

BERA Conference Paper 2016

298 Words!!!!

400 words maximum

Power and Control in Relationships: Responding to the needs of Pupils in Compulsory Education through Delivering Context appropriate Education on Violence against Women, Domestic Abuse and Sexual Violence

Violence against Women, Domestic Abuse and Sexual Violence (VADASV) is high on the political agenda in the UK (NAW, 2015, p 1). Children and young people may be exposed to such abusive behaviours within the home and this may perpetuate a cycle of abuse in future relationships; ‘child victims of violence are at greater risk of being perpetrators of violence’ (Dodge *cited in* Kim, 2011: 402). Hafan Cymru has developed a school curriculum in support of schools’ PSE programmes to fulfil the Welsh Government aim to ‘promote awareness of, and to prevent, protect and support victims’ (Hafan Cymru, 2016; Home Office, 2015). This research explores sessions delivered in schools by Hafan Cymru which focus on ‘power and control in relationships’ as a way of empowering pupils to develop agency when faced with VADASV (Cattaneo & Chapman, 2010: 85). This paper researches the child’s perspective of these sessions and how this differs from that of teachers’ knowledge and understanding of their responsibilities. A mixed methodological approach was adopted which included focus groups, interviews, thematic content analysis and questionnaires in order to identify best practice and potential challenges in delivering such a curriculum in schools (Punch, 2013). This involved undertaking an initial analysis of 2255 mixed method pre- and post-evaluation questionnaires responses to these sessions; session observations and focus groups with staff and pupils (Hesse-Biber & Johnson, 2015). This allowed for between methods triangulation and multiple perspective triangulation which resulted in a number of key findings and recommendations for future delivery and implication for teacher and school practice (Mok & Clarke, 2014). The initial findings indicated that although a high proportion of staff were aware of what constitutes ‘Domestic Abuse’ their perceptions of the implications differed from pupils’. This indicates that staff are not fully aware of pupils’ perspective of the impact of ‘Domestic Abuse’ on their lives. In addition staff also lack clarity in regards to their role to report abuse in line with school policy and in addition, from a pupils’ perspective, “making abuse stop” (Welton *et al*, 2016: 7). Data also indicated that Key Stage 3/4 pupils wanted trainers to “tell us straight” in regards to sexual education, online risks and bullying. It was also evident that pupils wanted “more

sessions” and saw this as an essential part of their learning at school in line with Welsh Government aims (Welton *et al*, 2016: 7; NAW, 2015: 1).

Reference List

- Cattaneo, L. B., & Chapman, A. R. (2010). ‘The process of empowerment: A model for use in research and practice’. *American Psychologist*, Vol. 65, pp.646–659.
- Dodge, K.A., Laird, R., Lochman, J.E. & Zelli, A. (2002) Multidimensional latent-construct analysis of children’s social information processing patterns: correlations with aggressive behavior problems. *Psychological Assessment*, 14 (1), 60–73.
- Hafan Cymru (2016) Spectrum Project, *Hafan Cymru*, Available at:
<http://www.hafancymru.co.uk/spectrum/> [Accessed on: 26 January 2016].
- Hesse-Biber, S. N., & Johnson, R. B. (Eds.). (2015). *The Oxford handbook of multi-method and mixed methods research inquiry*. London, England: Oxford University Press.
- Home Office (2015) *Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015*, London: Home Office.
- Kim, K (2011) ‘Transmission of Violence’, *Child and Family Social Work*, 2012, Vol. 17, pp 395–405
- Mok, IAC & Clarke, DJ (2014) ‘The Contemporary Importance of Triangulation in a Post-Positivist World: Examples from the Learner’s Perspective Study’, *Approaches to Qualitative Research in Mathematics Education*, Netherlands: Springer.
- Punch, K (2013) *Introduction to Social Research: Quantitative and Qualitative Approaches*, London: Sage.
- Welton, N, Lohmann-Hancock, C & Morgan, P (2016) *Hafan Cymru: Spectrum Project Evaluation Report*, Carmarthen: UWTSD.

Table 1 Below taken from:

Dodge, K.A., Laird, R., Lochman, J.E. & Zelli, A. (2002) Multidimensional latent-construct analysis of children's social information processing patterns: correlations with aggressive behavior problems. *Psychological Assessment*, 14 (1), 60–73.

Table 1 Basic assumptions and core concepts of Dodge's social information processing theory

Core concepts	<ul style="list-style-type: none">• Social information processing• Distal control mechanism (knowledge structure)• Proximal control mechanism (a set of skills for social information processing)
Basic assumptions	<ul style="list-style-type: none">• Actual human behaviour is preceded by a decision-making process.• Cognitive processing is composed of the proximal (i.e. a set of skills for social information processing) and distal (i.e. the knowledge structure) control mechanisms.• The informational processing model is relatively universal.
Intergenerational transmission of violence	<ul style="list-style-type: none">• Violence is understood as a function of a hostile knowledge structure acquired through early experiences with violence as well as skill deficits in each step of social information processing.
Role of culture	<ul style="list-style-type: none">• Cultural influences are not richly elaborated by the model of social information processing.• Cultural meanings attached to early experiences with violence may play an important part.
