homeless hostel in response to residents' requests; domestic abuse featured in many of their lives. The delivery and content of the DAI has been adapted to take account of the young people's own experiences. In another area DAI providers work with a Youth Offending Team (YOT). Plans are in place to begin delivering DAIs to children being educated other than in school in order to meet their entitlements to the provision.

These strategies are strongly advocated by the key stakeholders interviewed because of the background and characteristics of the children and young people concerned. A typical comment made by stakeholders highlights this point:

Youth workers are in a prime position to deliver DAIs as they can reach ... children and young people who are not in school or class. If the children and young people are experiencing domestic abuse they are likely not to be in school or in class’.

In addition, interviewees express that some of the DAIs outside of school settings prove more effective in supporting young people because of the relevance of the content and the small size of the groups. However, it is noted that at present there is no blanket provision involving settings other than schools.

In line with the interview data, the literature review advocates the use of schools for delivering DAIs to children and young people, and also supports the notion that the use of alternative settings for DAI delivery should be expanded.

### **The literature review: schools and alternative DAI delivery settings**

Schools are successfully used as delivery settings for DAIs (Avery-Leaf and Cascardi, 2003). However, some evidence in the literature review suggests that schools are sometimes not the most appropriate setting to deliver DAIs, and that using alternative settings for their delivery could be more effective and accessible for children and young people.

Some children and young people report feeling shame and embarrassment at sharing sensitive information with their peers within the school environment. Those children and young people for whom relationships with teaching staff are not overly positive report that they would prefer to discuss and receive education about domestic abuse within a setting outside of school, such as a youth club, where workers are perceived to be friendlier, less judgemental and more able to help (NCB, 2009).

Weis *et al.* (1998) highlight the potential that community settings other than schools offer for the delivery of DAIs and less formal discussions about tackling domestic abuse. Premises like community centres, youth clubs, churches, ‘activist agencies’ (p. 71), and arts programmes are all offered as alternatives to schools for these purposes. The benefit of these places for discussing

domestic abuse is that they are not subject to the same regulations and constraints as schools.

Avery-Leaf and Cascardi (2003) suggest that further research is needed into how to successfully combine domestic abuse prevention strategies in educational settings and in communities; this would be of greater use than debating whether educational or community settings are superior to one another.

### **Effective practice: delivery settings**

The evidence suggests that features of effective DAIs include:

They are delivered in a wide range of settings including schools, youth clubs, hostels, churches, traveller sites, community centres, children's homes, and young offender institutions

Mobile outreach methods such as buses are used to expand DAI delivery into rural communities.

## **7.6 Age of the target group**

Of the 26 DAIs identified, 16 are or were delivered to children and young people aged 11 to 18. Three of these 16 DAIs are now discontinued due to funding issues. Eight further DAIs are delivered to audiences of a range of ages between five and 18. The two remaining DAIs are delivered to children of primary school age.

In Wales, Crucial Crew events, some of which include a focus on domestic abuse, are attended by pupils in Year 6 of primary school. However, not all schools decided that the domestic abuse element should be included. Where they take part in Crucial Crew events, the DAI deliverers tailor their content and style to ensure they are appropriate for the children's age, maturity and comprehension.

Most of the key personnel interviewed as part of the present study express that an effective way of raising awareness of domestic abuse among younger children is to

emphasise the characteristics of healthy and unhealthy relationships and to explore the boundaries of acceptable and unacceptable behaviour. They also note that some very young children would have witnessed or experienced some forms of domestic abuse although they might not necessarily recognise some other, less overt forms such as financial abuse.

A minority of DAIs are flexible enough to be used with any age group, notably the Spectrum Programme. Materials for primary school pupils have been created by the All Wales School Liaison Core Programme team; use of these will begin in late 2010.

Materials developed for younger children are also used in the 'Hands Off' DAI which is aimed at children aged 7-12 who had experienced abuse and were now living in a safe place. These are inspired by the NSPCC Freedom Programme but adapted to suit a younger age group. However, these have been used solely with children identified as having experienced abuse, because the content is not considered appropriate to include in a general programme.

The Wolverhampton Domestic Violence Forum have developed a pack for use with young people aged 12-13. The pack contains interactive activities which support the delivery of PSE framework key stage 3 and key stage 4 learning outcomes by exploring healthy and unhealthy relationships, gender stereotypes, and human rights and responsibilities. The materials, entitled 'Building Safer Relationships', are used to support the delivery of the DAI of the same name in secondary schools in Rhondda Cynon Taf by WWA with local Education Welfare Services.

Other examples are cited where specific age-related resources have been created. For example, some DAI providers in Wales have developed materials that are considered appropriate for use with sixth-form pupils. For instance, young people aged 16-18 are more likely to experience the type of domestic abuse issues addressed in 'Breaking the Cycle of Domestic Abuse - Healthy Relationships and Respect', a DAI, delivered in the Vale of Glamorgan. This includes a focus on issues such as sexual consent and the fact that 'it's ok to say no to sex'. This was also a feature of the Millbrook Tapes in Pembrokeshire.

The need to take account of pupils' differential experiences when developing and delivering DAIs is emphasised by respondents throughout the research. For

example, it is noted that some primary school and young secondary school pupils are more worldly-wise and aware of issues such as domestic abuse than others. Therefore, the use of some of the materials that would normally be utilised with their age group would not be appropriate.

According to the literature review as well as the interview data, making DAIs appropriate to the age and comprehension level of the audience is important.

### **The literature review: age appropriateness**

Age appropriateness is a particularly effective aspect of the peer-led DAI which is delivered as a pilot in a number of London schools (Walton, 2007). The young people presenting the DAI are of similar ages to the audience, and endeavour to incorporate scenarios which could plausibly be encountered by individuals within the same age range. The contemporary language used by the young people is also important in engaging the audience and maintaining their interest in the DAI.

DAI coordinators and deliverers feel strongly that DAIs are delivered to children in Wales too late, and that there is insufficient reinforcement of their key messages. They should be delivered to children and young people from the start of primary school onwards and be repeated throughout their time in compulsory education to reinforce the main points.

Evidence from the literature review is mixed relating to the age of the target group, as outlined in the box below, yet most of it suggests that DAI delivery should begin earlier than it currently does.

### **The literature review: age of the target group**

There is some debate around defining the optimum age for domestic abuse education in schools (Barron and Topping, 2008; Krajewski et al., 1999). Being that 60 per cent of the victims of sexual abuse were aged under 12 (Conte and Berliner, 1981), and that the average age for experiencing inter-familial abuse is 10.8 years (Brassard, Tyler and Kehle, 1983), some argue that DAIs should be delivered prior to children reaching this age in order to raise their awareness of

domestic abuse and its effects, and of appropriate sources of help and support.

Less sound evidence relating to the exact age at which DAIs are most effective is found in the literature review. In the ten studies included in Zwi et al's (2009) meta-analysis which examine whether there was an effect of age on knowledge, seven identify a significant link (Dake, 2003; Hazzard, 1991; Herbert, 2001; Lee, 1998; Oldfield, 1996; Salawsky, 1986; Tutty, 1997).

However, the effect sizes ascertained are in different directions; in Dake's (2003) study, younger children exhibit greater gains in knowledge than their older counterparts, whereas in four studies (Hazzard, 1991; Oldfield, 1996; Salawsky, 1986; Tutty, 1997), older children learn more than younger ones. In two further studies, the direction of the age effect is not specified (Lee, 1998; Herbert, 2001), and in four, the children's age has no impact on the amount or extent of learning from the DAI (Blumberg, 1991; Wolfe, 1986; Kolko, 1989; Harvey, 1988). On the basis of this mixed evidence, Zwi et al. conclude that the data is insufficient to determine at what age DAIs are best delivered to maximise their effectiveness.

Other sources suggest appropriate ages or educational phases at which DAI delivery should begin. For instance, the NCB report (2009) recommends that relationships education, including domestic abuse education, should start in primary school and be built on consistently throughout secondary school. It also emphasises the importance of providing opportunities to discuss relationships throughout post-16 education. The Wales Violence Against Women Action Group report (2009) also recommends that children should start to be educated about domestic abuse and violence against women in primary school.

Lewis and Martinez (2006) also advocate that children in primary schools are educated about domestic abuse and in particular sexual exploitation in order to raise their awareness of healthy and unhealthy relationships and of local sources of help and support,

increase their understanding of domestic abuse and sexual exploitation, help them to explore gender and media stereotypes, and to raise their awareness of risks in their physical and online environments. By the time children enter secondary school, they should already have some understanding of these issues. Lewis and Martinez (2006) make the following recommendation regarding the age and focus of domestic abuse and sexual exploitation education:

‘Primary schools should be supporting children to learn about safe touch, risky relationships and where to get help. In key stages 3 and 4 their education should progress to cover the wide range of topics pertinent to their age and stage of development. Disengagement from education is one of the key risk factors for sexual exploitation. This highlights the importance of catching vulnerable young people early and targeting the work at key stage 3’ (p. 3).

### **Effective practice: age of the target group**

Evidence suggests that DAIs are effective where:

- They cover issues appropriate to the age and comprehension level of the audience

- They take account of pupils’ differential experiences

- Delivery begins in primary school and continues throughout compulsory education.

## **7.7 Duration**

The durations of the 26 identified DAIs in Wales vary, but most are of short duration and are delivered in between one and six sessions by specialist providers (see table 7.1).

The short duration of most of the DAIs in Wales is a cause for concern among DAI providers who were worried about a lack of sustained and continuous delivery. They felt this reduces the durability of the key messages. This view is shared by the Domestic Abuse Coordinators interviewed, who believe that one-off sessions should be delivered as part of a broader, on-going DAI where school staff or others working

with children and young people address the issue of domestic abuse on a regular basis.

The interviews with DAI coordinators and deliverers produced comments which support the use of longer DAIs delivered over a greater number of sessions. For example, it was said that:

‘The idea that we can change a young person’s perceptions just by delivering one session in school is not right’.

‘Some secondary schools only had one session. The children didn’t get much out of the DAI because there was no attitudinal change. It was a low status in that school and I only had one hour to deliver. This time is cut down by pupils arriving late and having to leave early. It was not enough time’.

‘In 10 minutes the issues are too personal and sensitive for the children to deal with. A lot of those children will have behavioural problems already and may have domestic abuse at home. Just giving 10 minutes to delivery could be more damaging than not delivering at all’.

Effective practice is observed where DAI activities are followed by the provision of one-to-one counselling or ‘drop-in’ sessions whereby the young people are able to discuss issues or make an appointment to see the DAI provider at a later date. Schools’ internal processes for dealing with disclosures of abuse usually determine the course of action to be taken following those meetings.

General awareness-raising is achieved in some schools through displaying details of domestic abuse support organisations and holding assemblies focusing specifically on domestic abuse and on healthy relationships. As noted elsewhere in this report, the main obstacles to implementing longer and more sustained DAIs are the time constraints on the curriculum, some schools’ reluctance to engage with DAIs, and, to a lesser extent, issues concerning staff capacity.

### **The literature review: Duration**

Positive correlations are identified between the length of time for which DAIs are run and the magnitude of their effectiveness (Davis and Gidycz, 2000; Jaffe *et al.*, 1992; Meyer *et al.*, 2000). The Women’s Aid Federation of Northern Ireland in their good practice guidelines for the delivery of schools-based DAIs recommend that

DAIs should be delivered over a minimum of six sessions (2005).

Shorter DAIs are also shown to increase children's understanding of the nature of domestic abuse (Heidotting, Keiffer and Soled, 1995), although effect sizes are not as significant as those associated with longer programmes and projects. However, DAIs delivered over a single session are also shown to have a negative effect by reinforcing inappropriate attitudes and misconceptions about domestic abuse (Ellis, 2006; Thornton *et al.*, 2002).

An evaluation of the 'What's Love Got to Do With It?' dating violence prevention programme which is delivered nationally to several thousands of high school pupils in Canada shows that gains in knowledge are demonstrated by young people immediately after the intervention, but that they are not maintained when tested two months following its delivery (Legge *et al.*, 2006). The evaluators attribute this to the nature of the information contained within the intervention, and recommend that schools should implement similar programmes each year throughout high school:

'It is possible that what is learned from the program is the type of information that, without frequent exposure, the students forget over time. Program providers should consider implementing an extended intervention, providing more frequent exposure to the information and issues' (p. 73).

One-off DAIs are not sufficient to change attitudes and knowledge about domestic abuse in young people. Rather, to achieve this, anti-abuse information and guidance should be repeated and delivered consistently over time to children and young people (Krajewski *et al.*, 1999).

This is particularly apparent for younger children, who require more time and practice opportunities to integrate self-protective skills and knowledge into their cognitive repertoire due to their shorter attention span and less developed communication skills relative to

older children (Wurtele, 2002). DAIs which provide younger children with repeated opportunities to practice the skills learned through them tend to be more effective in terms of increased retention of the skills and demonstrable knowledge of the key messages over time (Blumberg *et al.*, 1991; Rispons *et al.*, 1997).

### **Effective practice: duration**

Evidence suggests that DAIs are effective where:

They are delivered in a minimum of six sessions. This is particularly apparent for younger children and those with ALN

At least one hour per session is allocated for delivery

One-to-one drop-in counselling sessions are available after DAI delivery.

## **7.8 Timetabling**

Delivering DAIs as part of PSE provision is the most common method adopted by providers in Wales. 16 of the 26 DAIs are delivered to classes, sets of classes, or year groups of pupils in primary and secondary schools.

Providers tailor the content of these DAIs to contribute towards pupils' learning outcomes for key stages 2, 3 and 4 in Health and Emotional Wellbeing. At key stage 2 DAIs contribute to the delivery of PSE learning outcomes such as that they should:

feel positive about themselves and be sensitive towards the feelings of others'

understand the range of their own and others' feelings and emotions

understand how to distinguish between appropriate and inappropriate touching

understand the importance of personal safety; and

understand what to do or where to go when feeling unsafe.

At key stages 3 and 4 DAIs contribute to the delivery of PSE learning outcomes such as

the features of safe and potentially abusive relationships

to develop a responsible attitude towards personal relationships

Two DAIs are not directly linked to the PSE curriculum, but are delivered as stand-alone sessions. Two further DAIs are also delivered as part of Welsh Baccalaureate courses in relation to the 'Positive relationships' and 'Active citizenship' elements for pupils aged 16 to 18.

The remaining six DAIs are typically delivered to smaller groups of pupils in mainstream and special schools, units attached to mainstream schools for children and young people with ALN, PRUs, homeless hostels, educational units for pregnant teenagers and teenage mothers, and WWA premises. The specialist strands of the Keeping Safe DAI is delivered to children and young people who are known to have experienced sexual exploitation or domestic abuse on a one-to-one basis.

The children and young people to whom these six DAIs are delivered have specific needs (such as those attending special schools or with ALN), are known to have experienced or be at significant risk of experiencing domestic abuse or sexual exploitation (such as the target groups for the Hands Off DAI and the specialist strands of the Keeping Safe DAI), or are educated in non-mainstream settings (such as PRUs and units for pregnant teenagers and teenage mothers).

According to the DAI deliverers, DAIs are more effective where they are delivered to smaller groups of children and young people within specifically timetabled sessions rather than as single sessions which are delivered to large audiences (see 7.3). Several deliverers report that difficulties with timetabling DAI delivery in schools lead to them being forced to curtail delivery time, which in turn, reduces their impact. For example, when school sessions were shorter than the time required to deliver the DAI or when internal organisational issues (such as the availability of rooms big enough to hold the year groups or having to move rooms) took some of the time allocated for DAI delivery. At the same time they felt some schools were not able to provide sufficient time for DAI delivery because of other curricular requirements.

Where specifically timetabled, multiple sessions are set aside for DAI delivery in schools and other educational settings with smaller groups of children and young people. The benefits of this approach are:

A greater variety of activities can be undertaken with the young people

There are more extensive opportunities for discussion of key issues

There are more extensive opportunities for the young people to give their own views on the matters covered.

### **Effective practice: timetabling**

Evidence suggests that DAIs are effective where:

Sufficient time and space is allocated for their delivery

Children and young people identified as being in need are given additional support

They are delivered to smaller groups of children and young people as opposed to whole year groups or during school assemblies.

## **7.9 Cross-curricular approaches**

In some schools in Wales the use of PSE sessions as a medium to deliver DAIs is supplemented by a cross-curricular approach whereby domestic abuse is included as a theme in other subjects, particularly English, and Health and Social Care. It is noted that such delivery does not remove the need for dedicated PSE sessions and that cross-curricular approaches need to be planned effectively and implemented consistently if they are to prove effective.

DAIs deemed to be effective by interviewees in the study possess characteristics which make them sufficiently adaptable to be delivered in conjunction with National Curriculum subjects. Examples of ways in which this is achieved includes:

Including a creative writing exercise made the DAI fit in with the English programme of study

Basing the DAI around a drama production fulfilled aspects of Drama subject requirements

Making posters which aimed to raise awareness of domestic abuse and of sources of help and support ensured that the DAI fitted in with the Art and design programme of study.

The literature review yields some additional examples of where the curriculum in schools is or could be used to accommodate DAIs and to convey messages about domestic abuse prevention.

### **The literature review: cross-curricular approaches**

DAIs are more effective when they are, or can be, interwoven throughout different subjects in the curriculum. In order for this to be possible, the content of DAI should be adaptable, and a creative approach should be taken to their delivery (Tutty and Bradshaw, 2004; Weis *et al.*, 1998). This also helps to reduce the burden on individual class and subject teachers, and facilitates the adoption of a whole-school approach to delivering DAIs (Tutty and Bradshaw, 2004).

Humphreys *et al.* (2008) outlines the ways in which domestic abuse education and DAIs has been integrated and could be integrated further into the following subject areas across the curriculum in schools in Scotland:

Health and wellbeing is of particular relevance where personal safety, relationships, sexual health and parenthood is addressed

Literature can be used to explore gender equality and domestic abuse

Religious and moral education can provide opportunities to discuss the (im)morality of violence and inequality, as well as the representation of gender relations within different faiths.

Social studies / sociology can be used to look at gender (in)equality, media portrayals of gender relations and violence, along with methods for conducting research into violence.

Numeracy / mathematics can be used to facilitate awareness of crime statistics and their meaning.

ICT lessons can be a vehicle for examining safe(r) use of the internet and how it exploits women and children through pornography (for older young people).

### **Effective practice: cross-curricular approaches**

Evidence suggests that DAIs are effective where:

They are sufficiently adaptable to be incorporated into a range of National Curriculum subjects, not only PSE

Cross-curricular approaches to delivering DAIs are planned effectively and implemented consistently

Creative approaches are taken to their delivery.

## 7.10 Deliverer characteristics

Children and young people's outreach workers (or equivalent staff) associated with WWA groups are prominent sole or co-deliverers of 20 of the DAIs identified in Wales. Other deliverers include local authority staff (5 DAIs), the police (one DAI), Barnados Cymru (two DAIs), and a Family Crisis Centre charitable organisation (one DAI). These findings are in line with those obtained in the literature review.

The vast majority of those identified as DAI deliverers are women. Two of the men interviewed are involved in delivering DAIs. However, one delivered jointly with a woman who focuses on the domestic abuse element of the DAI while he addresses the complementary theme of homelessness. The other man to be interviewed addresses the issue of domestic abuse within the context of a much broader initiative on alcohol abuse.

DAIs in Wales are not usually delivered to same-sex groups, apart from pregnant teenagers or teenage mothers attending the same educational setting. Some male and female survivors are involved in the delivery of the 26 DAIs in Wales, but the majority of participating survivors are female. Male survivors are only involved in delivering two DAIs. This is an issue which could, potentially, affect perceptions of the issue of domestic abuse among boys. Some female deliverers state that their DAIs could be improved through having a male co-presenter, but that there is no additional funding to support this.

Some of the reviewed literature finds that DAIs are more effective when delivered to same-sex groups.

### The literature review: delivering to same-sex groups

DAIs delivered to groups of young people of the same sex rather than to mixed groups have been associated with increased

effectiveness in some studies. Some children and young people may not feel comfortable discussing their perspectives on matters as sensitive and personal as domestic abuse; consequently, among the recommendations made by Lewis and Martinez (2006) for the successful implementation of DAIs in schools was to split boys and girls into separate groups for discussion or workshop sessions. Ensuing increases in confidence to discuss domestic abuse and related issues more openly and thoroughly are thereby achieved.

Research conducted in Canada advocates the delivery of programmes aimed to prevent sexual assault (which can be a facet of child abuse, sexual harassment/bullying or dating violence) to same-sex groups rather than mixed-sex.

Tutty and Bradshaw (2004) point out that, while there is a paucity of formal evaluations which have addressed these programmes, differential content was delivered in the Canadian National Rape and Sexual Assault Prevention Project (2000) to young males and females which was responded to positively by audiences of both sexes. The table below summarises the key components of the male-only and female-only programmes, as outlined by Tutty and Bradshaw (2004):

| <u>Key components: Male-only sexual assault prevention programme</u>         | <u>Key components: Female-only sexual assault prevention programme</u>  |
|--|---|
| Peer and societal pressures which underpin sexually assaultive behaviours    | Focusing on the perpetrator's behaviour                                 |
| Deconstructing myths, stereotypes and attitudes which condone sexual assault | Addressing peer pressure, bystander issues and victim-blaming attitudes |
| How to respond to boys and girls who have been victims of sexual assault     | Enhancing assertiveness and self-defence skills                         |

(Source: Tutty and Bradshaw [2004], in Ateah and Mirwaldt [Eds.] [2004])

Respondents express strong arguments for ensuring that DAIs are delivered by people other than teachers as it ensures that experts are involved in conveying

messages, as outlined in the literature review. It is noted that many pupils enjoy having outside speakers come to deliver sessions on specialist topics such as domestic abuse and that they feel more comfortable in discussing the subject and obtaining information about related services from DAI providers than from school staff.

However, there is concern about the sustainability of such work. One solution to be advocated is to train school staff to work alongside DAI providers. However, it is recognised that this would present another requirement to be fulfilled by school staff and would have to be balanced with the demands of the curriculum and workload issues.

Interviewees convey that some teaching staff may feel unprepared to discuss domestic abuse and related matters due to their lack of relevant training and support and the influence of their own personal experiences.

As one DAI deliverer outlines,

‘It’s hard to stand there and talk about violent sexual encounters when it’s not your training. You can’t expect teachers to deliver it unless they have the right training, tools and support. It needs to be done by skilled practitioners who know what they are doing. It needs to be delivered in a way that children and young people can accept and engage with, and also in a way that has a specific impact’.

The literature review advocates that DAI deliverers should ideally be external to educational delivery settings. Evidence pertaining to the use of domestic abuse ‘survivors’ was mixed, however, but some studies suggest that DAIs are particularly effective when delivered to same-sex groups of children and young people by a person of corresponding gender. DAI deliverers’ ethnicity is a very minor focus of the literature.

### **The literature review: DAI deliverer characteristics**

The characteristics of those responsible for delivering DAIs in schools and other educational settings are a focus of debate in the literature review. Feminist authors typically advocate that female ‘survivors’ of domestic abuse should deliver DAIs (Avery-Leaf and Cascardi, 2002), yet others view this as a failure to acknowledge

that females can be responsible for perpetrating abuse against male victims (Dutton, 1994).

DAIs in the UK are often delivered by personnel from domestic abuse prevention and awareness raising organisations and youth workers (O'Brien, 2001; Ellis, 2004). Non-schools staff such as these tend to possess detailed knowledge and understanding of domestic abuse, yet funding for DAIs delivered by them tends to be short-term and because of this, their propensity to reach large numbers of children and young people is limited (Ellis, 2004). On the other hand, schools staff can feel ill-equipped to deliver DAIs due to their lack of specific knowledge which impacts upon effectiveness (Jones, 1991). They may also have prejudiced views and beliefs about domestic abuse (Aitken, 2001), which also reduces the likelihood of effective DAI delivery.

Further information is obtained in the review relating to other characteristics of DAI deliverers. The Bristol Domestic Abuse Prevention Project (2006) recommends that all-male DAI workshop sessions are led by a male facilitator, and that all-female sessions are led by a female facilitator. Humphreys *et al.* (2008) points out that the gender of those delivering DAIs is becoming a source of debate in the UK, but that at the time of writing no consensus regarding this has been achieved. However, some boys express a preference for a male deliverer (Bell and Stanley, 2006).

Little information from the UK is available regarding the effectiveness of DAIs and the ethnicity of the deliverer, but Schewe (2002), writing in America, emphasises that matching the ethnicity of the delivery staff to that of the children and young people is linked with greater DAI effectiveness. This could be easier to achieve when delivering DAIs to smaller groups of children and young people, but with larger groups such as entire classes or year groups (in which the DAIs identified in Wales tended to be delivered), difficulties could be experienced.

DAI providers in Wales note that there is a need to ensure that the school staff with whom they work are aware of issues relating to domestic abuse and how to respond appropriately when such matters arose. Training for schools staff is provided alongside the DAIs by some delivery staff, and this is a condition of the DAI's delivery in a small number of cases. Where training is provided, teachers have been engaged and interested recipients.

The lack of training for teachers on domestic abuse and related issues is highlighted as a major issue. A typical comment to this effect is that:

'My personal feeling, having dealt with a lot of schools, is that most are not trained effectively in picking up the signs of domestic abuse',

This is shared by a number of interviewees. It is also noted, as outlined previously in this report that some schools refuse to allow discussion of certain issues as they conflict with their broader ethos. In others it is noted that certain teachers are more likely than their colleagues to engage in open discussion about domestic abuse and relationship issues more widely.

Several interviewees feel strongly that child protection and domestic abuse awareness should be incorporated into initial teacher training and Continuing Professional Development (CPD) activities. Domestic abuse awareness training has been delivered during INSET and staff training days by some DAI providers. This is seen by the DAI providers and schools staff interviewed to represent an economical use of staff time and training budgets. Delivering DAIs in schools is seen to effectively pave the way for disclosures of domestic abuse among pupils, and it is seen to be vital among research participants that teachers are prepared and sufficiently informed to handle them safely and appropriately, as the following comments highlight:

'Teachers don't have enough child protection training or awareness of how to deal with disclosures. They need to be able to spot the signs'.

'We offer training to all schools staff. At the end of workshop sessions we provide them with the phone numbers of helplines. You are opening a can of worms so they need to be prepared. Teachers are so busy; it is not that they are not interested, they just don't have the time'.

In support of the interview data, the literature review highlights that teachers and other schools staff do not tend to receive domestic abuse awareness training, but that it should be delivered systematically to these personnel to enable them to support children and young people experiencing domestic abuse and to explore their own perceptions of domestic abuse.

### **The literature review: Providing appropriate teacher training alongside DAIs**

Evidence from the literature review identifies the need for training and information to be provided to teachers and other schools staff on domestic abuse and its effects. These are areas which do not appear to be covered by initial teacher training, or through continuing professional development in the UK.

Refuge (2008), citing recent research conducted by the organisation Womankind, highlight that teachers are particularly lacking in training which covers gender and violence, which leads to them feeling insufficiently equipped to deal with the 'political nature' of the content of DAIs (Refuge, 2008 p. 3).

Training should be provided to teachers which allows them to explore their own perceptions and experiences of domestic abuse prior to the delivery of DAIs, in addition to guidance concerning handling disclosures of domestic abuse (Barron and Topping, 2008).

Training is needed to educate teachers about domestic abuse to enable them to support and understand the needs of children and young people who disclose, and to enable them to signpost to appropriate sources of help and support (Alexander *et al.*, 2004; Mullender, 2002). Alexander *et al.* (2004) argue that,

'Children need teachers and senior staff who know what the impact of domestic abuse can be, so that they will have some understanding of children's experiences and the impact on their schooling without breaking any confidences' (p. 189).

The American government has produced some guidance for schools and other educational settings for delivering domestic abuse education, which emphasises the importance of providing appropriate training for all schools staff. Each member of staff possesses different levels of knowledge and understanding of domestic abuse and related issues, which should be assessed to determine their individual training needs. Professional development which enables them to support children and young people who are at risk of experiencing, or who are known to have experienced, domestic abuse can then be put in place:

‘A critical step to ensuring the school environment has strategies to address the problems of children exposed to violence and help them achieve success in school is to build the capacity of all school staff members. Staff members have different levels of experience and responsibility. Each school must assess the level of information needed so that training can respond to each staff member’s needs. The training process can be incorporated into existing school structures, which minimizes additional investment of resources’ (p. 6).

Respondents in Wales believe that it is good practice for a teacher or other permanent member of school staff to be present when DAIs are being delivered. Some DAI providers insist on this as a condition of delivery.

A key benefit of the presence of schools staff during DAI delivery is that they are aware of the messages being delivered, which help to integrate the messages inherent in the DAI with broader approaches in the school to ensure that continuous, consistent messages are conveyed. It also ensures that any child protection issues which become apparent can be taken forward by school staff.

The practice is also advocated because it is seen to promote a supportive learning environment through reducing disruptive behaviour.

### **The literature review: Having a teacher and/or supporting member of staff present alongside DAI delivery personnel**

Having a teacher or a supporting member of staff present alongside personnel delivering DAIs in schools and other educational settings helps to increase the effectiveness and impact of the projects and programmes through controlling behaviour and supporting learning (Lewis and Martinez, 2006).

Northern Ireland Women's Aid, in their guidelines for good practice in DAI delivery expand upon the role of the teacher/supporting member of staff as follows:

To keep disruptions to a minimum. Interruptions by other teachers, youth leaders, children or young people should be avoided.

To observe pupil reactions and to note if someone requires particular assistance or is upset. To be aware of, but not focus on, pupils who appear disinterested. This may not be the case and only needs action if they become disruptive.

To use eye contact or approach disruptive pupils discreetly so that the session is not interrupted. Give children and young people an opportunity to re-engage with the session but if behaviour does not improve, give them the choice to leave (p. 9).

### **Effective practice: deliverer characteristics**

Evidence suggests that DAIs are effective where:

Children and young people's outreach workers associated with WWA groups or similar organisations deliver them rather than schools staff

Men and women deliver them together

They include a 'survivor' story

Schools staff receive training to make them fully aware of domestic abuse, aware of how to respond appropriately to disclosures made by pupils, and to explore their own perceptions of domestic abuse

A teacher or other member of schools staff is present during delivery to promote discipline and assist in dealing with child protection issues which may arise.

## 7.11 Presentation

While the harm that domestic abuse causes to children, young people and families is fully acknowledged by DAI providers in Wales, several also emphasise that delivery could be made more effective through using light-hearted and interactive resources. These help to engage the audience and to keep them focused on the content of the programmes, which is seen to reinforce their messages and increase their retention.

Making DAIs fun and enjoyable for children and young people also helps to reduce fears among some schools staff that DAIs would scare or intimidate pupils, especially those from younger age groups, as the following comment from a DAI coordinator suggests:

‘Teachers need to see that you can do fun things when educating about domestic abuse and that it doesn’t always have to be scary or unpleasant. It is a case of selling it’.

The literature review also presents evidence that DAIs should be fun and enjoyable for pupils.

### **The literature review: making DAIs fun and enjoyable for pupils**

Positive relationships are found in the literature between the effectiveness of DAIs and how fun and enjoyable children and young people perceive them to be. While it is recognised that domestic abuse is a serious issue with potentially grave consequences, delivering the information and key messages about its prevention and handling domestic abuse can be done in a light-hearted way. Doing so reduces the potential threat experienced by children and young people when learning about domestic abuse and related issues (e.g. Debbonaire, 2007; Lewis and Martinez, 2006; Northern Ireland Women’s Aid, 2005; Salmon, 2000).

Young survivors of domestic abuse consulted by the Scottish Ministers for their opinions on domestic abuse prevention reflect that information about domestic abuse should not be conveyed in a ‘dark’ way, but should be strongly associated with seeking help and the eradicating of domestic abuse (Houghton, 2008).

96 per cent of the teachers interviewed as part of the evaluation of the 'Hello Craig' programme use the word 'enjoyable' at least once when describing its effective features (Salmon, 2000). One makes the following statement, which highlights the value of injecting humour into the DAI's delivery:

'Even though the drama and follow-up workshop contained many fun elements which the children enjoyed laughing at, I felt they were all able to appreciate or recognise the seriousness of the issues raised and quickly became aware of inappropriate / appropriate touching and how this may affect them within the school playground' (pp. 16-17).

DAI providers in Wales believe that interactive, multi-media approaches are the most accessible and effective with children and young people.

Some of the resources and techniques used to deliver DAIs seen by interviewees to enhance their effectiveness include:

- Quizzes and games
- Flash-cards depicting truths and misconceptions about domestic abuse.
- Specially-designed drama performances
- Well-known television programmes which were popular with young people
- Arts and crafts activities, for example card and poster-making activities
- DVDs and video vignettes
- Role-play and discussion groups.

The use of DVDs in DAIs in Wales has increased in recent years and is now commonplace. DAIs identified in Wales through the current review which incorporate the use of DVDs and/or video material include:

- The All Wales School Liaison Core Programme
- The Millbrook Tapes
- The Safe Relationships Programme
- Expect Respect

## Breaking the Cycle of Domestic Abuse – Healthy Relationships and Respect.

The use of commercially-produced films and clips from television programmes (notably *Hollyoaks*) are also used. However, some of the material used in the past, notably the 1991 Hollywood film 'Sleeping with the Enemy', is considered by some interviewees to be inappropriate as it deal with domestic abuse in a social context that is far removed from the lives of children and young people attending school in Wales.

The use of audio-visual materials is part of a much wider range of techniques to deliver the content and stimulate the interest of the children and young people and is used alongside activities such as group discussion, art work, and whole-class work. The use of websites is also increasing. On the whole, small group work is seen to be preferable as it encourages people to open up and express their opinions more freely.

It is seen to be essential to keep the media resources used in DAIs up to date in order to sustain the engagement of the audience. Outdated clothing, hairstyles and vocal nuances of the characters featured within filmed material, for instance, are seen to detract from the content of the material being delivered, thus diluting the impact of the resource.

Several published evaluations of DAIs implemented in other parts of the UK highlight the benefits of incorporating visual / audio-visual and interactive techniques for increasing effectiveness, as the following section highlights.

### **The literature review: Using visual / audio-visual and interactive techniques to demonstrate behaviours and emotional outcomes increases effectiveness**

Interactive pedagogical techniques both increase the impact of education, and facilitate the development of skills which influence future decision-making and behaviour (Kitson, 1994; MacIntyre and Carr, 1999). In contrast, didactic methods for delivering DAIs are shown to be ineffective (Dusenbury *et al*, 1997; Farrell and Meyer, 1997; Meyer *et al.*, 2000; Schewe, 2002). Drama is effective as a technique of this nature because of the increased communication ability of the performer relative to the teacher, and of the ability of

drama to tackle potentially difficult issues in sensitive and non-threatening ways (Beebee, 1999).

Salmon (2000) evaluates 'Hello Craig', a drama-based production followed by a discursive workshop which is aimed at raising awareness among primary school children of inappropriate and appropriate touching in a variety of social settings, to present pupils with strategies to recognise and deal with inappropriate touch, and to enable teachers to broach issues of personal safety in a safe and stimulating way. 97 per cent of teachers who have witnessed the DAI being delivered in their schools state that drama is a highly effective vehicle for delivering the key messages contained in the programme, and provide the following reasons for this:

The drama focuses the issues covered and gives children the opportunity to respond to them in different ways.

The children identifies strongly with Craig (the main character in the drama, who was shown being touched inappropriately by adults, and also perpetrating incidences of inappropriate touching).

The drama introduces the key issues in a stimulating way.

The children are able to explore the issues raised in an imaginary and secure situation.

The drama harnesses the more visual learning styles of some children.

The drama allows and encourages all children to participate, including children with ALN and those with English as an Additional Language (EAL).

In an evaluation of a DAI delivered to primary-school aged children by staff from the anti-domestic abuse organisation 'Violence is Preventable' (Barron, 2007), a range of interactive techniques employed by the facilitators are identified as enhancing the effectiveness of the DAI. These include the use of open body language and orientation, movement around the class towards pupils, a high frequency of audience interactions, facilitation of 'peer to peer' talk, allowing the children to take extra time in turn-taking, and asking specific and explicit questions about harm rather than taking an indirect approach.

Contemporary resources such as excerpts from music, television, films and the internet are frequently used by the DAI providers interviewed. This is an important way of engaging the young people and maintaining their focus on the DAI. Songs currently or recently in the charts are identified as being particularly effective, especially those which cover the real-life domestic abuse experiences of the artists. These findings are supported by those found in the literature review.

### **The literature review: utilisation of contemporary resources**

DAIs which incorporate contemporary resources help to engage the audience, and reinforce the key messages contained within them (NCB, 2009). The children and young people taking part in focus groups as part of the 2009 NCB study enjoy and find effective DAIs delivered in youth settings which incorporate popular music and discuss incidences of domestic abuse known to have occurred among current celebrities. These DAIs lead to disclosures of domestic abuse within the 'safe' environment provided subsequently for this purpose at the setting, as a young person outlines:

'Our youth club did a brilliant session on domestic abuse. We used song lyrics and looked at famous people who had lived with it (domestic abuse) - it made me feel like if it could happen to them it could happen to anyone. Our youth worker ran a 6 week session and at the end of it we could confidentially access a support group if we wanted to. When I went I was surprised to see two other club members there, we shared our problems but we never told any of the other members 'cos we knew how hard it was to live with and wouldn't make the situation worse for each other' (p. 24).

### **Effective practice: presentation**

Evidence suggests that DAIs are effective where:

They are fun and enjoyable for pupils, whilst conveying that domestic abuse is a serious issue

They do not convey information about domestic abuse in a 'dark' way

They are strongly associated with seeking help and eradicating domestic abuse

They incorporate interactive, multi-media and audio-visual resources and techniques

They make use of relevant, contemporary material.

## **7.12 Meeting the needs of all children and young people**

Key personnel associated with DAIs in Wales were asked about the extent to which the needs of all children and young people in Wales are currently being met through the DAIs delivered to them in terms of educating them about domestic abuse and related issues and signposting them to appropriate sources of help and support.

Some information pertaining to several aspects of this topic was also gathered through the literature review.

### **7.12.1 Pupils with additional learning needs**

All of those interviewed recognise the need for DAIs to be presented in ways which are accessible and which ensure that all of the children and young people present are able to understand and take on board the messages delivered.

Many DAI providers express that this is a weakness in the current provision and that funding is required to support work to develop, pilot, and evaluate differentiated materials and approaches which are tailored to meeting the needs of pupils with ALN.

The extent to which the needs of pupils with ALN are being met is highlighted by DAI providers as a matter of some concern. The need to increase the numbers of pupils with ALN being reached by DAIs, and to develop resources and approaches which are tailored to their needs, is particularly acute in light of these pupil's increased vulnerability to abuse and sexual exploitation throughout their lifespan, as several interviewees recognise.

The literature review supports the interview data in relation to this, as outlined in the following box.

### **The literature review: meeting the needs of children and young people with ALN**

There is evidence that the needs of children and young people with ALN are not being met in terms of educating them about domestic abuse, its nature and effects, and signposting them to appropriate sources of help and support.

This may be partly because of the beliefs and attitudes of parents, schools and agency staff, as suggested in the NCB report (2009); a youth worker highlights that the issue of relationships is not discussed with children and young people with ALN because:

‘parents and professionals feel people with learning disabilities shouldn’t have relationships. This means that some people with learning disabilities don’t have a chance to think about what a ‘healthy’ relationship involves, and are more likely to experience violence in relationships’ (p. 24).

The specific needs of the school /educational setting and of the children and young people to whom the DAI is to be delivered should be discussed prior to the DAI’s delivery. This enables the DAI to be adapted, if necessary, to meet the needs of all children and young people and to ensure that no-one is excluded from participating (Salmon, 2000).

There is evidence of good practice in meeting those needs in some of the DAIs examined as part of the research. The most common approaches are to use adapted or specially designed materials and to tailor sessions to ensure they are accessible to all present. For example, one DAI deliverer uses a puppet to ‘ask questions’ to children with ALN, which helps to reinforce the key messages.

This focus on differentiation also applies to the way messages are delivered. For example, the amount of drama work, art, modelling (such as the creation of a clay ‘worry’ which is then destroyed) and the use of kinaesthetic teaching and learning methods (such as including physical tasks and activities to deliver learning) are adjusted to meet the needs of the target audience.

Approaches which tailor the delivery of DAIs are described by a DAI provider in the following way:

‘The course has just been tweaked-we talk about topics for longer, spread it over more weeks to look at topics in more depth to try to get the point across about how to keep safe, and about what is appropriate/inappropriate ... we use more repetition to ensure that they get the key message, even though it takes more time’.

Another member of staff expands upon the facets which underpin effective DAI delivery to pupils with ALN:

‘The one to one work must also be delivered in a different way. We find that the children and young people with learning difficulties can’t take on the learning involved in the way that others do. That means that you constantly have to reinforce the messages. You can’t do a programme of work and then it’s done because they won’t remember. We also may use a puppet rather than a DVD for the ALN children’.

DAI providers value the assistance that is provided by specialist staff within schools. These include ALN coordinators and Learning Support Assistants (LSAs) who work with the children concerned.

There is some concern, however, that materials should be produced which are appropriate to the age and maturity of the young people. Thus it would be wrong to use materials designed for Foundation Phase pupils with those in Key Stage 4; instead, it is noted that the Key Stage 4 materials need to be tailored to ensure they are appropriate.

Several DAI providers indicate that they are constrained by the extent to which schools are able to inform them in advance of the needs of their individual pupils, thereby enabling them to meet the need to ‘know your pupils as well as your subject’. Where this does not happen they are unable to prepare prior to the DAI’s delivery adequately to meet their needs.

### 7.12.2 Looked After Children

The provision for LAC follows the same lines as for other children and young people. They access the same DAIs as other pupils. Additional support is provided to them through the processes established by their schools to meet their needs as LAC. Stakeholders believe it is good practice for DAI providers to be made aware of the presence in class of LAC children in advance in order for them to ensure that the messages they deliver take account of LACs' needs.

The importance of making DAIs culturally relevant is highlighted in both the literature review and in the interviews as a factor in DAIs' effectiveness.

#### The literature review: Relevance

Relevance is an important factor for consideration in creating and delivering DAIs. The focus of DAIs should correspond with the specific needs of the communities in which they are delivered (Wurtele, 2002). However, research conducted in Australia (Indermaur *et al.*, 1998), Canada (AFRVC, 1999), and England (Ellis, 2004) shows that very few DAIs take account of diversity issues or attempt to address the issues experienced by those from BME groups, different social classes, the disabled, or those with refugee/asylum seeking status (Humphreys *et al.*, 2008).

### 7.12.3 Gypsy and Traveller children

It is noted that Gypsy and Traveller children are sometimes present in mainstream classes, especially in primary schools. Several of those interviewed believed there was a particular need for DAIs to reach children and young people from Gypsy and Traveller communities. The deliverer concerned was of the view that:

'Domestic abuse is higher in some of those communities, especially the travelling community. This is to do with a lack of information for perpetrators and victims. There is no-one they can go to for help as they feel they won't be accepted'.

They advocated ensuring that DAI providers are aware that pupils from Gypsy and Traveller backgrounds are likely to be present in order to tailor their provision.

There are no reliable statistics available pertaining to the extent of domestic abuse among gypsy and traveller communities (Cemlyn, Greenfields, Burnett, Matthews and Whitwell, 2009). There is some evidence to suggest that gypsy and traveller women may be more likely than those from non-Gypsy Traveller backgrounds to stay in abusive relationships for a range of reasons including cultural expectations, fears and concerns about contact with mainstream services, scarce specialist refuge support, and a lack of Traveller-friendly resources for those experiencing domestic abuse (Cemlyn et al., 2009).

Irrespective of this, interviewees recommend that LA Gypsy and Traveller officers are included in discussions about appropriate ways to address issues concerning domestic abuse in Gypsy and Traveller communities. There is some feeling on the part of DAI providers that those officers have not engaged fully in such discussions in the past due to the delicacy of the issue.

#### **7.12.4 BME children and young people**

There are clear differences in the approach to meeting the needs of BME children and young people in individual areas. Good practice is evident in areas with significant and established BME populations where links have been developed with support teams and organisations who work with BME children and young people.

For example, some WWA groups liaise with the organisation Black Association of Women Speak Out (BAWSO) to gain knowledge and understanding of domestic abuse and related issues within BME communities, and advice regarding how to engage effectively with BME children and young people and their communities to deliver DAIs and domestic abuse education.

This assists DAI providers to approach their work in ways which take account both of the cultural sensitivity around domestic abuse and also the need for distinct approaches to ensure that the key messages are delivered effectively. In other areas there is less evidence of a specific approach being taken to ensure that DAIs are tailored to meet the needs of BME communities. This is often related to LAs and schools not having experience of meeting the needs of those communities.

The importance of designing and implementing resources which are relevant to all cultural and ethnic groups is emphasised by interviewees. Some resources, particularly those which incorporated visual material such as DVDs or drama performances, are thought to be suitable for delivery in some LA areas but not in others due to the scarcity of BME characters and potential role-models.

In areas with larger BME populations, it is thought to be essential to reflect this in resources of this nature to enable the DAI to be effective with BME children and young people, as the following comment reflects:

‘We feel that while [the DAI] is culturally relevant in [the LA], it would probably struggle to be if it was used in a wider area of Wales or the UK. There are low numbers of BME in [the LA]. There are no BME characters in the film. We are very much aware of this. It works in [the LA] but it would not in other areas unless it was re-cast. Any resources need to have that. If it was made in Cardiff for example you would hope that those issues would be to the forefront. It needs to reflect the population structure’.

These issues are particularly prevalent when DAIs seek to meet the needs of EU citizens who have recently come to Wales. Several stakeholders, including WWA staff, refer to these as a particularly vulnerable group given that their rights to access services are not clear to many of those who work with them; language and communication issues have also arisen in a number of cases.

Some specific work with BME children and young people has been undertaken by WWA groups but this has been supported by short-term project funding which has since come to an end. There is concern about whether the children of immigrants and asylum seekers are being supported to access the DAIs that are made available in schools, with a feeling that they may not be able to benefit from their delivery due to language difficulties. Interviewees also fear that DAIs are not being delivered through activities (such as those delivered at youth and sports clubs) in which these children and young people are involved out of school hours.

#### **7.12.5 LGBT children and young people**

Providers recognise the equal needs of LGBT young people to be reached by DAIs in Wales. Most programmes deal with domestic abuse in same-sex relationships as well as in heterosexual ones, although not to the same extent, and information is

provided to signpost LGBT young people to services which are more closely tailored to their needs. It is felt inappropriate by the key personnel interviewed to deliver provision in ways which overtly identify LGBT young people, or any other specific group.

Few DAI providers address domestic abuse that originated in homophobic attitudes. A few DAI providers have developed links with organisations working with LGBT young people and their services are accessible through youth clubs and other projects. Such services are also provided as part of a wider programme of activities in one of the schools visited.

### **Effective practice: meeting the needs of all children and young people**

Evidence suggests that DAIs are effective in meeting the needs of all children and young people where:

- the background characteristics and needs of the children and young people to whom the DAI is delivered are discussed between the deliverer and staff at the educational setting in advance of the DAI's delivery

- resources and approaches are tailored to ensure that DAIs are presented in ways which are accessible to all children and young people and enable them to understand and take on board the messages delivered

- support materials are appropriate to the age and comprehension level of the children and young people to which the DAI is delivered

- specialist organisations catering for the needs of specific groups of children and young people are involved with creating and delivering DAIs, or advise on their creation and delivery

- they are culturally relevant to the audience

- they cover domestic abuse and related issues in culturally sensitive ways

- they do not overtly identify LGBT children and young people.

## **7.13 Monitoring and evaluation**

Several documents included in the literature review explore some of the difficulties with assessing the effectiveness of DAIs. These factors are varied and can be summarised as follows:

Domestic abuse tends to be hidden by children and young people rather than disclosed. The actual rates of domestic abuse are therefore unknown, which leads to issues with quantifying the effectiveness of DAIs through measuring disclosure rates prior to and following interventions (Krivacska, 1990).

There is a paucity of research which has aimed to gather the perspectives of children and young people on DAIs (Finkelhor and Dzuiba-Leatherman, 1995).

Few evaluations of the integrity of DAIs have been conducted prior to the evaluation of their outcomes (Johnson, 1994).

There is an overly narrow focus on outcome measures for children and young people (Barron and Topping, 2008).

Wider school factors which influence the effectiveness of DAIs are rarely explored (Barron and Topping, 2008).

Evaluations of DAIs rarely incorporate the views of children with SEN/disabilities (Barron and Topping, 2008).

Methodological problems in DAI evaluations reduce the reliability and validity of the findings and conclusions (Barron and Topping, 2008; Zwi *et al.*, 2009).

Disclosures of domestic abuse following DAI delivery are poorly recorded and reported, which renders it impossible to ascertain whether the disclosures arose from participation in the DAI, or whether they would have been reported anyway (Zwi *et al.*, 2009).

If the gains in knowledge and self-protective behaviours are retained over time, as measured by DAI evaluations, this does not necessarily mean that the risk of abuse is reduced concurrently (Zwi *et al.*, 2009).

These points emphasise that caution should be exercised when considering how far the findings from previous DAI evaluations can be applied to other interventions.

There is some variation in the extent to which the DAIs are monitored and evaluated in Wales. Although there are no standard methods used to monitor DAIs, the approaches used by providers follow a common pattern consisting of the use of attitudinal questionnaires, and verbal feedback from children and young people and schools staff. Almost all of the data is gathered immediately or shortly after the DAI had been delivered and there is little subsequent follow-up to measure the longer-term impact of the DAI.

Formal evaluations of three of the 26 DAIs operating in Wales have been conducted. The All Wales School Liaison Core Programme is evaluated on a three-yearly basis; the Spectrum Programme has also been externally evaluated, and the Challenging Attitudes programme in Monmouthshire has also been subject to formal evaluation.

The literature review highlights that formal studies, which aim to measure the effectiveness of DAIs, focus on assessing the magnitude of different outcomes for children and young people, usually before and after the DAI's delivery. The types of outcomes typically explored include:

Personal safety knowledge (including prior knowledge, child development and conceptual learning).  
Self-protection skills.  
Subjective experience and emotional gains.  
Risk perception.  
Disclosures of domestic abuse  
Maintenance of knowledge and skills.  
Negative effects.  
Individual characteristics.

(Source: Barron and Topping, 2008).

In addition to gathering monitoring information about the number of children and young people reached, teachers' perceptions of DAIs' content, approach and impact in addition to learners' perceptions of them are obtained and are used to improve the DAIs. In addition, evaluation activities carried out in relation to some DAIs include informally testing the extent of any gains in children and young people's knowledge about domestic abuse as a result of the DAI's delivery. Questions typically asked as part of DAI evaluation activities focus on issues such as the causes of domestic abuse, the components of a healthy relationship and whether the children or young people had ever experienced domestic abuse.

The materials used to collect the data include the use of text-based questionnaires and also visual images (such as happy or sad faces).

‘We give out evaluation sheets/feedback forms. They are simple – they use smiley/indifferent/sad faces with spaces to leave comments about ‘what did you like’, ‘what didn’t you like’/ ‘what would you like to change’. The forms are suitable for all children, including those with ALN, because they are simple and straight-forward’.

Some programmes such as those delivered by national bodies use proxy indicators such as statistics of recorded crime as a means of monitoring their work. For organisations such as WWA and Barnardo’s Cymru, the DAIs are activities undertaken in addition to their core functions. For example, some WWA groups are classified as services that specifically address tenancy issues and are funded by LAs for that distinct purpose rather than as providers of DAIs.

Where DAI providers evaluate their work themselves, the usual methods employed are to discuss a range of domestic abuse-related issues with the young people before the programme is delivered and to repeat the same process at agreed points thereafter to ascertain the extent of knowledge gained through the DAI. This is typically done through questionnaires and follow-up sessions delivered in person, where resources permit.

The main difficulty with this approach, providers feel is that the providers have limited opportunities for contact with the young people after delivering sessions; such methods are therefore most appropriate where a programme is delivered over longer periods of time and in relatively greater numbers of sessions. In such cases, evaluation techniques usually use anonymised forms of data collection such as ‘leave a leaf’ methods, whereby children are invited to record their overall perceptions of the DAIs and the aspects they found more and less enjoyable.

Formal monitoring and evaluation activities are not more widely implemented largely due to the lack of resources to do so in terms of time, staffing and funding. Some DAI coordinators highlight that delivery staff lack the requisite skills to carry out these activities, and that they would appreciate some guidance from the Welsh Assembly Government and/or from other bodies and agencies in order to augment their expertise in this respect. The following comment illustrates this point:

‘We need to go back 6-12 months after the DAI to see if the film/workshops have any lasting impact. That is a weakness of many projects – they do an

initial evaluation but no longer-term follow-up. That is partly down to capacity, money and skills. Agencies are poor in terms of this.

If I could put a plea in to the Assembly for anything it would be for some specific support in terms of longer term monitoring of the initiative. We aren't researchers - we are practitioners who are undertaking initiatives. We can do some work around impact, but sometimes you need specialist, independent, external research. We would really like to have that'.

DAI providers' self-evaluation, as assessed in the qualitative interviews, is positive. All interviewees were asked a series of questions in which they firstly rate the overall effectiveness of different aspects of their DAI(s), and then rate the effectiveness of different aspects of it/them against a six-point Likert scale where 0 was ineffective and 6 optimally effective.

All providers rank the overall quality of the DAI as 4 or above. Their justification for this is typically that children and young people value the use of a range of different methods to convey messages about domestic abuse. For example, they like a blend of video/DVD resources, discussion, and question and answer sessions, 'not being talked "at", and the inclusion of the view of both victims and perpetrators.

### **Effective practice: monitoring and evaluation**

Evidence suggests that features of effective DAIs include the examples where:

- evaluation findings are used to improve future provision

- children and young people are involved in monitoring and evaluation activities and their feedback is used to improve DAIs

- feedback is gathered anonymously; children and young people are not asked to state their names on feedback forms

- delivery staff are trained in monitoring and evaluation techniques.

## **7.14 Requirements for development**

The stakeholders interviewed state that it is essential that domestic abuse issues are recognised and given time and emphasis on the school curriculum. It is also noted that DAIs could not be developed in ways which meet increasingly complex educational and social needs without adequate funding. A common view among DAI coordinators and providers is that there should be greater consistency in the nature

of what is delivered, how it is presented on the curriculum, and how it is monitored and evaluated.

The main areas for development in provision are identified as the need:

- for more individual support sessions for pupils following DAI delivery, held by a suitably trained and qualified staff member

- to address perpetrators of domestic abuse as well as its victims

- to develop clear links with different aspects of the curriculum, building on the good practice that was evident thus far.

- to develop more interactive ways of delivering the key messages of DAIs

- to tackle attitudes which underpin and perpetuate domestic abuse

- for more development work and of awareness-raising with schools

- The need to do more outreach work, for example through using a bus to enable teams to travel to rural areas to deliver DAIs.

## 8. Conclusions

1. There is a growing body of legislation and policy which underpins the delivery of DAIs in schools and other educational settings in Wales. The Welsh Assembly Government's rights-based approach to the provision of services is at the heart of all of their strategies which aim to ensure that all children and young people are supported to reach their full potential and are free from abuse.
2. A clear and unequivocal definition of domestic abuse has been adopted by the Welsh Assembly Government and is consistently incorporated into all of its subsequent strategies and policies.
3. DAIs are needed, ultimately to eradicate domestic abuse, but also to raise awareness of it and of sources of help and support among children and young people. Schools have a vital role to play in achieving these aims.
4. A total of 22 DAIs are currently being delivered across Wales in schools and other educational settings which have both differences and similarities in terms of their content and foci, range and location, methods and characteristics of delivery, and monitoring and evaluation processes.
5. The DAIs are mainly delivered in secondary schools and to a lesser extent in primary schools and other settings like FE colleges, HEIs, units attached to mainstream schools for children with ALN, PRUs, youth centres and hostels and other residential centres. Larger and more urban LAs tend to have a greater number of DAIs within them.
6. A 'one size fits all' approach to the delivery of DAIs is not appropriate. Good practice is observed when multi-agency approaches to DAI planning and delivery are adopted.
7. DAIs in Wales focus on the legal issues surrounding domestic abuse, raising awareness of different forms of domestic abuse and its precedents and antecedents, exploring power and control in relationships, and gender issues. They also signpost children and young people to appropriate sources of help and support. The appropriateness of the support available for children and young people is an issue.

8. While DAIs are seen by most deliverers to incorporate appropriate signposting activities, some services are not specialist in terms of dealing with domestic abuse or with children and young people.
9. DAIs are typically delivered to large numbers of children and young people in assemblies or as year groups. Some DAIs are stand-alone programmes, but they are often delivered as part of the PSE curriculum. The number of sessions in which they are delivered range from one to ten sessions, and good practice is observed when follow-up sessions are held following delivery.
10. Schools staff very rarely deliver or are involved with DAIs themselves; WWA, other local support organisations or CYPP staff deliver the vast majority of DAIs. Teachers facilitate delivery of DAIs through maintaining discipline.
11. DAIs are more effective where a whole-school approach is adopted. Schools vary considerably in terms of their attitudes to DAIs; some are unwilling to acknowledge the extent of the problem and are far less willing to have DAIs delivered in their institutions than others.
12. Teachers have insufficient training in domestic abuse awareness to deal with disclosures of domestic abuse. This sometimes means that disclosures are not handled correctly.
13. The needs of pupils with ALN are not being fully met in terms of educating them about domestic abuse and signposting them to appropriate sources of help and support. DAI deliverers are often unaware of the presence of children with ALN in the audience, so are unable to tailor their approach as appropriate.
14. The extent to which the needs of other potentially marginalised groups of pupils are being met varies between LAs and schools in Wales. Findings from the literature review highlight that DAIs rarely took account of diversity issues. Good practice is observed where staff from the specific agencies which supported them are involved in DAI planning and delivery.
15. Other factors which underpin the effective delivery of DAIs are identified as challenging attitudes which perpetuate domestic abuse, using interactive and contemporary techniques and resources especially visual and audio-visual ones, challenging gender-based stereotypes, incorporating sexual exploitation, and having the support of senior management staff in schools.
16. Factors which are associated with less effective delivery included delivering DAIs too late, assuming that the perpetrators of domestic abuse are strangers rather

than individuals who are known to the victim, ignoring the complexities of social networks, and DAIs not being compulsory or delivered in all schools.

- 17.** Monitoring and evaluation of the DAIs in Wales is not undertaken consistently because of constraints on staffing, time and funding. Some DAI coordinators and deliverers also lack the required monitoring and evaluation skills.
  - i)** More detailed monitoring activities would enable the systematic collection of data such as gender, age, ethnicity, presence of ALN/disabilities, marginalised group membership which would enable a more accurate picture of the extent to which the needs of all children and young people are being met through DAIs.
- 18.** According to the literature review, a range of issues affects the propensity to generalise on the basis of DAI evaluation findings. These include methodological problems, the 'hidden' nature of domestic abuse, the lack of incorporation of the views of children and young people, especially those with ALN/disabilities.

## 9. Recommendations

### Recommendations for the Welsh Assembly Government

The Welsh Assembly Government should:

1. explore how awareness of domestic abuse education could be addressed during initial teacher training and opportunities for continuing professional development.
2. examine the scope for rolling out DAIs across all schools in Wales, a greater range of educational settings such as PRUs, and settings other than schools which are frequented by children and young people in Wales.
3. consider introducing a specialist service to support children and young people who experience domestic abuse. This should be set up with or by young people. It should be available to those who are unable to access the internet. The Welsh Assembly Government should consider working in conjunction with children and young people's advocacy groups, CYPPs, and specialist organisations such as Women's Aid and Barnardos Cymru to do so. The possibility of developing such a service on a regional rather than individual LA basis should be explored.
4. issue guidance to ensure the needs of all children and young people, including those with ALN and those from marginalised groups are met in terms of educating them about domestic abuse and how to access help and support.
5. issue guidance to ensure that DAIs are culturally relevant, and sensitive to different faiths and ethnicities.
6. consider how best to increase the capacity of DAI deliverers and coordinators to implement more in-depth monitoring and evaluation activities.
7. ensure that future evaluation activities should take account of the views of children and young people, especially those with ALN/disabilities.
8. consider making domestic abuse education a compulsory part of the school curriculum in Wales.

## Recommendations for LAs

LA Directors of Children's Services throughout Wales should:

9. Ensure that CYPP Plans incorporate DAI provision for all children and young people, including those who may not attend school regularly.

LA domestic abuse coordinators should:

10. work closely with partner agencies to ensure that high quality DAIs are delivered consistently in both primary and secondary school settings, and opportunities for their delivery in FE colleges and HEIs are expanded.
11. explore the potential of alternative settings to schools such as community centres, churches, and youth clubs for the delivery of DAIs within their area in order to widen the range of DAIs and increase the numbers of children, young people and families to be reached by them.
12. develop innovative and appropriate ways of signposting children and young people to free, multi modal support services for those experiencing or at risk of experiencing domestic abuse.

## Recommendations for schools

Schools should ensure that:

13. all teaching and non-teaching staff in schools receive domestic abuse awareness training. The training should be provided by Domestic Abuse Coordinators and specialist organisations such as Women's Aid, providing sufficient resources are available for this.
14. counselling or drop-in sessions are provided after each session of the DAI by school counsellors or suitably trained personnel; the necessary child protection processes should always be followed with regards to disclosures of domestic abuse.
15. staff delivering DAIs are external to the school, as far as possible. Schools staff should always remain present when DAIs are being delivered
16. parents are properly informed about the content and aims of DAIs prior to their delivery in their children's schools; they should be encouraged to reinforce the

key messages in the home through being positive and non-abusive role models for their children.

### **Recommendations to those delivering DAIs**

DAI deliverers/providers and schools should:

- 17.** promote a gender sensitive view of domestic abuse which highlights that anyone, regardless of their gender, sexuality, age, disability status, ethnicity or social class can be both a victim and a perpetrator of domestic abuse; deconstructing myths around gender-based stereotypes should be a focus of all DAIs.
- 18.** deliver DAIs to smaller groups of children and young people not exceeding 35 in number rather than to whole year groups or in assemblies.
- 19.** ensure DAIs become longer-term programmes, delivered over a minimum of six sessions (subject to there being resources available); delivery should be repeated at least once in each school year to enhance retention of key messages; single-session DAIs without follow-up sessions should be implemented as little as possible in favour of longer and more intensive programmes.
- 20.** continue to address and challenge attitudes among children and young people which perpetuate domestic abuse.
- 21.** ensure DAIs are enjoyable for children and young people; interactive, contemporary resources which encourage a skills based approach should be used as far as possible, and should be regularly updated to ensure that they remain up to date and continue to engage young people.
- 22.** explicitly acknowledge that domestic abuse occurs in same-sex relationships as well as in heterosexual ones, without explicitly targeting LGBT young people.

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## 11. Appendix A

### 11.1 Copy of the electronic pro-forma used to elicit information from stakeholders in the study



#### A review of preventative work in schools and other educational settings in Wales to address domestic violence

This pro-forma aims to gather information about Domestic Abuse Initiatives with which you have been directly involved or are aware of.

The information you provide will form an important part of the Welsh Assembly Government's review of preventative work in schools and other educational settings to address domestic abuse.

Please complete **one** separate electronic pro-forma as fully as possible for **each** Domestic Abuse Initiative (DAI) with which you have been directly involved or are aware of. Each pro-forma is identical and should take no longer than **15 minutes** to complete.

**Please note that this information will not be seen or passed on to anyone outside the project team and will be used solely for the purpose of the project.**

If you have any queries in relation to the pro-forma(s) or to the project itself, please do not hesitate to **contact Liz Phillips**, Project Research Officer at the NFER Welsh Unit, by telephone on (01792) 704360 or via email at [l.phillips@nfer.ac.uk](mailto:l.phillips@nfer.ac.uk).

**Thank you very much for taking part in the research.**

## 1. Background information

- 1.1 Name: \_\_\_\_\_
- 1.2 Position/job title: \_\_\_\_\_
- 1.3 Organisation: \_\_\_\_\_
- 1.4 Local Authority (if applicable): \_\_\_\_\_

## 2. General information

2.1 Please state the title or name of the DAI.

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2.2 Please provide the start date and end date of the DAI.

|             |  |
|-------------|--|
| Start date: |  |
| End date:   |  |

2.3 Is the DAI still being delivered?

Please complete as appropriate.

Yes

No

If NO, please briefly state why the DAI is no longer being delivered.

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2.4 Please briefly explain why this DAI was or is being implemented. For example, is there an identified need for the initiative, or is the initiative linked to the curriculum being delivered in the school or other educational setting?

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2.5 Please provide the name(s), address(es) and contact detail(s) of the key personnel responsible for developing and delivering this DAI, with a brief overview of their role in relation to it

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**3 Specific information**

31 Please complete Table 2 below with information about the DAI, with reference to the Example Table.

Example Table:

| Type of school or other educational setting in which DAI was/is being delivered | Number of each type of setting in which DAI was/is being delivered | Estimated or actual numbers of children and young people reached by the DAI in each type of setting | Number of sessions in which the DAI was/is being delivered in each type of setting | Age range of the children and young people reached by the DAI |
|---|--|---|--|---|
| Primary school  | 2 primary schools  | 20 children/young people  | 5 sessions   | 8-11 years  |
| Secondary school  | 3 secondary schools  | 75 children/young people  | 5 sessions   | 11-18 years   |
| Special school  | 1 special school   | 10 children/young people  | 8 sessions   | 11-20 years   |
| Pupil Referral Unit (PRU)   | 2 PRUs   | 15 children/young people  | 10 sessions  | 14-16 years   |
| Other educational setting (please state)  | Juvenile Unit at Parc Prison                                       | 10 young people   | 5 sessions   | 12-17 years   |

Table 2 Please complete as appropriate.

| Type of school or other educational setting in which DAI was/is being delivered | Number of each type of setting in which DAI was/is being delivered | Estimated or actual numbers of children and young people reached by the DAI in each type of setting | Number of sessions in which the DAI was/is being delivered in each type of setting | Age range of the children and young people reached by the DAI |
|---|--|---|--|---|
| Primary school  |  |   |  |   |
| Secondary school  |  |   |  |   |
| Special school  |  |   |  |   |
| Pupil Referral Unit (PRU)   |  |   |  |   |
| Other educational setting (please state)  |  |   |  |   |

3.2 Please complete as appropriate to indicate whether the DAI covered or covers the following forms of domestic abuse.

|  |     |    |
|--|-----|----|
| Physical and/or sexual violence against female partners  | Yes | No |
| Physical and/or sexual violence against male partners  | Yes | No |
| Physical and/or sexual violence against other family members   | Yes | No |
| Emotional abuse (e.g. undermining self-confidence, persecution, bullying)                              | Yes | No |
| Destruction of personal property   | Yes | No |
| Isolation from friends and/or family and/or other potential sources of support                         | Yes | No |
| Threats to others, including children  | Yes | No |
| Control over access to commodities, such as money, food, transportation, the telephone or the internet | Yes | No |
| Stalking   | Yes | No |

3.3 Were there or are there any other forms of domestic abuse not listed in question 3.6 on which the DAI focused or focuses? If so, please list in the space below.

|  |
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3.4 Was or is the DAI being delivered as part of the curriculum in the school or other educational setting? For example, it may be or have been delivered as part of a Personal and Social Education (PSE) module, or as part of a pupil's Individual Learning Plan (ILP).

Please give details in the space below.

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3.5 How was or is the DAI funded?

For example, the DAI may be or have been funded by another organisation or charity, by money from the Welsh Assembly Government, by a specific grant, by internal funding from your own organisation, or by more than one of these methods.

Please give details in the space below:

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4. Effectiveness

4.1 Please state, on a scale of 0 to 5 (where 0 is not at all effective, and 5 is very effective), how effective overall you feel that the DAI was or is in terms of raising awareness of domestic abuse and conveying its unacceptability?

Overall effectiveness of DAI (please complete as appropriate)

0            1            2            3            4            5            6

4.2 Please provide a brief explanation for your response.

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5. Evaluation

5.1 How, if at all, has or will the DAI been evaluated? Please give details in the space below:

[Examples of evaluation activities could include but are not limited to:

Feedback forms completed by pupils and/or staff at the school/educational setting

Interviews undertaken with pupils and/or staff at the school/educational setting

Inspections carried out by Estyn or CSSIW

External evaluations completed by independent bodies/consultants

Internal evaluations completed by DAI coordinators/managers/other staff]

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- 5.2 Do you have access to or know the location of any evaluation data such as reports or feedback forms?

Please give details in the space below

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- 5.3 Are you aware of any changes which have been made to the DAI as a result of the outcomes of any evaluation activities?

Please give details in the space below

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## 6 Other information

- 6.1 Is there anything that you would like to add concerning DAIs more generally?

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- 6.2 Is there anything that you would like to add concerning the current project?

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**Thank you very much for your cooperation**

## **11.2 Copy of topic guide used in qualitative interviews with key personnel from schools-based Domestic Abuse Initiatives**

### **Welsh Assembly Government Research Project: A review of preventative work in schools and other educational settings in Wales to address domestic abuse**

Thank you for agreeing to take part in an interview in relation to the current project. Your contribution will form an important part of the research, and will help to inform future policy and practice in schools-based domestic abuse prevention initiatives in Wales.

You have been selected to take part in the research because of your related role and remit. All of the information you provide during the interview will be kept anonymously. Your personal details will not be seen by or passed on to anyone outside the project team, and will be destroyed at the end of the project.

The current project does not aim to evaluate the existing DAIs in Wales. Rather, it aims to map the DAIs which are currently being delivered in schools and other educational settings across Wales, and to gather information about the effective and less effective features of schools-based DAIs more generally.

The interview will take around one hour. Do you have any questions, or is there any aspect of the current project that you would like me to clarify?

#### **Interview schedule for key personnel from schools-based Domestic Abuse Initiatives (DAIs)**

##### **1. Background – personal information**

1.1 Name:

1.2 Position/ job title:

1.3 Organisation:

Local Authority (if applicable):

1.5 Role in relation to schools-based DAIs in Wales:

##### **2. Background – DAI information**

2.1 Based on information we have gathered already, the DAI with which you have been directly involved is/are [researcher to state name of DAI, based on gathered information].

Is this the only schools-based DAI with which you have been directly involved?

**Prompt:** *What were the titles of the other schools-based DAIs with which you have been involved?*

**2.2** The following information has been gathered relating to the DAI with which you have been directly involved.

[Researcher to summarise the following data provided through the electronic proforma(s):

Start date and end date of DAI delivery

Whether DAI is still being delivered

Type of schools/other educational settings in which DAI delivered

Number of schools/other educational settings in which DAI delivered

Geographical coverage of DAI

Number of pupils reached by the DAI

Age range of pupils reached by the DAI

Number of sessions in which DAI delivered

Types of domestic abuse covered by the DAI

Person(s) and organisation(s) responsible for creating and delivering the DAI].

Is all of this information accurate?

**Prompt:** *Which aspect(s) of this information is/are inaccurate?*

**2.3** What are the main components of the DAI?

**Prompt:** *Content, foci, emphases, module titles, types of domestic abuse covered?*

**2.4** Has the DAI been delivered in any special schools, and/or in units for pupils with Special Educational Needs (SEN) attending mainstream schools?

**Prompt:** *Are you aware of any DAIs which have been delivered in special schools and/or in units for pupils with SEN attending mainstream schools in Wales?*

**2.5** How have the entitlements of pupils with SEN are currently being met in terms of their education about domestic abuse, and access to information about sources of help and support for victims?

**Prompt:** *How could these entitlements of pupils with SEN be met more effectively?*

**2.6** How has the DAI has succeeded in reaching particular groups of children and young people which may be harder to reach such as gypsy travellers, black and minority ethnic (BME) children and young people, lesbian, gay, bisexual and transgender (LGBT) young people, the children of refugees, asylum

seekers, and inward migrants, those excluded from school, looked-after children, and those in juvenile justice (youth offending) institutions?

**Prompt:** *How could these children and young people be better informed about domestic abuse issues and sources of help and support for victims?*

### 3. Rationale and curriculum

3.1 Why was/were the DAI(s) created and delivered?

**Prompt:** *High incidences of domestic abuse in school catchment area(s), DAI delivered as part of the school curriculum, need for DAI expressed by schools staff/local authority, response to Welsh Assembly Government priorities?*

3.2 How does the DAI fit in with the school curriculum?

**Prompt:** *Delivered as part of the PSE curriculum, delivered as a stand-alone programme, delivered as part of a whole-school approach to tackling domestic abuse?*

3.3 Does the DAI fit in well with the curriculum delivered in the participating schools?

**Prompt:** *Why? Why not?*

3.4 How does the DAI correspond to the aims and objectives of the Welsh Assembly Government's All-Wales Strategy for Tackling Domestic Abuse?

**Prompt:** *Helping to increase the safety of women and children/young people, holding abusers accountable for their actions, preventing domestic abuse, supporting and informing children and young people about domestic abuse and its effects. How could the DAI better correspond to the aims and objectives of the Welsh Assembly Government's All-Wales Strategy for Tackling Domestic Abuse?*

### 4. Monitoring and evaluation

4.1 How has the DAI been monitored since delivery began?

**Prompt:** *Recording numbers/types/details of participating schools, numbers/age ranges of pupils reached?*

4.2 How has this monitoring information been recorded?

**Prompt:** *In a database, using Excel spreadsheets, on paper, audio recordings, using a combination of these methods?*

4.3 Have monitoring activities been implemented consistently throughout the duration of the DAI's delivery?

4.4 How has the DAI been evaluated since delivery began?

**Prompt:** *Formal and informal methods, verbal/written feedback from pupils and schools staff, internal evaluations, external evaluations, part of wider national or international evaluations.*

4.5 What have been the outcomes of the evaluation activities?

**Prompt:** *What aspects of the DAI have pupils and schools staff valued? What aspects of the DAI were identified as requiring improvement?*

4.6 [Researcher to ask question 4.5 if interviewee reports that any aspects of the DAI had been identified through the evaluation activities as requiring improvement]

How, if at all, have the aspects of the DAI identified for improvement through evaluation activities been addressed?

4.7 Do you have access to or know the location of any monitoring and/or evaluation information such as reports or feedback forms?

**Prompt:** *Would you be willing to supply this information to the project team? [Researcher to outline confidential maintenance of such data and destruction post-project etc]*

4.8 Are there any ways in which the DAI could be monitored and evaluated more effectively?

**Prompt:** *Please provide an example or examples which illustrate your answer.*

## 5. Impact and influence

5.1 On a scale of 0 to 6 (where 0 is not at all effective and 6 is optimally effective), how effective do you feel the DAI has been overall?

5.2 What were the most effective aspects of the DAI?

**Prompt:** *Please provide an example or examples which illustrate your answer.*

5.3 On a scale of 0 to 6 (where 0 is not at all effective and 6 is optimally effective), how effective has the DAI been in terms of:

- a. Increasing the safety of children, young people and families
- b. Informing children and young people about gender and sexual equality
- c. Addressing misconceptions/stereotypes about sexual identity and equality, gender roles and behaviour
- d. Educating children and young people about 'healthy' relationships, and the boundaries of acceptable and unacceptable behaviour
- e. Providing information about all of the recognised forms of domestic abuse [researcher to state all of the following forms of domestic abuse] (physical abuse/violence, emotional abuse, financial abuse, destruction of property, isolation from friends/family/social support, threats, control over access to commodities)
- f. Signposting children and young people who have experienced domestic abuse or who are at risk of domestic abuse to effective and appropriate sources of help and support
- g. Conveying the message that domestic abuse, in all its forms, is unacceptable.

5.4 Has the DAI had any other impacts of which you are aware?

**Prompt:** *Impacts on pupils, impacts on schools, impacts on schools staff, impacts in the geographical area, impacts on multi-agency or partnership working, impacts on professional relationships between organisations/institutions?*

5.5 What aspects of the DAI were less effective?

**Prompt:** *Please provide an example or examples which illustrate your answer.*

5.6 How could these less effective aspects of the DAI be improved?

5.7 How could the effectiveness of the DAI be improved overall?

## 6. Conclusions

6.1 Is there anything else you would like to say about the DAI?

6.2 Is there anything else you would like to say about the current project?

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

### **11.3 Copy of topic guide used in qualitative interviews with other key stakeholders associated with schools-based Domestic Abuse Initiatives: staff from local domestic abuse prevention and support groups**

#### **Welsh Assembly Government Research Project: A review of preventative work in schools and other educational settings in Wales to address domestic abuse**

Thank you for agreeing to take part in an interview in relation to the current project. Your contribution will form an important part of the research, and will help to inform future policy and practice in schools-based domestic abuse prevention initiatives in Wales.

You have been selected to take part in the research because of your related role and remit. All of the information you provide during the interview will be kept anonymously. Your personal details will not be seen by or passed on to anyone outside the project team, and will be destroyed at the end of the project.

The current project does not aim to evaluate the existing DAIs in Wales. Rather, it aims to map the DAIs which are currently being delivered in schools and other educational settings across Wales, and to gather information about the effective and less effective features of schools-based DAIs more generally.

The interview will take around one hour. Do you have any questions, or is there any aspect of the current project that you would like me to clarify?

#### **Interview schedule for other key stakeholders associated with schools-based Domestic Abuse Initiatives (DAIs): Staff from local domestic abuse prevention and/or support groups**

##### **1. Background – personal information**

1.1 Name:

1.2 Position/job title:

1.3 Organisation:

**1.4 Local authority/geographical coverage of post:**

##### **2. Background – DAI information**

**2.1** Based on information we have gathered already, the DAI with which you have been involved in coordinating/delivering was [researcher to state name of DAI, based on gathered information].

Is this the only schools-based DAI with which you have been involved?

**Prompts:** *What were the titles of the other schools-based DAIs with which you have been involved? What organisation(s) delivered it/them? What was the exact nature of your*

*involvement with it/them? When was it/were they delivered [researcher to probe for DAI delivery timescale(s)]?*

**2.2** What were the key characteristics of the DAI?

**Prompt:** *Module titles, module content, types of domestic abuse covered, method(s) of delivery (e.g. group work, discussions, use of drama/role-play, follow-up sessions)?*

**2.3** Was any training for school/PRU staff delivered alongside the DAI around handling disclosures of domestic abuse and signposting children and young people to appropriate services and sources of help and support?

**Prompt:** *What form did the training take? Who delivered it? How effective was it? Was the training well-attended?*

**3. Policy, rationale and curriculum fit**

**3.1** Why and how was it decided that the DAI would be delivered at the participating schools/PRUs?

**Prompt:** *High incidences of domestic abuse in school catchment area(s), DAI delivered as part of the school curriculum, need for DAI expressed by pupils/parents/local authority/local health board, DAI delivered in response to Welsh Assembly Government priorities?*

**3.2** How did the DAI fit in with the school/PRU curriculum?

**Prompt:** *Delivered as part of the PSE curriculum, delivered as a stand-alone programme, delivered as part of a whole-institution approach to tackling domestic abuse. How could the fit between the DAI and the school/PRU curriculum be improved?*

**3.3** How are schools/PRUs able to support children and young people who are experiencing or at risk of experiencing domestic abuse?

**Prompt:** *How were any domestic abuse-related queries/comments/disclosures from the children and young people handled by the school/PRU? How could schools better support children and young people who are experiencing or at risk of experiencing domestic abuse?*

**3.4** Has the DAI been delivered in any special schools, and/or in units for pupils with Special Educational Needs (SEN) attending mainstream schools?

**Prompt:** *Are you aware of any DAIs which have been delivered in special schools and/or in units for pupils with SEN attending mainstream schools in Wales?*

- 3.5** In what ways did the DAI meet the entitlements of pupils with SEN in terms of educating them about domestic abuse, and facilitating access to information about appropriate sources of help and support for victims?

**Prompt:** *How could the entitlements of pupils with SEN be met more effectively?*

- 3.6** The Welsh Assembly Government has recognised the need to raise awareness of domestic abuse and related issues among particular groups of children and young people, such as those excluded from school, looked-after children, and those in juvenile justice (youth offending) institutions.

Has the DAI been delivered in any other settings apart from schools, for instance youth clubs, residential children's homes, or juvenile justice settings?

**Prompt:** *Are you aware of any DAIs which are or have been delivered in other settings apart from schools in Wales?*

- 3.7** How has the DAI succeeded in reaching particular groups of children and young people at the schools/PRUs which may be harder to reach such as gypsy travellers, black and minority ethnic (BME) children and young people, lesbian, gay, bisexual and transgender (LGBT) young people, the children of refugees, asylum seekers, and inward migrants, those who have been excluded from school, and looked-after children?

**Prompt:** *How do you feel that these children and young people could be better informed about domestic abuse issues and sources of help and support for victims?*

- 3.8** In what ways does the DAI correspond to the aims and objectives of the Welsh Assembly Government's All-Wales Strategy for Tackling Domestic Abuse?

**Prompt:** *Helping to increase the safety of women and children/young people, holding abusers accountable for their actions, preventing domestic abuse, supporting and informing children and young people about domestic abuse and its effects.*

- 3.9** How could the DAI better correspond to the aims and objectives of the Welsh Assembly Government's All-Wales Strategy for Tackling Domestic Abuse?

**Prompt:** *Are there any specific aspects of the DAI which require further development to ensure that they correspond more closely to the Strategy's aims and objectives?*

#### **4. Monitoring and evaluation**

- 4.1** How, if at all, was the impact of the DAI evaluated?

**Prompt:** *Feedback forms completed by pupils and/or staff following delivery of the DAI, pupils and/or staff provided verbal feedback, pupils and/or staff took part in a formal evaluation? When did these activities take place?*

- 4.2 [Researcher to ask question 4.2 only if interviewee states that the impact of the DAI **was** evaluated]

What were the outcomes of the evaluation activities?

**Prompt:** *What aspects of the DAI did pupils and staff value? What aspects of the DAI were identified as requiring improvement?*

## 5. Impact and influence

- 5.1 On a scale of 0 to 6 (where 0 is not at all effective and 6 is optimally effective), how effective do you feel the DAI has been *overall*?

- 5.2 What were the most effective aspects of the DAI?

**Prompt:** *Please provide an example or examples which illustrate your answer.*

- 5.3 On a scale of 0 to 6 (where 0 is not at all effective and 6 is optimally effective), how effective do you feel the DAI has been *in terms of*:

- a. Increasing the safety of children, young people and families
- b. Informing children and young people about gender and sexual equality
- c. Addressing misconceptions/stereotypes about sexual identity and equality, gender roles and behaviour
- d. Educating children and young people about 'healthy' relationships, and the boundaries of acceptable and unacceptable behaviour
- e. Providing information about all of the recognised forms of domestic abuse [Researcher to state all of the following forms of domestic abuse]
- f. (physical abuse/violence, emotional abuse, financial abuse, destruction of property, isolation from friends/family/social support, threats, control over access to commodities)
- g. Signposting children and young people who have experienced domestic abuse or who are at risk of domestic abuse to effective and appropriate sources of help and support
- h. Conveying the message that domestic abuse, in all its forms, is unacceptable.

- 5.4 Has the DAI had any other impacts of which you are aware?

**Prompt:** *Impacts on pupils, impacts on schools/PRUs, impacts on schools staff, impacts in the geographical area, impacts on multi-agency or partnership working, impacts on professional relationships between organisations/institutions? Were there any unexpected impacts?*

- 5.5 What aspects of the DAI were less effective?

**Prompt:** *Please provide an example or examples which illustrate your answer.*

**5.6** How could these less effective aspects of the DAI be improved?

**5.7** How could the effectiveness of the DAI be improved *overall*?

**6. Conclusions**

**6.1** Is there anything else you would like to say about the DAI?

**6.2** Is there anything else you would like to say about the current project?

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

## **11.4 Copy of topic guide used in qualitative interviews with other key stakeholders associated with schools-based Domestic Abuse Initiatives: schools staff**

### **Welsh Assembly Government Research Project: A review of preventative work in schools and other educational settings in Wales to address domestic abuse**

Thank you for agreeing to take part in an interview in relation to the current project. Your contribution will form an important part of the research, and will help to inform future policy and practice in schools-based domestic abuse prevention initiatives in Wales.

You have been selected to take part in the research because the [INSERT DAI NAME] domestic abuse prevention initiative was delivered at your school/PRU. All of the information you provide during the interview will be kept anonymously. Your personal details will not be seen by or passed on to anyone outside the project team, and will be destroyed at the end of the project.

The current project does not aim to evaluate the existing DAIs in Wales. Rather, it aims to map the DAIs which are currently being delivered in schools and other educational settings across Wales, and to gather information about the effective and less effective features of schools-based DAIs more generally.

The interview will take around 40 minutes. Do you have any questions, or is there any aspect of the current project that you would like me to clarify?

### **Interview schedule for other key stakeholders associated with schools-based Domestic Abuse Initiatives (DAIs): Staff from educational institutions**

#### **1. Background – personal information**

1.1 Name:

1.2 Position/job title:

1.3 School/PRU/other educational setting:

1.4 Local authority:

#### **2. Background – DAI information**

2.1 Based on information we have gathered already, the DAI which was delivered in your school/PRU/other educational setting was [researcher to state name of DAI, based on gathered information].

Is this the only schools-based DAI which has been delivered in your school/PRU/other educational setting?

**Prompts:** *What were the titles of the other schools-based DAIs which have been delivered in your school/PRU/other educational setting? What organisation(s) delivered it/them? How, if at all, was the school involved with delivering it/them? When was it/were they delivered [researcher to probe for DAI delivery timescale(s)]?*

**2.2** What were the key characteristics of the DAI?

**Prompt:** *Module titles, module content, types of domestic abuse covered, method(s) of delivery (e.g. group work, discussions, use of drama/role-play, follow-up sessions)?*

**2.3** Was any training for school/PRU staff delivered alongside the DAI around handling disclosures of domestic abuse and signposting children and young people to appropriate services and sources of help and support?

**Prompt:** *What form did the training take? Who delivered it? How effective was it? Was the training well-attended?*

### **3. Rationale and curriculum fit**

**3.1** Why was it decided that the DAI would be delivered at your school/PRU?

**Prompt:** *High incidences of domestic abuse in school catchment area(s), DAI delivered as part of the school curriculum, need for DAI expressed by pupils/parents/local authority/local health board, DAI delivered in response to Welsh Assembly Government priorities?*

**3.2** How did the DAI fit in with the school/PRU curriculum?

**Prompt:** *Delivered as part of the PSE curriculum, delivered as a stand-alone programme, delivered as part of a whole-institution approach to tackling domestic abuse.*

**3.3** How could the fit between the DAI and the school/PRU curriculum be improved?

**Prompt:** *More or less coverage of domestic abuse and related issues in the school curriculum? Use of more or different approaches to cover domestic abuse and related issues in the school curriculum?*

- 3.4** How were any domestic abuse-related queries/comments/disclosures from the children and young people handled by your school/PRU?

**Prompt:** *Signposting and/or referring children/young people to the appropriate agencies/services? Holding further domestic abuse prevention sessions, holding discussion groups? Can you give a specific example(s) of this?*

- 3.5** How well do you feel that schools/PRUs are able to support children and young people who are experiencing or at risk of experiencing domestic abuse?

**Prompt:** *How could schools better support children and young people who are experiencing or at risk of experiencing domestic abuse?*

- 3.6** In what ways did the DAI met the entitlements of pupils with SEN in terms of educating them about domestic abuse, and facilitating access to information about appropriate sources of help and support for victims?

**Prompt:** *How could the entitlements of pupils with SEN be met more effectively?*

- 3.7** How far did the DAI succeed in reaching particular groups of children and young people at the school/PRU which may be harder to reach such as gypsy travellers, black and minority ethnic (BME) children and young people, lesbian, gay, bisexual and transgender (LGBT) young people, the children of refugees, asylum seekers, and inward migrants, those who have been excluded from school, and looked-after children?

**Prompt:** *How do you feel that these children and young people could be better informed about domestic abuse issues and sources of help and support for victims?*

#### **4. Monitoring and evaluation**

- 4.1** How, if at all, was the impact of the DAI evaluated?

**Prompt:** *Feedback forms completed by pupils and/or staff following delivery of the DAI, pupils and/or staff provided verbal feedback, pupils and/or staff took part in a formal evaluation? When did these activities take place?*

- 4.2 [Researcher to ask question 4.2 only if interviewee states that the impact of the DAI **was** evaluated]

What were the outcomes of the evaluation activities?

**Prompt:** *What aspects of the DAI did pupils and staff value? What aspects of the DAI were identified as requiring improvement?*

## 5. Impact and influence

- 5.1 On a scale of 0 to 6 (where 0 is not at all effective and 6 is optimally effective), how effective do you feel the DAI has been *overall*?

- 5.2 What were the most effective aspects of the DAI?

**Prompt:** *Please provide an example or examples which illustrate your answer.*

- 5.3 On a scale of 0 to 6 (where 0 is not at all effective and 6 is optimally effective), how effective do you feel the DAI has been *in terms of*:

- a. Increasing the safety of children, young people and families
- b. Informing children and young people about gender and sexual equality
- c. Addressing misconceptions/stereotypes about sexual identity and equality, gender roles and behaviour
- d. Educating children and young people about 'healthy' relationships, and the boundaries of acceptable and unacceptable behaviour
- e. Providing information about all of the recognised forms of domestic abuse [Researcher to state all of the following forms of domestic abuse]
- f. (physical abuse/violence, emotional abuse, financial abuse, destruction of property, isolation from friends/family/social support, threats, control over access to commodities)
- g. Signposting children and young people who have experienced domestic abuse or who are at risk of domestic abuse to effective and appropriate sources of help and support
- h. Conveying the message that domestic abuse, in all its forms, is unacceptable.

- 5.4 Has the DAI had any other impacts of which you are aware?

**Prompt:** *Impacts on pupils, impacts on schools/PRUs, impacts on schools staff, impacts in the geographical area, impacts on multi-agency or partnership working, impacts on professional relationships between organisations/institutions? Were there any unexpected impacts?*

- 5.5 What aspects of the DAI were less effective?

**Prompt:** *Please provide an example or examples which illustrate your answer.*

5.6 How could these less effective aspects of the DAI be improved?

5.7 How could the effectiveness of the DAI be improved *overall*?

**6. Conclusions**

6.1 Is there anything else you would like to say about the DAI?

6.2 Is there anything else you would like to say about the current project?

**THANK YOU VERY MUCH FOR YOUR COOPERATION**