

Kent & Medway
domestic violence
Strategy Group



Kent and Medway

Domestic Abuse Good Practice
Protocols

Working with Young People in
Schools

July 2008

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Aims

To educate children and young people on domestic abuse issues to prevent them from become victims or perpetrators of abuse in the future.

To prevent domestic abuse occurring in future generations by ensuring good practice and a consistent approach are adopted by all staff working with young people in school settings to provide a high quality service across Kent and Medway.

Activities and lessons for younger children should focus on positive attitudes, raising self-esteem and skills for safe friendships, whilst those for young people build on these with more specific knowledge about domestic abuse and healthy, safe, relationships.

Definitions of Domestic Abuse

There are many different versions of domestic abuse definitions in place across different organisations, two of the most common in use are included below:

Home Office Definition 2004:

‘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.’

Women’s Aid Definition:

‘Domestic violence is physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. This can include forced marriage and so-called “honour crimes”. Domestic violence may include a range of abusive behaviours, not all of which are in themselves inherently “violent”.’

It is also important to remember that most research also suggests that domestic violence occurs in all sections of society irrespective of race, culture, nationality, religion, sexuality, disability, age, class or educational level.

Both definitions would therefore also include incidents where extended family members may condone or share in the pattern of abuse e.g. forced marriage, female genital mutilation and crimes rationalised as punishing women for bringing ‘dishonour’ to the family.

Context / Research Findings

Research released in August 07 by The Body Shop, as part of their Stop Violence in the Home Campaign, revealed that the next generation will be as much at risk of domestic abuse as today unless action is taken to educate young people on developing positive and respectful relationships. This research conducted with over 1000 12-18 year olds, showed that:

- 1 in 5 teens (21%) believe it’s ok to tell a boyfriend or girlfriend what to do, with the figure rising to more than one in four (27%) in young men.

- 1 in 10 teens think saying sorry makes it okay after they've hurt or forced a partner to do something.

In November 2006, The End Violence Against Women (EVAW) coalition published a report looking at the attitudes of young people towards physical and sexual assault against women. An online poll was conducted with over 500 16 - 20 year olds to look at their beliefs about whether violence or sexual coercion was ever justified. High percentages of young men and women said they could not see a justification for violence and were given different scenarios (e.g. if your girlfriend is unfaithful, or doesn't stop arguing or refuses to have sex) to explore their beliefs. Smaller percentages did think that in certain situations hitting a girlfriend was acceptable.

As a distinct contrast to this, the same group was asked if they knew of young women who had been hit or coerced into sex and the following conclusions were found:

- 42% of respondents know of at least one girl who had been hit by a boyfriend.
- 40% of respondents knew of at least one girl who had been coerced into sex by a boyfriend.
- 19% of respondents knew of at least one girl who had been coerced into sex by another man.

A survey of 2000 13-19 year olds (average age 15) undertaken by Sugar Magazine and NSPCC in 2005 found many teenage girls were caught up in a cycle of violence, experiencing abuse at home before becoming victims of attacks from aggressive boyfriends. This survey worryingly showed that many teenage girls appeared to think violence was an acceptable, normal, part of everyday day life as they found 43% of the teenagers thought that it was acceptable for a boyfriend to get aggressive in certain circumstance – for example if a girl cheated on him, flirted with somebody else, screamed at him or “dressed outrageously”.

- A third of the teenagers who took part in the survey said they had experienced violence at home.
- One fifth said they had been hit by parents, a quarter of them regularly.
- More than half of girls who saw parents hitting each other or screaming and shouting did not regard this as “domestic violence”.
- One in six said they had been hit by their boyfriends, 4% of them regularly. Another 15 % had been pushed. Two-thirds had stayed with their boyfriends after being hit or pushed.
- More than 40% of girls would consider giving a boy a second chance if he hit them and 6% said it was acceptable for a boy to hit his girlfriend. 2% could “understand” a boy forcing his girlfriend to have sex in certain circumstances.
- 6% had been forced to have sex by a boyfriend and a third forgave him and stayed with him.
- Around a third of girls regularly hit by their boyfriends said they had seen their parents hit one another.
- A third of girls who have been hit by their parents went on to be hit by boyfriends.

Schools are the ideal place for domestic abuse prevention work, as nearly all children go to school, therefore doing prevention work in schools targets most children.

Schools have an obligation to promote their pupil's moral, spiritual and social development. Domestic abuse prevention work can also help with other school needs, such as dealing with bullying, racism and sexism.

By working towards prevention of abuse and promoting healthy relationships, spotting problems at an earlier stage due to higher levels of awareness and doing more to support families and children, this work would contribute towards the Every Child Matters Outcomes:

- be healthy,
- stay safe,
- enjoy and achieve,
- make a positive contribution,
- achieve economic well-being.

Terms of Reference

All domestic abuse inputs to young people in educational settings should encompass the following areas of work:

1. To raise awareness of domestic abuse issues with children and young people, parent, staff and the wider community.
2. Provide training to staff to enable them to identify issues of domestic abuse, recognise impact and understand support mechanisms.
3. To provide targeted support for children and young people who are vulnerable due to domestic abuse, or are likely to be in the future based on the risk factors - e.g. poor self-esteem, poor peer relationships, history of family violence, likelihood of forced marriage, honour crimes etc.

Attitudes are established early in life, it is therefore vital to equip children and young people with the skills, knowledge and attitudes to enable them to:

- Recognise the difference between a safe relationship and a potentially abusive one;
- Know how to help themselves, a friend or someone else in danger of domestic abuse;
- Resolve conflict through negotiation and co-operation;
- Base relationships on respect, equality and trust;
- Understand the role of different agencies;
- Understand the law and how it can protect victims and hold abusers to account.

Qualifications/ Experience Required

The following are considered essential when seeking to appoint suitable candidates to conduct domestic abuse work in school settings:

- Knowledge and understanding of domestic abuse issues.
- Relevant experience in working within either: an Education setting or a Domestic Abuse Service or a Children's Service.
- Experience/awareness of working in a multi-agency environment.
- Experience of facilitating group work with children or young people.
- Knowledge of (age specific) child development issues.
- Awareness and understanding of child protection issues.

Training

Workers should be trained so they understand and identify the dynamics of an abusive relationship, the indicators of abuse, different types of abuse and child and adult protection.

Depending on workers experience the following types of training courses may also be suitable for Domestic Abuse Schools Workers:

- Working with Adolescents e.g. training courses run by the Greater London Domestic Violence Project.
- Impact of Domestic Abuse on Children and Young People
- Child Protection and Domestic Abuse
- Freedom Programme or other Duluth Based Programmes
- Group Work Skills
- Presentation Skills

These types of courses are run by a number of organisations including Women's Aid organisations (e.g. Rising Sun Domestic Violence Project and Women's Support Service), Greater London Domestic Violence Project, Kent Safeguarding Children Board, Medway Safeguarding Children Board and trainers associated with the Kent and Medway Domestic Violence Strategy Group.

Sample Job Description

Job Title: Domestic Abuse Schools Worker

Grade/Salary: *(add as appropriate)*

Hours: *(add as appropriate)*

Responsible to: *(add as appropriate)*

Purpose of Job:

- To raise awareness of domestic abuse issues with children and young people, staff and the wider community.
- To work in educational settings providing inputs around domestic abuse issues to children and young people, to help safeguard children and young people from experiencing domestic abuse in current and/or future relationships.
- Working with other agencies to raise awareness and improve the skills of school staff and other professionals to enhance and supplement the provision of domestic abuse services.

Key Tasks:

- To liaise with schools and offer lessons/inputs as agreed within the school setting.
- To provide educational work with groups of children and young people on the subject of abusive relationships, to improve understanding of self-esteem and positive/healthy relationships.
- To implement a range of activities aimed at improving awareness of domestic abuse and improving accessibility to existing domestic abuse services.
- Provide relevant training to staff to enable them to identify issues of domestic abuse, recognise impact and understand support mechanisms.
- To provide targeted support for children and young people who are vulnerable due to domestic abuse, or are likely to be in the future based on the risk factors - e.g. poor self-esteem, poor peer relationships, history of family violence etc.
- To make links and establish effective communication and liaison with the appropriate agencies to ensure relevant onwards referrals as appropriate. In particular to liaise closely with school pastoral support staff.

- To liaise with other professionals where appropriate and to attend relevant multi-professional meetings.
- To keep clear accurate records and statistics relating to post and produce monitoring and evaluation reports on the work undertaken as requested.
- To provide training sessions and workshops to multi-agency groups to promote understanding of the work and domestic abuse.
- To identify own training needs in consultation with line manager, ensuring that keep up to date with relevant good, evidence based, practice and disseminating this to other colleagues.
- Participate in organising and staging events to promote good practice.
- Any other duties that may be reasonably required of the post holder.

Person Specification:

1. Knowledge and understanding of domestic abuse issues and the impact of domestic abuse on children and young people.
2. Relevant experience in working within either: an Education setting or a Domestic Abuse Service or a Children's Service.
3. Experience of facilitating group work and/or training programmes with children or young people.
4. Knowledge of (age specific) child development issues.
5. Awareness and understanding of child protection issues.
6. Ability to work with minimal supervision towards agreed targets.
7. Organisational ability, including ability to plan workload and manage own time effectively.
8. A high level of written and verbal presentation skills and ICT skills.
9. Able to communicate effectively with people from a wide range of ages, abilities and backgrounds, demonstrating knowledge of equality and diversity issues relating to identity.
10. Experience/awareness of working in a multi-agency environment.

Supervision Of Workers

All workers should have access to supervision from either their manager or another nominated individual, to ensure that the work they are undertaking is understood and monitored and that they are being properly supported to carry this out.

Supervision should encompass the following elements:

- The worker's role and responsibilities in running activities/workshops within educational settings.
- Children and young people's responses to work.
- Degree of personal involvement, feelings, concerns and stress a worker may experience about their work.
- Identification of any training needs worker may have or identification of other training they may benefit from.
- Any feedback received on their performance.

Relevant Networks and Partnerships

Domestic Violence/Abuse Forums:

There are 9 Domestic Abuse Forums in operation across Kent and Medway. Your local Forum will be an invaluable source of information and advice on local services available to support people experiencing domestic abuse.

Connexions Kent and Medway:

Connexions work with young people aged 13-19 years, offering information, advice and practical help.

Breakthrough & Breakthrough Plus:

Support services for children, young people and young adults aged 10-16 years and their families. Key workers available in most areas with the exception of Maidstone, Swale and Medway.

Children's Social Services (Medway Council and Kent County Council):

As well as receiving Child Protection and Child in Need referrals, Children's Services can provide telephone consultations to other professionals to discuss issues those professionals may need advice on. Will also be a source of information on other types of children services available within an area.

Youth Inclusion Projects:

Services for vulnerable primary and secondary school aged children and young people.

Independent Domestic Violence Advisors (IDVAs) / Domestic Abuse Outreach Workers / Refuge Workers:

Domestic Abuse professionals working across Kent and Medway can give advice and information to other professionals as well as providing direct services to people who are experiencing domestic abuse.

Kent Police:

Specialist Domestic Abuse Officers work within the Public Protection Units within Kent Police. Other key contacts within the Community Safety Teams are the Youth Crime Reduction Officers and the Joint Family Management Programme Officers.

School Nurses/Counselling Services:

Many schools have access to counselling services for their pupils (and via employee welfare services for their staff), school nurses should be aware of other services that may also be available within the local area, e.g. family planning, sexual health outreach etc.

Family/Children Centres:

Family/Children Centres operate across Kent and Medway providing a variety of services to children and their families within their communities in a multi-agency setting.

Kent Safe Schools:

Service supports children via peer mentoring and youth action, including peer led activities, focusing on school and community issues, emotional literacy, social and emotional development, self-esteem and diversionary activities.

Risk Assessment

Risk assessments (covering workers, service users, venue) should be carried out for each venue or new group of children and young people. Workers will need to have a clear understanding of how risk is to be assessed and how it will be managed.

The following items should be included within your risk assessment:

- School setting: Classroom layout, availability of space for student who needs to take 'time out' from a session if upset; make other relevant agencies aware that working within the school.
- Group dynamics of the children or young people.
- Staff training
- 'Fall out' time following end of session.
- Identification of domestic abuse lead professional within school.
- Workers own safety and provision of supervision.
- Awareness of school's fire regulations.
- Provision of another staff member to support group work sessions.*

*The Domestic Abuse worker must ensure that another appropriate adult is available within each session to support the work being undertaken with a group of children or young people. This second person may be another Domestic Abuse professional, a Teacher, a Classroom Assistant, School Nurse or other worker familiar with the school environment and students.

A sample risk assessment form you can use, or adapt to use as you wish, can be found on the next page.

Sample Risk Assessment Form

Hazard	Risk Evaluation	High/Medium/Low	Safe System of Work
School setting	Space in Classroom Availability of another room / confidential space Fall out time post session.		e.g. move equipment in room at start of lesson; nominate a safe space at start of lesson that students can leave classroom and go to; nominate a teacher they can approach to discuss issues.
Group Dynamics	Spectrum of different children and young people in group - health needs - educational needs - behavioural issues - cultural issues		e.g. consider any foreseeable hazards presented by group; discuss potential group dynamics with teachers.
Staff training	Staff awareness of DV issues and services available.		e.g. Provide staff training; provide information on local services.
Support from School Staff	Assist in running session. Nominated DV lead		e.g. Timetable support of another professional in advance; DV lead provided with local service info appropriate for students, staff and parents.
Fire Regulations	Risk of injury/ accident.		e.g. Ensure familiarity with fire procedures.
Worker Safety	Risk of assault to worker, staff and children.		e.g. 2 workers in each session; consider safe transport and parking options; ensure your colleagues are aware of your whereabouts.
Add other items as appropriate			

Parental Consent

In school settings the type of work that would be undertaken looking at healthy, safe relationships within a classroom setting, does not require schools to seek parental consent for their students to attend these classes.

This work is typical of the type of work that should be carried out within Personal Health and Social Education (PHSE) that all schools are expected to provide for their students, although it is worth noting that schools have the freedom to choose which elements of PHSE they wish to provide.

Gillick Competency Ruling:

In the case of *Gillick v West Norfolk and Wisbech Area Health Authority* in 1986, the House of Lords reviewed the issue of consent with regard to young people under the age of 16, and ruled that they could give valid consent to medical treatment as long as they have sufficient understanding and intelligence to appreciate fully what is proposed, and are capable of expressing their own wishes. Lord Scarman identified the principle that parental rights yield to the young person's rights to make their own decision when they reach a sufficient understanding and intelligence to be capable of making up their own minds on such matters. This principle has been extended beyond consent to medical treatment and has been used in subsequent legislation, e.g. Children Act 1989.

Evaluation/Outcome Measurement

All workers need to ensure that they evaluate the work they undertake to assess its' impact on the children and young people they have been working with.

The type of evaluation undertaken, be that the use of evaluation forms, knowledge tests or other methods, must be age appropriate and consideration should be given to the inclusion of the following issues:

- Can you measure/collate a baseline before commencing the activities/sessions? This could be determined by starting your first session with a quiz or making notes from an initial classroom discussion to establish a knowledge base within the group.
- You need to be able to measure the effects of the activities/sessions at the end of your inputs to a group of children and young people. This could be at the end of each session if you wish or if carrying out a number of sessions with the same group, at the end of the final session.
- Collation of the number of referrals made onto other agencies (e.g. Children's Social Services, Counsellors, CAHMS, Connexions) following activities/sessions.
- Collation of numbers, age and gender of those attending activities/sessions.
- Requests for further work.

On the following pages are examples of evaluation forms that worker could use, or adapt as required to use, at the end of a final session of work carried out within a secondary or primary setting.

Sample Evaluation Form – Primary

Could be completed individually or with young children could be discussed within the group.

Consider using age appropriate pictures and/or diagrams to help explore questions, feelings etc.

Remember to adjust the language/words used in the questions to ensure they are age appropriate to your group.

- 1. Have you enjoyed these lessons?**
- 1.a. What did you enjoy most during these lessons?**
- 2. Have you talked to anyone new during these lessons?**
- 3. How do you feel at the start/end of these lessons?
(e.g. happy, sad, bored etc)**
- 4. If you ever feel sad do you know who you can talk to?**
- 4.a. Who would you talk to?**
- 5. Do you know when you feel safe and when you don't?**
- 6. Do you know who you can go and talk to if you don't feel safe?**

Sample Evaluation Form - Secondary

	YES	NO	DON'T KNOW
Have you enjoyed the activities/discussions the class have been involved in?			
I learned a lot from the classroom activities.			
I will/did think about the things we discussed outside lesson time.			
The activities we did have affected my reactions to other people's behaviour.			
The activities we did have changed the way I act towards other people.			
Did you find the activities useful in understanding how domestic abuse can influence your relationships?			
Do you know where you could go for help/advice if you were worried about domestic abuse issues in the future?			

What will you remember from the workshops/activities that may affect your relationships in the future?

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What did you find most interesting in the workshops/activities?

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How could the workshops be improved or developed in the future in your opinion?

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Is there any other information or advice that would have been useful to you?

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Please tick any of the following boxes that apply to you:

Black or Black British:	Asian or Asian British:	White:
Caribbean	Indian	White British
African	Pakistani	White Irish
Any other black background	Bangladeshi	White European
	Other Asian background	Traveller of Irish Heritage
		Gypsy/Roma
		Any other white background
Mixed:	Other Ethnic Groups:	
White & Black Caribbean	Chinese	
White & Black African	Any other group*	
White & Asian		
Other*		
* Please specify:		

Male	
Female	
Your Age	

You do not have to put your name on this form, but if you want any further information you need to tell me who you are:

Name:

Class:

Thank you for filling in this form.

Recommended Resources

Wolverhampton Pack – suitable for Primary and Secondary

The Bingley Centre
Norfolk Road
Pennifields
Wolverhampton
WV3 0JE
Tel: 01902 572345
Email: wdfv@wwmail.co.uk
Website: www.wdfv.org.uk

Where is the Love DVD – suitable for Secondary

Young Voice
25A Creek Rd
East Molesey
Surrey
KT8 9BE
Tel: 0208 979 4991
Email: info@young-voice.org
Website: www.young-voice.org/publications.asp

Spiralling Toolkit

Bristol University & Bristol City Council
Website: www.bristol.gov.uk/domesticviolence

Westminster Schools Domestic Violence Prevention Pack

WDVF c/o NCH Space for Change
14-18 Newton Road
London
W2 5TL
Email: stefania.ricci@nch.org.uk
Website: www.westminsterdomesticviolenceforum.org.uk

Incentive Plus

Various packages and activities available covering protective behaviour topics, abuse and domestic violence – suitable for Primary and/or Secondary
Email: www.incentiveplus.co.uk

Useful websites:

The Hideout – For children and young people to inform about domestic abuse, provide indirect and informal support and to signpost additional help and direct support.

www.thehideout.org.uk

Women's Aid – Information and advice on domestic abuse issues.

www.womensaid.org.uk

Childline - For children and young people.

www.childline.org.uk

BBC Onion Street – For children and young people.

www.bbc.co.uk/schools/communities/onionstreet

Broken Rainbow – Support for lesbian, gay, bisexual and transgender people experiencing domestic abuse.

www.brokenrainbow.org.uk

There4me – For 12-16 year olds, can also provide email support and access to a NSPCC advisor.

www.there4me.com/home/index.asp

Connexions – For 13-19 year olds, offering information on a range of topics as well as advice and practical help.

www.connexions-direct.com

Family Planning Association – 'Is This Love?' leaflet aimed at young people.

www.fpa.org.uk

Sample Lesson Plans

It is recommended that all workers should aim to provide 4 - 8 inputs per group of students whenever possible.

If a worker is invited by a school to provide a one off input, be that running a class, speaking at an assembly or providing staff training, the worker should use that opportunity to encourage the school to follow this up by booking further sessions of work for their students.

Many of the resources suggested earlier in this document (see pages 18 & 19) also come with suggested lesson plans, however additional examples of sample lesson plans can also be found on the following pages.

Sample A: 5 Session Programme
(provided by Stacy Macartney, Kent Safe Schools)

Session 1

Objectives:

To raise awareness of domestic violence, explore why it happens and dispel the myths surrounding domestic violence.

To assess current knowledge of domestic violence, abusive behaviours and young persons beliefs.

Summary session outline:

- Explanation of safety plan so that early warning signs of children and young people's needs are responded to.
- Confidentiality – explanation of confidentiality and child protection policies.
- Safe place/environment.
- Nobody has to speak if they don't want to.
- It's okay to cry, you will be supported.
- Abuse is not your fault, you are not to blame.
- Speak to an adult you can trust.
- Respect others views, opinions and thoughts.

Activities:

- Quiz – Adapted from Freedom programme, to provide a starting point to get the subject out in the open. Student complete quiz and where do you stand and then go through each question in group, discussing each point as go.
- Where Do You Stand? – Activity to explore our beliefs and attitudes towards violence and gender stereotypes.

Both of these activities bring domestic violence out into the open, taking responsibility for our own behaviour and discussing issues that have been raised.

Leaflets to access services are handed out to the young people to take with them; time is given for the young people to discuss these services.

Session 2

Objectives:

To define domestic violence and abusive behaviour.

To increase knowledge of what behaviour is abusive.

Summary session outline:

- Refresh ground rules.
- Introduce and discuss the Government's definition of domestic violence/abuse.
- Discuss key elements of domestic abuse and range of behaviours, abusive and non-abusive.

Activities:

- Domestic Abuse Values Wheel – Young people thought about what behaviour can come under the heading of domestic violence. Explanation of the key elements of domestic abuse and the range of behaviours. This is an interactive activity where the young people provide examples of behaviours which can be put under each of the following headings:
 - Physical
 - Sexual
 - Financial and economic
 - Emotional, verbal and psychological
 - Isolation and social
 - Power
 - Stalking and cyber stalking
 - Spiritual

The session is concluded with a discussion about non-abusive behaviours. The young people are given the hand out for 'Mr Right and Wrong' amid general discussion on the merits of Mr Right.

Session 3

Objectives:

To raise awareness of dating violence and the behaviours surrounding it.

To increase self confidence and self-esteem.

To re-enforce that the violence is not their fault and they are not to blame.

Summary session outline:

- Watch DVD and discuss key elements.
- Awareness of those involved in abusive relationships.
- Impact of abusive relationships.
- Identify support.
- A 'perfect partner'.

Activities:

- DVD – Where is the Love produced by Young Voice. In this DVD, young people raise awareness of dating violence and the complex behaviours that surround it. It covers:
 - What is dating violence/abuse.
 - What are the signs of an abusive relationship.
 - What are the power dynamics in relationships.
 - How can young people be helped to get through it.
- Small group activity – Three key questions for discussion:
 1. Remembering the DVD 'Where is the Love', what do you think are the tell tale signs of an abusive relationship starting?
 2. How would you support your friend or family member if they were experiencing abuse in a relationship?
 3. What would you look for in your perfect partner?

The session is concluded with the groups sharing and discussing their ideas of a 'perfect partner'.

Session 4

Objectives:

To encourage group bonding, promote democratic decision making.

To encourage young people to explore relationship issues in regard to their own lives.

Summary session outline:

- Discussion about respecting other views, experiences and feelings.
- Reminder of confidentiality.
- Explanation of the exercise including the need to make it relevant to their own life experiences and their feelings.
- Services and people who can support them.

Activities:

- Statement and Dilemmas card exercise. This promotes positive discussion and regard for other people's views and experiences. It also helps young people to explore their own experiences of a range of behaviours and the feelings associated with these in a safe, supportive and confidential environment. There are eight statement cards which the young people have to put into an order that the group feels would be most hurtful to the least hurtful. The outcome shows that different things hurt different people in different ways. The statements are:
 - Someone ignoring you.
 - Someone giving you evils.
 - Someone making you do something you don't want to.
 - Damaging your property.
 - Someone calling you names.
 - Hitting, punching, biting, slapping etc.
 - Someone calling members of your family names.
 - Someone threatening you.

The session concludes with a reminder of the services and people available to them for support if they wish to discuss anything further.

Session 5

Objectives:

To recap the work covered as a summary.

To provide young people with their booklets, information, completed work for future reference.

To evaluate the content of the programme.

Sample B: 6 Session Programme

(provided by Heather Wilson-Queen, Rising Sun Domestic Violence Project – adapted from material from Wolverhampton DV Forum)

Week 1 – Session One: Establishing ground rules/exploring unwritten rules.

Aim: To understand what makes healthy relationships.

Date:

TIME	ACTIVITY	CONTENT	LEARNING OUTCOME	MATERIALS
4.00 10mins	Introductions	Facilitators introduce themselves		
		Introduce programme /objectives. Introduce holding concepts: “We all have the right to feel safe all of the time” and “There is nothing so awful or so little we can’t talk about it with someone.”	For students to have an overview of what they are going to learn over the 6 weeks and the overall aim of the material.	Student ‘objectives’ handout Laminated ‘objective’ cards Laminated holding concepts.
4.10 10mins	Icebreaker	Each person to throw a soft ball to another person. As they catch it they say their name and something about themselves.		
4.20 25 mins	Establishing Ground Rules	Ask group - Why have rules? Group to set ground rules. Start with laminated examples. Establish group responsibility to keep ground rules and discuss if broken. Split into smaller groups to create their own set of ground rules for the group. Return to whole group to feed back, discuss and consolidate final ground rules.	Rules can be a way of demonstrating respect for one another so everyone can feel safe.	Laminated ground rules. Paper and pens for students to write their own rules.
4.45 15 mins	BREAK			Healthy snack and drink
5.00 30 mins	Unwritten Gender Rules	1 – Gender Box. Spread out contents of box. Each person to choose an object and place it on either the pink towel, if it relates to girls or blue towel if it relates to boys. Discuss what assumptions have been made in this exercise.	To understand how we are influenced by unwritten rules, societal myths related to gender and how these ideas affect our relationships.	Laminated poster ‘Unwritten rules’ Gender Box of objects, laminated cards
5.30 20 mins		2 – Split into smaller sole gender groups. Brainstorm using a large sheet of paper and coloured pens - how the opposite gender are expected to think and behave. Facilitator may ask for e.g. to start the process – e.g. Males are – ‘lazy at school’ or ‘expected to earn the money’. Females are – ‘expected to cook and clean’, ‘always gossiping.’ Bring brainstorms back to whole group and discuss where these expectations come from.		
5.50 10 mins	Plenary/Closure	Whole group: Consider what has been learnt and the relevance and importance for healthy relationships.		Flip chart to record student feedback.

Week 2 – Session Two: Safe and Unsafe Relationships

Aim: To understand what makes healthy relationships

Date:

TIME	ACTIVITY	CONTENT	LEARNING OUTCOME	MATERIALS
4.00 10 Min	Check in	Facilitators and group members say their name how they are feeling today using the 'how am I feeling today prompt sheet. Group members can state emotions that are not on the sheet.	To be able to identify and express our own emotions. To hold in mind and consider the emotions and feelings of others when working as a group.	'How am I feeling today' reference laminate
4.10 10 min	Reminders	Revision of objectives and what we have learnt previously. The group are reminded of the two most important basic principles.	Students learn the importance of the basic principles: 'Everyone has a right to feel safe all of the time' and 'There is nothing so awful or so little that you can't talk about it with someone.'	Two basic principle posters and objective laminates.
4.20 10 min	Safe and Unsafe	What does safe mean? Brainstorm the feelings we have when we feel safe. Students suggest everyday experiences that feel safe and why.	To explore the meaning of safe	Flip chart and pens
4.30 25 min	Visualisation	Students are to find a comfortable place to lie or sit and close their eyes. They are asked to imagine a safe place and to experience each of the senses. Facilitator to ask questions to stimulate imagination. Return to whole group: members give examples of the senses they experienced. (Alternatively group members could draw/paint their safe place and then show the rest of the group)	To identify and demonstrate their safe place	Flip chart and pens or Pens, pencils, paint and A3 paper.
4.55 15 Mins	BREAK			Healthy snack and drink
5.10 10 mins	Feeling unsafe	Facilitator to draw a body on the flip chart. The group are asked for physical feelings that go with the emotional feeling of sad.	To be able to distinguish between emotional feelings and physical feelings and understand how they are related. Identify feelings that are out of comfort zone	Flip chart and pens
5.20	Early Warning signs	Divide students into smaller groups and give each group an emotion that belongs to feeling unsafe – e.g. Nervous, angry, scared. Each group are to draw round someone's body and write in the physical feelings that go with the emotion they have been given. E.g. Nervous – fast heart beat, butterflies in stomach. Return to whole for feedback.	To identify the physical feelings that we feel when we feel unsafe.	Large rolls of paper for members to lie on and be drawn round. 'Early Warning Signs' worksheet to issue to students on completion of exercise.
5.40				
5.50 10mins	Plenary/Closure	Group feed back - what has been learnt in the session and Use of 'How am I feeling today' sheet to identify their feelings at end of session.	What does safe and unsafe mean? How can we recognise these situations?	'How am I feeling today' reference sheet.

Week 3 – Session Three: Fun but Scary/Rights and Responsibilities

Aim: To understand what makes healthy relationships

Date:

TIME	ACTIVITY	CONTENT	LEARNING OUTCOME	MATERIALS
4.00 10min	Check in	Facilitators and group members say how they are feeling today using the 'how am I feeling today' prompt sheet. Students can state emotions that are not on the sheet.	To be able to identify their emotions	'How am I feeling today' reference laminate
5 min	Reminders	Revision of objectives and what we have learnt previously. The group are reminded of the two most important basic principles.	Students learn the importance of the basic principles: 'Everyone has a right to feel safe all of the time' and 'There is nothing so awful or so little that you can't talk about it with someone.'	Two basic principle posters and objective laminates.
4.15 10 min	Fun but Scary	Explain that sometimes we need to step outside of our comfort zone/safe place to have fun. Discuss such circumstances, asking for suggestions from group. Introduce concepts of choice – no one forced us to do the activity, control – we feel in control and can handle the experience, time limit – we know that at some point the experience will stop.	Students learn how they can evaluate situations by questioning their degree of choice, control and whether there is a time limit . Sometimes we may risk on purpose, meaning not all aspects of feeling safe are present. However if all three are missing we could be in a state of personal emergency .	Flip chart and pens
4.25 25 mins	Barometer Game	Using laminated cards set up the barometer game. The students are given a scenario and they consider whether they regard it as fun but scary, risking on purpose, a safe place or a personal emergency. Students stand by the cards that best describe the experience for them. Ask for the reasoning behind their decisions.	As above.	Barometer game cards: Safe place, Fun but Scary, choice? Control? Time limit? and Personal emergency.
15 Mins	BREAK			Snack and drink
5.15 10 mins	Rights and responsibilities intro.	What are rights and responsibilities? Reminder of basic principles. Introduce human rights act – 1998.	There are no rights without responsibilities: If it is our right to be accepted it is our responsibility to accept others. If our rights are being denied we may not be in a healthy or safe relationship. We have a responsibility to respect the rights of others in any relationship.	Laminate: "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in the spirit of brotherhood." Other laminates - as detailed to left.
5.25 15min	Rights and responsibilities game	Divide students into smaller groups and issue each with several human rights cards. As a group they are to collect newspaper clippings/headlines and scenario cards that detail incidents in which someone has had a human right taken away that corresponds to their given cards. Return to all group to discuss.	Recognise how safe/healthy relationships are built on equality. Identify human rights and their corresponding responsibilities.	Laminates – Newspaper headlines, scenarios and human rights.
5.45 10 min	Safe/unsafe Relationships	Brainstorm safe and unsafe relationships. Draw attention to laminates. Issue reference sheets.	Unsafe relationships have an abuse of power and control by one person over another. Safe relationships have a balance of power and control creating equality.	Students sheets 'safe/unsafe relationships'. Safe/unsafe relationship laminates Flip chart and pens
5.55	Closure	The group feed back what has been learnt in the session and Use of 'How am I feeling today' sheet to identify their feelings at end of session.		'How am I feeling today' reference sheet.

Week 4 – Session Four: Power and Control versus Equality in Relationships

Aim: To understand what makes healthy relationships

Date:

TIME	ACTIVITY	CONTENT	LEARNING OUTCOME	MATERIALS
4.00 5mins	Check-in	Each member of the group checks in with their name and how they are feeling, using the 'How am I feeling today' sheet.	To learn to listen to the feelings of others and be aware of these throughout the session.	How am I feeling today' sheet
5mins	Introduction	Introduce this week's theme: Power/Control and Equality. Revise rules.		Student 'objectives' handout Laminated 'objective' and rules cards
5mins		Revise previous work. Students to complete unsafe and safe relationship worksheets, working in pairs.	(Reinforcement of work done last week)	Safe and unsafe worksheets (worksheet 5 and 6)
4.15 20mins	Power and Control Wheel	As a large group students are to brainstorm the different types of abuse that exist in an unsafe relationship and add them to the power and control wheel.	For students to be able to recognise the following forms of abuse: Economic, Psychological, Intimidation and Isolation, Coercion and threats, sexual abuse and physical abuse	Power and Control Wheel with labelled sections drawn on flip chart sheet. (as seen in Duluth project and other adaptations) Flip chart pens
15 Mins	BREAK			Snack and drink
4.50	Case Studies	In pairs students are to be given one case study sheet. They are to write on the sheet abusive elements of the case studies, how each person may be feeling and what might be the effects of the abuse. Students to bring ideas back to larger group to discuss.	For students to understand how unsafe relationships are based on power and control .	Case study sheets Answer sheets
	Equality wheel	Students are to work in pairs: write out an example of behaviour that is opposite to the qualities in each section of the equality wheel and underneath write how the behaviour needs to be changed to create equality. Students to use paper to match the coloured sections of the wheel. Students to blu-tac the examples to the wheel. Discuss in larger group.	For students to understand how safe relationships are based on non-violence and equality .	Large flip chart size Equality wheel Coloured paper to match wheel sections. Pens
	Closure	Students to say their name, how they are feeling using the emotions sheet and one thing they have learnt this week.	What abusive relationships are and the importance of equality in safe/healthy relationships.	

Week 5 – Session Five: Domestic Violence - Behaviour, choice and effect

Aim: To understand what makes healthy relationships

Date:

TIME	ACTIVITY	CONTENT	LEARNING OUTCOME	MATERIALS
4.00 5mins	Check-in	Each member of the group checks in with their name and how they are feeling, using the facial expression sheet.	To learn to listen to the feelings of others and be aware of these throughout the session.	Facial expression sheet
10mins	Introduction	Introduce this week's theme: behaviour, choice and effect. Revise rules/previous work		Student 'objectives' handout Laminated 'objective' and rules cards
4.15 15mins 15mins	Feelings, thoughts and behaviour	Choose one scenario to use with whole group. Use flip chart divided into columns to record the feelings thoughts, choices, effects and consequences of both characters in the scenario. Split into smaller groups. Each group to do the same exercise with a different scenario. Smaller groups to feedback to whole group.	For students to understand that behaviour is choice with an effect. For students to develop further understanding of domestic violence.	Laminated scenario cards. Flip chart and pens.
15 Mins	BREAK			Snack and drink
5.00 20mins 5.20 20mins	Domestic violence Myths, facts and stereotypes	For students to brainstorm domestic violence as a whole group. Facilitator to record results/suggestions on flip chart. Display Agree, disagree and Don't know laminates on separate walls. As a whole group students are to collect a fact card one at a time and blu-tac them next to Agree, disagree or Don't know . Issue answer sheets, check results of exercise and discuss as a whole group.	'Domestic Violence is the effort through physical and/or psychological abuse and intimidation to establish or maintain a position of power by one partner over another. It can include physical, sexual, emotional or economic abuse, the threat of violence as well as physical violence.' For students to explore some of the myths, facts and stereotypes surrounding domestic violence.	Flip chart/flip chart pens Laminate with definition of domestic violence as seen left. Students answer sheets.
5.40	Closure	Students to say their name, how they are feeling using the emotions sheet and the most important thing they have learnt in this session.	Behaviour is a choice with an effect. Definition of domestic violence. DV can be physical & non-physical.	

Week 6 – Session Six: Domestic Violence – Behaviour, choice and effect

Aim: To understand what makes healthy relationships

Date:

TIME	ACTIVITY	CONTENT	LEARNING OUTCOME	MATERIALS
4.00 5mins	Check-in	Each member of the group checks in with their name and how they are feeling, using 'How am I feeling' sheet.	To learn to listen to the feelings of others and be aware of these throughout the session.	'How am I feeling' sheet
10mins	Introduction	Introduce this week's theme: behaviour, choice and effect. Revise rules/previous work		Student 'objectives' handout Laminated 'objective' and rules cards
4.15 30mins	Behaviour, choice and effect	Students are given a case study sheet and told of the scenario. As a group they chose responses for each person, using the option cards. Each choice made, moves the scenario on. Students are to blu-tac the response cards on the flip chart under the correct name and discuss the effects and behaviour resulting from the choice. (They can also create their own option cards). If time allows this can be replayed using different choices or students can be split into smaller groups and then feedback the choices made, with effects and behaviour.	For students to explore the effects and behaviour related to choices made. For students understand that what we feel influences both our thoughts and behaviour. For students to understand that often people act without thinking of the effects and consequences.	Laminate with the scenario. Option cards Blu-tac Flip chart with columns labelled – feelings, thoughts, choices, effects and consequences for each character.
15 Mins	BREAK			Snack and drink
5.00 30mins	Safety networks	Students are to brainstorm as a whole group why it might be important to talk to someone. The facilitator is to record suggestions on the flip chart. As a whole group brainstorm (as above) the qualities they might find in someone they chose to talk to. Each student is to draw round their hand and use their fingers and thumb to record the names and numbers of people they can talk to when they feel safe.	'A personal network is a network of people the student can draw upon when they need help and support' For students to be able to assess the qualities in people they would want to talk to. For students to be able to compile and use their own personal support network. For students to learn the importance of including the following in their network: Emergency people/services, an adult, an adult outside the family.	'Nothing is so awful or so little that we can't talk about it with someone' laminate. Flip chart and pens. Worksheet 12
5.30 20mins	Closure	Students to say their name, how they are feeling using the reference sheet and one thing they have learnt over the whole course. Students to complete evaluation sheets.	Recognise how behaviour and effects are influenced by the choices we make. To understand the importance of a personal network and how to use one.	Healthy treats Student certificates for completion of course. Evaluation sheet
10mins	Evaluation	Students are to complete the evaluation sheet.		

Acknowledgements

Representatives from the following organisations participated in the development of these protocols:

Kent and Medway Domestic Violence Strategy Group

Kent Safe Schools

Kent Police

Rising Sun Domestic Violence Project

NCH (Dover)

Dartford and Gravesham Women's Aid

Children, Families, Health & Education Dept - KCC (West Kent)

Ashford Domestic Abuse Forum

Refuge

Family Welfare Association (Sheppey)

Thanet Domestic Abuse Forum

Oasis

Medway Healthy Schools

Women's Support Service

Consultation Response

A three-week consultation took place during June 2008.

11 responses were received from the following agencies:

- 2 Primary School Head Teachers (Maidstone and Sittingbourne)
- KCC Refugee and Travellers Service
- NCH (Dover)
- Tunbridge Wells Borough Council
- Tunbridge Wells DA Co-ordinator
- CAB (Maidstone)
- KCC Safe Schools
- West Kent PCT
- KCC Public Health
- YWCA (Tunbridge Wells)

All views and comments were taken into consideration, with the majority of suggestions being included within this final document.